



RNSG 2261-101
Care of the Childbearing and Child Rearing Clinical
Fall 2022

Instructor Information: Karen Bell: kbell22@com.edu 409-933-8716

Office Hours: By appointment

Molly Gundermann: mgundermann@com.edu 409-933-8395

Office Hours: By appointment

Rene Lovett: rlovett@com.edu 409-933-8282

Office Hours: By appointment

Adjunct Instructor: Jamie Gonzalez

Student hours and location: As stated in grid

Required Textbook/Materials:

Gulanik, M, Myers, J (2017). *Nursing Care Plans, diagnosis, interventions, and outcomes* – 9th edition. St. Louis: Elsevier, Inc.

McKinney, E.S. (2022) *Maternal-Child Nursing* (6th ed.) St. Louis, MO: Elsevier

Mulholland, J.M., & Turner, S.J. (2015). *The nurse, the math, the meds: Drug calculations using Dimensional analysis* (3rd ed.). St Louis, MO: Elsevier/Mosby.

EHR Tutor. (2020). Academic electronic health record training program. Available from <https://my.ehrtutor.com/>

Shadow Health- located in Evolve website

Course Description: Clinical application of the concepts related to the provision of nursing care for childbearing and childrearing families. Application of systematic problem-solving processes and critical thinking skills, including a focus on the childbearing family during the perinatal periods and the childrearing family from birth to adolescence; and competency in knowledge, judgment, skill, and professional values within a legal/ethical framework.

Course requirements (may include any/all of the following):

1. **Math Competency Assignment-** Required as ticket to take math comp #1
2. **Math Competency Quiz** - Assesses proficiency in dosage calculations. Students will be required to pass a Math Competency Examination with a 100% before administering medications during clinical settings and to pass the course. Students will be allowed three (3) attempts to successfully pass the examination. The highest possible score to be calculated in the course grade for attempt 2 or 3 is a 75%. **All students level 3 clinical students will take one math comp exam for the combined Pedi/OB and Complex Concepts clinical courses. If the student is unsuccessful in obtaining a 100% on the 3rd math comp exam, the student will be withdrawn from both clinical courses and will receive a “D” in one clinical course.**
3. **HESI Patient Reviews (HPRs)** - Elsevier/Evolve- Assess understanding of core content in preparation for challenging clinical situations. Please print a copy for yourself after completing the

activity. Instructors will be able to track your completion of the activity online but may need to see your copy if there are any discrepancies. There will be only one attempt allowed for each HPR. A grade of zero (0) will be given for any late HPR. The average of all assigned HPR's will be calculated for the final HPR grade.

4. **Health Promotion Teaching Paper**- Assesses the understanding and application of appropriate patient/family teaching on an assigned Pediatric or OB topic.
5. **Elder Portfolio** - Monitors the progress in the ongoing evaluation and relationship building with an elder in the community; focuses on the elder's role in the lives of children in his or her family or community.
6. **Weekly Documentation** – Assesses the understanding of care that identifies patient goals/outcomes, nursing interventions. Assesses the ability to understand, collaborate and communicate in a timely manner with the healthcare team to plan, deliver, and evaluate patient-centered care in inpatient, outpatient, and school settings. Weekly documentation may include any/all of the following: daily care plan, school nurse paper, newborn teaching project, labor and delivery paper, or outpatient clinic experience.
7. **Major Care Plan**- Assesses the ability to analyze data to create an individualized plan of care. Assesses the ability to collaborate and communicate in a timely manner with the healthcare team to plan, deliver, and evaluate patient-centered care. Due to the limited number of inpatient clinical sites available for this semester, the Major Care Plan will be completed on the pediatric simulation patient in the SIM lab.
8. **Shadow Health**- Virtual patient assessments for a variety of pediatric and maternity disease processes. The grade will be determined by the DCE score.
9. **Simulation Lab** -A simulated patient care environment which assesses critical thinking ability in various scenarios
10. **Volunteer Experience**
11. **School Nurse**- public or private school setting
12. **Outpatient Clinic**- dedicated clinics for the pediatric or maternal patients. Paper assigned if for the pediatric specialty clinic ONLY. The maternal health clinic will not have any assigned paper; however, proof of attendance will be required.
13. **Clinical Evaluation** - Assesses clinical competency.

Determination of Course Grade/Detailed Grading Formula:

Assignment	%
Math Competency Quiz*	10
Elder	5
Shadow Health (8 at 2% each)	16
Weekly Documentation (4 at 7% each)	28
Major Care Plan	19
Health Promotion Paper	10
HESI Patient Reviews (12 at 1% each)	12
Clinical Performance Evaluation	Pass/fail
TOTAL	100
* The student must pass with a 100% in three attempts to continue in this course	

Grading Scale:

A = 90 - 100.00

B = 80 - 89.99

C = 75 - 79.99*

D = 60 - 74.99

F = < 60

*A minimum final grade of “C” is required to pass this course.

Late Work, Make-Up, and Extra-Credit Policy:

All course assignments are expected to be completed and submitted on the specified due date. See Grade Determination & Calculation in the Nursing Student Handbook.

Clinical Day of the Week	Paperwork due by 2359
Tuesday	Thursday
Thursday	Saturday
Friday	Sunday

All other clinical assignments will be due on **Saturdays at 2359 on the dates specified on the calendar**. The only exception to this is Shadow Health modules which close at 2355 per the company policy

Attendance Policy:

See the attendance policy in the Nursing Student Handbook

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS).

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Demonstrate professional student responsibilities by following policies and procedures of the ADN Program and the clinical facility practice guidelines	Outcome 1: Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care	
2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families under the supervision of clinical faculty and assigned primary nurse.	Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with	

	the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	
3. Assess the physical and mental health status of patients with diverse health needs using a structured data collection tool with primary and secondary sources of information	Outcome 7: Develop, implement and evaluate teaching plans for patients, family members that address health promotion and restoration.	
4. Analyze assessment data to prioritize problems that can be addressed by nursing.	Outcome 1: Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care	
5. Develop a plan of care that identifies patient goals/outcomes and nursing interventions using information from evidence-based practice in collaboration with pediatric/obstetric patients, their families, and the health care team.	Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.	
6. Implement the plan of care to provide safe, compassionate, ethical nursing care for maternal and child patients and their families in acute care settings.	Outcome 6: Integrate principles of teaching and learning to organize and plan the teaching	

	of patients, family members, and other health care providers with socioeconomic, cultural, and spiritual diversity.	
7. Evaluate attainment of patient goals and related nursing interventions and modify the plan of care in response to changing patient needs.	Outcome 7: Develop, implement and evaluate teaching plans for patients, family members that address health promotion and restoration.	
8. Use standards of nursing practice to provide and evaluate patient care by seeking supervision when practice behaviors and judgments fall outside individual knowledge and expertise	Outcome 7: Develop, implement, and evaluate teaching plans for patients, family members that address health promotion and restoration.	
9. Collaborate and communicate in a timely manner with patients, their families, and the health care team to plan, deliver, and evaluate patient-centered care.	Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.	
10. Serve as a health care advocate in assessing and promoting safety and quality for patients and their families	Outcome 2: Demonstrate principles of collaborative practice within the nursing and interdisciplinary teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.	

11. Communicate and manage information using technology to support decision making to improve patient care	Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient-centered care.	
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Academic Dishonesty:

Any incidence of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact the course faculty using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the course facilitator. If questions remain after this, please contact the Director of Nursing- Dr. Debra Bauer at dbauer3@com.edu.

Plagiarism

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. An assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

Clinical Guidelines

Guidelines for Clinical Experience

1. Mandatory facility "Orientation" date and time is noted on the course calendar. Additional instructions regarding directions to the facility, parking fees, etc., will be given in class.
2. Dress code includes wearing scrubs at all clinical facilities including during on campus Simulation Lab. You will be sent home for inappropriate dress, this will be considered a clinical absence. This will be up to your clinical instructor.
3. Wear your school name tag at all times in the clinical setting. You may be required to get an additional photo and badge at some facilities.

Student Activities during the Clinical Day

During a typical clinical day, the student will:

1. Arrive at the clinical facility at the designated time, dressed appropriately, and without any dangling jewelry from the ears, neck, or wrists (safety issue), and with no excessive cosmetics or perfume, and avoiding any provocative dress or behavior that would call undue attention to oneself.

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2. Meet with your clinical instructor at the time and place for pre-conference.
3. Go to your unit and put your books, etc. in the designated place for students. Do not bring anything like your books or backpack, etc., out into patient care areas.
4. Do not bring valuables to clinical, e.g., large amounts of money or credit cards or expensive jewelry (leave them locked in your car if brought unintentionally).
5. Meet with the charge nurse for the shift report/staff assignment.
6. Collaborate with your nurse preceptor for taking lunch (30 minutes). Do not leave the facility without informing your instructor.
7. Consult with your clinical instructor freely.
8. Arrive and participate in post conference at the designated time and place.

Guidelines for Medication Administration

Pharmacology is an important aspect of the clinical experience. You will discuss your patient's medications daily with the clinical instructor. You will be responsible for knowing about all your patient's medications (both scheduled & prn), classification, action, indications for use, dosage, time, route, side effects, nursing implications, and target symptoms for your client.

Monitoring patients for medication effectiveness is also an important aspect of the nurse's role.

Guidelines for Charting

You may read the patients chart, but do not make copies of anything in the patient record without permission from the charge nurse and your instructor. You will be expected to report only pertinent data from any medical and/or lab tests for Care Plans etc., so it should not be necessary to copy any forms from a patient chart.

The student will be expected to abide by the guidelines of the institution when charting in the institutional EHR. The student will submit documentation through the simulated electronic health record at www.ehrtutor.com. Documentation should be done on the patient **at least every two hours** and should be complete and accurate.

The student will submit documentation through the simulated electronic health record at www.ehrtutor.com. Students will utilize two methods of charting, flow sheets and narrative. The assessment will include:

- Physical head to toe focused assessment
- Pertinent diagnostic and lab results (explanation of each test result should be included)
- Patient medications
- Medical orders
- Patient Education
- Nursing note at least every two hours (complete and accurate)
- Nursing care plan
- SBAR acronym (**S**ituation **B**ackground **A**ssessment **R**ecommendation) is a tool used to communicate with members of the healthcare team

Times and Accuracy

- Assessment should occur early and be documented immediately after completion.
- Diagnosis/Planning should be documented prior to care and should flow from physical assessment data and institutional EMR information/data.
- Interventions/Direct patient care should be documented immediately after care is provided (including med administration - students should use their drug books to review meds prior to administration)

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- Evaluation should occur at the end of the shift before reporting off to the patient care nurse.
- Reporting must happen throughout and at the end of each clinical day. Students should take no more than 30 minutes to construct the SBAR prior to reporting to the patient care nurse and instructor. A completed SBAR should be prepared for post conference each clinical. The student will communicate a verbal care plan to the instructor each week before the end of the clinical day.
- All documentation should be completed by the end of the clinical day of clinical day. In the event the student does not have internet access at the facility, the student will utilize a down-time form, which must be completed before leaving clinical. The student will be allowed time to complete data entry into EHR Tutor.

Clinical Facility for this course will be Ben Taub for the inpatient experience. Units assigned will be any/all of the following areas: APU (antepartum unit), MBU (mother baby unit), L&D (labor and delivery), Nursery, or Gynecologic Med/Surg. The documentation for these units will be completed as an assignment and submitted through D2L BrightSpace.

Clinical Conferences

Students are expected to attend any pre- and post-conferences at the times and place designated by the clinical instructor. Post conference learning activities are at the discretion of the clinical instructor and all students are expected to comply and complete the requested assignments.

Medication

Pediatric Medication Administration

Student Learning Outcomes

Upon completion of this module, the student will:

1. Describe proper techniques that will assure safe administration of medication to children.
2. Demonstrate an understanding of pediatric dosage calculation.
3. Examine factors related to growth and maturation that significantly alter an individual's capacity to metabolize and excrete drugs.
4. Demonstrate the administration of medications as authorized by law and determined by the BON.

Required activities:

Pre-clinical Math Assignment is the "ticket" to take first Math Comp Exam. The exam will complete the requirement for both RNSG 2261 (Nursing Care of the Childbearing and Child Rearing Family) and RNSG 1162 (Complex Concepts of Adult Health).

Learning Content

- I. Effects of immaturity on drug metabolism and excretion.
- II. Dosage calculation.
 - A. Dose per Kilogram of Body Weight
- III. Methods of administration
 - A. Oral administration
 - B. Intramuscular (IM) administration
 - C. Subcutaneous and intradermal administration
 - D. Intravenous (IV) administration
- IV. Parenteral fluid therapy

- A. Selection of IV site and site care
- B. Recording and reporting of IV intake
- C. Use of Volume Control Devices (Buretrol, etc.)
- D. Use of infusion pumps
- E. Peripheral Venous Access Devices (VAD's)
- V. Nasogastric, orogastric or gastrostomy administration
- VI. Rectal administration
- VII. Optic, otic, and nasal administration

Medications Commonly Used in Maternal-Newborn Nursing

The following drugs are those commonly encountered in this course:

Acetaminophen/Codeine - Tylenol #3	Erythromycin ophthalmic
Methergine	Prenatal vitamins
Acetaminophen IV	Famotidine – Pepcid
Metoclopramide-Reglan	Rubella vaccine
Betamethasone - Long-acting Corticosteroids	Hepatitis B vaccine
Morphine	Sodium Citrate-Bicitra
Butorphanol – Stadol	Immune Globulin - Rhogam
Naloxone-Narcan	Terbutaline-Brethine
Docusate – Surfak	Lansinoh Cream
Oxytocin-Pitocin	Magnesium sulfate
EMLA cream	Meperidine – Demerol
Phytonadione-Aqua Mephyton	

Clinical Skills Checklist- Pediatric

Students are expected to perform all skills designated in previous courses and must satisfactorily demonstrate the following skills in the lab and/or clinical area prior to performing with assigned nurse or clinical faculty.

Skill		S/U	Comments
1.	Use of pediatric restraints and safety nets.		
2.	Crib safety (include types of cribs in relations to children needs).		
3.	Positioning the child per safety/comfort needs - appropriate to disease process/injury.		
4.	Calculation and administration of medications adapted to pediatric client (calculate safe dosage range).		
5.	ADL's per age and developmental level.		
6.	Nutritional needs of the pediatric client.		
	A. Infant feeding		
	1. Breast		
	2. Bottle		
	3. Gavage		
	4. G-tube		
	5. Parenteral		
	B. Progressive feeding		
7.	Therapeutic baths		
	A. Tepid		
	B. Medicated		
8.	Pediatric intake and output		
9.	Pediatric enema administration		
10.	Maintenance of pediatric IV		
11.	Tests and specimens		
	- urine, specimen collection techniques		
	- urine, catheter		
	- dip stick		
	- specific gravity		
	- stool - ova and parasites		
	- occult blood (guaiac)		
	- culture and sensitivity		
	- sputum, suctioning for specimen		
	- blood		
	- bedside glucose monitoring		
12.	Physical assessment		
	- infant, child, adolescent		
	- assist with pediatric exam		
13.	Admission, transfer and discharge of pediatric client		
14.	Pediatric vital signs		
15.	Pediatric Oxygen administration		
	- pulse oximeter		
	- oxy hood		
	- nasal cannula		
	- croup tent		
	- incubator		
	- O ₂ concentration monitoring		

Permissible Childbearing Family Clinical Nursing Skills

The student will perform only those procedures and treatments, which have been taught in the nursing skills course or nursing skills laboratory.

Independent	RN Supervision Only
Ambulation assistance	Medication administration
Binder or bandage application	IV insertion/site maintenance
Heat/Cold application	IV Flow rate/calculations
Hygiene care/bed bath	Restraint application/monitoring
Incontinence care	Specimen collection
Nutritional care (feeding)	Wound care
Physical Assessment	NGT maintenance
ROM exercises	Sterile dressing change
Transfers (bed to chair)	Tracheostomy/endotracheal suctioning/care
Transfers (bed to stretcher)	Urinary catheterization
Vital signs measurement	Oxygen administration

Non-permissible Nursing Skills

Skills that will not be performed throughout nursing school at COM are:

- Administration of blood or blood products
- IV push medications
- Titration or initiation of Pitocin or Magnesium Sulfate infusions
- Care of a patient with an airborne illness requiring the use of an N95 face mask

Performance of these skills by a nursing student is considered unsafe and can result in dismissal from the program.

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Michelle Brezina at 409-933-8124 or mvaldes1@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 16-week spring semester session is November 18th, 2022.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress: If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please go to <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Statement of Eligibility for an Occupational Licensure: Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: https://www.bon.texas.gov/licensure_eligibility.asp. Should you wish to request a review of the impact of criminal history on your potential Registered Nurse License prior to or during your quest for a degree, you can visit this link and request a “Criminal History Evaluation”: https://www.bon.texas.gov/licensure_endorsement.asp. This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

Acute Care Clinical Documentation (Non-Major Care Plan Day)	Points
GENERAL CHARTING:	
Pathophysiology- include diagnosis, pertinent signs and symptoms and treatment	5
Labs for last 24 hours- include rationale for any abnormal	1
Imaging/diagnostics for last 24 hours- include results	1
At least two sets of vital signs.	2
Assessment (head to toe)	10
SBAR	4
NARRATIVE NOTES (every 2 hours and with all interventions- at least 5 per shift)	10
CARE PLAN:	
Documentation of two priority nursing diagnoses	8
Subjective assessment- related to each nursing diagnosis	4
Objective assessment- related to each nursing diagnosis	4
Identifies SMART short term goal (STG) #1 - for one nursing diagnosis	5
Identifies SMART short term goal (STG) #2 - for one nursing diagnosis-	5
Identifies SMART long term goal (LTG) #1 – for one nursing diagnosis- all goals must be written for same nursing diagnosis	1
Identify and Implement 5 nursing interventions for STG #1 with scientific rationale and patient response for each intervention. (The intervention must have documentation of rationale and how the intervention affected the patient to receive all three points).	15
Identifies and Implements 5 nursing interventions for STG #2 with scientific rationale and patient response for each intervention (The intervention must have documentation of rationale and how the intervention affected the patient to receive all three points).	15
Evaluates STG #1 & modifies if applicable.	2
Evaluates STG #2 & modifies if applicable.	2
Medication Profile: Up to 10 scheduled medications	
Classification on all meds	1
Indication on all meds	1
Dosage on all meds	1
Frequency on all meds	1
Adverse Effects/pt education on all meds	1
References: must have for patho, meds, and care plan	1
Total	100

Acute Care Clinical Documentation (Major Care Plan Day)	Points
GENERAL CHARTING:	
Pathophysiology- include diagnosis, pertinent signs and symptoms and treatment	4
Labs for last 24 hours- include rationale for any abnormal	1
Imaging/diagnostics for last 24 hours- include results	1
Nutrition: What diet is patient ordered? What did they eat?	1
At least two sets of vital signs.	1
Assessment (head to toe)	10
SBAR	4
NARRATIVE NOTES (every 2 hours and with all interventions- at least 5 per shift)	10
CARE PLAN: create three diagnoses, develop two	
Documentation of three priority diagnoses	12
Subjective assessment- related to each nursing diagnoses (1 point per diagnosis)	2
Objective assessment- related to each nursing diagnoses (1 point per diagnosis)	2
Nursing diagnosis #1: Identify 2 SMART short term goals (STG) (5 points per goal)	10
Nursing diagnosis #1: Identify 1 SMART long term goals (LTG)	2
Nursing diagnosis #2: Identify 2 SMART short term goals (STG) (5 points per goal)	10
Nursing diagnosis #2: Identify 1 SMART long term goals (LTG)	2
Nursing diagnosis #1: Identify and Implement 4 nursing interventions for each STG with scientific rationale and patient response for each intervention. (The intervention must have documentation of rationale and how the intervention affected the patient to receive all three points).	24
Nursing diagnosis #2: Identify and Implement 4 nursing interventions for each STG with scientific rationale and patient response for each intervention. (The intervention must have documentation of rationale and how the intervention affected the patient to receive all three points).	24
Nursing diagnosis #1: Evaluate each STG & modify if applicable.	2
Nursing diagnosis #2: Evaluate each STG & modify if applicable.	2
Medication Profile: Up to 10 scheduled medications	
Classification on all meds	1
Indication on all meds	1
Dosage on all meds	1
Frequency on all meds	1
Adverse Effects/pt education on all meds	1
References: must have for patho, meds, and care plan	1
Total	130

Health Promotion Paper

In APA format, type a two-page double spaced paper.

1. **Assessment:** Describe the condition that you will be teaching your patient and/or family.
2. **Outcome:** What is the goal for the education being provided? What should they do to avoid a certain condition, or what should they do if they are affected by the condition?
3. **Teaching Plan:** This should be the actual educational steps provided to family. What teaching methods would be most effective for patient/family education? Handouts or booklets with pictures? Audio or video?
4. **Evaluation:** What criteria will be used to assess the family's understanding of the education provided? Verbalization? Return skill demonstration?
5. **Reference** page with at least 2 approved **SCHOLARLY** references (No Wiki or WebMD for example). Your textbook can be used as a reference. Any nursing journal cannot be more than 5 years old.
6. Submit to your clinical instructor via BrightSpace on your assigned paperwork due date.
7. **SafeAssign** will be enabled for this paper, and the match percentage must be **no higher than 25%**.

Health Promotion Paper Grading Rubric

Criteria	Possible Points	Points Earned
Assessment- describe condition	20	
Outcome- goals for education	20	
Teaching Plan- steps for teaching	30	
Evaluation- criteria used for understanding	20	
Length of Paper Grammar References APA format 25% Safe Assign	10	
Total Points	100	

Labor and Delivery Paper

In APA format, type a one-page double spaced paper. Choose one patient and address the following:

1. Situation: Why is the patient here?
2. Background: What is the medical history (including GP status)
3. Assessment: Include pertinent assessment findings, VS, FHT, labor station
4. Recommendation:
5. Nursing Notes: This is a narrative section to describe any interventions completed by nursing or assisted by nursing to the physician. This should be time specific to when events/interventions occur. Include any education provided to the laboring mother.

Labor and Delivery Paper Rubric

Criteria	Points	Score
Situation	10	
Background	15	
Assessment	20	
Recommendation	15	
Nursing Narrative	40	
Total	100	

Faculty comments:

Newborn Teaching Project Requirements

In APA format, type a one-page double spaced paper.

1. Assess and determine the teaching need of the family related to the newborn. This should occur after meeting mother and baby and needs to be approved by the faculty at the facility that day. Teaching topics are listed below. You will need to choose one for mother and one for baby.
2. Describe teaching tools that were utilized. These could be pamphlets, videos, websites, etc. Steps should be professional with clear, simple, and easily understood language, and is appropriate to the family's culture, language and literacy level.
3. Explain the steps used to teach the family (the actual teaching will be done during the clinical day with your faculty present).
4. How effective was the teaching? How was the effectiveness measured?
5. Attach a reference page with at least 2 scholarly references.

Newborn Teaching Project Rubric

Criteria	Points	Score
Assessment and determine teaching need	20	
Teaching tools used	20	
Steps used.	40	
Effectiveness in teaching	10	
APA format Reference list Grammar Length of paper	10	
Total	100	

Topics for Mother:

Breast Care
Postpartum Nutrition
Incision Care
Perineal Care
Postpartum Exercise
Contraception

Topics for Infant:

Feeding- Breast
Feeding- Bottle
Skin Care/Bathing
Safety
Circumcision Care

School Nurse Rotation

The student will type a one-page journal entry reflecting the day's activities, also including the below information in the paper:

1. In APA format type a one-page, double spaced paper.
2. Describe the daily responsibilities and duties of the school nurse.
3. Include an example of a health promotion activity that is presented each year by the nurse at your assigned campus and the grade level of the students who are included. Explain why this program was chosen and the importance of this information. Also describe the details of the activity and how the information is given (visual aids, guest speaker, etc.)
4. Also include any special programs or classrooms (Ex: PPCD, Severe and Profound, etc.) that are unique to your assigned campus where the nurse has students with additional responsibilities for the children who attend such as: urinary catheterization, tube feedings, etc. List the state mandated screenings that are required at your assigned campus and the age(s) of the children who are screened annually.
5. Attach a Reference page with at least 2 approved references and submit to your clinical instructor via BrightSpace on your assigned paperwork due date.

School Nurse Paper Grading Rubric

Criteria	Possible Points	Points Earned
Role of the Pediatric Nurse in the school setting	10	
Duties of the Pediatric Nurse in the school setting	10	
Description of Health Promotion Activity	25	
Unique Programs and Special Needs Students	25	
State Mandated Screenings	20	
Length of Paper Grammar APA format	10	
Total Points	100	

Pediatric Specialty Clinic Objectives

During the clinical rotation, each student will follow a nurse in a Pediatric Specialty Clinic. The student may take vital signs, weigh, measure, and assist in screenings. Other opportunities may be performed with either faculty advisor or nurse preceptor.

In APA format, type a one-page double spaced paper.

1. Describe the role of the Pediatric Nurse in the clinic setting.
2. Describe the typical patients seen in the specialty clinic.
3. Describe an encounter during the day involving **one** child's appointment: age and sex of the patient, who accompanied the child, diagnosis of the patient, any diagnostic testing performed, any other screenings were completed, any voiced parental concerns during the visit, any anticipatory guidance given by the practitioner, and any medications prescribed.
4. Attach a Reference page with at least 2 approved references and submit to your clinical instructor via BrightSpace on your assigned paperwork due date.

TCH Pedi Specialty Clinic Paper Grading Rubric

Criteria	Possible Points	Points Earned
Role of the Pediatric Nurse in the clinic setting	15	
Typical patients seen in the specialty clinic	15	
Patient encounter	60	
Length of Paper Grammar References APA format	10	
Total Points	100	

Elder Portfolio Guidelines

The Elder Portfolio reflects the effort of the COM faculty to ensure that the assessment and care of the elderly population is addressed throughout the curriculum. The portfolio is a compilation of documents which will be used throughout the program in each clinical course.

For this course, the student will complete the Level III required activities, and submit the portfolio to the clinical instructor via BrightSpace. The electronic forms can be found under the “Content” tab in the RNSG 2261 course.



I, _____ attended _____
for my clinical rotation for RNSG 2261 on the following date
_____.

Student Signature/Date

Facility Signature/Date

Facility Print