

**NURS 360 Clinical Skills II: Maternal Child Nursing****Abilene Christian University****Spring 2014**

NURS 360

Monday/Saturday: 6:30 am to 6:30 pm

3 credit hours

Classroom: Simulation Lab

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**ACU Mission**

To educate students for Christian service and leadership throughout the world.

**School of Nursing Mission**

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as registered nurses throughout the world.

**Course Description**

Clinical Skills II: Maternal Child Nursing presents-competencies needed to apply evidence-based nursing practice to childbearing women and children of all ages across the continuum of care. The course provides simulation and clinical experiences in a variety of health care settings.

**Prerequisites**

Completion of Level I

**Co-requisites**

NURS 361, NURS 370, NURS 371, NURS 380

**Course Purpose and Audience**

Clinical Skills II: Maternal Child Nursing is required in the Level II semester for junior nursing students. This course provides understanding and application of nursing skills in the care of childbearing women and children of all ages within diverse health care settings. The course will allow practice and validation of cognitive and psychomotor skills required of professional nurses

in settings providing maternal child care. Student demonstration of professional affective characteristics will be evaluated.

### **Professional Behavior Expectations**

Baccalaureate educated nurses are prepared to function within an interdisciplinary team to lead and serve diverse patients (individuals, families, groups, communities, populations) across the life span in a variety of settings along the continuum of care. Since nurses' assume the responsibility of the care of others, professional attitudes, knowledge, behaviors, judgments and skills must be learned and applied in all communication and interactions to provide safe and quality practice. The faculty at the SON believes that the classroom, simulation labs, and clinical experiences all provide settings for professional learning. Students are asked to engage actively in all settings as preparation for professional expectations encountered in their careers. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and patients involved in any given setting. Distractions should be for emergencies only, and faculty notified if potential phone or other issues are anticipated.

### **Teaching Philosophy and Christian Perspective**

Faculty is responsible to facilitate the learning of students in preparation for professional careers in nursing. The faculty is responsible for modeling Christian character, authenticity, service, and leadership in nursing education and practice, and wants to engage students by discussion in the faculty successes and failure of this responsibility. The faculty at the SON believes that nursing curriculum should reflect the current practice environment in compliance with evidence-based professional standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Concepts will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The faculty believes that active participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate.

Faith and learning resources are integrated in this course. The faculty invites the students to bring further resources in the semester discussion of faith in nursing practice.

### **Course Content**

This course provides understanding and application of nursing science in the care of childbearing women and children in diverse health care settings. Content covered in the course will be grouped in the categories of Provider of Patient-Centered Care, Patient Safety Advocate, Member of Health Care Team, and Member of the Profession. Specific content includes intravenous and vascular access therapy (initiating, regulating flow, changing solutions/tubing, changing a peripheral dressing, discontinuing access, caring for central vascular access devices), pediatric and intravenous medication calculations, newborn and pediatric assessment, assessment of the pregnant and laboring woman and fetus, nursing care related to reproductive and gender-related medications, pregnancy, pre-term labor, labor/delivery, pre-term neonatal medications,

postpartum and newborn drugs, pediatric emergency drugs, scenarios related to focused assessment and acute/critical interventions in maternal child health issues.

### **Student Goals**

**After successful completion of this course, as a novice to advanced beginner, the student will:**

#### **Provider of Patient-Centered Care**

1. Apply and adapt clinical reasoning and established evidenced based nursing competencies (knowledge, behaviors, judgments, skills, and attitudes) to holistically address and prioritize simple to complex childbearing women's, children's, and families' preferences, values, and needs in diverse settings.

#### **Patient Safety Advocate**

2. Demonstrate knowledge of professional, legal, ethical, and regulatory standards for individual performance and identify elements of system effectiveness for safe nursing competencies (KBJSA), planning for the delegation of patient care to others, and state the importance of the efficient use and allocation of health care resources.

#### **Member of Health Care Team**

3. Engage patients (IFGCP) in their care decisions, and demonstrate effective communication skills and participation with the interdisciplinary team for the achievement of the highest potential and safe patient (IFGCP) health outcomes.
4. Apply basic principles of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care to patients (IFGCP) to ensure safety and quality, application of established evidence-based best practices, and the management of confidential information technology for seamless care and transition within health care systems.

#### **Member of the Profession**

5. Demonstrate professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.
6. Explores the promotion of the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality improvement, and legal and patient (IFG) advocacy, and participation in professional student nursing organizations.
7. Engage in self care and reflection to prepare for clinical demands, pursues growth to professional competence within the program, and understands the need to participate in life long career and professional development.

### Texts and Online Learning Resources

Ackley, B.J. & Ladwig, G. B. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care*. St. Louis: Mosby Elsevier.

Evolve. (2010). *Student resources*. Retrieved at <http://evolve.elsevier.com/Perry/maternal>

Evolve. (2010). *Student resources*. Retrieved at <http://evolve.elsevier.com/Perry/skills>

Evolve. (2012). *Student resources*. Retrieved at <http://evolve.elsevier.com/Zerwekh>

Jarvis, C. (2012). *Physical examination & health assessment, 6<sup>th</sup> ed.* St. Louis: Elsevier Saunders.

Perry, S.E., Hockenberry, M. J., Lowdermilk, D. L. & Wilson, D. (2010). *Maternal child nursing care, 4<sup>th</sup> ed.* Maryland Heights, MO: Mosby Elsevier.

Perry, A. G. & Potter, P. A. (2010). *Clinical nursing skills & techniques, 7<sup>th</sup> ed.* St. Louis: Mosby Elsevier.

Texas Board of Nursing. (September 2009). *Nursing practice act, nursing peer review, nurse licensure compact, and advanced registered nurse compact*. Retrieved from <http://www.bon.texas.gov/nursinglaw/pdfs/npa2009.pdf>

Texas Board of Nursing. (2010). *Differentiated essential competencies (DECs) of graduates of Texas nursing programs evidenced by knowledge, clinical judgments, and behaviors: Vocational (VN), diploma/associate Degree (diploma/ADN), baccalaureate degree (BSN)*. Retrieved from <http://www.bne.state.tx.us/nursingeducation/info.html>

Zerwekh, J. & Garneau, A. Z. (2012). *Nursing today: Transition and trends*. St. Louis: Elsevier Saunders.

### Course Activities

This is a clinical course that meets 9 hours weekly or 135 hours over the 15 week semester. The 16<sup>th</sup> week will be used for final course evaluations. The student will be assigned weekly readings which are reinforced by written reflective and discussion in clinical post conference. Professional preparation, behavior, and dress is expected in both clinical settings and the simulation laboratory.

### Course Competencies

| <b>Cognitive Competency Statements</b>                                                                                                                                                                                                                                                                                          | <b>Measurement Instruments</b>                                                           | <b>Performance Indicators or Criteria</b>                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| The student retains concepts of clinical reasoning, holistic, comprehensive assessment of adults, culturally sensitive competencies, and evidence-based nursing competences (KBJSA).                                                                                                                                            | Exams, quizzes, concept maps, case studies, written reflection, clinical evaluation tool | Exams and written assignments averages greater than or equal to 80/100. |
| The student applies the understanding the health illness continuum, knowledge of professional, legal, ethical, and regulatory standards for individual performance and system effectiveness to nursing practice.                                                                                                                | Exams, quizzes, concept maps, case studies, written reflection, clinical evaluation tool | Exams and written assignment averages greater than or equal to 80/100.  |
| <b>Psychomotor Competency Statements</b>                                                                                                                                                                                                                                                                                        |                                                                                          |                                                                         |
| The student explains and analyzes assessment data, responds to emerging data, and prioritizes care appropriately in simple to complex patient (IFGCP) issues.                                                                                                                                                                   | Clinical and Simulation experiences, exams, quizzes, assignments                         | Exams and written assignment averages greater than or equal to 80/100.  |
| The student completes comprehensive, evidence-based care plans based on basic human needs.                                                                                                                                                                                                                                      | Clinical and Simulation Preparation                                                      | Score is greater than or equal to 8/10.                                 |
| The student demonstrates knowledge of health care policy, finance, and regulatory environments by coordination, evaluation, and modification of care to ensure safety and quality, apply established evidence-based best practices, and the management of confidential information technology for seamless care and transition. | Clinical and simulation activities                                                       | Score is greater than or equal to 8/10.                                 |
| The student conducts learning needs assessments, and develops teaching plans for patients (IFGCP).                                                                                                                                                                                                                              | Care plan requirements                                                                   | Score greater than or equal to 8/10                                     |
| The student validates successfully all nursing skills required in the course.                                                                                                                                                                                                                                                   | Performance of clinical skill checklists.                                                | Score greater than or equal to 8/10                                     |
| <b>Affective Competency Statements</b>                                                                                                                                                                                                                                                                                          |                                                                                          |                                                                         |
| The student expresses a personal view of the Scriptural perspectives for responsibility in caring for children                                                                                                                                                                                                                  | Written assignments, post conference                                                     | Score greater than or                                                   |

|                                                                                                                                                                                                                               |                                                  |                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------|
| and mothers.                                                                                                                                                                                                                  | assignments                                      | equal to 8/10                       |
| The student demonstrates professional values of caring, altruism, human dignity, advocacy, truth, justice, freedom, ethics, civility, respect, and cultural competency.                                                       | Written assignments, post conference assignments | Score greater than or equal to 8/10 |
| The student engages in self care in preparation for clinical demands, pursues growth to professional competence within the program, and understands the need to participate in life long career and professional development. | Written assignments, post conference assignments | Score greater than or equal to 8/10 |

### **Final Course Grading Scale**

900 to 1000 points = A

800 to 899 points = B

700 to 799 points = C

600 to 699 points = D

Below 600 points = F

### **Graded Course Elements**

|                                                   |                     |
|---------------------------------------------------|---------------------|
| Medication Calculation Exams (3)                  | 300 points          |
| Simulation activities (10)                        | 100 points          |
| Clinical Objective Summaries                      | 100 points          |
| Care Plans (10)                                   | 200 points          |
| Performance of Skills Checklists (10 points each) | 100 points          |
| Clinical Evaluation Tool Final                    | 100 points          |
| Simulation Final                                  | 100 points          |
| Interprofessional Communication Blog              | 100 points          |
| <b>Total</b>                                      | <b>1,000 points</b> |

### **Policies**

### **Progression**

There are 2 requirements for successful completion of this course. A Clinical Evaluation Tool Final grade must be 80 or higher, and a minimum final course grade of 800 points or a B is required for progression to Level III in the program.

### ***Attendance and Participation***

Attendance is expected and required. Absences will be excused for illness with a doctor's note, death in the family, school sanctioned trips, or other reasons approved by the faculty. See the university policy for school sanctioned absences. Clinical hours are required for successful completion of the course. Excused absences may be made up at the discretion of the faculty. If the student misses more than 2 weeks of clinical, an incomplete or withdrawal will be necessary. The faculty will decide and advise regarding the appropriate course of action. The student is at risk of failure with any unexcused clinical absence. Three tardies greater than 10 minutes will count as one unexcused absence. Professional behaviors described in the previous section are expected. If a student is disrupting the atmosphere of the learning setting, the faculty will ask the student to leave the group, and make an individual appointment with the faculty to correct the issues.

The clinical requirements of the course are 9 hours per week. The first 2 weeks of the semester, the students will spend all the time in the simulation laboratory. Through weeks 3 – 15, the students will spend 2 hours per week in the simulation laboratory and 7 hours per week in assigned clinical settings. During week 16 of the semester, faculty and students will engage in summative clinical evaluation meetings.

### ***Academic Integrity***

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive, mislead, or misrepresent, and therefore are a form of lying, and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

**The first instance of cheating in any course in the program will result in a 0 for the assignment. A second incident will result in an F in the course and dismissal from the program.**

### ***Dress Code***

Students are expected to conform to the dress code as outlined in the ACU Student Handbook. Students wearing inappropriate attire will be asked to leave class.

### ***Special Needs***

*Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.*

## **Assignments**

### ***Exam***

The medication exams will be given online with faculty proctors. Attendance is required at exams. The faculty must be notified before the exam if the student is not able to attend. Make-up exams are only given for excused absences (see attendance policy). **Students who score less than 80 on a medication exam will be assigned remedial work/testing at the decision of the faculty. A grade of 100 is required on 2 of the 3 exams, and two attempts offered. The first score earned on each exam will be used in the calculation of the final course grade. A medication exam grade of 100 is required on two medication exams prior to progression to Level III of the program.**

### ***Simulation Activities***

Students will work in groups of 2 on simulation activities assigned each week. Students will be assigned case studies, selection a creative format (concept map, diagram, mnemonic, or role play), or completion of an online module to demonstrate relationships and nursing application of content assigned for simulation scenarios. The scores for 10 activities will contribute to the total course points.

## **See Appendix A Problem Solving Rubric**

### ***Interprofessional and Patient Communication Blog Assignments***

Blog assignments will be posted on the course website. Students are required to address questions substantially for at least 10 of the postings. See Appendix B for the Blog Rubric

|                                |                                                                                                   |                                                                                                            |                                                                                               |                                                                                                    |
|--------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Summarizes argument accurately | Misses the point; does not understand claim, reasons, and support (1 point)                       | Partially identifies claim, reasons, and support (2 points)                                                | Identifies claim, reasons, and support; perhaps not maintaining questions emphasis (4 points) | Accurately identifies claim, reasons, and support without oversimplifying or distorting (5 points) |
| Includes essential information | Does not distinguish introductory information from argument; includes unneeded examples (1 point) | Does not distinguish introductory information from argument; perhaps includes unneeded examples (2 points) | Includes a little background or an unneeded example or two (4 points)                         | Excludes introductory information and unneeded examples (5 points)                                 |

### **Care Plans**

Students will prepare care plans based on faculty assignments. See Ackley & Ladwig Care Plan Constructor Tool and **Appendix C for Care Analysis/Plan Rubric.**

### **Appendix C: Care Analysis Plan Rubric**

| <b>Needs Improvement No points</b>                                                                                                                                    | <b>Acceptable 1 point</b>                                                                                                                                                              | <b>Superior 2 points</b>                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content of Data Collection</b><br><br>More than 3 areas of documents incomplete; little development of topics; quality of ideas is poor; little analysis           | All areas complete except 1-3; reasonable response to topics; moderately sustained and developed ideas; acceptable analysis of clinical data; has a balance of analysis and reflection | As a novice: All areas complete; superior response to topics; fully sustained and developed ideas; outstanding analysis of clinical data; good balance of analysis and reflection |
| <b>Content of Assessment</b><br><br>More than 3 areas of documents incomplete; little development of topics; quality of ideas is poor; little analysis                | All areas complete except 1-3; reasonable response to topics; moderately sustained and developed ideas; acceptable analysis of clinical data; has a balance of analysis and reflection | All areas complete; superior response to topics; fully sustained and developed ideas; outstanding analysis of clinical data; good balance of analysis and reflection              |
| <b>Content of Evidenced-Based Care Plan</b><br><br>More than 3 areas of documents incomplete; little development of topics; quality of ideas is poor; little analysis | All areas complete except 1-3; reasonable response to topics; moderately sustained and developed ideas; acceptable analysis of clinical data; has a balance of analysis and reflection | All areas complete; superior response to topics; fully sustained and developed ideas; outstanding analysis of clinical data; good balance of analysis and reflection              |
| <b>Prioritization</b><br><br>Critical cues are missed, and data clustered inaccurately; Failure to respond to changes in data                                         | Some cues are clustered correctly; some are missed. Failure to respond to rapidly changing data; Needs prompting beyond level of competency expected                                   | All essential data cues are accurately assessed and clustered appropriately for an evidenced-based plan; Responds to changing data                                                |

|                                                                                                                                                                                                  |  |                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Organization</b><br><br>One of the elements missing – not on time, illegible, not organized, APA references in accurate or not present, does not incorporate previous feedback as appropriate |  | All documents on time, legible, in order. Sentences/phrases understandable; credible references in APA format; Incorporates previous feedback as appropriate |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------|

### ***Clinical Evaluation Tool***

The clinical evaluation tool will be used for assessment of beginning competencies related to the role expectations of professional nursing. The student will self evaluate at mid term for practice reflection. Faculty evaluation at mid term is used for formative correction in semester competencies. A separate grade will be made in a final, summative evaluation and will count towards the final course grade. One course requirement for program progression is a grade of 80/100 on this tool. **See Appendix C for the Clinical Evaluation Tool**

### ***Performance of Skills Checklists***

Skills checklists from Perry & Potter will be assigned in the simulation laboratory throughout the semester. Ten of the checklists will be evaluated by faculty in the lab and will count in the total course points.

### ***Summaries of Clinical Objectives***

Students will visit a variety of maternity and pediatric clinical settings. A set of clinical objectives specific to each site will be completed after each clinical experience. Sample clinical objectives are listed below:

1. Describe the services, and setting for maternity or pediatric patients.
2. Explain the interprofessional team providing health care services, and the role of the registered nurse in the setting. Include the following topics:
  - a. Communication/Teamwork
  - b. Patient-Centered Care/Delegation
  - c. Safety and Quality Evidence
  - d. Evidence-based Practice
  - e. Informatics
  - f. Professional standards/organizations to support nursing practice

- g. Regulations, policies (accrediting, organizational, financial)
3. Discuss the variety of maternal child health needs encountered in the clinical experience.
  4. Select a patient seen throughout the day, explore health education needs. Provide learning objectives, a teaching plan, setting/factors for education, and evidence of patient retention and understanding.
  5. Discuss legal and ethical issues that arose during day, and potential solutions to be implemented by the registered nurse.
  6. Explore a professional value that is important in the nursing care of patients in this setting. In each site, focus on a different value.

### ***Simulation Final***

During the final 2 weeks of the simulation activities of this clinical course, the students will be graded on comprehensive nursing responses (knowledge, judgments, behaviors, skills, and attitudes) from simple to complex maternal child health issues. **See Appendix E for the Lasater Clinical Judgment Rubric**

| <b>Lasater Clinical Judgment Rubric</b>       |                                                                                                                                                      |                                                                                                                                                                |                                                                                                                                                                              |                                                                                                                                                                   |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Dimension</b>                              | <b>Exemplary<br/>10 pts</b>                                                                                                                          | <b>Accomplished<br/>8 pts</b>                                                                                                                                  | <b>Developing<br/>6 pts</b>                                                                                                                                                  | <b>Beginning<br/>2 pts</b>                                                                                                                                        |
| Effective noticing involves:                  |                                                                                                                                                      |                                                                                                                                                                |                                                                                                                                                                              |                                                                                                                                                                   |
| Focused observation                           | Focuses observation appropriately; regularly observes and monitors a wide variety of objective and subjective data to uncover any useful information | Regularly observes and monitors a variety of data, including both subjective and objective; most useful information is noticed; may miss the most subtle signs | Attempts to monitor a variety of subjective and objective data but is overwhelmed by the array of data; focuses on the most obvious data, missing some important information | Confused by the clinical situation and the amount and kind of data; observation is not organized and important data are missed, and/or assessment errors are made |
| Recognizing deviations from expected patterns | Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment                                      | Recognizes most obvious patterns and deviations in data and uses these to continually assess                                                                   | Identifies obvious patterns and deviations, missing some important information; unsure how to continue the                                                                   | Focuses on one thing at a time and misses most patterns and deviations from expectations; misses opportunities to                                                 |

|                                  |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                |
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|                                  |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                  | assessment                                                                                                                                                                                                                                                                                                                      | refine the assessment                                                                                                                                                                                                                                                          |
| Information Seeking              | Assertively seeks information to plan intervention: carefully collects useful subjective data from observing and interacting with the patient and family                                                                                                                                                                                             | Actively seeks subjective information about the patient's situation from the patient and family to support planning interventions; occasionally does not pursue important leads                                                                                                                  | Makes limited efforts to seek additional information from the patient and family; often seems to know what information to seek and/or pursues unrelated information                                                                                                                                                             | Is ineffective in seeking information; relies mostly on objective data; has difficulty interacting with the patient and family and fails to collect important subjective data                                                                                                  |
| Effective interpreting involves: |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                |
| Prioritizing Data                | Focuses on the most relevant and important data useful for explaining the patient's condition                                                                                                                                                                                                                                                        | Generally focuses on the most important data and seeks further relevant information but also may try to attend to less pertinent data                                                                                                                                                            | Makes an effort to prioritize data and focus on the most important, but also attends to less relevant or useful data                                                                                                                                                                                                            | Has difficulty focusing and appears not to know which data are most important to the diagnosis; attempts to attend to all available data                                                                                                                                       |
| Making sense of data             | Even when facing complex, conflicting, or confusing data, is able to (a) note and make sense of patterns in the patient's data, (b) compare these with known patterns (from the nursing knowledge base, research, personal experience, and intuition), and (c) develop plans for interventions that can be justified in terms of their likelihood of | In most situations, interprets the patient's data patterns and compares with known patterns to develop an intervention plan and accompanying rationale; the exceptions are rare or in complicated cases where it is appropriate to seek the guidance of a specialist or a more experienced nurse | In simple, common, or familiar situations, is able to compare the patient's data patterns with those known and to develop or explain intervention plans; has difficulty, however, with even moderately difficult data or situations that are within the expectations of students; inappropriately requires advice or assistance | Even in simple, common, or familiar situations, has difficulty interpreting or making sense of data; has trouble distinguishing among competing explanations and appropriate interventions, requiring assistance both in diagnosing the problem and developing an intervention |

|                                       |                                                                                                                                                                                            |                                                                                                                                                           |                                                                                                                                                                                   |                                                                                                                                                                             |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | success                                                                                                                                                                                    |                                                                                                                                                           |                                                                                                                                                                                   |                                                                                                                                                                             |
| Effective responding involves:        |                                                                                                                                                                                            |                                                                                                                                                           |                                                                                                                                                                                   |                                                                                                                                                                             |
| Calm, confident manner                | Assumes responsibility; delegates team assignments; assesses patients and reassures them and their families                                                                                | Generally displays leadership and confidence and is able to control or calm most situations; may show stress particularly difficult or complex situations | Is tentative in the leader role; reassures patients and families in routine and relatively simple situations, but becomes stressed and disorganized easily                        | Except in simple and routine situations, is stressed and disorganized, lacks control, makes patients and families anxious or less able to cooperate                         |
| Clear Communication                   | Communicates effectively; explains interventions; calms and reassures patients and families; directs and involves team members, explaining and giving directions; checks for understanding | Generally communicates well; explains carefully to patients; gives clear directions to team; could be more effective in establishing rapport              | Shows some communication ability (e.g., giving directions); communication with patients, families, and team members is only partly successful; displays caring but not competence | Has difficulty communicating; explanations are confusing; directions are unclear or contradictory; patients and families are made confused or anxious and are not reassured |
| Well-planned intervention/flexibility | Interventions are tailored for the individual patient; monitors patient progress closely and is able to adjust treatment as indicated by patient response                                  | Develops interventions on the basis of relevant patient data; monitors progress regularly but does not expect to have to change treatments                | Develops interventions on the basis of the most obvious data; monitors progress but is unable to make adjustments as indicated by the patient's response                          | Focuses on developing a single intervention, addressing a likely solution, but it may be vague, confusing, and/or incomplete; some monitoring may                           |

|                                                                                                    |                                                                                                                                                                                                              |                                                                                                                                                                                             |                                                                                                                                                                                                |                                                                                                                                                                                                                           |
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|                                                                                                    |                                                                                                                                                                                                              |                                                                                                                                                                                             |                                                                                                                                                                                                | occur                                                                                                                                                                                                                     |
| Being skillful                                                                                     | Shows mastery of necessary nursing skills                                                                                                                                                                    | Displays proficiency in the use of most nursing skills; could improve speed or accuracy                                                                                                     | Is hesitant or ineffective in using nursing skills                                                                                                                                             | Is unable to select and/or perform nursing skills                                                                                                                                                                         |
| Effective reflecting involves:                                                                     |                                                                                                                                                                                                              |                                                                                                                                                                                             |                                                                                                                                                                                                |                                                                                                                                                                                                                           |
| Evaluation/self-analysis                                                                           | Independently evaluates and analyzes personal clinical performance, noting decision points, elaborating alternatives, and accurately evaluating choices against alternatives                                 | Evaluates and analyzes personal clinical performance with minimal prompting, primarily about major events or decisions; key decision points are identified, and alternatives are considered | Even when prompted, briefly verbalizes the most obvious evaluations; has difficulty imagining alternative choices; is self-protective in evaluating personal choices                           | Even prompted evaluations are brief, cursory, and not used to improve performance; justifies personal decisions and choices without evaluating them                                                                       |
| Commitment to improvement                                                                          | Demonstrates commitment to ongoing improvement; reflects on and critically evaluates nursing experiences; accurately identifies strengths and weaknesses and develops specific plans to eliminate weaknesses | Demonstrates a desire to improve nursing performance; reflects on and evaluates experiences; identifies strengths and weaknesses; could be more systematic in evaluating weaknesses         | Demonstrates awareness of the need for ongoing improvement and makes some effort to learn from experience and improve performance but tends to state the obvious and needs external evaluation | Appears uninterested in improving performance or is unable to do so; rarely reflects; is uncritical of himself or herself or overly critical (given level of development); is unable to see flaws or need for improvement |
| Copy Right, 2005, Kathie Lasater, EdD, RN. Developed from Tanner's (2006) Clinical Judgment Model. |                                                                                                                                                                                                              |                                                                                                                                                                                             |                                                                                                                                                                                                |                                                                                                                                                                                                                           |

| <b>Date</b> | <b>Pre Class Preparation</b>                                                                                                                                                                                                                                            | <b>In Class Assignment</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>Assignment Due Dates</b>                                                                             |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Week 1      | <p>Read and audio pod casts</p> <p>Jarvis, Overview of pediatric assessment, Chapter 29 Assessment of the pregnant woman</p> <p>Safe Medication administration = pediatric medication calculation</p> <p>Perry, Hockenberry, Lowdermilk, &amp; Wilson, Chapters 5,9</p> | <p>Course/Syllabus/ Clinical Evaluation Orientation</p> <p>Pediatric and Pregnancy Assessment, Assessment of risk factors in pregnancy</p> <p>Safe Medication administration</p> <p><b>Post conference:</b></p> <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p> <p>DECs, Essentials, QSEN</p> <p>Scripture and Value Exploration</p> <p>Hendrick and ARMC Orientations TBA</p> | <p>Simulation Activities:</p> <p>Skills 1, 2</p> <p>Sim Activity 1</p> <p>Care Plan 1</p>               |
| Week 2      | <p>Read and audio pod casts</p> <p>Perry &amp; Potter, Chapter 28, Skills 28-1-5</p> <p>Perry, Hockenberry, Lowdermilk, &amp; Wilson, Chapters 11</p>                                                                                                                   | <p>Intravenous and Vascular Access Therapy</p> <p>Scenarios with nursing care in pregnancy</p> <p><b>Post conference:</b></p> <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p> <p>ANA Code of Ethics</p> <p>Legal Issues</p> <p>Ethical Decision making</p> <p>Scripture and value exploration</p>                                                                              | <p>Simulation Activities:</p> <p>Blog 1</p> <p>Skill 3,4,5</p> <p>Sim Activity 2</p> <p>Care Plan 2</p> |
| <b>Date</b> | <b>Pre Class Preparation</b>                                                                                                                                                                                                                                            | <b>In Class Assignment</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>Assignment due dates</b>                                                                             |

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| Week<br>3 | <p>Read and audio pod cast</p> <p>Perry &amp; Potter, Chapters Skill 28-6</p> <p>Perry, Hockenberry, Lowdermilk, &amp; Wilson, Chapters Chapters 15,16</p>                 | <p><b>Lab:</b></p> <p>Medication Calculation</p> <p>Labor and Birth Processes, Management of Discomfort</p> <p>Maternity Scenarios</p> <p><b>Clinical:</b></p> <p>Complete clinical objectives, care plan</p> <p><b>Post conference:</b></p> <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p> <p>Grand Rounds</p> <p>Evidence-based nursing practice</p> <p>Importance of informatics</p> <p>Patient-Centered Care</p> <p>Cultural Competence</p> <p>Scripture and value exploration</p> | <p>Simulation Activities:</p> <p>Blog 2</p> <p>Skills 6,7</p> <p>Calculation Exam I</p> <p>Care Plan 3</p> |
| Week<br>4 | <p>Read and audio pod cast</p> <p>Perry &amp; Potter, Chapters</p> <p>Kee Maternity medications</p> <p>Perry, Hockenberry, Lowdermilk, &amp; Wilson, Chapters 18,21,23</p> | <p><b>Lab:</b></p> <p>Medication Calculation</p> <p>Maternity Medications</p> <p>Nursing Care in Labor and Birth, 4<sup>th</sup> Trimester, Postpartum Complications</p> <p>Maternity Scenario</p> <p><b>Clinical:</b></p> <p>Complete clinical objectives, care plan</p> <p><b>Post Conference:</b></p>                                                                                                                                                                                                           | <p>Simulation Activities:</p> <p>Blog 3</p> <p>Skill 8</p> <p>Sim Activity 3</p> <p>Care plan 4</p>        |

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|             |                                                                                                                                       | <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p> <p>Safety and Quality Initiatives</p> <p>Professionalism</p> <p>Nutritional needs of patients</p> <p>Medication error prevention, safe medication calculation</p> <p>Scripture and values exploration</p>                                                                                                                                                                                              |                                                                                                          |
| <b>Date</b> | <b>Pre Class Preparation</b>                                                                                                          | <b>In Class Assignment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Assignment Due Dates</b>                                                                              |
| Week 5      | <p>Read and audio pod cast</p> <p>Perry &amp; Potter, Chapter</p> <p>Perry, Hockenberry, Lowdermilk, &amp; Wilson, Chapters 25,26</p> | <p><b>Lab:</b></p> <p>Medication Calculation</p> <p>Care of new born, newborn nutrition and feeding</p> <p>Maternity and newborn scenario</p> <p><b>Clinical:</b></p> <p>Complete clinical objectives, Care plan</p> <p><b>Post Conference:</b></p> <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p> <p>Delegation issues</p> <p>Interdisciplinary communication</p> <p>Organizational policy and procedure</p> <p>Scripture and values exploration</p> | <p>Simulation Activities:</p> <p>Calculation Exam II</p> <p>Blog 4</p> <p>Skill 9</p> <p>Care Plan 5</p> |
| Week 6      | <p>Read and audio pod cast</p> <p>Perry &amp; Potter, Chapter</p>                                                                     | <p><b>Lab:</b></p> <p>Comprehensive Skill and Maternity Nursing Care Review and</p>                                                                                                                                                                                                                                                                                                                                                                                               | <p>Simulation Activities:</p>                                                                            |

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|             |                                                                                                                                       | <p>Scenarios</p> <p><b>Clinical:</b></p> <p>Complete clinical objectives, care plans</p> <p><b>Post conference:</b></p> <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p> <p>Prioritization</p> <p>Responding to emerging priorities</p> <p>Delegation</p> <p>Interdisciplinary communication</p> <p>Scripture and values exploration</p>       | <p>Blog 5</p> <p>Skill 10</p> <p>Sim Activity 4</p> <p>Care Plan 6</p>                                                          |
| <b>Date</b> | <b>Pre Class Preparation</b>                                                                                                          | <b>In Class Assignment</b>                                                                                                                                                                                                                                                                                                                                               | <b>Assignment Due Dates</b>                                                                                                     |
| Week 7      | <p>Read and audio pod cast</p> <p>Perry &amp; Potter, Chapters</p> <p>Perry, Hockenberry, Lowdermilk, &amp; Wilson, Chapter 30-33</p> | <p><b>Lab:</b></p> <p>Medication Calculation</p> <p>Pediatric Health Promotion</p> <p><b>Clinical:</b></p> <p>Complete clinical objectives, care plan</p> <p><b>Post conference:</b></p> <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p> <p>Unit policy and procedures</p> <p>Grand rounds of day</p> <p>Confidentiality</p> <p>Reporting</p> | <p>Clinical Evaluation Mid Term</p> <p>Medication Calculation Exam III</p> <p>Care Plan 7</p> <p>Objective 1 pregnant women</p> |

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|        |                                                                                                                                                  | Scripture and values exploration                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                  |
| Week 8 | <p>Read and audio pod cast</p> <p>Perry &amp; Potter, Chapters</p> <p>Perry, Hockenberry, Lowdermilk, &amp; Wilson, Chapters 34,35</p>           | <p><b>Lab:</b></p> <p>Pediatric Scenarios</p> <p>Pediatric assessments</p> <p>Pain assessment and management</p> <p><b>Clinical:</b></p> <p>Complete clinical objectives, care plans</p> <p><b>Post conference:</b></p> <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p> <p>Grand rounds of day</p> <p>Delegation</p> <p>Scripture and values exploration</p> | <p>Simulation Activities:</p> <p>Blog 6</p> <p>Sim Activity 5</p> <p>Care Plan 8</p> <p>Objective 1 children</p> |
| Week 9 | <p>Read and audio pod cast as needed</p> <p>Perry &amp; Potter, Chapters</p> <p>Perry, Hockenberry, Lowdermilk, &amp; Wilson, Chapters 44,45</p> | <p><b>Lab:</b></p> <p>Pediatric hospitalization</p> <p>Pediatric variations of nursing interventions</p> <p>Pediatric Scenarios</p> <p><b>Clinical:</b></p> <p>Complete clinical objectives, care plans</p> <p><b>Post conference:</b></p> <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p> <p>Grand rounds of the day</p>                                    | <p>Blog 7</p> <p>Sim Activity 6</p> <p>Care Plan 9</p> <p>Objective 1 families</p>                               |

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|             |                                                                                                        | Provider of patient-centered care<br>Patient safety advocate<br>Member of Health care team<br>Member of profession<br>Scripture and values exploration                                                                                                                                                                                                                                                                                                     |                                                                                  |
| Week 10     | Read and audio pod cast<br>Perry & Potter,<br>Perry, Hockenberry, Lowdermilk, & Wilson, Chapters 46-48 | <b>Lab:</b><br>Pediatric Scenarios<br>Respiratory, Gastrointestinal, and Cardiovascular Dysfunction<br><b>Clinical:</b><br>Complete clinical objectives, care plans<br><b>Post conference:</b><br>Nursing Practice Act, Standards of Practice, Unprofessional Conduct<br>Grand rounds of the day<br>Provider of Patient-Centered Care<br>Patient Safety Advocate<br>Member of Health Care Team<br>Member of Profession<br>Scripture and values exploration | Simulation Activities<br>Blog 8<br>Sim Activity 7<br>Care Plan 10<br>Objective 2 |
| <b>Date</b> | <b>Pre Class Preparation</b>                                                                           | <b>In Class Assignment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Assignment Due Dates</b>                                                      |
| Week 11     | Read and audio pod cast<br>Perry & Potter,<br>Perry, Hockenberry, Lowdermilk, & Wilson, Chapters 49-51 | <b>Lab:</b><br>Integrated simulation of all nursing(KJBSA) in pediatric and maternity nursing<br>Hematologic, immunologic,                                                                                                                                                                                                                                                                                                                                 | Blog 9<br>Sim Activity 8<br>Objective 3                                          |

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|         |                                                                                                    | <p>genitourinary, cerebral dysfunction</p> <p><b>Clinical:</b></p> <p>Complete clinical objectives, care plans</p> <p><b>Post conference:</b></p> <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p> <p>Grand rounds of the day</p> <p>Provider of Patient-Centered Care</p> <p>Patient Safety Advocate</p> <p>Member of Health Care Team</p> <p>Member of Profession</p> <p>Scripture and values exploration</p>                      |                                                                                      |
| Week 12 | <p>Read and audio pod cast</p> <p>Perry, Hockenberry, Lowdermilk, &amp; Wilson, Chapters 52-55</p> | <p><b>Lab:</b></p> <p>Integrated simulation of all nursing(KJBSA) in pediatric and maternity nursing</p> <p>Endocrine, integumentary, musculoskeletal dysfunction</p> <p><b>Clinical:</b></p> <p>Complete clinical objectives, care plans</p> <p><b>Post conference:</b></p> <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p> <p>Grand rounds of the day</p> <p>Provider of Patient-Centered Care</p> <p>Patient Safety Advocate</p> | <p>Simulation Activities</p> <p>Blog 10</p> <p>Sim Activity 9</p> <p>Objective 4</p> |

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|         |                         | <p>Member of Health Care Team</p> <p>Member of Profession</p> <p>Scripture and values exploration</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                         |
| Week 13 | Read and audio pod cast | <p><b>Lab:</b></p> <p>Integrated simulation of all nursing(KJBSA) in pediatric and maternity nursing</p> <p><b>Clinical:</b></p> <p>Complete clinical objectives</p> <p><b>Post conference:</b></p> <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p> <p>Grand rounds of the day</p> <p>Provider of Patient-Centered Care</p> <p>Patient Safety Advocate</p> <p>Member of Health Care Team</p> <p>Member of Profession</p> <p>Scripture and values exploration</p> | <p>Simulation Activities:</p> <p>Sim Activity 10</p> <p>Objective 5</p> |
| Week 14 |                         | <p><b>Lab:</b></p> <p>Integrated simulation of all nursing(KJBSA) in pediatric and maternity nursing</p> <p><b>Clinical:</b></p> <p>Complete clinical objectives, care plans</p> <p><b>Post conference:</b></p> <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p>                                                                                                                                                                                                  | <p>Simulation Final</p> <p>Objective 6</p>                              |

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|         |  | <p>Grand rounds of the day</p> <p>Provider of Patient-Centered Care</p> <p>Patient Safety Advocate</p> <p>Member of Health Care Team</p> <p>Member of Profession</p> <p>Scripture and values exploration</p>                                                                                                                                                                                                                                                                                            |                                            |
| Week 15 |  | <p><b>Lab:</b></p> <p>Integrated simulation of all nursing(KJBSA) in pediatric and maternity nursing</p> <p><b>Clinical:</b></p> <p>Complete clinical objectives, care plans</p> <p><b>Post conference:</b></p> <p>Nursing Practice Act, Standards of Practice, Unprofessional Conduct</p> <p>Grand rounds of the day</p> <p>Provider of Patient-Centered Care</p> <p>Patient Safety Advocate</p> <p>Member of Health Care Team</p> <p>Member of Profession</p> <p>Scripture and values exploration</p> | <p>Simulation Final</p> <p>Objective 7</p> |
| Week 16 |  | <p><b>Schedule Final Clinical Evaluation with Faculty</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                           | Objective 8                                |

