COURSE NUMBER
NUR 4212

COURSE TITLE
Obstetric and Pediatric Nursing Practicum

CREDITS
(0-0-6)

PREREQUISITE COURSES
NUR 3410 Adult Health Nursing 1, NUR 3320, Adult Health Nursing 1 Practicum, NUR 3305 Research in Nursing Practice, NUR 3301 Health Policy and Professional Issues

CO-REQUISITES
NUR 4412 Obstetrics and Pediatric Nursing Care

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer requirements are further delineated in the Department of Nursing Undergraduate Student Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course (http://www.angelo.edu/dept/nursing/handbook/index.html).

COURSE DELIVERY
This is a clinical practicum nursing course that involves direct delivery of patient care services.

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Technology Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu). Then select “Test your Browser” option located under the Browser Test header.

Please see computer requirements for BSN classes at this link:

http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php
FACULTY & OFFICE HOURS

Ashley Jones, MSN, RN
Clinical Instructor of Nursing
Office: VIN 283
Phone: (325) 234-8233
E-mail: Acorp@angelo.edu

Office Hours:
M: (In OB/Peds Lec. 9:00-10:50 AM); **10:50 AM- 1:15 PM**
T: (Clinical) Call/email for appointment
W: (In OB/Peds Lec. 9:00-10:50 AM); **10:50 AM- 1:15 PM**
TH: (Clinical) Call/email for appointment
F: (Meetings) Call/email for appointment

Phone: 325-374-1506 Available by phone or text
*Appointments may be scheduled for alternate times if prescheduled. To schedule an appointment, please email (This is best!) or call my office phone and leave a message.

Billie Klesch-Sheeran, MSN, RN
Clinical Instructor Nursing
VIN 278
Office hours:
Monday: Clinical 0600-1630
Tuesday: Clinical 0600-1500
Wednesday: By Appointment 1200-1530
Thursday: Clinical 0600-1500
Friday: Meetings By Appointment
Phone: 325-374-1506 Available by phone or text

Makensie McCormick, MSN, RN
Clinical Instructor of Nursing
Office: VIN 279, Office Phone (325) 486-6879
E-mail: lparker8@angelo.edu

Office Hours:
M: (In OB/Peds Lec. 9:00-10:50 AM); **10:50 AM- 1:15 PM**
T: (Clinical) Call/email for appointment
W: (In OB/Peds Lec. 9:00-10:50 AM); **10:50 AM- 1:15 PM**
TH: (Clinical) Call/email for appointment
F: (Meetings) Call/email for appointment

Phone: 325-374-1506 Available by phone or text
*Appointments may be scheduled for alternate times if prescheduled. To schedule an appointment, please email (This is best!) or call my office phone and leave a message.

COURSE DESCRIPTION
Students provide research-based, safe, and appropriate care to culturally diverse childbearing and childrearing families.

COURSE OVERVIEW
N/A
BSN PROGRAM OUTCOMES

Upon completion of the program of study for the Generic BSN, the graduate will be prepared to:
1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information, evaluate patient data and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to BSN Program Outcomes</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collect, analyze, prioritize, and document health data on children, women, and newborns using evidence, clinical judgment and patient/family preferences.</td>
<td>Concept maps, pt care assessment forms, topic-specific summaries, developmental presentation, developmental checklist, simulation</td>
<td>1, 3, 4, 9</td>
<td>3, 4, 9</td>
<td>PCC, EBP, S, I</td>
</tr>
<tr>
<td>2. Implement timely, research-based interventions for childbearing/child-rearing families and patients with mental health conditions that integrate principles of safety and quality.</td>
<td>Concept maps, topic-specific summaries, developmental presentation, direct pt care, simulation</td>
<td>1, 2, 3, 4, 9</td>
<td>3, 4, 7, 8</td>
<td>PCC, EBP, S</td>
</tr>
<tr>
<td>3. Deliver and coordinate developmentally appropriate patient and family-centered care based on evidence, guidelines, standards, and legal statutes/regulations.</td>
<td>Concept maps, topic-specific summaries, developmental presentation, direct pt care, phases and stages assignment, simulation</td>
<td>1, 2, 3, 4, 8, 9</td>
<td>3, 4, 7, 8, 9</td>
<td>PCC, EBP, S</td>
</tr>
<tr>
<td>4. Provide and document effective health teaching to patients and families addressing risk reduction, health promotion, preventative care and discharge planning relative to women, newborns, and families.</td>
<td>Developmental tool, developmental checklist, concept maps, direct pt care, topic-specific summaries, pt care assessment forms, simulation</td>
<td>1, 2, 3, 4, 7, 9</td>
<td>1, 3, 4, 7, 8</td>
<td>PCC, EBP, S, I</td>
</tr>
<tr>
<td>5. Demonstrate collaboration and communication skills in advocacy actions including improvements in quality, safety, and family-centered care relative to women, newborns</td>
<td>Developmental presentation, developmental checklist, direct pt care, ethical/debate assignment, simulation</td>
<td>1, 2, 4, 6, 9</td>
<td>1, 2, 3, 4, 6, 7, 8</td>
<td>PCC, TC, S</td>
</tr>
</tbody>
</table>
CLINICAL REQUIREMENTS

1. Maintain student liability insurance and current American Heart Association Health Care Professional CPR certification.
2. Provide safe nursing care to all clients within level of knowledge and nursing skills.
3. Refer to the Angelo State University Undergraduate Nursing Handbook for the following:
   - Clinical Attire: regulations; general appearance
   - Behavior in Clinical Agency
   - Professional Conduct
   - Standards of Nursing Practice
   - Patient Client Confidentiality
   - Student absences
   - Dosage Calculation Testing Policy
   - Policy on Universal Precautions
   - Guidelines or Written Work
   - BON Declaratory Statement
   - All Guidelines for Referencing Materials

REQUIRED TEXTS AND MATERIALS


3. EHR Tutor academic medical record online resource (my.ehrtutor.com) (How to pay and access this tool can be found on blackboard attached with your syllabus)

*Optional Textbooks:
Drug guide of choice
Medical dictionary of choice
Manual of diagnostic labs of choice
Nursing care planning book of choice

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/
TOPIC OUTLINE
See Rotation Schedule (in blackboard) as well as Rotation Specific Instructions (below)

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

P (Pass), F (Fail), NC* (No Credit), W (Withdrawn)

*Note: NUR 4412 & NUR 4212 must be successfully completed simultaneously to receive credit in either course and progress through the program.

EVALUATION AND GRADES
See attached assignments with grading rubrics and evaluation tool (also provided in blackboard

TEACHING STRATEGIES
• Clinical Assignments
  o Night before assignments
  o Topic-specific summaries
  o Ethical debate assignment
  o Mental/behavioral health assignment
  o Patient care assessment forms (comprehensive assessment + completing documentation via packet and/or EHR tutor)
  o Phases and stages assignment
  o Developmental tool
• Direct patient care
• Simulation
• Pedi dosage calculation test

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

ASSIGNMENT/ACTIVITY DESCRIPTIONS
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

• Clinical Assignments
  o Night before assignments
    ▪ Students are required to construct a care plan which assists in analyzing a patient’s current status in addition to formulating appropriate nursing diagnoses, interventions, teaching/safety issues, and outcomes.
  o Topic-specific summaries
    ▪ Students are given specific topics related to their weekly rotation that they must interpret and discuss within a summary format.
  o Ethical/debate assignment
- Students will be placed into groups and be responsible for defending a stance related to a controversial nursing topic. Each group will analyze and compare various positions related to the topic of interest.
  - Mental/behavioral health assignment
    - Students will be placed into groups and are responsible for presenting a powerpoint presentation over an assigned mental/behavioral health topic. This presentation will take place following the first simulation.
  - Patient care assessment forms
    - This includes the students performing a comprehensive assessment on a patient followed by completing the appropriate provided documentation packet.
  - Phases and stages assignment
    - Students must identify and discuss the various stages and phases of labor and formulate nursing interventions which correlate with each stage/phase.
  - Developmental tool
    - Students must describe and discuss the developmental milestones/skills a child “normally” exhibits within each stage of development.

- Direct patient care
  - Students will use the nursing process in order to practice patient and family-centered care to individual patients and their families in the clinical setting.

- Simulation
  - Students will collaborate in groups using the nursing process in order to practice patient-centered care to OB/Pedi patients in a controlled clinical environment.

- Pediatric Dosage Calculation Test
  - Passing the pediatric dosage calculation test with a score of 100% is required prior to starting off-campus clinical rotations on the fourth week of school. If student does not successfully pass with a score of 100%, an unsatisfactory will be given and remediation and repeat of test will be mandatory. Failure to do so will result in the student failing the clinical portion of the course.

GENERAL POLICIES RELATED TO THIS COURSE

All students are required to follow the policies and procedures presented in the following documents:

IMPORTANT UNIVERSITY DATES

- **August 28th**: Fall classes officially begin
- **September 4th**: Labor Day Holiday
- **November 3rd**: Last day to drop a class or withdraw from the University for Fall Semester
- **November 22nd**: Winter Break Holiday – No class
- **November 23-24th**: Thanksgiving Holiday
- **December 11-15th**: Final Exams Week
- **December 15th**: Last Day of Fall Semester
- **December 16th**: Fall Graduation
STUDENT RESPONSIBILITY & ATTENDANCE

- Come to clinical prepared to apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the particular occupation and the business/industry.
- Demonstrate legal and ethical behavior, safety practices, communication, interpersonal and teamwork skills.
- Participate in clinical opportunities, simulation, pre & post conference discussions and Blackboard discussions (if assigned).
- Ask questions as needed.

A week’s worth of cumulative absences in any one course will result in faculty evaluation of the student’s ability to meet clinical objectives and may result in failure of the course. This means that if you have one clinical day a week, missing ONE clinical practicum (or missing more than 8 hours of clinical) places you in jeopardy of course failure. *The teaching team reserves the right to make additional or alternative assignments in order to meet the needs of an individual student or clinical group.

Verbal or written warnings (on counseling forms) and/or “unsatisfactories” will be given to the student for reasons pertaining to tardiness, missing/incomplete paperwork/assignments, inappropriate attire/behavior, unprofessionalism, or for any other reason deemed significant per the student handbook or at the discretion of the clinical instructor. A pattern of three (3) clinical "unsatisfactories" may result in the student failing the clinical portion of the course, and as a result, receive a failing grade for the course.

UNSAFE clinical performance: When direct patient care is part of the learning experience, patient safety and well-being is of paramount concern. If a faculty member evaluates that a student is unable to provide safe nursing care in accordance with Standards of Professional Nursing Practice (BON, Nursing Practice Act, 2001), and if this deficit is such that it cannot be remedied, the student will be removed from the clinical setting and will receive a grade of "F" in the course.

COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Use Good "Netiquette":
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor
to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the “Assignments” link in the Blackboard course site (with the exception of night-before paperwork, which will be handed in directly to your clinical instructor the morning of your hospital clinical rotation in addition to submitting online). This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email your clinical instructor and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK, REVISIONS, OR MISSED ASSIGNMENTS POLICY
Revisions of Assignments: Failure to score a 70% on an assignment is considered an unsatisfactory performance which requires counseling and revisions. A new submission deadline will be assigned and an automatic 15 point deduction will be taken (i.e. all revised assignments will start at an 85% as the maximum grade). Failure to score a 70% on the revised assignment by the deadline will result in another documented counseling and unsatisfactory. Further revisions are at the discretion of the instructor.

Late Work: Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in a ten percent deduction (or more as determined by the clinical instructor) for each day past the posted deadline. Assignments submitted more than three days past the deadline will result in a documented counseling, unsatisfactory, and a revised deadline. If revisions to the late assignment are deemed necessary, a new submission deadline will be assigned and an automatic 15 point deduction will be taken (i.e. all revised assignments will start at an 85% as the maximum grade). Failure to submit the revised assignment by the deadline will result in another documented counseling and unsatisfactory. Further revisions are at the discretion of the instructor.

ACADEMIC INTEGRITY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their educational experiences. This includes but is not limited to acquiring or sharing clinical-related assignments with other students, copying another student’s work, or discussing exams/simulations. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the University Student Handbook of Angelo State University [http://www.angelo.edu/student-handbook/] as well as the Department of Nursing Undergraduate Student Handbook [http://www.angelo.edu/dept/nursing/handbook/index.html].

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.
Papers are subject to be evaluated for originality via Bb Safe Assign or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

PERSONS WITH DISABILITIES AND SPECIAL ACCOMMODATIONS REQUEST

“Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities.”

For more information on learning disabilities and how to apply for accommodations through the ASU Disability Services visit http://www.angelo.edu/services/disability-services/

The following includes contact information for Disability Services at ASU:

- ada@angelo.edu
- Phone: 325-942-2047
- Fax: 325-942-2211
- Address: Houston Harte University Center, 112, ASU Station #11047, San Angelo, TX 76909

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

MILITARY SERVICE POLICY
Active duty, Guard and Reserve personnel attending the Angelo State University Nursing Program need, to the greatest extent possible, ensure that military commitments do not jeopardize the fulfillment of the program’s rigorous requirements. However, military service obligations can occasionally conflict with a student’s academic schedule and obligations (class, clinical, assignments, tests, labs, etc.). Students who provide a copy of official military orders will incur an "excused" absence if a conflict arises.

If the absence is of short duration, and faculty feel the student can successfully meet the course objectives, the student will be subject to the class absences and assignment/exam make-up policies outlined in the ASU Student Handbook and ASU Nursing Program Undergraduate Student Handbook.

If the student was otherwise passing their course(s) and the absence is protracted, and the military obligation prevents the student to successfully meet the course objectives, at the discretion of the faculty, the student may be able to receive an "Incomplete" for the course and must complete all course requirements within one academic year to receive
credit for the course(s). Students who elect to withdraw from the program to meet military obligations can reapply when ready and be readmitted on a non-competitive basis.

**OCCURANCE STATEMENT**
All students of Angelo State University Department of Nursing are required to maintain health insurance. If a student has an exposure to blood or any other potentially infectious material or has an injury while in the clinical setting, it is the student’s responsibility to follow procedures and practices as outlined in the Undergraduate Student Handbook - Student Occurrence.

All costs incurred from any evaluation and/or treatment from the occurrence is the student's responsibility. Angelo State University Department of Nursing and/or clinical facilities will not be responsible or liable for any of these costs.

**SYLLABUS CHANGES**
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**CLINICAL PRACTICUM REQUIREMENTS**
Please see the ASU Nursing Program Undergraduate Student Handbook for a complete list of clinical practicum requirements to include dress code, behavior in the clinical practicum agencies and student occurrences.

1. Maintain student liability insurance and current American Heart Association Health Care Professional CPR certification.
2. Have in student file, in the nursing department, a current and complete immunization record and TB skin test. TB skin tests must be done annually while enrolled in the nursing program.
3. Provide safe nursing care to clients within level of knowledge and nursing skills.
   *See UNSATISFACTORY & UNSAFE Clinical Practice in the ASU Nursing Program Undergraduate Student Handbook.*
4. Satisfactory completion of all clinical assignments

**WEBLINKS:**
Board of Nursing for the State of Texas [http://www.bne.state.tx.us/](http://www.bne.state.tx.us/)
BSN Student Resources [http://www.angelo.edu/dept/nursing/student_resources/](http://www.angelo.edu/dept/nursing/student_resources/)

**COURSE EVALUATION**
Students are provided the opportunity and are strongly encouraged to participate in an end of the semester course evaluation. There is a student evaluation of clinical facility and a student appraisal of teacher effectiveness – clinical practicum evaluation that is provided for feedback.
Rotation-Specific Instructions:

- **Mental/behavioral Health Presentations**

  Students are required to present powerpoint presentations over an assigned mental/behavioral health topic after the conclusion of simulation. The instructions and grading rubric for this assignment are listed within your syllabus below and also located on Bb. See blackboard for assigned topic.

- **OB Clinic Rotation**

  Obstetrics-La Esperanza  
  Site contact: Melanie Nealey; Chadbourne and 31st St; 325-658-5339  

  Obstetrics- West TX Medical Associates (Dr. Hajovsky)  
  Site Contact: Stacie Dickey; 3555 Knickerbocker Rd.; (325)224-5371  

  Obstetrics- Shannon Women's and Children's Lactation Consultation  
  Site Contact: Amanda John; 201 E Harris Ave; (325) 234-0391  

  -Arrive at:  
    - **0900** if at La Esperanza  
    - **0800** if at West TX Medical Associates  
    - **0930** if at Shannon Lactation Consultation (with Amanda John)  

    -Wear ASU attire and name badge to all rotations  
    -Rotation will be done around 1600 for La Esperanza, & 1500 for WTMA, & 1630 for Shannon Lactation--Do NOT come to post conference.  
    -Please bring skills checklist AND signature sheet to rotation.

**Due by 2300 the day before your scheduled rotation:**

-OB clinic topic-specific assignment (See Bb for your topic assignment)

- **Pedi Clinic Rotation**

  Pediatrics- Shannon Clinic (Dr. Wehner/Dr. Seifert/Dr. Young, MD)  
  Site Contact: Nana Laird (Shannon Clinical Coordinator); 325-481-2347  

  Pediatrics- Shannon Clinic (Pedi Urgent Care) (Dr. Mary Seger, MD)  
  Site Contact: Amber Longoria, BSN; (Site location TBA)  

  Pediatrics- West TX Medical Associates (Jennifer Marburger, APN, PNP)  
  Site Contact: Missy Correa; (325) 224-5310
-Arrive at 0800 wearing ASU attire and name badge.
-Rotation will be done around 1500- Do NOT come to post conference.
-Please bring skills checklist AND signature sheet to rotation.

**Due by 2300 the day before your scheduled rotation:**

-Immunization summary (See Bb for your topic assignment)

**Due by 2300 on September 17th 2017:** Developmental Tool

- **Sonrisas**

Sonrisas Site Contact: Kim Meyer/Megan Kirkland; 5191 S. Bryant; 325-949-4837

- Arrive at 0830 to review charts prior to children arriving wearing closed-toed shoes/boots and jeans. Also have on your ASU name badge.
- Bring your **OWN lunch** to the site (you will be staying on site to participate in child evaluations with staff during lunch).
- Rotation will be done around 1530- do NOT come to post conference.

**Due by 2300 the day of your scheduled rotation:**

-Sonrisas therapeutic riding summary

- **Hospital Rotations:**

  * **Community:** Students need to arrive at **0630** wearing ASU attire and name badge. Meet in the Williams Family Center Lobby. Post conference will start at **1430**. Please bring skills checklist AND signature page as well as appropriate assessment packet to each rotation (See Bb for more details).

  * **Shannon:** Students need to arrive at **0600** wearing ASU attire, ASU name badge, **AND Shannon W&C name badge**. Failure to have both name badges results in the inability of the student to attend clinical within this secured facility. Meet in the Women’s and Children’s lobby. Post conference will start at **1400**. Please bring skills checklist AND signature page as well as appropriate assessment packet to each rotation (See Bb for more details).

  * **Assignments (for both hospitals):**

    **Due by 2300 on September 17th 2017:** Stages and Phases of Labor Summary (See below for instructions and grading rubric information)

    **Due by 0600 AM of Clinical Rotation (please also submit your night before to blackboard prior to coming to the hospital):** Night before paperwork

    (Please note: Each student is required to visit the hospital night before their Women’s Health and Pediatric Hospital rotation to choose their couplet newborn/mother or pediatric patient in order to obtain appropriate information for their night-before paperwork).

    *Room information for Mental/behavioral Health presentation day:*
    Oct. 24th and 26th from 12:30-4:30 (post SIM): VIN 263

    *Room information for debate:*
    Nov. 28th and 30th from 1-3 PM (Debate post SIM): VIN 263
Mental/Behavioral Health Assignment Presentation

The purpose of this assignment is to work in groups to investigate common mental health diagnoses in the pediatric population. After researching assigned topics and exploring the detailed criteria listed below, students will prepare a brief, thorough powerpoint presentation to present their assigned topic to their peers. After completing this assignment, students will understand the symptoms, diagnosis, treatment, developmental delays/issues, nursing interventions, and parental guidance of each mental health topic presented.

Instructions:

1. Summarize the mental/behavioral health topic assigned to you.
   a. Include the following within your presentation:
      i. How a child with this condition typically presents (signs/symptoms/behaviors) (specify if the disorder presents differently based on age)
      ii. How the condition is diagnosed
      iii. How the condition is treated (including pharmacological and non-pharmacological therapies)

2. Discuss the developmental differences between a child with your assigned topic versus a child with normal developmental (i.e. what kind of developmental delays [if applicable] might be associated with your assigned topic and how does it compare to normal expected development).

3. Discuss at least four priority nursing interventions you would implement within this patient’s care.

4. Provide at least four significant teaching topics you would provide to this child and their parents related to their condition/development/behavior/etc.

5. Presentation/Formatting details:
   a. Powerpoint must be used to present assigned topic.
      i. Visuals and (short) videos are encouraged.
   b. Provide at least two peer-reviewed sources aside from the text.
      i. Place all sources used on a reference slide at the end of the presentation in APA format. Please only use valid, reliable sources (.com websites are discouraged). No “in-text citations are necessary within the body of your slides.
   c. Powerpoint must be posted to Blackboard by 12PM on either 10/24 or 10/26 (whichever your clinical day falls on) so that classmates can access it in order to take notes. All powerpoints from all clinical course sections will be accessible to students for information and study purposes. Submit to the link named “discussions.”
   d. Each group will have approximately 10-15 minutes to present their topic. All group members need to participate in the presentation or points will be deducted from the presentation score.
   e. Please include any speaker notes or additional information not explicitly stated on your powerpoint slides within the “notes” section of the powerpoint slides.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Student’s Score/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group summarizes the mental/behavioral health topic assigned and includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presentation (signs/symptoms/behaviors)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• Diagnosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group discusses developmental differences associated with topic and compares it to normal developmental for age.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Group discusses at least four priority nursing interventions you would implement within this patient’s care.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Group provides at least four significant teaching topics you would provide to this child and their parents related to their condition/development/behavior/etc.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Presentation/Formatting details:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Group uses two peer-reviewed sources aside from the text.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• All sources used are placed on a reference slide at the end of the presentation in APA format <em>(Reminder: No “in-text” citations are required in the body of your slides).</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Information used is from reliable sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Powerpoint posted to Blackboard by 12PM on either 10/24 or 10/26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All group members participate in the topic presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
Ob Clinic Topic Specific Assignment Rubric and Instructions

Instructions:

*** Due by 2300 the day before your scheduled rotation

Please provide a 1-2 paged, double-spaced summary on the specific OB topic assigned to you by your clinical instructor. Include rubric criteria below and remember to reference these articles in the body of your paper using appropriate APA formatting.

Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student provides appropriate assignment and turns in assignment by due date.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>APA formatting is appropriate and student provides cover page, in-text citations, and reference page. *If APA format is not used, assignment will not be accepted. <strong>Must use at least 2 peer-reviewed articles aside from the text.</strong></td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
| Content is organized, focused, and lucid throughout body of paper. Includes the following information:  
- Summarize the OB topic assigned.  
- What nursing interventions would you anticipate utilizing for this patient in the outpatient/clinic setting? (please discuss 2-3 interventions)  
- What important teaching topics are crucial to discuss with this patient? (please discuss 2-3 teaching topics) | 70     |                 |
| **Total**                                                              |        | 100             |
Developmental Tool Rubric and Instructions

Instructions:

Developmental Tool (Due by 2300 on September 17th 2017)

Please summarize the developmental stages on your developmental tool handout. You may use bullets and summarize information within each age group.

Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student's Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student provides appropriate assignment and turns in assignment by due date.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>APA formatting is appropriate and student provides cover page and reference page (NO IN-TEXT CITATIONS REQUIRED FOR THIS ASSIGNMENT) *You may bullet information for this assignment ONLY instead of writing information in paragraph/essay format. *If an APA formatted cover and reference page is not used, assignment will not be accepted.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Content is organized/summarized and fully completed.</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Developmental Tool</td>
<td>1-12 Months</td>
<td>13-23 Months</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Fine Motor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gross Motor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>36 Months</td>
<td>48 Months</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Fine Motor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gross Motor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Immunization Summary Rubric and Instructions

Instructions:

***Due by 2300 the day before your scheduled rotation

Please provide a 1-2 paged, double-spaced summary on the specific immunization assigned to you by your clinical instructor. Include rubric criteria below and remember to reference these articles in the body of your paper using appropriate APA formatting.

Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student provides appropriate assignment and turns in assignment by due date.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>APA formatting is appropriate and student provides cover page, in-text citations, and reference page. *If APA format is not used, assignment will not be accepted. <strong>Must use at least 2 peer-reviewed articles aside from the text.</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Content is organized, focused, and lucid throughout body of paper. Includes: -Why the immunization is given -At what recommended age the immunization is given -Any contraindications associated with the immunization -Any controversial issues associated with the immunization</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Stages and Phases of Labor Assignment

Instructions:

*** Due by 2300 on September 17th 2017

Please summarize the phases and stages of labor listed on pages 431-466 of your text.

Within each stage AND phase, please also include the following information:

- A summary of the phase AND/or stage
- Mother’s behavior/biological responses
- 4 Nursing interventions
- 1-2 patient teaching topics (example: teach mom to breath/reposition/imagery/etc.)

Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student provides appropriate assignment summary and turns in assignment by due date.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>APA formatting is appropriate and student provides cover page, reference page, and proper in-text citations. *If APA format is not used, assignment will not be accepted.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Content is organized/summarized and fully completed. Within each stage AND phase, please also include the following information:</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>- A concise, thorough summary of the phase/stage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mother’s behavior/biological responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 4 Nursing interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 1-2 patient teaching topics (example: teach mom to breath/reposition/imagery/etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Sonrisas Therapeutic Riding Summary Rubric and Instructions

Instructions:

***Due by 2300 the day of your clinical rotation

Please provide a 1-2 paged, double-spaced summary on the benefits of therapeutic riding. Include rubric criteria below and remember to reference articles in the body of your paper using appropriate APA formatting.

Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student provides appropriate assignment and turns in assignment by due date.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>APA formatting is appropriate and student provides cover page, in-text citations, and reference page. *If APA format is not used, assignment will not be accepted. Must use at least 2 peer-reviewed articles aside from the text.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Content is organized, focused, and lucid throughout body of paper. Includes the following information: -Summarize the benefits of therapeutic riding. -Were any of the benefits/strategies you found in your research utilized in your experience at Sonrisas? -After your experience at Sonrisas, do you feel therapeutic riding benefits children with disabilities?</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Labor & Delivery Night-Before Grading Rubric and Instructions

*Please follow example provided in “Student Information Folder” on Bb

1. Comprehensive “normal” assessment (head-to-toe) on the laboring mom:
   *Use your phases and stages assignment for this section. You may copy and paste it. (Pages 431-466)

2. Discuss the labs and medications associated with your topic. For each medicine, please specify the purpose, route, and any contraindications. For each lab, please specify the purpose as it directly pertains to your patient. **Use and fill in tables on next page for labs and meds below.**
   
   • Labor and delivery:
     o Meds: cytotec, Pitocin/oxytocin, non-pharmalogical pain methods, stadol, Demerol, morphine, epidural analgesia, hemabate, methergin
     o Labs: CBC, UA, GBS, HIV, Hep B, Rubella, VDRL, Blood type/Rh, Blood sugar

3. List the “normal” vital signs & weight gain you would expect to see for the laboring mom. This is important so that if you put “assess for elevated HR,” we know what the baseline is.

4. Select 4 priority nursing diagnoses associated with the laboring mom (i.e. nursing interventions prevalent during the labor process). *Please include a pathophysiology for each nursing diagnosis WITH assessment findings. Your patho needs to include 3-4 sentences to support your rationale.

5. Formulate 4-5 nursing interventions to correlate with each priority nursing diagnosis.

6. Nursing goals/outcomes to correlate with each nursing diagnosis.

7. Identify 2 safety teaching topics that need to be relayed to the laboring mom (make sure these pertain to her, specifically)

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Points</th>
<th>Student’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student turns in assignment by appropriate due date. APA formatting is appropriate and student provides cover page and reference page. *If cover/reference page is not in APA format, assignment will not be accepted.</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
| Student provides:  
  1) comprehensive “normal” assessment (head-to-toe)  
  2) labs and medications (with explanations of purpose/route/contraindications)  
  3) “normal” expected vital signs & weight | 30     |                 |
| Student provides 4 priority nursing diagnoses WITH assessment findings AND includes a 3-4 sentence long pathophysiology for each diagnosis. | 20     |                 |
| Student provides appropriate 4-5 nursing interventions which correlate with each priority nursing diagnosis. | 20     |                 |
| Student provides appropriate nursing outcomes which correlate with each nursing diagnosis. | 5      |                 |
| Student provides 2 safety teaching topics appropriate for their patient and/or family. | 5      |                 |
| **Total** | **100** |                 |
Nursery Night-Before Grading Rubric and Instructions

*Please follow example provided in “Student Information Folder” on Bb

1. Comprehensive “normal” assessment (head-to-toe) on newborn including:
   - Nursery: normal newborn (pages 663-693). Include newborn reflexes. Please summarize/condense your assessment information as this section is lengthy in the text; HOWEVER, you must include vital information [i.e. you will be asked to add information if your information is too vague].

2. Discuss the labs and medications associated with your topic. For each medicine, please specify the purpose, route, and any contraindications. For each lab, please specify the purpose as it directly pertains to your patient. **Use and fill in tables on next page for labs and meds below.**
   - Nursery:
     - Meds: erythromycin, vitamin K, hepatitis B
     - Lab: Cord blood type and Rh, H&H, Total Bilirubin, Trancutaneous Bilirubin, Blood sugar, meconium drug screen

3. List the “normal” expected vital signs, weight, and height for your newborn patient. This is important so that if you put “assess for elevated HR,” we know what the baseline is.

4. Select 4 priority nursing diagnoses associated with the newborn post-delivery. *Please include a pathophysiology for each nursing diagnosis WITH assessment findings. Your patho needs to include 3-4 sentences to support your rationale.

5. Formulate 4-5 nursing interventions to correlate with each priority nursing diagnosis.

6. Nursing goals/outcomes to correlate with each nursing diagnosis.

7. Identify 2 teaching topics related to safety that need to be relayed to your newborn patient’s family.

8. Identify 2 priority discharge teaching topics that need to be relayed to your newborn patient’s family (EX-bathing/elimination)

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Points</th>
<th>Student’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student turns in assignment by appropriate due date. APA formatting is appropriate and student provides cover page and reference page. *If cover/reference page is not in APA format, assignment will not be accepted.</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
| Student provides:
   1) comprehensive “normal” assessment (head-to-toe)
   2) labs and medications (with explanations of purpose/route/contraindications)
   3) “normal” expected vital signs, weight, and height | 30 | |
| Student provides 4 priority nursing diagnoses WITH assessment findings AND includes a 3-4 sentence long pathophysiology for each diagnosis. | 20 | |
| Student provides appropriate 4-5 nursing interventions which correlate with each priority nursing diagnosis. | 15 | |
| Student provides appropriate nursing outcomes which correlate with each nursing diagnosis. | 5 | |
| Student provides 2 safety teaching topics appropriate for their patient. | 5 | |
| Student provides 2 priority discharge teaching topics appropriate for their patient. | 5 | |
| **Total** | **100** | |
Women’s Health/Postpartum/Mother-Baby Night-Before Grading Rubric and Instructions

*Please follow example provided in “Student Information Folder” on Bb
***You must visit the hospital the night before this rotation to pick a patient

1. Comprehensive “normal” assessment (head-to-toe) on your postpartum mother including:
   - Assessment of a mother who had a normal vaginal delivery OR C-section (BUBBLE-HE assessment pg. 558-567).
     (This is the written out assessment you intend on performing on your patient during your clinical day)

2. Discuss the labs and medications associated with your postpartum patient. For each medicine, please specify the purpose, route, and any contraindications. For each lab, please specify the purpose as it directly pertains to your patient.
   - Mother/baby:
     - Meds: norco, naproxen/motrin, surfak/colace, demerol, morphine, tucks pads, benzocaine/lidocaine spray, flu vaccine, TDAP vaccine, RhoGAM
     - Labs: CBC, Rubella, Blood type/ Rh

   ***If your patient has other medications and labs ordered by the physician (other than what is listed above), please add them to this list.

3. List the “normal” expected postpartum vital signs for your patient as well as any previously charted vital signs (if the patient has had normal VS since her admission to the postpartum unit, just list her last recorded set of vitals).

4. Select 4 priority nursing diagnoses associated with the postpartum mother. *Please include a pathophysiology for each nursing diagnosis WITH assessment findings. Your patho needs to include 3-4 sentences to support your rationale.

5. Formulate 4-5 nursing interventions to correlate with each priority nursing diagnosis.

6. Nursing goals/outcomes to correlate with each nursing diagnosis.

7. Identify 2 teaching topics related to safety that need to be relayed to your postpartum patient.

8. Identify 2 priority discharge teaching topics that need to be relayed to your postpartum patient (EX- peri care).

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Points</th>
<th>Student’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student turns in assignment by appropriate due date. APA formatting is appropriate and student provides cover page and reference page. *If cover/reference page is not in APA format, assignment will not be accepted.</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
| Student provides:  
1) comprehensive “normal” assessment (head-to-toe)  
2) labs and medications (with explanations of purpose/route/contraindications)  
3) “normal” expected vital signs & any charted vitals | 30 | |
| Student provides 4 priority nursing diagnoses WITH assessment findings AND includes a 3-4 sentence long pathophysiology for each diagnosis. | 20 | |
| Student provides appropriate 4-5 nursing interventions which correlate with each priority nursing diagnosis. | 15 | |
| Student provides appropriate nursing outcomes which correlate with each nursing diagnosis. | 5 | |
| Student provides 2 safety teaching topics appropriate for their patient. | 5 | |
| Student provides 2 priority discharge teaching topics appropriate for their patient. | 5 | |
| Total | 100 | |
Pedi Night-Before Grading Rubric and Instructions

*Please follow example provided in “Student Information Folder” on Bb
***You must visit the hospital the night before this rotation to pick a patient

1. -Provide the normal pediatric anatomy findings of the affected organ system (EX- if you have a patient with asthma, you would list the normal pediatric anatomy of the respiratory system).
   -Provide the pathophysiology related to your pediatric patient’s diagnosis (EX- if you have a patient with asthma, you would describe the pathophysiology of how asthma affects the respiratory system).
2. Discuss the labs, medications, diagnostics, and treatments associated with your pt’s diagnosis. For each medicine ordered for your patient, please specify the purpose, route, recommended dose, and any contraindications (don’t forget to include home meds). For each lab, please specify the purpose as it directly pertains to your patient.
3. List the “normal” expected vital signs, weight, and height for your patient depending on their age. Please also list any significant recorded VS or the last set of VS recorded on your patient. This is important so that if you put “assess for elevated HR,” we know what the baseline is.
4. Select 4 priority nursing diagnoses WITH assessment findings (which correlate to each specific nursing diagnosis) associated with your topic.
5. Formulate 4-5 nursing interventions to correlate with each priority nursing diagnosis.
6. Nursing goals/outcomes to correlate with each nursing diagnosis.
7. Identify 2 teaching topics related to safety that need to be relayed to your patient and/or their family.
8. Identify 2 priority discharge teaching topics that need to be relayed to your patient and/or their family based on your child’s diagnosis.

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Points</th>
<th>Student’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student turns in assignment by appropriate due date. APA formatting is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate and student provides cover page and reference page. *If cover/</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>reference page is not in APA format, assignment will not be accepted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student provides:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) normal pediatric anatomy findings</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>2) pathophysiology related to diagnosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student provides:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) labs, medications, diagnostics, and treatments (with explanations of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>purpose/route/dose/contraindications)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>2) “normal” expected vital signs, weight, and height &amp; previously recorded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vitals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student provides 4 priority nursing diagnoses WITH assessment findings</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Student provides appropriate 4-5 nursing interventions which correlate</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>with each priority nursing diagnosis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student provides appropriate nursing outcomes which correlate with each</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>nursing diagnosis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student provides 2 teaching topics related to safety that need to be</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>relayed to your patient and/or their family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student provides 2 priority discharge teaching topics appropriate for their</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>patient and/or family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
WTRC Topic Specific Assignment Rubric and Instructions

Instructions:

*** Due by 2300 the day before your scheduled rotation

Please provide a 1-2 paged, double-spaced summary on the specific WTRC topic assigned to you by your clinical instructor. Include rubric criteria below and remember to reference these articles in the body of your paper using appropriate APA formatting.

Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student provides appropriate assignment and turns in assignment by due date.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>APA formatting is appropriate and student provides cover page, in-text citations, and reference page. *If APA format is not used, assignment will not be accepted. Must use at least 2 peer-reviewed articles aside from the text.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Content is organized, focused, and lucid throughout body of paper. Includes the following information: - Summarize the WTRC topic assigned. - What nursing interventions would you anticipate utilizing for this patient in the outpatient setting? (please discuss 2-3 interventions) - What important teaching topics are crucial to discuss with this patient and their family? (please discuss 2-3 teaching topics)</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Ethical Debate Presentation Instructions and Grading Rubric

Debate Topic: Neonatal Resuscitation of Micro-Preemies

Instructions: Each clinical group will be split up into 2 subgroups and each group will either be “for” or “against” the topic of Neonatal Resuscitation of Micro-Preemies. Each group will need to take their stance to address specific questions related to this topic in the grading rubric below. Each group will then be responsible for presenting their researched information and stances during an on-campus debate which will be held on November 28th or 30th after clinical. Specific Criteria to address during debate: (Be sure to support your decision/rationale with evidenced-based information).

1. Regarding the practice of resuscitating a micro-preemie, do you feel that the quality/sanctity of life for the premature infant is of priority? (Hint: The group who is “for” resuscitation of a micro-preemie should base and support their decision on the idea of “pro-life” ideals while the group who is “against” resuscitating a micro-preemie should base and support their decision on other factors which might hinder the neonate’s quality/sanctity of life).

2. Should the parents of the micro-preemie be the ultimate decision-makers when it comes to determining whether or not to resuscitate their child? (Hint: The “for” group should base their stance on parent’s right to be the ultimate decision-makers while the “against” group should support the medical team/facility/etc. as the ultimate decision-makers for various reasons).

3. Do you feel medical expense should be a primary factor when deciding to resuscitate/continue care and who should be responsible for these costs? (Hint: The “for” group should take the stance that medical expense is of no concern while the “against” group should evaluate cost as a consideration).

4. In your opinion, is the child’s best interest the priority in regard to the decision to resuscitate? Do you feel that this supports the nursing principle of non-maleficence? (Hint: The “for” group should take the stance that the child’s best interests are a priority while the “against” group takes the stance that it is not in the best interest of the child to resuscitate for various reasons).

*Each group is responsible for researching these topics and supporting their answers with evidence-based information. The group can split up the workload however they deem necessary, however, all 4 topics MUST be addressed within the debate. All group members should be knowledgeable regarding the information being presented and are expected to participate in the group debate when defending their stance on each topic. A copy of the group’s cover page, reference page, and articles used must be turned into your clinical instructor the day of your scheduled debate. References must be in APA format.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group provides appropriate assignment and turns in assignment by due date. All group members participate in debate and are knowledgeable on topic content. <strong>Nonparticipation of one or more members will result in deductions in overall group grade.</strong></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>APA formatting is appropriate and student provides cover page, reference page, and articles used. *If APA format is not used, assignment will not be accepted.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Criteria (numbers 1-4 listed above) is organized, focused, and lucid throughout debate.</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
Ethical Debate Presentation Instructions and Grading Rubric

Debate Topic: Administration of Immunizations

Instructions: Each clinical group will be split up into 2 subgroups and each group will either be “for” or “against” the topic of Administration of Immunizations. Each group will need to take their stance to address specific questions related to this topic in the grading rubric below. Each group will then be responsible for presenting their researched information and stances during an on-campus debate which will be held on November 28th or 30th after clinical. Specific Criteria to address during debate: (Be sure to support your decision/rationale with evidenced-based information).

1. Should the administration of immunizations be nationally/state mandated? (Hint: The “for” immunizations group should base their stance on supporting mandates while the “against” group should base their stance on not mandating immunizations).

2. Do the benefits of immunizing children outweigh the risks? Do you feel that this supports the nursing principle of non-maleficence? (Hint: The “for” group should base their decision on the benefits outweighing the risks while the “against” group should base their stance on the risks outweighing benefits).

3. Some parents feel that they do not need to immunize their children because the vast majority of other children are already vaccinated against disease and/or these diseases are eradicated and no longer a threat. Are you in favor or opposed to this practice? (Hint: The “for” group should not agree with this practice while the “against” group should be in favor of this practice).

4. Typically immunizations that are scarce in number are distributed to most vulnerable populations or at-risk groups. Do you feel this promotes distributive justice? (Hint: the “for” group should take the stance that it does promote distributive justice while the “against” group takes the stance that it does not promote distributive justice).

*Each group is responsible for researching these topics and supporting their answers with evidence-based information. The group can split up the workload however they deem necessary, however, all 4 topics MUST be addressed within the debate. All group members should be knowledgeable regarding the information being presented and are expected to participate in the group debate when defending their stance on each topic. A copy of the group’s cover page, reference page, and articles used must be turned into your clinical instructor the day of your scheduled debate. References must be in APA format.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group provides appropriate assignment and turns in assignment by due date. All group members participate in debate and are knowledgeable on topic content. <strong>Nonparticipation of one or more members will result in deductions in overall group grade.</strong></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>APA formatting is appropriate and student provides cover page, reference page, and articles used. *If APA format is not used, assignment will not be accepted.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Criteria (numbers 1-4 listed above) is organized, focused, and lucid throughout debate.</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
<tr>
<td>Course Objective/Student Learning Outcome</td>
<td>Assignment/Assessment</td>
<td>Score 0-4</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>1. Collect, analyze, prioritize, and document health data on children, women, and newborns using evidence, clinical judgment and patient/family preferences.</td>
<td>Concept maps, pt care assessment forms, topic-specific assignments, developmental checklist, simulation</td>
<td>Midterm</td>
</tr>
<tr>
<td>2. Implement timely, research-based interventions for childbearing/child-rearing families and patients with mental health conditions that integrate principles of safety and quality.</td>
<td>Concept maps, topic-specific assignments, direct pt care, simulation</td>
<td>Midterm</td>
</tr>
<tr>
<td>3. Deliver and coordinate developmentally appropriate patient and family-centered care based on evidence, guidelines, standards, and legal statutes/regulations.</td>
<td>Concept maps, topic-specific assignments, direct pt care, phases and stages assignment, simulation</td>
<td>Midterm</td>
</tr>
<tr>
<td>4. Provide and document effective health teaching to patients and families addressing risk reduction, health promotion, preventative care and discharge planning relative to women, newborns, and families.</td>
<td>Developmental tool, night before paperwork, direct pt care, topic-specific assignments, pt care assessment forms, simulation</td>
<td>Midterm</td>
</tr>
<tr>
<td>5. Demonstrate collaboration and communication skills in advocacy actions including improvements in quality, safety, and family-centered care relative to women, newborns and families.</td>
<td>Developmental presentation, developmental checklist, direct pt care, ethical/debate assignment, simulation</td>
<td>Midterm</td>
</tr>
<tr>
<td>6. Interact with peers, colleagues and health team members to facilitate positive patient outcomes and a professional clinic environment.</td>
<td>Developmental presentation, direct pt care, ethical/debate assignment, simulation</td>
<td>Midterm</td>
</tr>
<tr>
<td>7. Facilitate standards of moral, ethical, professional and legal conduct in the clinical setting.</td>
<td>Direct pt care, simulation</td>
<td>Midterm</td>
</tr>
</tbody>
</table>
Students will be evaluated at mid-semester and at the end of the semester. Students will be given feedback and a plan for improvement at mid-semester. **A minimum competency score of “3” or greater must be achieved on all course objectives at the final course evaluation in order for a student to pass the clinical course.**

- 4= Accomplished (Independent without direction; Proficient, coordinated, confident; Expedient use of time. Focuses on patient; Proficient skills)
- 3= Competent (Supervised with occasional physical or verbal direction; Efficient, coordinated, confident; Reasonable use of time; competently skilled)
- 2= Developing (Assisted with frequent verbal and/or physical direction; Partial demonstration of skills. Inefficient or uncoordinated; Delayed time expenditure)
- 1= Beginning/Novice (Marginal, requires continuous verbal and/or physical direction; Unskilled and inefficient; Considerable and prolonged time expenditure)
- 0 = Deficient (Dependent, continuous verbal and/or physical direction; Unable to demonstrate procedures; Lacks confidence, coordination, and/or efficiency. Potential harm to self and patient)

**MIDCOURSE ACTION PLAN:**

Student signature___________________  Date:____________

Instructor signature____________________   Date:___________

**FINAL COMMENTS:**

**FINAL GRADE:**

- PASSED_____
- FAILED _____

Student signature___________________  Date:____________

Instructor signature____________________   Date:___________