

**MOUNT ST. MARY'S COLLEGE  
LOS ANGELES, CALIFORNIA  
Department of Nursing**

**NUR 161  
PRACTICUM: Fall, 2013**

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Instructors

Fall, 2013

*Revised by: Patty Melnick, R.N., M.S.*

*Assistant Professor Nursing*

Fall, 2013

**MOUNT ST. MARY'S COLLEGE**  
**Department of Nursing**  
**NUR 161 - Practicum: Adaptation of the Childbearing Family**

Instructors:

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**Meeting Times:** Monday or Wednesday 0630-1430 for 14 weeks.

**Units:** 2.5 Course hours.

**Attendance:** Students are expected to attend all clinical days for the scheduled hours as well as participate in all assigned outside clinical experiences. In the event of an absence, it is the student's responsibility to consult with the instructor for the course to make up all missed hours to complete the required course objectives. If more than two clinical days are missed, the student may not be able to meet all the clinical objections to pass the course.

**Course Description:** This course provides clinical experience in prenatal care, delivery and postnatal care, study of the parenting roles, and the health needs of emerging family groups.

**Prerequisites and Placement in Curriculum:** Satisfactory completion of sophomore level nursing. Course is taken concurrently with NUR 160 in the junior year. The student is expected to apply knowledge from all prerequisite courses.

## COURSE OBJECTIVES

At the completion of this course the student will be able to:

1. Identify health/illness stimuli influencing adaptation of the childbearing family.
2. Identify and prioritize nursing problems based on an assessment of the childbearing family
3. Organize a plan of care utilizing theoretical and scientific concepts from biophysical, psychosocial, spiritual and cultural domains relevant to adaptation of the childbearing family.
4. Formulate nursing diagnoses that are specific for prenatal, intrapartal, postpartum and newborn patients in the clinical setting.
5. Establish goals and provide care for the childbearing family with an appropriate amount of autonomy and be able to evaluate and modify the plan based on scientific principles.
6. Identify major learning needs of the childbearing family and apply critical thinking and teaching/learning principles to develop a teaching plan utilizing oral, written and visual aids.
7. Intervene to promote maternal role-taking and family-infant attachment in the context of the health care system and polices in place in the assigned clinical area.
8. Recognize the major ethical, moral and legal issues in maternal-newborn care and utilize this knowledge in patient education and nursing clinical practice.
9. Demonstrate increased awareness of how one's own feelings affect the nursing care given to the family in the clinical setting.
10. Recognize the importance of culture as a stimulus for the childbearing family and the concept of global health care.
11. Understand basic cultural concepts related to childbearing in the population of patients receiving care in assigned clinical areas and provide appropriate and culturally sensitive nursing care to these patients and their families.
12. Recognize the role of nursing research in perinatal care and utilize current research findings as they apply to the childbearing process.
13. Identify community resources designed to assist the childbearing family and refer families to appropriate agencies as necessary.
14. Work collaboratively with health care team to plan care for childbearing family.
15. Demonstrate professional attitude and appearance in the clinical setting and assume

responsibility for one's own nursing actions.

16. Demonstrate altruism, beginning leadership skills, integrity and act as a role model in the clinical area.
17. Organize and complete a plan of care for the childbearing family utilizing time efficiently.
18. Document nursing care given to the childbearing family.
19. Participate in identifying his/her learning needs and seek experiences to expand their knowledge and practice in clinical situations.
20. Assess his/her patients and their family circumstances in terms of client abuse.

**Teaching/Learning Methods:** Lecture, discussion, films, demonstration, return demonstration, role playing, clinical practice, tests, care plans, group discussion, teaching plans, research article review, communication exercises, women's health care community agency visits..

### COURSE ASSIGNMENTS AND PROJECTS

I. Adaptation Nursing Care Plan

A written care plan is required for:

1. A woman in labor or a postpartum client

Due date to be scheduled during the first clinical day.

Grading: Grading is incorporated into the clinical evaluation tool.

II. Research Article

This assignment consists of a written summary of a research article pertaining to the childbearing family. Select an article that discusses Chinese traditional medicine practices in relationship to the childbearing family. In selecting a research article on which to report, it is a requirement that a registered nurse is part of the research team. The summary should include the purpose of the study, the research methods used in the study, the results of the study, and the implications for nursing practice. The summary should be 1-2 pages in APA format. Grading is incorporated into the clinical evaluation tool.

III. Teaching/Learning Experience

Develop a teaching/learning plan for a patient and or family on a topic relevant to childbearing family. The session should be approximately 10 minutes and will be presented to your peers in post-clinical conference. Due date to be scheduled during the first clinical day. Grading is incorporated into the clinical evaluation tool.

- IV. A newborn physical assessment to include neuromuscular and physical maturity rating is to be performed with the instructor. The grading is based on return demonstrations of an assessment in the clinical area.

## V. NON-ACUTE CLINICAL EXPERIENCE

The student will explore community agencies providing services to childbearing families. Visits to these facilities are to be arranged with the instructor. Students will share information gained from the outside learning experiences with their peers in post clinic conference.

1. Students are required to attend a prepared childbirth class and a breastfeeding class. A 1-2 page written report of these experiences is to be submitted to your instructor. Include the name and phone number of your contact person. Grading is incorporated into the clinical evaluation tool.
2. Each student will visit a community agency that provides services to the childbearing family including the use of Chinese alternative medical practices such as acupressure, acupuncture, herbal remedies, and moxibustion. Submit a 1-2 page written report of this experience to your instructor. Include the name and phone number of your contact person. Grading is incorporated into the clinical evaluation tool.

Submit all written assignments on time and in appropriate format. A paper submitted after the due date without prior arrangement with your instructor will receive “NC” or no credit. Attendance at classes and meetings in the community to fulfill the non-acute clinical experience assignment is considered an important component of NUR 161. Students will be held accountable to correctly record the hours spent on these assignments, and to truthfully detail their experience in meeting the assignment. Falsification of information related to the visits will be considered a breach of academic integrity, and professional ethics, and will result in the student not meeting all of the essential behaviors as set forth in the Mount St. Mary’s College Student Handbook. Failure to meet all of the essential behaviors will result in a grade of “NC” for NUR 161, and termination from the Nursing Program.

### **Course Evaluation**

At the completion of this course based on clinical performance and written assignments each student will receive “CR” which signifies a “C” or better in quality or “NC” which signifies a “C-“ or below in quality. Refer to clinical objectives and the evaluation tool. *To receive a grade of “Credit”, the student must complete Kaplan Assessment testing for all clinical courses in which they are enrolled. The testing must be completed before the end of the semester.* Demonstration of essential behaviors is also required at all times as outlined in the *MSMC Department of Nursing: Student Handbook*

### **REQUIRED TEXTBOOK:**

Holloway, B., Moredich, C., Aduddell, K. (2011). *OB PEDS women’s health notes*. Philadelphia: F.A. Davis Company. ISBN 0-8036-1466-7.

### **College/Department Policies**

It is the student’s responsibility to read and become familiar with current policies, procedures, and information in the current *MSMC Catalog and Catalog Supplement, MSMC Student Handbook, MSMC Department of Nursing: Student Handbook, Nursing 160 Syllabus, and NUR 161 Syllabus.*

The following College Policies should be reviewed:

1. Academic Integrity/Plagiarism Statement: *MSMC Catalog*

2. Attendance/Participation Policy: *MSMC Catalog*
3. Learning Disability Statement: *MSMC Catalog*
4. Academic Freedom Statement: *MSMC Student Handbook*
5. Acts Harmful to the Welfare of Others: *MSMC Student Handbook*
6. Withdrawal from courses and Classes offered on a split-semester basis: *MSMC Catalog*
7. Essential Behaviors for Theory or Practicum: *MSMC Department of Nursing Student Handbook*

*Handbook*

MSMC, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability. If you are a student with a documented disability, please see Michele Lewis, Director of Learning Assistance Programs, to make arrangements for classroom accommodations. Her office is located in room 207 of the Humanities Building. Additional disability related information and policies can be found in the Student Handbook on pages 12 and 27.

Michele Lewis, Director  
Learning Assistance Programs/ISAE  
Mount St. Mary's College  
12001 Chalon Road Box 88  
Los Angeles, CA 90049-1599  
mlewis@msmc.la.edu  
310-954-3131

## Expectations for Nursing 161

### List of Required Equipment

**Malpractice insurance card**

**BCLS provider certification (CPR card).**

**Required health clearance**

**Appropriate attire according to the MSMC Department of Nursing dress code.**

**MSMC nametag**

**Stethoscope**

**Penlight**

1. Be prompt and in appropriate attire. The Mount St. Mary's standards must be strictly adhered to as well as the standards of the clinical facility to which you are assigned.
2. Attendance in class and clinical conferences is mandatory. Advance notification of absence is a must unless an emergency or accident arises and makes this impossible. Absences must be excused.
3. Submit written assignments on time and in appropriate format. A paper submitted after the due date without arranging this with your instructor will receive "NC."
4. Identify your own learning needs: share strengths, weaknesses, and desires with instructor.
5. Prepare for clinical assignments by studying relevant content in text and assigned audio-visual materials, and/or completing preparatory written assignments.
6. Refer to behavioral objectives for each clinical area in order to prepare for clinical assignments and to guide you in seeking needed experiences.
7. Complete clinical assignments within the time allocated. You are expected to provide total patient care except in Labor and Delivery.

As stated in the MSMC Department of Nursing Student Handbook:

"Integrity and Responsibility are graded on a pass/fail basis. A failure to meet any of these essential behaviors at any time during a theory or clinical course may result in "a penalty ranging from a grade of F on an examination or assignment, a reduced or failing grade for the course in question, probation, suspension or expulsion from the college."

### **Preparation for Clinical**

## Medication Worksheet

DRUG	INDICATIONS	REACTIONS PRECAUTIONS	ROUTES	DOSAGE
<b>Antepartum</b> <i>Betamethasone</i>				
<i>Magnesium Sulfate</i>				
<i>Terbutaline</i>				
<b>Intrapartum</b> <i>Cervidil</i>				
<i>Magnesium Sulfate</i>				
<i>Oxytocin</i>				
<b>Postpartum</b> <i>Docusate</i>				
<i>Percocet</i>				

<i>RhoGam</i>				
<i>Rubella</i>				
<i>Simethicone</i>				
<i>t-DAP</i>				
<i>Toradol</i>				
<b>Newborn</b> <i>Erythromycin for</i> <i>eyes</i>				
<i>Vitamin K</i>				

## **Patient Assessment and Care**

### ***Antepartum***

Normal Fetal Heart Rate  
Nonstress Test (NST)  
EDC, EDD, EDB  
Gravida, Para  
Preterm Labor (PTL)  
Placenta Previa  
UTI  
Pylonephritis  
Spontaneous Abortion  
Spontaneous Rupture of the Membranes (SPROM)  
Hyperemesis Gravidarum  
Decreased Amniotic fluid  
Pregnancy Induced Hypertension (PIH)  
Decreased Fetal Movement  
Gestational Diabetes  
Intrauterine Growth Restriction (IUGR)

### ***Intrapartum (L&D)***

EDC, EDD, EDB  
Gravida, Para  
Fetal Heart Rate (norms)  
Uterine Contractions (UC's)  
    Frequency  
    Duration  
    Intensity  
Basics of Electronic Fetal Monitoring  
Positive Group B Streptococcus GBS (+)  
Spontaneous and Artificial Rupture of Membranes (SRM, ARM)

### ***Postpartum***

#### **Mom**

Palpation of Fundus (Fundal Height)  
Lochia (Assessing amount)  
Assessing the Perineum  
Homan's Sign  
Cesarean Section Incision

### **Newborn**

Newborn vital signs (HR,RR,Temp)  
Positioning and dressing newborn in crib  
Signs of respiratory distress  
Apgar Score (done in delivery room)  
Feeding (Breast and Bottle)  
Voiding and Stooling  
Hyperbilirubinemia  
    Coombs test  
Assessing the fontanelles

### **Hospital Requirements**

- A. Lunch and breaks are assigned by your instructor. You may bring your own lunch. Meals and breaks are to be taken in the cafeteria. Food is not allowed on the nursing units. There is a refrigerator available.
- B. Personal telephone calls are limited to emergencies only.
- C. Students must report to charge nurse before leaving unit for any reason. Your report should include pertinent information about your assigned patients.
- F. If you answer the phone, identify yourself and the unit.
- G. If you will be late or absent from clinical for any reason and you are assigned to Ms. Melnick's clinical group at Tarzana Hospital please call Patty Melnick on her cell the evening before until 9:00 pm or after 6:15 am on the day of clinical at 818-489-9749, or leave a text message. If you are assigned to Northridge Hospital or Hollywood Presbyterian call Ms. Burton on her cell phone before 9:00 pm the evening before or after 6:15 am the day of clinical to report your absence at 805-217-8886. If you are assigned to Valley Presbyterian call Sima Soleimani at 847-561-8803.

### **PRENATAL OBJECTIVES**

At the completion of the clinic experience, the student will be able to:

1. Describe the typical childbearing population receiving care at the health center to which you are assigned.
2. List the types of services and providers of care for the childbearing family throughout the maternity cycle.

3. Describe routine procedures done at each prenatal visit.
4. Demonstrate understanding of the nurses' role in anticipatory guidance and health teaching when the pregnant woman is at risk.
5. Identify at least one psychosocial need exhibited by clients observed.
6. Describe clients' reaction to care provided.
7. Assess patients during routine prenatal care under the supervision of the maternity clinic staff.
8. Assess patients for substance use and physical/emotional violence.
9. Assist MD and clinical staff with evaluation of patients and routine prenatal procedures.

#### Student Activities in the Prenatal Clinic

1. Take vital signs and assist with routine procedures included in the prenatal visit.
2. Collect and test urine as ordered.
3. Listen to fetal heart and assess rate, volume and rhythm.
4. Assist MD or CNM with skills and procedures as opportunities arise.
5. Support patients and clarify information and answer questions based on the clinic protocols.

### **INTRAPARTAL OBJECTIVES**

At the completion of the intrapartal clinical experience, the student will be able to:

1. Obtain a database for the laboring woman on admission to the labor and delivery unit.
2. Assess the woman's behavior in each stage of labor as adaptive or ineffective and identify influencing stimuli.
3. Identify a common actual or potential patient problem and state an appropriate nursing diagnosis.
4. Develop a plan of care to include measurable goals, interventions and criteria for evaluation.
5. Provide support for the laboring woman and her family in an environment conducive to

effective communication and trust.

6. Use verbal and non-verbal communication to assist the woman in labor to focus, relax and maximize comfort.
7. Demonstrate awareness of one's own cultural biases and feelings pertinent to the childbirth process and discuss how these feelings may affect nursing care provided.
8. Discuss current monitoring methods and how they are used to support the well being of mother and fetus.
9. Discuss nursing responsibility during and after amniotomy and during oxytocin and magnesium sulfate infusion.
10. List types of analgesia and anesthesia used in intrapartal period. State appropriate use, maternal-fetal-neonatal effects and discuss nurse's responsibility.
11. Perform an Apgar assessment of the neonate.

#### Student Activities during Labor and Delivery

1. May assist with admission of patient including an admission history.
2. Vital signs.
3. Collect and test urine for sugar and albumin and send to lab as ordered.
4. Orient patient to room, and explain routines of the unit.
5. Listen to fetal heart; assess rate, volume, and rhythm.
6. Time contractions.
7. Assess patient's level of preparation for labor and delivery, and provide information as necessary.
8. Support patient and significant other as necessary.
9. Prep patient for vaginal and cesarean delivery including perineal shave, foley catheter insertion, and transferring patient to delivery room with nurse.
10. Chart observations and procedures.
11. Administer oral and intramuscular medications.
12. Monitor intravenous fluids and intravenous medication administration.
13. Take advantage of opportunity to perform skills such as urethral catheterization and starting intravenous fluid administration with supervision of the nursing staff or instructor.
14. Observe procedures performed by M.D. or midwife.

#### Student Activities in the Delivery Room

1. Student goes to delivery for observation only, but may assist with positioning patient and with vital signs as requested and supervised by the nurse in charge.

2. Observe immediate care of newborn.
3. Do Apgar rating on newborn at 1 and 5 minutes after birth.
4. Help with transfer of mother and infant to recovery room and follow-through recovery process.

### **OBJECTIVES FOR POSTPARTUM CARE**

At the completion of postpartum clinical experience the student will be able to:

1. Perform nursing skills pertinent to assessment and care of the postpartum woman/family.
2. Apply the steps of the nursing process to develop a plan of care for the postpartum woman/family, which illustrates research findings in perinatal nursing.
3. Implement a plan of care, which reflects utilization of available resources and communicate to the family how these may be used.
4. Identify stimuli that may interfere with adaptive parental role taking and perform interventions to promote bonding/ attachment.
5. Identify major learning needs of the postpartum family and apply principles of effective communication and teaching/learning to instruct the family.
6. Develop a discharge plan and teach new mothers to promote effective maternal self-care and infant care.
7. Perform newborn physical and gestational age assessment and identify findings as adaptive or ineffective.
8. Apply adaptation theory and the nursing process to plan and implement nursing care for health maintenance of the normal neonate.
9. Describe newborn screening tests and explain their significance to the mother.
10. Identify common problems experienced by the postpartum woman, influencing factors and discuss medical and nursing management with nursing instructor, nursing staff and medical staff.
11. Identify actual or potential moral, ethical and legal problems in the clinical setting.
12. Demonstrate accountability for own learning needs and nursing actions.

13. Accurately document all nursing care given, including teaching, to the postpartum family.

### Student Activities in Postpartum

1. Take vital signs T.P.R. B/P after morning report and repeat vital signs at 12 noon. Report any deviation from normal to staff member immediately.
2. Do physical assessment including breasts, fundus, bladder, lochia, perineum and lower extremities, pain, bonding with infant on the new mom.
3. Assess psychosocial behavior including mother's interaction with infant.
4. Give a.m. care and assist patient with breakfast.
5. Give medications at appropriate times according to hospital protocol. Check MAR with physician's orders. Student should have a licensed staff member or instructor remove medications from the medication cart and supervise administration of medications.
6. Identify the learning needs of your assigned patient and develop an appropriate teaching plan.
7. Provide assistance to the mother as necessary in performing infant and self-care, including breastfeeding.
8. Do discharge instructions for self-care and infant care:

#### Self-Care Instruction

- Breast Care
- Peri-Care
- Nutrition for recovery and lactation
- Sitz bath
- Signs of illness
- Contraception
- Wound care (c-section)
- Pain
- Postpartum exercise
- Postpartum check-up

#### Infant Care

- Feeding
- Elimination
  - Behavior cues
  - Signs of illness
- Circumcision care
  - Bathing and cord care
  - Newborn screening tests and hepatitis vaccine
  - Signs of newborn jaundice

### CARE OF THE INFANT

1. Take vital signs.
2. Do physical assessment on each baby assigned, document on appropriate form and report any deviations to the staff nurse.
3. Do gestational age assessment on at least one baby and identify if small, appropriate, or large for weeks of gestation.
4. Observe newborn bath and give bath with supervision.
5. Help with admission of new babies including Vit K injection and application of erythromycin ointment.
6. Record amount of food taken, each urine, and stool.

7. Safety factors to be observed:
  - a. ASEPSIS (newborn immunity).
  - b. Prevent heat loss (major problem).
  - c. Avoid injury - proper hold, support head, etc.
  - d. Observe for aspiration, using bulb syringe PRN.
  - e. Proper identification of infant before giving any care. If the infant is taken from the mother's room for any reason, he/she must be identified on return by checking armbands of both mother and infant. Document identification.

## **Post-Clinical Conference**

The student will participate in clinical conference by:

1. Sharing information and insights acquired during past, and/or present clinical experience regarding patient behaviors, which are pertinent to the conference topic.
2. Clarifying for self and others concepts and principles from medical, nursing, and related behavioral sciences as they apply or are encountered in clinical practice.
3. Presenting an oral report of his/her community agency visits.
4. Presenting a teaching session to the class on a topic relevant to care of the childbearing family. Topic and date to be discussed and agreed upon with instructor.

## Scavenger Hunt and Self Test

1. What are the following and where are they located?

- Tucks
- Peri bottle
- Knit panties
- Nursing pads
- Breast shells

2. Where can you find information for breastfeeding mothers (include community resources)?

3. What drugs are in the stock supply?

4. What is methergine? What is the action and why is it given?

5. Where are the unit procedure manuals and reference materials?

6. Locate the following:

Preeclampsia tray	Fire extinguisher
IV bags and tubing	Sanitary pads
Med cart	Enemas
Shave prep kit	Chux
Doptone	Wheel chairs
Emergency carts	Glucose testing kit
IV poles	Stretcher
Suture removal sets/steri strips	Charts

7. Be familiar with what is in the labor rooms. Know how to work the beds.

8. Where are the delivery rooms?

9. Be familiar with the postpartum rooms. How do you work the bed? Where are the showers?

10. What is in the supply rooms?

11. Where are the linen rooms and the kitchen?

12. What is included in the am assessment for the moms?

13. What is included in the am assessment for the newborns?

14. Review a chart. Where is it kept? Where do you record your daily charting?

15. What nursing interventions can be used to assist a mom to void?

16. Define the following:

- T
- P
- A
- L

17. Matching

G2 P2	Primigravida
G1 PO	Primipara
G2 P1	Multigravida

18. What do you do when a mom reports passing a clot?

19. What instructions are included in perineal care of the postpartum patient?

20. What nursing intervention should follow a boggy uterus?
21. How long does it take for involution to occur?
22. Why do you turn the mother on her side to check for bleeding?
23. Describe breast care for a nursing mother and a non-nursing mother.
24. What does “taking-in” and “taking-hold” mean?
25. When does discharge teaching begin?
26. What is Homan’s sign? How is it assessed?
27. Where are formula and nipples kept?
28. What is involved in Apgar scoring?
29. Familiarize yourself with the admission nursery. Where are the following items?

Erythromycin ointment	Different types of nipples
Circumcision kit	Bulb syringe
Vitamin K	Suction equipment
Radiant warmers	Bili lights
Vaseline	Baby scale conversion charts to grams
Linens	Policy and procedure manuals
Glucose monitoring equipment	Supplies for infant bath

30. What do you see as necessary characteristics for a maternity nurse?

## Location of Clinical Sites

Clinical Facility: Valley Presbyterian Hospital  
15107 Vanowen Street  
Van Nuys, CA 91409-9102  
Phone: (818) 782-6600

Hollywood Presbyterian Hospital  
1300 N. Vermont Ave.  
Los Angeles, CA 90027  
Phone: (213)-413-3000

Northridge Hospital  
18300 Roscoe Blvd.  
Northridge, CA 91328  
Phone: (818) 885-8500

Providence Tarzana Medical Center  
18321 Clark Street  
Tarzana, CA 91356  
Phone: (818) 881-0800

Hours: Clinical Experience on Mon. or Wed. 6:30 a.m.- 2:30 p.m.  
Clinical Conference: 1:00 p.m. - 2:30 p.m.

Each student will rotate to Labor and Delivery, Nursery, Postpartum, Antepartum, and in some of the rotations, the Prenatal Clinic and NICU. Students will wear their uniform in all areas. Assignments will be made by the instructor in cooperation with the staff nurses on the unit for the day.

### Weekly Assessment Sheet

Student will complete a brief assessment of their clinical day. Please provide the following information and hand in to your instructor.

Name:

Date:

Week: 1 2 3 4 5 6 7 (please circle week)

1. Please identify areas of strength in demonstrating mastery of your clinical objectives today.

2. Please identify areas that need growth.

General evaluation of your day (include skills and teaching).



7. How is a patient/client referred to this agency?

8. What are the activities that you observed or in which you participated (i.e., tours, observations, interviews with agency employees, interviews with individuals served by the agency)?

9. What was the value of this visit to you?

10. What are your reactions to your field trip?

11. Contact person's name and phone number.

**Mount St. Mary's College**  
**Department of Nursing**  
**Nursing 161**  
**Nursing Care Plan**

<u>Medical Diagnosis</u> Primary Secondary <u>Medical History</u>		<u>Student Name</u> <u>Date</u> <u>Pt's Initials</u> <u>Primary Role</u> <u>Secondary Role</u> <u>Developmental Stage and Tasks</u>
Baseline Data	Medical Treatment	Nursing Actions (List According to Priority)
Gravida ___ T ___ P ___ A ___ L ___ EDC _____ Gestation by Dates _____ Admitted for: Spontaneous Labor _____ Problems Related to Pregnancy _____ _____ Induction of Labor _____ _____ Scheduled C-Section _____ _____ Onset of Labor _____ ROM _____ Delivery Time ___ Total Time in Labor ___ Newborn Apgars _____ NB Weight _____ Delivery Problems _____ Newborn Complications _____		

## Nursing Care Plan

Behaviors	Evaluation	Stimuli	Goals	Interventions
				<hr style="width: 80%; margin: auto;"/> Modifications

Nursing Diagnosis (Nanda or Roy)

**MOUNT ST. MARY'S COLEGE**  
**Department of Nursing**

**NUR 161 CARE OF THE CHILDBEARING FAMILY CLINICAL EVALUATION TOOL**

Purpose of the Tool: The Clinical Evaluation Tool is designed to evaluate the student's performance based upon the course objectives.

**INSTRUCTIONS FOR THE USE OF THIS TOOL**

1. The Tool will be used for ongoing assessment and evaluation throughout the semester.
2. The instructor will assess student mastery of the stated objectives and behaviors to determine areas of strength and those areas that need growth. The assessment and evaluation will be done in consultation with the student.
3. Methods used to evaluate student behavioral performance may be any or all of the following:
  - a. Direct observation of clinical performance
  - b. Reports from nursing staff
  - c. Dialogue between the student and instructor
  - d. Analysis of written care plans and other assignments

**CRITERIA FOR GRADING**

At the end of the course, a grade of "CR" or "NC" will be assigned based on the following:

1. Roy Adaptation Model
2. Health-Health Disruptions
3. Therapeutic Nursing Interventions
4. Communication
5. Teaching
6. Professional Role & Leadership
7. Research

Clinical experience will be graded with "CR" which signifies a "C" or better in quality or an "NC" which signifies a "C-" or below in quality.

The essential behaviors are required at all times. If any of the essential behaviors are in non-compliance, the student will be dismissed from the nursing practicum with a grade of no credit (NC), and will not be allowed to complete the course objectives.

**MOUNT ST. MARY'S COLLEGE**  
**Department of Nursing**

**JUNIOR LEVEL CLINICAL EVALUATION TOOL**

Student: \_\_\_\_\_ Instructor: \_\_\_\_\_

**Date:** \_\_\_\_\_

**Course No/Title:** \_\_\_\_\_

<p><b><u>ESSENTIAL BEHAVIORS</u></b></p> <p>Graded on Pass/Fail basis</p>	<p><b><u>ESSENTIAL BEHAVIORS</u></b></p> <p>_____</p>
<p><b><u>I. ROY ADAPTATION MODEL</u></b></p> <ol style="list-style-type: none"> <li>1. First Level Assessment</li> <li>2. Second Level Assessment</li> <li>3. Nursing Diagnosis</li> <li>4. Goals</li> <li>5. Interventions</li> <li>6. Evaluation &amp; Modification</li> </ol>	<p><b><u>I. ROY ADAPTATION MODEL</u></b></p>
<p><b><u>II. HEALTH-HEALTH DISRUPTIONS</u></b></p> <ol style="list-style-type: none"> <li>1. Pathophysiology</li> <li>2. Knowledge of normal/adaptive functioning</li> <li>3. Knowledge of abnormal/ineffective functioning</li> <li>4. Knowledge of medical/nursing management</li> </ol>	<p><b><u>II. HEALTH-HEALTH DISRUPTIONS</u></b></p>
<p><b><u>III. THERAPEUTIC NURSING INTERVENTIONS</u></b></p> <ol style="list-style-type: none"> <li>1. Application of appropriate nursing management</li> <li>2. Priority Setting &amp; judgment</li> <li>3. Implementation of care according to priorities</li> <li>4. Knowledge of procedural skills</li> <li>5. Performance of procedural skills</li> <li>6. Time management</li> <li>7. Medication administration</li> </ol>	<p><b><u>III. THERAPEUTIC NURSING INTERVENTIONS</u></b></p>

<p><b><u>IV. COMMUNICATION</u></b></p> <ol style="list-style-type: none"> <li>1. Therapeutic relationships</li> <li>2. Interpersonal techniques</li> <li>3. Evaluates own communication</li> <li>4. Charting</li> </ol>	<p><b><u>IV. COMMUNICATION</u></b></p>
<p><b><u>V. TEACHING</u></b></p> <ol style="list-style-type: none"> <li>1. Assessment of learning needs</li> <li>2. Development of teaching plan</li> <li>3. Implementation of teaching plan</li> <li>4. Evaluation/modification of teaching plan</li> <li>5. Leading a discussion with your peers based on assigned patient care scenario</li> </ol>	<p><b><u>V. TEACHING</u></b></p>
<p><b><u>VI. LEADERSHIP &amp; PROFESSIONAL ROLE</u></b></p> <ol style="list-style-type: none"> <li>1. Demonstration of CCNE core values</li> <li>2. Awareness of legal/ethical issues</li> <li>3. Accountability</li> <li>4. Self-direction</li> <li>5. Evaluation of own behavior</li> <li>6. Group participation</li> <li>7. Delegation</li> <li>8. Collaboration</li> </ol>	<p><b><u>VI. LEADERSHIP &amp; PROFESSIONAL ROLE</u></b></p>
<p><b><u>VII. RESEARCH</u></b></p> <ol style="list-style-type: none"> <li>1. Exploration of appropriate resources</li> <li>2. Application in practice</li> </ol>	<p><b><u>VII. RESEARCH</u></b></p>

**DATES OF ABSENCES:**

**INSTRUCTOR'S**