NURSING III

CLINICAL COURSE SYLLABUS

NUR 2261L
# Course Syllabus – Classroom Courses

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GENERAL CLASS AND COURSE INFORMATION

Course Number: NUR 2261L  
Class Reference Number: Multiple  
Term: 2014-1

Course Title: Nursing III  
Credit/Contact Hours: 4 Credits/12 Lecture Hours

Course Description:
Using the concepts of oxygenation, cellular integrity, regulation, perception/sensory/cognition and mobility, the theories of holism and goal attainment will be analyzed and applied to the nursing care of clients across the lifespan with more-commonly occurring and progressing to less commonly occurring human responses to health challenges. Clinicals will occur with childbearing families, pediatric, and adult patients in a variety of settings within the community, including acute care facilities. Special fee required.

Course Learning Outcomes: As a result of taking this course, the student will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Apply the nursing process utilizing critical thinking skills when planning the care of individuals and their families.</td>
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<tr>
<td>2</td>
<td>Compose holistic nursing process documentation with emphasis on diagnosis, planning, implementing, analysis and evaluation of care, considering special needs of diverse cultural populations.</td>
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<tr>
<td>3</td>
<td>Identify the influence of the expected and actual stage of growth &amp; development as it relates to the personal; inter-personal and social needs of each client and family.</td>
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<tr>
<td>4</td>
<td>Identify the influence of the expected and actual stage of growth &amp; development as it relates to the personal; inter-personal and social needs of each client and family.</td>
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<td>5</td>
<td>Accurately document the nursing process in the client’s medical record when applicable and in the EHR.</td>
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<td>6</td>
<td>Perform all technical skills including medication administration with 100% accuracy.</td>
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<td>7</td>
<td>Demonstrate collaboration with members of the health care team to implement management principles in the care of clients and their families.</td>
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<td>8</td>
<td>Demonstrate effective therapeutic communication skills with members of the health care team, clients and their families.</td>
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<td>9</td>
<td>Continuously analyze interactions and develop alternate responses, as appropriate to enhance communication techniques.</td>
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<td>10</td>
<td>Continually collaborate with clients and their families utilizing a variety of teaching methods to assist clients and families in attaining their goals.</td>
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<td>11</td>
<td>Identify and differentiate nursing roles in each clinical environment.</td>
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<td>12</td>
<td>Participate in collaborative discharge planning, teaching and the identification of community resources to facilitate optimum health.</td>
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<td>13</td>
<td>Achieve personal and professional growth as they transition through the nursing program in preparation for professional practice.</td>
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Course Outline for NUR2261L

Class Schedules: Each full-time student in NUR 2261L will be scheduled for 12 hour clinicals. Clinical days and hours vary. Schedules will be published by the end of the 1st week of class. In addition, each student must attend (1) one approved service learning experience and (2) two clinical simulation experiences (1 per rotation). All of these experiences require completion of the appropriate written assignment as outlined later in this syllabus.
Textbooks Information: Textbooks are listed as Required and Recommended.

Required:


   For Students who purchased the Case Studies in the previous semester, please purchase the Practice Tests only. ISBN: 978-0-3230-6867-3.

6. Palm Beach State College Syllabus for NUR 2261 is posted online.

7. Palm Beach State College Nursing Student Handbook is posted online.

ALL PRIOR SEMESTER TEXTBOOKS MAY HAVE ASSIGNMENTS AND BE UTILIZED

Recommended:


You may purchase your textbook(s) at any one of Palm Beach State College’s campus bookstores or online.

Electronic Nursing Resource Page is located online:
Video list is recommended & available in MTIS (Media Technology and Instructional Services) located on campus. However, videos will be streamed whenever possible.

All students enrolled in a Nursing course are required to obtain and read the current Nursing Student Handbook and the Palm Beach State College Student Handbook. All Nursing students are responsible for the information contained in these publications. Both of these publications are published on the Palm Beach State College web site.

Web Content Information: This course does not have a web component, but requires access to RN2.
PROFESSOR’S CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office Hours</th>
<th>Contact Information</th>
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</thead>
<tbody>
<tr>
<td>Louise Aurelien EdD, MS, FNP-BC</td>
<td>Professor I</td>
<td>AH 316</td>
<td>(561) 868-3697</td>
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<td>Lake Worth</td>
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<tr>
<td>Adina Difederico-Yates PhD, MSN, RN</td>
<td>Professor II</td>
<td>AH 221</td>
<td>(561) 868-3442</td>
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<tr>
<td>Cindy Goegelman MSN, ARNP, CNM</td>
<td>Associate Professor</td>
<td>VL 101</td>
<td>(561) 868-3447</td>
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<tr>
<td>Ann Sipes, MSN, RN</td>
<td>Professor I</td>
<td>AH 307</td>
<td>(561) 868-3444</td>
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<tr>
<td>Ilse Wallace, MSN, RN</td>
<td>Associate Professor</td>
<td>AH203</td>
<td>(561) 868-3426</td>
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Office Hours are Posted on the Faculty Web Pages and Outside Offices

CLASS REQUIREMENTS

Assignments: Clinical assignments are made to maximize your learning. Assignments for clinical groups are confirmed by the full-time faculty during the first week of class, and may not be changed after that time.

Please see Course Guidelines, Forms and Tools for required criteria. Written assignments will include:
- Computerized documentation of assessments, vital signs, meds, labs and NCP’s as well other relevant computerized documentation
- Service Learning Paper
- Simulation preparation, as assigned

Each student is required to read, print, and sign the Ethical Agreement, Consent to Confidentiality, and Disciplinary Procedure contained in the Nursing Student Handbook, and submits it to the instructor at the first class meeting.

Each clinical experience has required assignments & paperwork that must be satisfactorily completed.

Specific Clinical Assignments will include the following:
- Each full-time student in NUR 2261L will be scheduled 12 hour clinicals. Clinical days and hours vary by clinical group depending on clinical site availability. In addition, each student must attend (1) one approved service learning experience, and successfully complete a paper. Attend (2) two clinical simulation experiences (1 per rotation). Each clinical experience has required assignments & paperwork that must be satisfactorily completed.

Each student will be based in an acute care hospital caring for childbearing families, pediatric clients and families; and communities in a variety of practice settings. The student will be responsible for delivering total care to 1-3 patients on selected clinical units. The nursing process will be utilized to assist clients in
achieving optimum health through goal attainment. Patients with diagnoses discussed in theory class will be assigned whenever possible to facilitate student application of newly acquired knowledge. **Late Assignment Policy:** Late assignments are not accepted unless prior arrangements have been approved by the instructor. **Grading Scale & Policy:** All students must receive a passing grade in each of the Semester 3 Nursing Courses in order to proceed to the 4th semester. The following courses are considered Semester 3 courses:

- NUR 2261
- NUR 2261L

**Nursing Department Grading Scale and Policy:** Course grade will be “S” (satisfactory – pass) or “U” (unsatisfactory - fail). In order to pass this course the student must successfully meet the clinical objectives as demonstrated by receiving a satisfactory clinical evaluation, submit satisfactory clinical papers, and **attend all assigned clinical experiences.**

Any student who is not performing at a satisfactory level* will receive a Performance Improvement Plan (PIP). The purpose of this record is to inform the student of any deficiencies and also to provide the student with a strategy for success.

*See Program Clinical Evaluation Tool

**Make-up Policy:** Please refer to Nursing Student Handbook for Clinical Make-up Policy.

**CLASS POLICIES & METHODOLOGY**

**Attendance:** Professors are required to take attendance. Attendance on all clinical days is **required.** Attendance will be taken on all clinical days and college wide policies related to attendance will be followed. Failure to meet the clinical requirements of the course (even if related to absence) will result in a clinical failure for the course.

Students who become ill are required to notify their clinical instructor. Calls should be placed directly to the clinical instructor ASAP before the clinical experience. It is the student’s responsibility to discuss with the clinical instructor the reason for the absence. The instructor will then notify the student of the **possibility** and requirements necessary to complete the course objectives. Please see the Nursing Student Handbook.

All students are expected to attend all classes and clinicals/labs. In the event of an absence due to extenuating circumstances, the student is expected to notify the appropriate faculty member.

**NURSING DEPARTMENT ATTENDANCE**

All students are expected to attend all classes and clinicals/labs. In the event of an absence due to extenuating circumstances, the student is expected to notify the appropriate faculty member prior the start of clinical.

**Electronic Device Use:** Hand-held devices are allowed in clinical for note-taking and researching data, only. The use of Hand-held devices is encouraged to facilitate downloadable information as learning strategies and study tools. **Cell phones must be turned off in clinical, class, and are prohibited in the campus Testing Centers.**
Course Syllabus – Classroom Courses

**Email Policy:** All students have access to a college email account. It is the responsibility of the student to activate this account in order to be kept current with college, program and course information. College email must be checked weekly, at least. Faculty will contact students via college email, so be certain to check this email account twice weekly for any updates or changes to coursework or schedules.

**Equipment & Supplies:** Required text books; access to a computer with active Internet service; word processing and printing capabilities are essential to be successful in this class.

**Required Equipment for Clinical:**
1. Stethoscope with bell and diaphragm
2. Black pen and notebook
3. Palm Beach State College nursing uniform
4. Hemostats
5. RN2 access
6. Bandage scissors
7. Safety goggles
8. Pen light
9. Tape measure

**Professor’s Expectations:** Students are expected to maintain proper decorum in the clinical area. All students are expected to present themselves in a professional manner. Please review the Nursing Handbook and College Catalog for expected behaviors.

Each clinical group has a faculty team responsible for planning and supervising the activities of the clinical group. The faculty has a strong clinical background and desire to share their expertise and professionalism. In addition to clinical responsibilities, clinical instructors are responsible for evaluating each student’s clinical performance and written assignments and are available for consultations to meet individual student’s needs.

One goal of the faculty is to promote student learning from each clinical experience through planned individual and group activities. The faculty expects students to be prepared for each clinical experience and to demonstrate personal and professional effort in meeting the demands of the course clinical objectives.

**Methods of Instruction:** The following teaching strategies will be utilized to provide instruction in the clinical area.

**Teaching Strategies:**
1. Pre and Post Conference
2. Individual/Faculty Interactions
3. Computerized Documentation
4. Role Modeling
5. Clinical Rounds
6. Alternative Instructor Facilitated Learning Experiences
7. Case Studies
8. Simulations & Scenarios
9. Group Discussions
10. Hands-on Supervised Clinical Experience
11. Structured Patient Care

**Evaluation Methods**
1. Evaluation of clinical performance (see Clinical evaluation tool) *
2. Mid-rotation, Mid-term and Final evaluation conferences
3. Evaluation of written and verbal assignments
4. Attendance and participation

**Unique Requirements of the Class:** Clinical experiences are required to successfully complete this
Clinical Assignments
The clinical assignments in NUR2261L are related to your clinical experience as both a Patient Care Provider and Patient Care Manager. Students coming to the clinical unprepared to meet the requirements of their clinical assignment are at risk of receiving a failing clinical grade due to unsatisfactory performance. Students may be dismissed from the clinical area and receive an absence for the day.

No points toward your academic grade will be given for these assignments, but satisfactory completion of these assignments is needed for a passing (satisfactory) clinical grade.

Patient Assignments
Assignments will be made to maximize your learning. Discuss any specific learning experiences you want with your clinical instructor. Students are expected to come to clinical prepared. Be prepared to discuss your anticipated plan of care in pre-conference.

IV Therapy Guidelines
Review IV Therapy guidelines from NUR 1214L Syllabus. Institutional guidelines, policies and procedures will be followed.

Charting Guidelines
Since charting requirements vary from agency to agency, you must follow the guidelines for the agency in which you are assigned. Computerized documentation on your patients will be utilized. Review charting guidelines from NUR 1023L and NUR 1214L syllabi.

Pharmacology Requirements
Students will be responsible for the administration of medications to their assigned clients in the hospital. Students are required to follow the facility’s policies for the administration and charting of medications.

Students will be held accountable for knowing the medications they are administering. Drug classification cards can be brought to the clinical area for use in discussing the medications with the clinical instructor. Students are encouraged to pay particular attention to those medications being discussed in the classroom.

Students must know the following about each medication PRIOR to administration:

- Medication classification
- Therapeutic dose range and route
- Mechanism of action
- Specific reason your client is receiving the drug
- Common side effects
- Lab data pertinent to the drug
- Major nursing indications and client teaching areas for this drug
Course Syllabus – Classroom Courses

COLLEGE POLICIES AND WEB INFORMATION

Academic Dishonesty

Academic dishonesty includes the following actions, as well as other similar conduct aimed at making false representation with respect to the student’s academic performance:

(1) Cheating on an exam, (2) Collaborating with others on work to be presented, if contrary to the stated rules of the course, (3) Submitting, if contrary to the rules of the course, work previously submitted in another course, (4) Knowingly and intentionally assisting another student in any of the above actions, including assistance in an arrangement whereby work, classroom performance, examination, or other activity is submitted or performed by a person other that the student under whose name the work is submitted or performed, (5) Plagiarism.

Please refer to the Palm Beach State College Student Handbook

Classroom Etiquette and Student Behavior Guidelines

Students will demonstrate respect for professors and fellow students. Behavior that is disruptive to a positive learning environment reported by the professor will result in a warning on the first instance; the second instance might result in expulsion from the course or campus.

Computer Competency Component

Each student will, to the satisfaction of the instructor, demonstrate a fundamental understanding of basic computer operations through various instructor-determined exercises and/or assignments. These exercises/assignments are included in this syllabus.

Disability Support Services

Students with disabilities are advised, in compliance with federal and state laws, that accommodations and services are available through the office of Disability Support Services (DSS). It is the student’s responsibility to contact Disabled Student Services Advisors and to submit appropriate documentation prior to receiving services.

Eating, Drinking, and Smoking

Eating and drinking are confined to areas designated on the campus. Smoking is not permitted in any College building and only in areas designated at each campus.

Student Responsibility Policy

When a student attends the College, s/he becomes subject to its jurisdiction. Students are expected to conduct themselves in a responsible manner, in all areas of campus life. By enrolling, they pledge to obey the rules and regulations of the College and are responsible for observing all College policies and procedures as published in the student handbook, the College catalog and other College publications. The student will be responsible for preparing for class, participating in class, and completing assignments on time.

Palm Beach State College Websites of Interest

Withdrawal Policy for Individual Courses: The last day to withdraw from a College course with a "W" grade in this course is in accordance with the current Academic Calendar. It is the responsibility of the student to use the PantherWeb system or visit a campus Registrar’s office to withdraw. An official withdrawal entitles the student to a grade of "W" in the class.
Course Syllabus – Classroom Courses

DEPARTMENT CONTACT INFORMATION:

Kellie Bassell, EdD, EdS, RN
Nursing Program Director
AH 110 (561) 868-3412
Fax (561) 868-3452
e-mail
GETTING STARTED

1. Make sure you have all the computer system requirements as listed in the Computer Requirements section of this syllabus, including computerized documentation capabilities.

2. E-Mail the professor with your name and phone number. The professor will communicate with you through Blackboard or your Palm Beach State College-issued email address.

3. Obtain course materials. The textbook(s) can be purchased at the Palm Beach State College campus bookstore or online.

4. Log onto the course web site Online Learning - Blackboard Campus. Use your PantherWeb logon information.

5. Once inside the course website, you are encouraged to read the "Mandatory Online Orientation" and complete the Orientation Quiz.

6. Explore the different parts of the web page. Be sure you print the syllabus, course calendar, and assignment sheet so that you know what is expected of you during the semester.

7. Read the instructor’s Welcome message on the discussion board and post a reply to it introducing yourself to the class.

8. Print the course worksheets and content outlines that follow this section of the syllabus.

9. Begin completing your assignments as listed on the course calendar and/or class schedule.

Have fun!

Disclaimer
Changes may be made to the syllabus at any time during the term by announcement of the professor. It is the responsibility of the student to make any adjustments as announced.
COURSE GUIDELINES, FORMS AND TOOLS
GUIDELINES: PHARMACOLOGY RESEARCH ITEMS
FOR CLINICAL ROTATION

Students are responsible for understanding and properly administering medications to their patients. Listed below are frequently administered maternal – child and pediatric medications. Be prepared to discuss the indications for the medication ordered, therapeutic range, special precautions, side effects, route of administration, etc. **NCLEX:** Know “out of the ordinary” and “very common” side effects PLUS the nursing implications. Students will be responsible for additional medications according to individual patient needs.

<table>
<thead>
<tr>
<th>PEDIATRIC Medications</th>
<th>CLASSIFICATION</th>
<th>Maternal – Child Medications</th>
<th>CLASSIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acetaminophen</td>
<td>CNS Nonnarco, Antipyretic</td>
<td>Ancef</td>
<td>Antibiotic</td>
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<tr>
<td>Acetaminophen with codeine</td>
<td>CNS Narcotic</td>
<td>Ampicillin</td>
<td>Antibiotic</td>
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<tr>
<td>Albuterol</td>
<td>ANS Smooth Muscle Relaxant</td>
<td>Brethine / Terbutatine</td>
<td>Tocolytic Agent</td>
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<td>Ampicillin</td>
<td>Antiinfective</td>
<td>Calcium gluconate</td>
<td>Electrolyte</td>
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<td>Ceftriaxone</td>
<td>Antiinfective</td>
<td>Cervidil</td>
<td>Prostaglandin</td>
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<td>Clindamycin</td>
<td>Antiinfective</td>
<td>Cytotec</td>
<td>Prostaglandin</td>
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<td>Digoxin</td>
<td>Antiarrythmic</td>
<td>Dexamethasone / Betamethasone</td>
<td>Corticosteroid</td>
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<td>Famitodine</td>
<td>GI Agent, Hydrogen Blocker</td>
<td>Ducolax Suppository</td>
<td>Laxative</td>
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<tr>
<td>Gentamycin</td>
<td>Antiinfective</td>
<td>Duramorph</td>
<td>Narcotic agonist analgesic</td>
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<td>Ibuprofen</td>
<td>CNS Agent, Nonnarco Analgesic, Antipyretic</td>
<td>Glyburide</td>
<td>Antidiabetic</td>
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<tr>
<td>Morphine</td>
<td>CNS Narcotic Analgesic</td>
<td>Hemabate</td>
<td>Prostaglandin</td>
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<td>Solumedrol</td>
<td>Antiinflammatory</td>
<td>Indocin</td>
<td>Nonsteroidal anti-inflammatory (NSAID)</td>
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<td>Magnesium sulfate</td>
<td>Anticonvulsant</td>
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<td>Intravenous Solutions</td>
<td>Primary IV</td>
<td>IVPB</td>
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<td>Is each solution for your patient Isotonic, Hypotonic or Hypertonic?</td>
<td>What IV is the primary line?</td>
<td>What IV solutions are secondary or piggybacks?</td>
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<tr>
<td>Methotrexate</td>
<td>Antineoplastic</td>
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<td>Methergine</td>
<td>Oxytocic</td>
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<td>Narcan</td>
<td>Narcotic antagonist</td>
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<td>Nubain</td>
<td>Narcotic agonist-antagonist analgesic</td>
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<td>Pitocin</td>
<td>Oxytocic, Hormone</td>
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<td>Triple dye</td>
<td>Anti-Infective</td>
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<td>Vitamin K</td>
<td>Vitamin</td>
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<tr>
<td>Zofran</td>
<td>Antiemetic</td>
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**SOAP Note**

S = Subjective data
O = Objective data including client behavior, physical assessment, vital sign’s meds, etc.
A = Analysis: problems, teaching / learning needs; nursing diagnosis
P = Planned nursing care

**Labor SOAP Note**

S = Subjective data
O = Objective data including client behavior, vaginal exam data, vital signs, IV’s, etc.
A = Analysis: stage/phase of labor, problems, teaching/learning needs; Nursing Diagnosis
P = Planned nursing care

**APIE Note**

A = Assessment
P = Plan
I = Intervention
E = Evaluation

The student picks one problem and applies the APIE note.
GUIDELINES: PRE AND POST CONFERENCE

Pre-conferences

Prior to student rendering of direct patient care a clinical pre-conference will be held. The time and location of the pre-conference is at the discretion of the clinical instructor. The focus will be reviewed, goals for the day established and learning needs identified.

The pre-conference is intended to be a brief, but important, review of the day’s activities. Clinical instructors will assist the clinical group in identifying care priorities, learning opportunities and organizational needs. Nursing care plans for each patient may also be randomly chosen for discussion.

Post Conference

Post conferences are intended to discuss nursing care challenges of interest for the benefit of all the students in the conference group and to share ideas for meeting these challenges. The location and time for clinical post conferences will be scheduled by the clinical instructor.

The clinical instructor will facilitate the post conference discussion. Each student is expected to participate in evaluating the day’s goals and learning experiences. Activities relevant to the clinical focus will be discussed with emphasis on expected and actual outcomes of care, alternative interventions and staff nurse responsibilities in the overall management of care for the client.

Student Objectives

The student will:
1. Identify the client.
2. State client needs.
3. Describe pertinent observations in a review of systems manner.
4. Report situation and potential or real problems experienced.
5. Discuss nursing approach/solution to these.
6. List the drugs administered, and state the action, dose, desired effect, untoward effects and method of administration for each.
7. List treatments, and state the purpose of, and client’s response to each.
8. IV solutions.
9. Labs/pertinent to patient.
10. Teaching.

Student Guide for Discussion

1. Who is my client? (for example: age, marital status, psychosocial history, medical conditions and mental status).
2. State significant events of this hospitalization (admitting diagnosis, surgery, emotional crises, fracture).
3. What are your client’s needs TODAY? (Describe client situation, your observations, potential or real problems and your approach).
   - Basic daily needs
   - Needs requiring special attention
Student Guide for Discussion (continued)

4. What medications were administered, or is your client receiving?
   • Why?
   • What were the positive and negative effects?
   • What safety measures were used?

5. What treatments were done?
   • Why were these done?
   • What special principles or safety measures were involved?

6. Did I meet my client’s needs? Explain your answer.

7. What could I do to improve my nursing care of this client?

8. What were my feelings about taking care of this client?

9. Presentation of special topics.
The student will:

1. Learn the physical layout of the clinical area.

2. Review and be familiar with the OSHA guidelines regarding universal precautions as related to the clinical setting; know where to find protective equipment, sharps disposal boxes and infection control manuals located on the unit.

3. Complete the necessary (education requirements, confidentiality, etc) paperwork from the facility.

4. Discuss the ethical, legal issues involved in the nursing care of the members of the OB and Pediatric Units.

5. Identify the chain of command as it relates to the clinical area.

6. Familiarize yourself with usual routines for the unit:
   - vital signs, I &O
   - meal time
   - visiting policies

7. Be introduced to the charting system for the clinical facility.

8. Be introduced to policies related to IV’s and medication administration.

9. Discuss nursing responsibilities related to medication administration.

10. Review school policies as they relate to clinical attendance, e.g. absenteeism, tardiness, etc.

11. Be oriented to clinical assignments, time of clinical experience, location and time of pre and post conferences and other scheduled clinical experiences in this course.

12. Review the clinical evaluation tool.

13. Discuss the role of the associate degree nurse as provider of care, manager of care and member of the profession.

14. Discuss the issues of confidentiality related to the clinical setting.

15. Review the requirements for papers related to this course.

16. Review lab, library and computer assisted tutoring available to assist student learning.
ORIENTATION SCAVENGER HUNT

Locate the Following:

Resources
- Policy and procedure books
- OSHA information
- Infection Control procedures
- Charting guidelines
- Textbooks & other resources

Medication Room
- Pharmacy prepared IVPB’s and IV’s
- IV solutions, tubing and connectors for piggybacks
- IV pumps; syringe pumps; PCA pumps

Emergency (Crash) Cart with defibrillator
- Emergency oxygen
- Emergency equipment
- Restraints
- Suction equipment

Patient Medical Records
- Lab results
- Transcribed orders
- Advanced directive guidelines
- Patient teaching information
- Drug information
- Teaching videos

Nutrition Room
- Ice machine
- Infant formula
- Nourishments
- Tube feedings

Treatment Room
- Catheterization and irrigation supplies
- Sterile dressings and supplies, tape, needles & syringes

Answer the following questions:
1. How/where are narcotics dispensed?
2. Where are emergency drugs kept?
3. What equipment do you need to suction?
4. What equipment do you need to initiate a tube feeding?
5. How are supplies charged to the patient?
ACUTE CARE SETTING
CLINICAL OBJECTIVES

While on the maternal-child unit the student will satisfactorily complete:

* Application of all previously learned skills, as well as NUR 2261L skills.
* Application of clinical knowledge for pregnant women, infant and families through the childbearing process.
* Multipatient assignments.
* Medication calculation and administration with assigned patients.
* A holistic assessment of a patient.
* Utilization of the nursing process including critical thinking skills in all patient assignments.
* Patient care manager experience and written paper, as assigned.
* See clinical computerized documentation requirements located in this syllabus.

While on the pediatric unit the student will satisfactorily complete:

* Application of all previously learned skills, as well as NUR 2261L skills.
* Application of clinical knowledge to children and their families.
* Multipatient / family assignments.
* Utilization of the nursing process including critical thinking skills in all patient assignments.
* A holistic assessment of a patient as with focus on growth and development, and family dynamics will be due once in the pediatric rotation.
* Medication calculation and administration with assigned patients.
* Patient care manager experience and written paper, as assigned.
* See clinical computerized documentation requirements located in this syllabus.
CLINICAL ASSIGNMENTS, FORMAT, GUIDELINES AND DEADLINES

You are required to enter data into the computerized documentation system this term as part of your clinical requirement. All assignments will be submitted on or BEFORE the due date. All assignments are due one week after the experience / assignment, unless otherwise directed by instructor. Since most clinicals are 1 day per week, it is strongly recommended that assignments be submitted as soon as possible after the experience, so that you may receive timely feedback to facilitate your success.

Semester 3 Minimum Paperwork Requirements:

General Requirements:
- Weekly computerized documentation
- Service Learning Experience (1 per semester)*
- Simulation (1 per rotation: 2 total)*
- Patient Care Manager (as assigned)*
- Alternate Clinical Experience (as assigned)*

*The objectives and written assignment requirements can be found in the pages following.

CLINICAL SIMULATION

Learning Outcomes:

Demonstrate critical thinking AEB individual and collaborative performance within the assigned scenario.

Utilize appropriate theory and skills to implement the nursing process individualizing it to meet client unique needs.

Manage complex patient needs in an effective and safe environment.

Preparation: The Simulation day is considered a clinical day, so please be timely and wear your uniform and identification badge. RN2 simulation preparation as assigned. Also, please bring your stethoscope.

Patient Care and Intervention: Students may be divided into 2 groups for the simulation experience. Students will be assigned specific roles for the simulation. Based on the clinical scenario presented, the students must develop a plan of care including nursing actions (interventions) necessary to stabilize the patient. Skills performance will occur at the bedside. (Some information may be only available after the completion of skills). At the end of the scenario, a comprehensive debriefing will take place.

Skill Development: The mannequin / human simulator will be utilized for physical assessment and nursing care. During the simulation, students may be asked to perform any skill previously learned.

Paperwork: Students will individually be required to access their blackboard sites and complete the required assignment listed prior to simulation. The group will then work together during simulation to complete any other additional paperwork required.

**Any discussions or paperwork generated by the simulation experience MUST stay within the simulation group. Sharing of the simulation information (verbal or written) outside of the group will be considered a HIPPA violation and result in a Personal Improvement Plan (PIP).**
ALTERNATIVE CLINICAL EXPERIENCE

Objectives:

1. The student will identify the primary population served.

2. The student will describe the similarities and differences of this population as compared to the primary population on his/her assigned clinical unit.

3. The student will describe the healthcare professional he/she shadowed; in terms of educational requirements (credentialing, certifications, etc.) and essential job responsibilities.

4. The student will discuss how these responsibilities differ from the essential responsibilities of the nurses on his/her assigned clinical unit.

5. The student will discuss the likelihood of pursuing a job in this area.
Alternative Clinical Experience Assignment

Name: ___________________________________________  Date: __________________________

Alternative Experience: __________________________________________________________

Name and title of nurse shadowed: ________________________________________________

1. Credentials of nurse (advanced degree, certification, years of experience, or training) necessary to perform role.

2. What are the essential job responsibilities of the nurse?

3. How do these responsibilities differ from the essential responsibilities of the nurses on your assigned clinical unit?

4. Describe the primary population served.

5. Describe the similarities and differences of this population as compared to the population on your assigned clinical unit.

6. What did you observe?

7. What was the best / most interesting part of the experience?

8. What did you like least about the experience?

9. Is this an area where you would consider working? Why or Why not?

10. Had you considered working in this area before today?

11. Would you recommend this experience to a fellow student? Why or Why not?
Ralph Waldo Emerson:  
"It is one of the most beautiful compensations of life that no man can sincerely try to help another without helping himself."

What is Service-Learning?

Palm Beach State defines service-learning as “a teaching method that increases student engagement and success through community involvement to apply theories or skills being taught in a course. Service-learning furthers the learning objectives of the academic courses, addresses community and civic needs, and requires students to reflect on their activity in order to gain an appreciation for the relationship between civics and academics.”

At Palm Beach State we envision a College that is a diverse community of active learners where achievement occurs in an environment without boundaries. We envision a responsive collaborative institution committed to the ongoing renaissance and enrichment of its community. Service-learning provides a teaching method to assist faculty, students and the community in fulfilling the College vision.

Albert Schweitzer:
“I don’t know what your destiny will be, but one thing I do know: the only ones among you who will be really happy are those who have sought and found how to serve.”

Students:
Students that participate in service-learning components understand that the “service” performed includes class participation, addressing the community needs, and reflection activities.

Benefits for the Students:

- Enhances Learning
- Connects theory to practice
- Encourages life-long commitment to service
- Fosters civic responsibility
- Explores majors and careers
- Enhances employability
- Receive job offers and scholarships
- Improves self-esteem
- Makes a difference in the community
What is Reflection?

Reflection means the process of thinking about what we do and processing it to draw meaning from our experiences. Reflection is an intentional endeavor to discover specific connections between something we do and the consequences which result.

Reflection exercises connect service to educational theory and larger social issues, foster critical thinking and active citizenship, and help in the evaluation of students' progress.

Objectives of Experience

The student will:
1. Identify resources in the community to serve client needs.
2. Suggest innovative methods to meet the needs of the community served.
3. Determine the impact of the agency/event on the community.
4. Describe the role and impact of the nurse within the agency/event.

SERVICE LEARNING ASSIGNMENT GUIDELINES

Students will select a service learning activity and obtain approval from their clinical instructor. This activity must be a hands-on experience. Observational experiences do not meet the criteria as outlined by Palm Beach State College or the nursing program. You will participate in at least a six hour experience during the semester.

Once the activity is approved, students can obtain a copy of the Service Learning Log and Evaluation of the experience at the following links:

Student Log Sheet

Student Site Evaluation Form

- Each student will access the Nursing Resources website (also available via BB or the library) and secure an appropriate professional article from a Professional Nursing Journal related to the community / service learning experience attended.

Upon completion of this experience the following must be turned into the clinical instructor by the designated due date:

a. A professional nursing article
b. A reflection paper on the experience with references (APA format)
c. The site evaluation log
d. A site evaluation of the experience

*Service Learning is a requirement in every semester of the Nursing Program.

SERVICE LEARNING SELECTION LIST:
Course Syllabus – Classroom Courses

Prenatal / Infant & Child
- Pre-natal classes
- Breastfeeding classes
- Childbirth classes
- Children’s Media Services (CMS)
- Infant CPR classes
- Car seat safety classes
- Head Start
- Healthy Mothers Health Babies Coalition of Palm Beach County
- School Nursing
- Early Intervention
- Easter Seals
- Lung Mobile
- Schools
- Grandma’s Place
- Chef for a Day at Quantum House
- Safe Haven for Newborns

Adolescent/Early Adulthood
- Migrant Clinics (Lantana)
- Diabetic Teaching Classes (Jupiter Hospital)
- American Cancer Association “I can cope series” (Jupiter Hospital)
- Teen Parenting Classes
- Alateen
- Alcoholics Anonymous Meetings
- Narcotics Anonymous Meetings
- Human Trafficking

Middle/Later Adulthood
- Out-Client (HH) (Jupiter Hospital)
- Diabetic Support Groups
- Menopause Support Group
- Alzheimer’s Support Groups
- Community Senior Center
- Out-Patient Gyn Surgery Follow-up (Jupiter Hospital)
- American Cancer Society
- Lighthouse for the Blind
- Cancer Centers
- St. Mary’s Boot Camp for Dads
- Red Cross
- American Heart Association
- American Lung Association

***All age groups – Health Fairs, Community Events

Students may also review the United Way of Palm Beach County website site to find other communities services/experiences. Reminder: If you choose an agency or event from the United Way website, you must get it approved by your clinical instructor PRIOR to attending.
PATIENT CARE MANAGER GUIDELINES

Students will be assigned Team Leader (Patient Care Manager) responsibilities on a rotating basis and will be responsible for a team of other students and their assigned patients.

PATIENT CARE MANAGER ACTIVITIES BEFORE THE EXPERIENCE

The student will:

1. With the guidance of the clinical instructor, identify which patients could be presented for case study presentations. Select, organize and assign patient groups to student peers.

2. Contact each student in a timely fashion to explain the patient assignment for daily care plan preparation. Information to be shared includes patient(s) initials, room number, medical diagnoses, general acuity level, meds, IV’s, DNR status (and weights in pediatrics).

RESPONSIBILITIES DURING CLINICAL INCLUDE:

1. Knowledge regarding team members’ assignments – patient(s) name, room number, diagnoses, special treatments/dressing changes, special equipment with patients, general acuity level, meds with lab monitoring (anticoagulants, hypoglycemics, etc.), IVs and times of IV meds, note patients with DNR status.

2. Rounds with team members after Pre-conference report to assess needs or potential problems.

3. Availability to team members throughout day for:
   - Oral medication verification.
   - Assistance as needed with assignment – i.e. to help ambulate the patient who requires 2 assistants or to delegate assisting to another student, etc., NOT TO DO SNs ASSIGNMENT.
   - Participate in assisting SN with performing technical skills necessary for specific patient care
   - Recurring rounds, sharing of instruction/information to members from instructor.
   - Notifying instructor of problems/concerns related to team members’ assignments, patient condition concerns/changes, unusual occurrences, etc.
   - Assuring ordered care administered to patients on team – check MARs and I & O etc. for documentation throughout day, assure ordered treatments completed as scheduled.

4. Make final rounds on team to assure assigned care complete, assure documentation complete at end of shift – assessments and nurses notes present, prn medications documented along with response within 1 hour, I & O totaled and documented, all VS charted, Foley’s emptied, etc. (Instructor will assess quality of assessment content). Assure team members report off (communicate patient condition and response to nursing interventions and medical treatment) to the patient’s primary nurse by assigned time.

5. Advise instructor when all members assignments’ complete and team members leaving unit for post conference.
PATIENT CARE MANAGER ASSIGNMENT

The purpose of the experience of patient care manager is to begin to understand the complexity of overall nursing care management. The patient care manager assignment will assist you in developing skills of organization, delegation and facilitation of patient management. The aim of patient care manager is to meet patient care goals through the nursing process, while focusing on managing different populations of people.

The secret is:
1. Assess the patients
2. Prioritize
3. Assign and delegate
4. Evaluate and Revise

OBJECTIVES OF PATIENT CARE MANAGER ASSIGNMENT

The student will:

1. Develop leadership skills through the management of selected patient groups assigned to student peers.

2. Assist the patient to attain optimum health and homeostasis utilize the theory of goal attainment by prioritizing patient care goals in collaboration with peers, patients, families, and health team members.

3. Relate the nursing process to the care of the selected group of patients assigned to peers.

4. Identify the principles of growth and development as related to personal, interpersonal and social needs of the selected patients.

5. Identify nutritional needs of the selected patients.

6. Utilize leadership skills with application of appropriate nutritional interventions.

7. Explore ethical/legal issues relevant to the selected patient group.

8. Contrast cultural influences that impact the selected patients’ hospitalization and/or health.

9. Relate knowledge of the principles and safe administration of medications ordered for the groups of patients assigned to peers.

10. Evaluate effective communication skills with peers, patients, families and health team members.

11. Develop accurate and safe technical skills, either by direct performance or by assisting peers.

12. Evaluate health care teaching of groups of patients and families assigned to peers.

13. Describe personal/professional growth achieved through the role of patient care manager.
PATIENT CARE MANAGER EXPERIENCE EVALUATION

Guidelines for Patient Care Manager Required Written Assignment

The evaluation of your experience as a patient care manager is an important part of the experience. As soon as possible after the experience, you must write down your thoughts. The required written assignment must be submitted according to Palm Beach State College Nursing Student Handbook written paper criteria. (The written assignment is due one week after the experience and must include the following:)

1. Discuss your personal and professional goals for this clinical experience as a patient care manager and your success in meeting them.

2. Discuss your anticipated learning needs for your experience as a patient care manager and your success in meeting them.

3. Describe your patient care management activity plan and its usefulness to you during this clinical experience.

4. Evaluate the interactions and activities done with your peers.

5. Evaluate the interactions and activities done with the client you spent the most time with.

6. What would you do differently next time?

7. If you have had the opportunity to be a Patient Care Manager previous to this experience, please compare and contrast that experience to your current experience. Did you manage things differently? Were the outcomes similar?
# PATIENT CARE MANAGER WORKSHEET

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<tr>
<th>STUDENT</th>
<th>ROOM &amp; PT</th>
<th>DIAGNOSIS</th>
<th>VS</th>
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<th>IVs &amp; MEDS</th>
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EVALUATION OF CLINICAL PERFORMANCE

These objectives represent the expected minimal outcomes for the student upon completion of the clinical components of the nursing program and reflect the program concepts and threads. **Outcomes are based on the student’s ability to apply the nursing process to clinical practice and reflect continuing growth and improvement both within and among courses.

During each course’s orientation to the clinical experience, the evaluation process is reviewed both programmatically and in relation to specifics of the course.

EVALUATION CRITERIA

4. Pass – Self Directed Independent Level
3. Pass – Moving toward Independent Level
2. Unsatisfactory – Needs Improvement (requires completion of a “Performance Improvement Plan”)
1. Failure – Dependent Level (requires completion of a “Performance Improvement Plan”)

(Each of the above areas is defined on page 3 and specifically in relation to the stated outcome).

OUTCOMES

A student must receive a “Pass” (3 or 4) criteria rating on all objectives identified for the current clinical course in order to pass by the end of the term. An “Unsatisfactory/failure” (1 or 2) criteria rating on any clinical course objective means an unsatisfactory grade regardless of the ratings on other items. All objectives identified as 1 or 2 at the mid-term, must improve to a criteria rating of 3 or 4 to successfully pass the clinical course.
DEFINITIONS FOR EVALUATION CRITERIA

4. **Pass - Self-Directed Independent Level**
   - √ Performs safely and accurately during the performance* and without* supportive cues from the instructor.
   - √ Demonstrates dexterity* and coordination,* while performing the skill.
   - √ Completes the skill in minimal amount of time*.
   - √ Focuses on the patient* while giving care.
   - √ Appears relaxed and confident during performance.
   - √ Applies knowledge of the principles of the skill accurately.*

3. **Pass - Moving toward Independent Level**
   - √ Performs safely and accurately during the performance* with occasional directive cue* from the instructor.
   - √ Demonstrates coordination and dexterity*, but uses some unnecessary energy* to complete the skill.
   - √ Generally appears relaxed and confident most of time with occasional display of anxiety.
   - √ Completes the skill within a reasonable time* frame.
   - √ Focuses on the patient initially, but as the skills progresses, focuses on the task.*
   - √ Applies knowledge of the principles of the skill accurately with occasional cue from the instructor.*

2. **Unsatisfactory - Needs Improvement**
   - √ Performs safely and accurately with frequent direction or cues from the instructor ** during the performance.
   - √ Requires frequent direction or cues * from the instructor.
   - √ Demonstrates partial lack of dexterity *; is awkward.
   - √ Takes a longer time * to complete the skill.
   - √ Wastes energy* due to poor planning/anxiety.
   - √ Focuses primarily on the task, not on the client*.
   - √ Needs direction in application of the principles of the task*.

1. **Failure - Dependent Level**
   - √ Performs the skill in an unsafe* manner.
   - √ Requires constant supportive and directive cues* from the instructor.
   - √ Takes an unreasonable length* of time to complete the skill.
   - √ Lacks organization* due to poor planning.
   - √ Wastes energy* due to disorganization or incompetence.
   - √ Focuses entirely on the skill or own behavior*.
   - √ Unable to identify or apply the principles of the skill.*

* Distinctive Criteria for Competency Level
Student’s Name: ________________________________  Student ID #: __________________

NUR 1023L

Course Grade: _______  Absences: _______  Tardiness: _______  Completion Date: ____________

Instructor: ________________________________

MIDTERM COMMENTS: Date: ____________  P _______  F _______

Student Signature: ________________________________  Faculty Signature: ________________________________

FINAL COMMENTS: Date: ____________  P _______  F _______

Student Signature: ________________________________  Faculty Signature: ________________________________
Course Syllabus – Classroom Courses

PALM BEACH STATE COLLEGE
NURSING PROGRAM
CLINICAL EVALUATION TOOL CUMULATIVE RECORD

Student’s Name: ________________________________  Student ID #: ____________________

______________________________

NUR 1213L

Course Grade:__________  Absences:__________  Tardiness:__________  Completion Date:______________

Instructor:______________________________

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MIDTERM COMMENTS: Date:______________  P ________  F ________

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Student Signature:______________________________  Faculty Signature:______________________________

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FINAL COMMENTS: Date:______________  P ________  F ________

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Student Signature:______________________________  Faculty Signature:______________________________
Course Syllabus – Classroom Courses

PALM BEACH STATE COLLEGE
NURSING PROGRAM
CLINICAL EVALUATION TOOL CUMULATIVE RECORD

Student’s Name: ____________________________ Student ID #: ________________________

NUR 2261L

Course Grade: __________ Absences: __________ Tardiness: __________ Completion Date: ________________

Instructor: ____________________________

MIDTERM COMMENTS: Date: ______________ P __________ F __________

Student Signature: ____________________________ Faculty Signature: ____________________________

FINAL COMMENTS: Date: ______________ P __________ F __________

Student Signature: ____________________________ Faculty Signature: ____________________________
Course Syllabus – Classroom Courses

PALM BEACH STATE COLLEGE
NURSING PROGRAM
CLINICAL EVALUATION TOOL CUMULATIVE RECORD

Student’s Name: ___________________________    Student ID #: ___________________________

NUR 2741L

Course Grade: ___________    Absences: _________    Tardiness: _________    Completion Date: _____________

Instructor: ___________________________

MIDTERM COMMENTS: Date: ___________    P ___________    F ___________

Student Signature: ___________________________    Faculty Signature: ___________________________

FINAL COMMENTS: Date: ___________    P ___________    F ___________

Student Signature: ___________________________    Faculty Signature: ___________________________
# Course Syllabus – Classroom Courses

**Course:** NUR 2261L  
**Course Title:** Nursing III  
**Institution:** Palm Beach State College  
**Department:** Nursing Program  
**Title:** Clinical Evaluation Tool Cumulative Record  

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<tr>
<th>Student’s Name:</th>
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**NUR _______**

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**Instructor:**

**Midterm Comments:**  
Date: ________  
P ________  
F ________

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**Final Comments:**  
Date: ________  
P ________  
F ________

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# Evaluation of Clinical Performance

**Student Name:**

**Student ID #:**

**Date:**

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<th>Date</th>
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## Critical to All Courses

### A. Demonstrate Biopsychosocial Assessment Skills

- **MT**
  - **Critical to All Courses**
- **F**
  - **Critical to All Courses**

1. Has difficulty in observing and assessing data despite guidance and supervision from instructor.
2. Needs frequent direction in order to assess needs of client.
3. Observes and assesses data with minimal assistance from the instructor.
4. Independently observes and assesses data.

### B. Formulate Goals Based on Data

- **MT**
  - **Critical to All Courses**
- **F**
  - **Critical to All Courses**

1. Has difficulty formulating patient behavioral objectives.
2. Requires frequent input in order to formulate client behavioral objectives.
3. Formulates patient behavioral objectives with minimal assistance from the instructor.
4. Independently formulates patient behavioral objectives correctly based on data.

### C. Uses Critical Thinking to Formulate a Plan of Care

- **MT**
  - **Critical to All Courses**
- **F**
  - **Critical to All Courses**

1. Unable to use critical thinking to formulate a plan of care.
2. Requires frequent direction from instructor to use critical thinking to formulate a plan of care.
3. Applies critical thinking while formulating a plan of care with occasional support from instructor.
4. Applies critical thinking while formulating a plan of care.

### D. Write a Plan of Care Based on Patient Oriented Behavioral Objectives

- **MT**
  - **Critical to All Courses**
- **F**
  - **Critical to All Courses**

1. Has difficulty identifying nursing diagnosis in priority, planning nursing actions, identifying scientific rationale and evaluating the plan, despite guidance and supervision of instructor.
2. Needs frequent direction in order to write a plan of care based on client behavioral objectives.
3. Identifies nursing diagnosis in priority, plans nursing actions, identifies scientific rationale and evaluates the plan with minimal assistance from instructor.
4. Independently identifies nursing diagnosis in priority, plans nursing actions, identifies scientific rationale and evaluates the plan.

### E. Implement Nursing Measures to Meet Prioritized Client Need

- **MT**
  - **Critical to All Courses**

1. Some planning but does not take into consideration patient data; and/or is not able to establish priorities.
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<td>2. Wastes energy due to poor planning in order to implement nursing measures to meet prioritized client need.</td>
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<td>3. Assignment planned, priorities established, and usually carried through as intended except for unexpected circumstances.</td>
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<td>4. Assignment planned and organized so as to afford patient and family maximum comfort.</td>
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<tr>
<td>MT</td>
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<td>F.</td>
<td>Evaluate the effectiveness of nursing interventions and adapts plan of care accordingly.</td>
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<td>1. Requires constant support to evaluate effectiveness of interventions.</td>
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<td>3. Requires minimal assistance to evaluate effectiveness of interventions.</td>
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<td>MT</td>
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<td>G. Report and record nursing process.</td>
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<td>1. Has difficulty in observing and recording data, despite guidance and supervision from instructor: database is incomplete.</td>
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<td>2. Needs frequent direction from instructor during reporting and recording of nursing process.</td>
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<td>3. Able to observe and record data, with minimal assistance from instructor: database is complete, descriptive and accurate.</td>
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<td>4. Independently observes and records data; database is complete, descriptive and accurate.</td>
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<td>H. Performs technical aspects of care.</td>
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<td></td>
<td>1. Makes errors, recognizes and corrects a few of them, requires much supervision and/or prompting from instructor.</td>
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<td>2. Demonstrates partial lack of dexterity while performing technical aspects of care.</td>
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<td>3. Makes minimal errors or omissions, recognizes and corrects most of them; requires little supervision and/or prompting from instructor</td>
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<td>4. Consistently performs skills accurately and efficiently without requiring prompting from instructor.</td>
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<td>I. Explain rationale for performing basic nursing skills and technical procedures.</td>
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<td>1. Seldom applies previously learned principles; requires much guidance.</td>
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<td>2. Occasionally applies previously learned principles; requires frequent guidance.</td>
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<td>3. Usually applies previously learned principles; requires minimal guidance.</td>
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<td>4. Consistently and independently applies previously learned principles.</td>
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<td>J. Calculate, prepare and administer medications accurately.</td>
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<td>1. Makes errors in securing correct medications, calculating dosages; preparing and administering medications; and requires prompting to correct errors.</td>
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<td>2. Performs safely and accurately with frequent direction or cues from the instructor during the performance.</td>
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<td>3. Makes minimal errors in securing correct medication; calculating dosages; preparing and administering medications; and, recognizes and corrects errors with minimal assistance.</td>
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<td>4. Is accurate and efficient in securing correct medication, calculating dosages, preparing and administering medications.</td>
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### Critical to all courses

**K.** Discuss relevant data regarding medications.
1. Unable to state physiologic action of drugs, recognize behavior and physiologic changes due to drugs, and adapt nursing care according to effects of drugs.
2. Needs frequent direction from instructor in order to state physiologic action of drugs, etc.
3. Usually able to state physiologic action of drugs, recognize behavior and physiologic changes due to drugs, and adapt nursing care according to effects of drugs.
4. Is accurate and efficient in stating physiologic action of drugs, recognizing behavior & behavioral changes to drugs, and adapting nursing care according to the effect.

### TEACHING-CLIENT/FAMILY - The Student will:

**L.** Perform appropriate teaching with clients and/or families applying principles of learning and teaching.
1. Rarely able to apply principles of teaching and learning, requires much guidance.
2. Sometimes able to apply principles of teaching and learning, requires frequent guidance.
3. Usually able to apply principles of teaching and learning, requires minimal guidance.
4. Consistently and independently able to apply principles of teaching and learning.

### COMMUNICATION - The student will

**M.** Collaborate effectively with other members of the health team to promote continuity of care.
1. Communication is rarely effective and requires much guidance.
2. Communication is occasionally effective and requires frequent prompting.
3. Communication is usually effective and requires minimal guidance.
4. Communication is consistently effective and is done independently.

**N.** Present appropriate and therapeutic responses to patient situations, including appropriate facial expressions, body language and responses.
1. With guidance, unable to adapt to patient’s circumstances; little insight into personal behaviors and responses; no change in behaviors.
2. With frequent guidance, is able to adapt to patient’s circumstances; occasional insight into personal behaviors and responses; occasional change in behaviors.
3. With minimal guidance, able to adapt to patient’s circumstances; insight into personal behaviors and responses; shows change in behavior.

**O.** Establish purposeful interpersonal relationships and demonstrate effective communications with the client and/or family members.
1. Communication is rarely effective and requires guidance.
2. Communication is occasionally effective but requires guidance.
3. Communication is usually effective and requires minimal guidance.
4. Communication is effective and independent.
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**Course Syllabus – Classroom Courses**

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**Critical to all courses**

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**JUDGEMENT, RESPONSIBILITY, & ACCOUNTABILITY - The student will**

**P.** Perform nursing measures with respect to client’s dignity, safety and confidentiality.
1. Client’s dignity, safety and confidentiality over-looked; error(s) made were actually or potentially dangerous to the welfare of the patient.
2. Client’s dignity, safety and confidentiality occasionally over-looked; error(s) made were not actually or potentially dangerous to the welfare of the patient.
3. Client’s dignity, safety and confidentiality usually considered and demonstrated; error(s) made were not dangerous to the welfare of the patient.
4. Client’s dignity, safety and confidentiality consistently considered and demonstrated.

**Q.** Display judgment and objectivity in situations. Makes decisions that reflect both knowledge of fact and sound judgment.
1. Has difficulty functioning after initial direction; needs repeated explanations.
2. Requires frequent directions; occasionally demonstrates acceptable use of judgment and objectivity in some situations.
3. Able to follow initial directions; demonstrates acceptable use of judgment and objectivity in most situations.
4. Rarely needs direction; is consistently able to make judgments independently and with objectivity.

**R.** Oral and/or written assignments meet established criteria as stated in course syllabus.
1. Preparations/assignments that contain spelling and grammar errors, lack depth, are incomplete and unsatisfactory.
2. Preparations/assignments are occasionally done that meet established criteria.
3. Preparations/assignments are usually complete and satisfactory.
4. Preparations/assignments display consistent in-depth content and usually go beyond the requirements for the assignment.

**S.** Accept and profit from constructive criticism.
1. Rarely accepts and profits from constructive criticism.
2. Occasionally accepts and profits from constructive criticism.
3. Usually accepts and sometimes profits from constructive criticism.
4. Accepts and profits from constructive criticism.

**T.** Actively participate in clinical conferences.
1. Seldom participates in post conferences or displays inappropriate behavior.
2. Occasionally participates with frequent cues from instructor.
3. Usually participates in post conferences.
4. Consistently contributes to post conferences.
### Course Syllabus – Classroom Courses

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#### Critical to all courses

**Critical to all courses**

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| Correlate classroom theory to clinical practice.  
1. Shows little or no knowledge beyond immediately defined nursing care.  
2. Occasionally correlates theory to clinical practice.  
3. Usually correlates theory to clinical practice to implement care.  
4. Consistently correlates theory to clinical practice to implement care.  |

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| Demonstrate self-direction and assume responsibility for his/her own growth and learning.  
1. Lacks initiative; is non-assertive and does not follow through with responsibility.  
2. Needs direction in order to move toward assuming responsibility for his/her own growth and learning.  
3. Usually demonstrates initiative and assertiveness, and usually follows through with responsibility.  
4. Consistently demonstrates initiative, assertiveness, self-direction and creativity; goes beyond required tasks.  |

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| Organize assignments so that completed in a specified amount of time.  
1. Does not complete assignment on time.  
2. Occasionally completes assignments on time.  
3. Usually completes assignment on time.  
4. Consistently completes assignment on time.  |

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| Adhere to the nursing department’s and course standards regarding professional behavior.  
1. Does not adhere to these standards.  
2. Occasionally adheres to these standards.  
3. Usually adheres to these standards.  
4. Consistently adheres to standards.  |

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</table>
| Utilize an appropriate assertive approach to clients, family, health care team, visitors and faculty.  
1. Approach is often inappropriate.  
2. Approach is occasionally appropriate.  
3. Approach is usually appropriate.  
4. Uses appropriate assertive approach.  |
### CLINICAL EXPERIENCE RECORD

Student: 

Semester/Year: 

Cluster: 

Area/Instructor: 

In addition to observations made on any date, include any skills, activities and/or competencies completed or checked off.

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<tr>
<th>Date</th>
<th>Instructor’s Notes</th>
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MCH COMPETENCIES
CONCEPT I: OXYGENATION

Required Reading
- Clinical Skills Manual for Maternal & Child Nursing Care (2ndEd) on reserve in the library
- Ward & Hisley (and accompanying student CD-ROM and companion website)
- OB Skills Packet on Bb

A. Intrapartum Care

Outcomes: The student will:
- Demonstrate a basic understanding of the female bony pelvis and landmarks designating fetal engagement.
- Understand the meaning and documentation used to describe cervical dilatation, effacement, fetal station and fetal position.
- Demonstrate an understanding of rupture of membranes and amniotomy during the labor process.
- Become familiar with obstetric instruments frequently used in the obstetrical rotation.
- Demonstrate a basic understanding of the intravenous medications used intrapartally as well as calculation of their dosages.

B. Fetal Monitoring

Outcomes: The student will:
- Demonstrate a basic understanding of fetal monitoring.
- Understand techniques for auscultation of FHR including baseline, variability, acceleration and deceleration.
- Placement of external toco and uterus monitors to detect FHR and ct patterns.

C. Newborn Care

Outcomes: The student will:
- Demonstrate a comprehensive physical assessment of the newborn including reflexes.
- Demonstrate basic understanding of the APGAR scoring system.
- Identify initial airway management of newborn thermoregulation and NB procedure at birth.
- Demonstrate basic newborn care skills swaddling, positioning, feeding, diaper and burping techniques.
### CRITICAL THINKING EXERCISES: Oxygenation

<table>
<thead>
<tr>
<th>SCENARIO (2 Parts)</th>
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<tbody>
<tr>
<td><strong>Part 1</strong></td>
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<tr>
<td>RN is a 21 yo G 1 P 1001 at 39 wks gestation. She presents to triage with contractions every 4-6 minutes, accompanied by her husband. She reports leaking yellow green fluid 2 hours prior to admission.</td>
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<tr>
<td>What additional data is important to gather at this point?</td>
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<td>What assessment techniques would be used by the nurse in evaluating the client?</td>
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<tr>
<td>Discuss cultural considerations for this couple.</td>
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</table>

| **Part 2**         |
| She is moved to a birthing room, assessment reveals VS 110/64 – 82 – 20 – 98°. Cervical exam reveals 4/80/vtx/-1, LOP position, FHR 140 bpm ctx ↑ 2-3 mins apart RN is requesting medication for pain. |
| Should this pt be monitored continuously or intermittently? |
| Is pain medication appropriate at this time? |
| Consider the stage and phase of labor. |
| What might the nurse anticipate about the course of fetal position and labor? |
| What FHR patterns are reassuring in labor what patterns might be cause for concern? |
| Is there any data gathered which suggests concern for fetal well being? |
Course Syllabus – Classroom Courses

CONCEPT I: REGULATION

Required Reading
- Clinical Skills Manual for Maternal & Child Nursing Care (2ndEd) on reserve in the library
- Ward & Hisley (and accompanying student CD-ROM and companion website)
- OB Skills Packet on Bb

A. Antepartum Care

Outcomes: The student will:
- Demonstrate a basic understanding of antepartum care.
- Demonstrate understanding and calculation of the EDC according to Naegles rule and weeks gestation.
- Demonstrate basic Leopold’s maneuvers and fundal height measurement.

B. Postpartum Care

Outcomes: The student will:
- Demonstrate Bubblehee assessment of the postpartum woman (vaginal delivery and caesarean section).
- Perform and state an understanding of fundal massage and lochia evaluation to prevent complications in the postpartum recovery phase.
- Understand basic techniques to promote breastfeeding success and maternal physiologic adaptation.
- Discuss techniques for perineal hygiene, bowel and bladder care along with comfort measures to manage discomfort from perineal lacerations episiotomy and hemorrhoidal pain.
## CRITICAL THINKING EXERCISES: Regulation

### SCENARIO

PB is a 35 y G 3 P 3  6 hours pp following a NSVD of a 9 # male infant over a midline episiotomy. She is currently interested in trying to breastfeeding her son, but her husband is not supportive.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What nursing assessments are indicated for the immediate pp period?</td>
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<td>What immediate learning needs have been identified for PB at 6 hours pp?</td>
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<tr>
<td>What self-care measures could you advise PB about?</td>
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<tr>
<td>What important points can the nurse stress to promote breastfeeding success?</td>
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</tbody>
</table>
PEDIATRIC COMPETENCIES
CONCEPT I: OXYGENATION

Required Reading

- Clinical Skills Manual for Maternal & Child Nursing Care (2nd Ed) on reserve in the library
- Ward & Hisley (and accompanying student CD-ROM and companion website)
- Pediatric Packet on Bb

A. Pediatric Airway Management

Outcomes: The student will:

- Assess the bedside for necessary equipment needed for an infant at risk for aspiration secondary to gastro-esophageal reflux.
- Describe GER / aspiration precautions for an infant
- Assemble the necessary equipment needed for a patient who is at risk for respiratory arrest
- Verbalize the priority of steps to take in a pediatric respiratory arrest
- Demonstrate the steps necessary as the first responder in a pediatric respiratory arrest
- Demonstrate the use of the equipment used in a pediatric patient with a respiratory arrest

B/C. Pediatric Cardio-Respiratory and Oxygen Saturation Monitoring

Outcomes: The student will:

- Discuss which disorders/diseases need cardio-respiratory monitoring.
- Become familiar with highs and lows of alarm settings for equipment.
- Demonstrate correct placement of electrodes on an infant/child.
- Become familiar with pediatric crash cart.

In The Clinical Area

- Locate the crash cart is in your clinical area
- Know where the airway equipment is stored
- Practice setting up the oxygen and suction equipment in the clinical area
- Know which drawer houses the airway equipment in the crash cart
- Demonstrate the set-up for cardio-respiratory and oxygen saturation monitoring; including the setting of alarms
CRITICAL THINKING EXERCISES: Oxygenation

1. Your patient is an infant under 1 year, taking formula feedings. The baby’s mother states she doesn’t think her baby is breathing. What would you do?

2. You have a patient on an apnea monitor. What is your responsibility to see that the monitor is functioning properly?

3. The patient who is on an apnea monitor has an alarm go off. What would you do first?

4. A patient is back from surgery and is noted to have shallow respirations with fair chest rise. The oxygen saturation monitor is alarming. The mother is at the bedside and states that she thinks her child has stopped breathing. What would you do?

5. How many liters of oxygen are used for resuscitation?

6. List at least 2 nursing diagnoses for an infant with GER and at least 2 interventions for each diagnosis.
Course Syllabus – Classroom Courses

CONCEPT II: CELLULAR INTEGRITY

Required Reading

- ✓ Clinical Skills Manual for Maternal & Child Nursing Care (2nd Ed) on reserve in the library
- ✓ Ward and Hisley readings as assigned
- ✓ Pediatric Intravenous Therapy-Use of the Buretrol: (syllabus)
- ✓ Pediatric Packet on Bb.

Audio Visual

- ✓ VT 11009 Pediatric I.V. Therapy

A. Pediatric Intravenous Therapy-Medication Administration

Outcomes: The student will:

- ✓ Verbalize that the MAP (saline lock)/I.V. is patent and safe to deliver an I.V. medication.
- ✓ Verbalize the “rights”—include checking the physicians order.
- ✓ Verbalize the process needed to safely deliver a pediatric medication.
- ✓ Correctly calculate pediatric medication dosages.
- ✓ Demonstrate the steps in delivering pediatric medications utilizing the buretrol and the syringe pump.
- ✓ Integrate relevant pharmacological data and anticipate the child’s response related to medications.

Pediatric IV Therapy

The Buretrol has two main functions. The first is to safely administer IVF to the pediatric patient. The Standard of Care in pediatrics is to fill the buretrol chamber with two hours of IVF at a time. This practice avoids accidental fluid overload if the IV pump were to malfunction. The roller clamp between the IV bag and the buretrol should be closed and the air vent on the buretrol should be open.

The pump should be set at the prescribed rate and the VTBI (volume to be infused) should be set at twice the rate. This allows only 2 hours of fluid to infuse before the nurse is forced to reassess the IV pump and reset it; as well as assess the IV site. This is especially important in pediatrics since an IV infiltrate can occur quickly and babies are not able to tell us the site hurts.

The second function for the buretrol is as a method to deliver IV medication. The prescribed dose is calculated to ensure a safe therapeutic range. Then the amount of IVF needed to further dilute the medication is calculated and placed in the buretrol along with the medication (make sure that the roller clamp between the IV bag and the buretrol is CLOSED.)

Calculate the necessary rate based on the prescribed time of infusion and/or the volume to be infused. Most pediatric IV antibiotics are administered over 30 minute (1/2 hour). Most IV pumps can only be set for 1 hour. Therefore, if your volume to be infused (VTBI) is 25 mls than your rate would be 50 mls/hr (Rate = 2x (VTBI).

Don’t forget about the medication between the tubing at the end of the buretrol and the patient. Once the medication has been infused then you must “rinse” the line (generally 10-20mls, depending on the manufacturer of the tubing). Once the remaining medication is “rinsed” from the tubing, you will either reset the pump back to the original rate and place 2 hours of IVF in the buretrol and correctly set the VTBI. If your patient is to be “mapped” after the tubing has been rinsed, you will then “flush” the MAP with normal saline to prevent clotting.
Course Syllabus – Classroom Courses

Reminders:

- EVERY time a “port” is entered if MUST first be swabbed with alcohol
- Do NOT shut off an IV pump that is alarming. If you cannot figure out how to correct the alarms find the nurse or your instructor
- Most IV tubing including the buretrol is good for 4 days (96 hours)
- IV bags are good for 24 hours
- Do not use any saline or other medication left open in the medication room unless it is properly dated and timed. If in doubt throw it out. (You may want to check with your instructor first).

CRITICAL THINKING EXERCISES: Cellular Integrity

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<tr>
<th>Question</th>
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<tr>
<td>1. If the dose for the medication to be delivered did not match the last physicians order for the medication, how would you proceed?</td>
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<td>2. If the I.V. / MAP did not flush easily before giving a medication, what would you do?</td>
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<tr>
<td>3. If you placed the wrong medication in the buretrol of a patient, what would you do?</td>
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<td>4. How would you deliver a medication in a buretrol which had more fluid in it than needed for the medication?</td>
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<td>5. What would you do if you set the pump to deliver the medication and the pump alarmed: “air in the line?”</td>
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<td>6. What would you do if the MAP started leaking after the infusion began?</td>
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<td>7. What would you do if the pump alarm read: “Occluded” while the medication was infusing?</td>
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CONCEPT III: REGULATION

Required Reading

- Clinical Skills Manual for Maternal & Child Nursing Care (2ndEd) on reserve in the library
- Ward & Hisley readings as assigned (and accompanying student CD-ROM and companion website)
- Pediatric Packet on Bb

A. Pediatric Assessment

Outcomes: The student will:

- Perform a comprehensive physical assessment on the infant and child.
- Accurately document physical assessment, utilizing assessment form and growth chart.
- Accurately assess and document vital signs on the pediatric patient.
- Discuss & demonstrate the various methods of monitoring temperatures and under what circumstances each method would be used.
- Perform and document a brief developmental screening.

B. Procedures

Outcomes: The student will:

- Appropriately place U-bag & obtain specimen.
- Discuss & demonstrate specimen collection as it relates to pediatric patients.
- Document the specimen collection and time sent.
- Demonstrate straight catheterization of infant using a feeding tube or quick cath kit. (if available)
- Accurately measure and record I&O; including the measurement of wet/soiled diapers.
- List at least 5 safety issues in pediatrics.
- Explain why procedures are performed in the treatment room.
**CRITICAL THINKING EXERCISES: Regulation**

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<tbody>
<tr>
<td>1.</td>
<td>Explain the reason for plotting physical parameters (height, weight, head circumference) on the growth charts</td>
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<td>2.</td>
<td>How often is I&amp;O recorded in pediatrics?</td>
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<td>3.</td>
<td>What would you tell a parent of a 3 year old, who requests that her IV be re-started in her bed?</td>
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<td>4.</td>
<td>Your 18 month old patient is “picking” at her IV, what will you do?</td>
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<td>5.</td>
<td>The 18 month old above is in her room alone and she begins to cry, what do you do?</td>
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