

NRS 211 - ONLINE ONLY
JACKSON COLLEGE
NURSING DEPARTMENT COURSE SYLLABUS
CARE OF WOMEN AND NEONATES
NURSING 211 – ONLINE/VIRTUAL



JACKSON COLLEGE
NURSING DEPARTMENT COURSE SYLLABUS -
CARE OF WOMEN AND NEONATES
NURSING 211 COVID 19 2020 Revised

Course Number: NRS 211-Care of Women and Neonates

Nursing Semester Credits/Credit hours: NRS 211= 3 Credits and 2 BCH

Lecture Hours: 30 Classroom Contact Hours –This course will now be ONLINE due to COVID 19

Clinical Hours: NRS 2111 1 credit and 3 BCH

Faculty Name: Sarah Holda RN, MSN, NP-C

Faculty Contact Information:

holdasarahl@jccmi.edu **Email is preferred communication method.

Justin Whiting Hall: Office 221

Office Hours to be arranged via Big Blue Button or phone call per student need daily.

Office hours may vary. Please contact instructor with questions or to schedule office Hours.

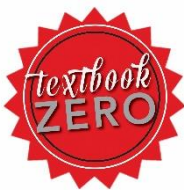
Office phone: 517-796-8514

Pre-requisites

NRS 110, NRS 111, NRS 119, NRS 116

Required Textbook:

Maternal-Child Nursing. 5th Ed. Author: McKinney/ Saunders Elsevier Publishing ISBN: 978-1-4377-2775-3



This text is available in digital format with Textbook Zero.

Course Description:

This course utilizes the nursing process to assist the student in collaborating with the client/family or other health care members to provide culturally responsive care during the childrearing experience. The student will address care issues from a physiological, pathophysiological, and psychosocial context using clinical reasoning to provide safe and quality care for woman and neonates. Clinical experiences designed to reinforce theory are included in acute care clinical settings.

Jackson College Response to COVID-19

Jackson College has made the decision to move all course delivery to an online format and suspend student clinical experiences in response to COVID-19. This NRS 211 syllabus has been revised to reflect changes to course delivery, student assessment, clinical experiences and procedures as Jackson College moves to an online format.

Online Format

The course content of NRS 211 will be delivered in an online format. All students will need to prepare their technology for vigorous use. Each student must secure a plan for the regular use of a device with camera capabilities as this will be the primary source of attendance and participation in the course.

Clinical Experiences

All Clinical Experiences will be live, in person experiences for now. Should the need arise due to COVID 19 or hospital restrictions to studnets, clinical hours may be done via simulation and alternative assignments. These would all be posted to Jet Net and will be provided by the instructor and the clinical adjunct instructors.

Department Statement:

All students will need to prepare their technology now for vigorous use in the coming weeks. Each student must secure a plan for the regular use of a device with camera capabilities for testing, as this will be the primary source of attendance and participation in the course and getting credit for testing beginning March 23rd. Cameras will be a requirement for testing throughout the remainder of the online delivery of learning. You will be receiving further information about the specifics of this requirement over the coming days from your course faculty; however, CNEA accreditation mandates every test to be carried out using video recording technology.

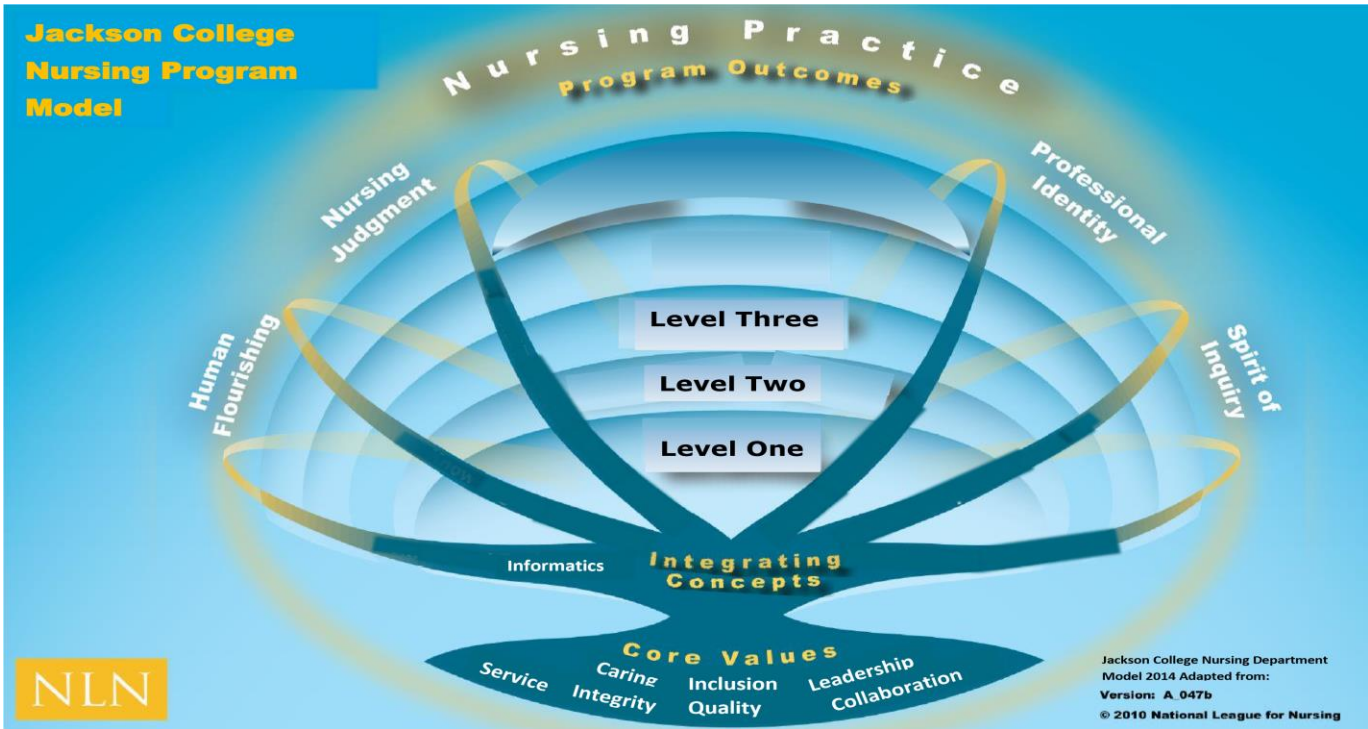
A lockdown browser, either Responds or Top Hat, will be used for testing security. If two programs for lockdown and video capture cannot run at the same time on one device, students will need to record themselves during timed testing on a separate machine in which faculty can monitor them using Big Blue Button. Video proctoring by their faculty is a requirement for every online exam given. If students do not have a laptop equipped with camera capabilities, they may use a cell phone while testing to record themselves while using a separate device for online testing. Each video testing event is recorded and saved to a file by faculty members through Big Blue Button, housed on JetNet, and kept as a part of the permanent recorded delivery method of each exam.

Course Outcomes/Objectives:

Program Learning Outcome	Level Learning Outcome	Student Learning Outcome
<p>Upon successful completion of the program, the graduate will:</p> <p>Human Flourishing: Advocate for culturally diverse clients and families through the provision of evidence based care for varied client populations in ways that promote self-determination, integrity and ongoing growth as human beings to reach their maximum potential in various healthcare environments throughout the lifespan.</p> <p>Nursing Judgment:</p> <ol style="list-style-type: none"> a. Make judgments in practice, substantiated with evidence, that integrate nursing science into the provision of safe and quality care that promotes the health of clients through the lifespan. b. Demonstrate competency in nursing health care technology and informatics to communicate, manage knowledge, mitigate error, and support organizational reimbursement. <p>Professional Identity: Implement one’s role as a nurse in ways that reflect integrity, responsibility, legal and ethical practices, and an evolving identity as a nurse committed to evidence-based practice,</p>	<p>Upon successful completion of the level, the graduate will:</p> <p>Human Flourishing: Advocate for culturally diverse clients and families through the provision of evidence based care in ways that promote self-determination, integrity, and ongoing growth.</p> <p>Nursing Judgment: Prioritizes and provides safe, quality client-centered care for stable clients utilizing Maslow’s Hierarchy and the nursing process.</p> <p>Professional Identity: Apply legal, ethical, and practice standards while evolving within a professional nursing environment.</p>	<p>Upon successful completion of the course, the graduate will:</p> <p>Human Flourishing: Advocate for culturally diverse clients and families through the provision of evidence based care for varied client populations in ways that promote self-determination, integrity, and ongoing growth.</p> <p>Nursing Judgment: Using the nursing process and evidence-based practice, prioritizes and provides safe, quality client-centered care for varied client populations.</p> <p>Professional Identity: Demonstrate legal, ethical and practice standards in the care of varied client populations and advancing one’s professional identity.</p>

<p>caring, advocacy and safe quality care for culturally diverse clients throughout the lifespan.</p> <p>Spirit of Inquiry: Evaluate evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for clients throughout the lifespan.</p>	<p>Spirit of Inquiry: Describe evidence based practice in nursing including the rationale for its use.</p>	<p>Spirit of Inquiry: Apply evidence based practice standards to guide care of varied client populations.</p>
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Student Learning Outcomes	Behavioral Competencies
<p>Human Flourishing: Advocate for culturally diverse clients and families through the provision of evidence based care for varied client populations in ways that promote self-determination, integrity, and ongoing growth.</p> <p>Nursing Judgment: Using the nursing process and evidence-based practice, prioritizes and provides safe, quality client-centered care for varied client populations.</p> <p>Professional Identity: Demonstrate legal, ethical and practice standards in the care of varied client populations and advancing one's professional identity.</p> <p>Spirit of Inquiry: Apply evidence based practice standards to guide care of varied client populations.</p>	<ol style="list-style-type: none"> 1. Implement the client's and family's self-identified birthing preferences supported by evidence based practice. 2. Deliver culturally responsive care to assist women in ways that help promote self-determination, integrity, and ongoing growth as human beings. <ol style="list-style-type: none"> 1. Use clinical reasoning to implement the nursing process to provide prioritized, safe, client-centered care. 2. Utilize professional communication techniques in verbal, written, and electronic formats. <ol style="list-style-type: none"> 1. Demonstrate knowledge of legal and ethical issues in the care of women and neonates. 2. Engage in the process of professional socialization in the care of women and neonates to expand one's professional identity. <ol style="list-style-type: none"> 3. Demonstrate the ability to research evidence-based nursing care for women and neonates to improve quality outcomes.



Based upon NLN Education Competencies Model / Nursing Program Model Aligned with Core Values of Jackson College



**NO ONE HAS TO DO EVERYTHING
EVERYONE HAS TO DO SOMETHING**

Help

Available learning services or opportunities for students seeking help with their course work. May include information about tutors, learning centers, reserved library materials, open labs, counseling services.

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester.

[Accommodations for students with disabilities](#)

For technical assistance, please contact the Jackson College Solution Center. All technical work requests are initiated through the following venues:

Home / Information Technology / [Information Technology | Solution Center](#)

E-mail: jcsolutioncenter@jccmi.edu

Phone: 517.796.8639

Walk-in: Atkinson Hall, Room 203

Tutorials in the use of JetNet are located online by signing into JetNet and clicking on the **Jet Ready** icon.

Students are required to use their JC email address for all college related communication and when registering for all course/program web-based educational tools and assessment programs.

Jackson College's General Education Outcomes (GEO) and Essential Competencies (EC):

General education outcomes and essential competencies assess the student's attainment of skills obtained during their completion of a degree. These skills are determined consistent with the college mission, and dispersed across a multitude of courses in the student's program. **Care of Women and Neonates contributes to embedding GEO 2 and GEO 7.**

Testing Guidelines

1. All student possessions (backpacks, cell-phones, water bottles, hats, etc.) must be left at the front or sides of the room – not under individual desks or tables.
2. Students are not permitted to sit at their desk with notes prior to the test. Any last-minute studying must be conducted outside the classroom.

3. The student may have only a pencil, scrap paper, simple calculator with no memory (if warranted) and earplugs as warranted by faculty. Watches and cell phones are not allowed.
4. Once class begins, students are not permitted to sit at their desk with class notes and or text prior to the test. Last minute studying or review must be conducted outside the classroom.
5. Students are not allowed to remove any testing material from the testing lab/classroom.
6. If a student must take an exam at a different time than the rest of the class due to an illness or emergency, a different exam is given.
7. Bathroom breaks will not be permitted during any exam or quiz.
8. There will be no discussion of test items between the student and faculty on the day of the test.
9. Students who disagree with the answers may complete a Student Test Item Query form to explain their rationale for their chosen answer. These forms will be submitted to the faculty for consideration. See Appendix I for Student Test Item Query Form.
10. Students will be given 1.5 minutes per test item.
11. Students must pass a Dosage Calculation Competency at 90% within three attempts. Failure to obtain 90% results in failure of the course.

Course Attendance Policies:

Classroom ONLINE Attendance is **HIGHLY** recommended. The student is responsible for his/her own learning. In the event that a student must miss, or be late to class it is the student's responsibility to obtain lecture notes, messages, instructions, announcements, etc. from the instructor prior to the absence (if scheduled), or afterward in a timely manner. Students are adults, it is assumed that they will make appropriate decisions regarding necessary absences. Therefore, no physicians- designated provider excuses will be required. In the case of an absence the instructor will not be responsible to contact the student regarding any missed materials. *Reliance on fellow students only for any missed information may lead to gaps in learning. Always check with the instructor in the event of an absence from the theory portion of this course.

Any unit test missed, must be made up prior to the next unit exam. It is the student's responsibility to contact the instructor prior to the missed exam regarding their plan for make-up. The first missed test does not result in a reduction. If a student misses a second unit test there will be an automatic reduction of 5% and then 10 % for a third missed unit test and so on. There will be an automatic 5% deduction for a "no show" if the student fails to contact the instructor prior to that absence.

A professional behavior that is outlined in the Code of Nurses is expected in the classroom setting, as well as clinical setting. Respectful communication towards fellow students and instructors should be the norm, and lack of this demeanor will warrant a warning notice.

Clinical Attendance/ Expectations: Attendance in theory and clinical is essential to a student successfully meeting the designated learning objectives. All required immunizations, individual health physical, CPR certification and any agency learning modules must be completed and on file in order for the student to enter the clinical setting.

If students are going to be absent, or late to clinical please be advised that he/she is required to contact the clinical agency prior to the beginning of their scheduled clinical day.

- **Allegiance Health 4 South Unit Phone Number: (517) 205-4836.**
- Please ask to leave a message for the JC instructor (by name) assigned for that day. Remember to give your name and contact number for instructor reference if necessary.

If a student is absent from the clinical setting he/she will be required to makeup that time as outlined in the attendance policy of the JC Nursing Handbook (online) within the time frame negotiated with the instructor. **If greater than 20% of clinical hours are missed, even though make up work has been done, the student must repeat the course before continuing in the program.**

- Students will report any significant information specific to client interactions and/or observations of clients to assigned staff and the clinical instructor on an ongoing basis and prior to leaving the clinical unit.
- Student interactions with clients are to be conducted on the clinical unit in a therapeutic manner which is representative of Maternal-Child Health principles.
- Students are to take an active role in seeking out learning experiences and actively participating in opportunities for learning, i.e., patient admission, assisting in physical and observing diagnostic procedures. Students will be responsible for being knowledgeable of medications dispensed (indication for, usual dosage, usual side effects, and contraindications).
- Students are to dress in clean, neat and professional uniform attire. Policies regarding approved uniform attire and ear rings, nail polish are specified in the Nursing Program's student handbook.
- Lunch (30 minutes) and breaks (15 minutes) are provided for students consistent with program guidelines. Each student is to assign her client (after a report of the client) to another student. Lunches and breaks are to be staggered by the students so adequate coverage & safety of their clients will be maintained.
- Students are expected to present Nursing practice that is consistent with the policies and procedures set forth by the designated clinical agency and within the educational and professional parameters set forth by Jackson College's Associate Degree Nursing Program. Student's practice is to be reflective of their application of critical thinking with a willingness to attempt nursing approaches based upon sound Maternal-Child Health Nursing principles.
- The student will assume responsibility for his/her own learning. This includes preparation for clinical and planned class experiences. **It is expected that any problem interfering with student learning will be brought to the instructor's attention as soon as possible.** Individual and group conferences will be arranged as needed.
- **Due to patient confidentiality all cell phones and electronic communication devices must set to silent (and/or) vibration notification only at all times during clinical (including lunch and breaks.)** If a student feels they must have communication during clinical times please discuss the situation with the clinical instructor so arrangements can be made. It is advisable to leave the clinical phone number with the party that may need to keep in contact with the student. Students who do not adhere to this will be subject to a performance notice.
- **You MUST wear a mask and follow all COVID 19 restrictions/guidelines of the clinical site 100% of the time at clinical.**

Academic Honesty:

Honesty and integrity are essential qualities in the profession of nursing. A student must always submit work that represents his/her original words or ideas. Any student found to be cheating/copying, or lying on projects, papers, or assignments will receive a maximum grade of 1.5 in the course.

Lack of integrity in the online/live classroom setting(s) may result in failing the course or removal from the program.

- Nursing students are expected to be honest in all activities associated with this, and all courses in the nursing program. If any student(s) is found to have told a *lie (see definition)the act will be considered a serious violation of personal integrity as a technical standard, and corrective action will be taken in accordance with the level of infraction according to the policies as written in the JC Nursing Handbook.
- Lie (*lying): 1. A false statement deliberately presented as being true; a falsehood. 2. Something meant to deceive or give a wrong impression. 3. To present false information with the intention of deceiving. 4. To convey a false image or impression. 5. To cause to be in a specific condition or affect in a specific way by telling falsehoods.

The American Heritage Dictionary of the English Language, Fourth Edition. Copyright ©2011 by Houghton Mifflin Harcourt Publishing Company. Definition. Retrieved from <http://ahdictionary.com/word/search.html?q=lying>

Plagiarism is a form of cheating. Academic dishonesty in the online learning environment may involve but is not limited to:

- Submitting a paper written by someone else (obtained from the web or a fellow student).
- Submitting e-documentation that is determined by the faculty to be copied/pasted, or duplicated from another student's completed work and presented as one's own.
- Using direct quotes, copying and pasting online information into forum postings or group papers without proper citation.

Posting any / or / all portions of classroom or online exams to the web. Periodic audits of the internet are performed. If any portion of a classroom, or online exam question, answer, or rationale for a specific test question is determined by faculty to be part of a course exam is posted to any website, or social media forum it will be considered a serious violation of responsible use of technology. Corrective action will be taken in accordance with the level of infraction according to the policies as written in the JC Nursing Handbook and Responsible Use Policy of Jackson College.

Not everything is cheating. Some examples of acceptable practices include:

- Sharing ideas, clarifications and references in group study forums.
- Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not. All personal communication or Web references.

If you are unsure if a practice might be considered cheating or plagiarism, please check with the instructor and/or do not engage in that practice. *Remember that failing a course because of cheating/lying may mean permanent dismissal from the program.

THE BEST POLICY IS ALWAYS HONESTY AND INTEGRITY

Smoking Policy:

Smoking is inconsistent with the health promotion role of nurses. Students should not come to the clinical setting with smoke on his/her clothing, or scrubs. If a student is found to be smelling of smoke in the clinical setting he/she will be asked to leave clinical, will need to make up the clinical experience and will receive a written performance notice.

Student Evaluation/Grading Policies:

The student must receive a 2.0 grade in the course AND a satisfactory in clinical to continue in the nursing program. See the Nursing handbook for further information regarding admission/readmission policies of the department. The course grade that the student earns will be based on satisfactory performance in the clinical setting, clinical assignments, nursing process reports, and Clinical Performance Guide. The numeric grade will be determined from unit examinations, presentation points, and the KAPLAN cumulative course content examination.

Nursing Program Grading Scale

4.0 94 - 100%	1.5 74 – 77%
3.5 90 - 93%	1.0 70 – 73%
3.0 86 - 89%	0.5 66 – 69%
2.5 82 - 85%	0.0 < 66%
2.0 78 - 81%	

The student must receive a 2.0 grade in the course to progress to other levels in the nursing program. See the AAS-Nursing Handbook for further information.

Examination Policy: Examinations are designed to test students' ability to apply learning content based upon classroom learning and assigned readings. Students are expected to be in class for scheduled examinations.

A student must earn a minimum of 78% in the unit test component of the course and a satisfactory in his/her clinical experience in order to receive any points achieved for the KAPLAN standardized testing component. Unit exams (6) will constitute 80% of the student's grade point total. Six in class assignments will be given. These will account for 5% of your course grade. Two Pathophysiology Papers will be completed (one on postpartum hemorrhage, the other on hyperbilirubinemia). These will be pass/fail and once both are completed will make up 5% of your course grade. One 5 minute presentation on a topic related to care of women and neonates will be required and will constitute 5% of the course grade. Finally, the OB KAPLAN

exam will make up the remaining 5% of your grade. Completing remediation 2:1 for each question is required and once done will allow you to achieve the points for Kaplan.

- Students must indicate all test answers on the scantron sheet unless directed otherwise. It is important that they check to make sure that they have recorded all answered questions on the scantron. If the student misses filling in answers on the scantron, or writes their answers on the test but not on the scantron sheet, they will be counted as incorrect. No adjustments will be made. Please check the scantron closely before submitting to the instructor.
- Students will be given 1.5 minute per question. If a student arrives late to class when a test is being administered, the student will join the test already in session and only be granted the remaining time available to complete the exam.
- This limitation is a preparatory measure for the NCLEX-RN examination which allows only one minute per question. This is a training tool for students to learn how to pace themselves in taking a test to ensure completion in the designated amount of time.
- If a late arrival to class has been pre-arranged with the instructor, he/she may be placed in a proctored setting where the test will be timed so that the student has the same amount of time as other students to complete the assignment. ***Any lateness should be an unforeseen event and not a regular occurrence.**
- In class assignments cannot be made up if missed. You will not be allowed to do an assignment early if leaving class early. There is absolutely no makeup for a missed in class assignment.
- Pathophysiology Papers should be 1-2 pages in length and should contain information about the definition of the diagnosis, signs and symptoms, risks, treatments, and nursing care required. APA formatting, and information should be in the students own words (do not copy and paste from nursing texts). See Rubric for further details.

Point Breakdown for Class:

Tests (80% of grade)

Test One	Your grade: _____
Test Two	Your grade: _____
Test Three	Your grade: _____
Test Four	Your grade: _____
Test Five	Your grade: _____
Test Six	Your grade: _____

Class Assignments (5% of grade)

Assignment One	5 points
Assignment Two	5 points
Assignment Three	5 points
Assignment Four	5 points
Assignment Five	5 points
Assignment Six	5 points

2 Pathophysiology Papers (5% of grade)

Postpartum Hemorrhage	20 points
Hyperbilirubinemia	20 points

Kaplan (5% of grade)

OB Kaplan Remediation	10 points if remediation done
Remediation of all questions	Pass or Fail (Course failure if remediation is not done.)

Presentation (5% of grade)

Presentation	20 points
	Your presentation score: _____

FINAL SCORE: _____ (All points will be converted to percentage for grade.)

Assignments/Course Schedule

Week	Topics/Activities	Reading Assignments
Week 1 Assignment due by end of week one.	Introduction/Review of Syllabus Trends in Maternity Nursing Maternal Health Issues Antepartum Basics of Women’s Health Ethical Issues Menstrual Irregularities Menopause STI/STD Physical/Psychological Signs of Pregnancy (Common) Discomforts and Adaptions Determining EDC Diagnostic Testing in Pregnancy	Chapter 1: Foundations of Maternity, Women’s Health, and Child Health Nursing Chapter 32: Women’s Health Care Chapter 13: Adaptations to Pregnancy Chapter 14: Nutrition for Childbearing Chapter 15: Prenatal Diagnostic Tests
Week 2 Assignment 2 due of end of week 2.	Test 1 Reproductive A&P Prenatal Development Birth Defects Management of Fertility and Infertility High Risk Pregnancy	Chapter 10: Heredity and Environmental Influences on Development Chapter 11: Reproductive Anatomy and Physiology Chapter 12: Conception and Prenatal Development Chapter 31: Management of Fertility and Infertility
Week 3 Assignment 3 due by end of week 3.	Test 2 The Birth Process (4 P’s) Dilation and Effacement Normal Labor and Delivery Nurse Responsibilities During and After Birth Fetal Surveillance OB Procedures, Amniotomy, Forceps, Fetal Monitoring, C-Section Induction and Augmentation Pain Management Dysfunctional Labor	Chapter 16: Giving Birth Chapter 17: Intrapartum Fetal Surveillance Chapter 18: Pain Management for Childbirth Chapter 19: Nursing Care During Obstetric Procedures Chapter 27: The Woman with an Intrapartum Complication

<p align="center">Week 4</p> <p>Assignment 4 due by end of week 4.</p> <p>Postpartum Hemorrhage Paper Due by end of week 4.</p>	<p align="center">Test 3</p> <p>Adolescent Pregnancy Delayed Childbirth/Older Mom Substance Abuse in Pregnancy Perinatal Loss Intimate Partner Violence High Risk Labor and Delivery Preeclampsia/Eclampsia Rh Incompatibility Diabetes in Pregnancy Pre-existing Conditions and Pregnancy Infections During Pregnancy</p>	<p>Chapter 24: The Childbearing Family with Special Needs Chapter 25: Pregnancy-Related Complications Chapter 26: Concurrent Disorders During Pregnancy</p>
<p align="center">Week 5</p> <p>Assignment 5 due by end of week 5.</p> <p>Hyperbilirubinemia Paper due by end of week 5.</p>	<p align="center">Test 4</p> <p>Postpartum Involution of the Uterus Fundal Evaluation Postpartum Assessment Bonding and Attachment Mood Disorders Postpartum Hemorrhage Thrombosis Mastitis/Engorgement High Risk Post-Partum</p>	<p>Chapter 20: Postpartum Adaptations Chapter 28: The Woman with a Postpartum Complication</p>
<p align="center">Week 6</p> <p>In Class Assignment #5 Due Today.</p> <p>Presentations due by end of week 6.</p> <p>Kaplan exam this week.</p>	<p align="center">Test 5</p> <p>Normal Newborns High Risk Newborns Systemic Adaptions of the Newborn Thermoregulation Hyperbilirubinemia Newborn Assessment Cord Care Circumcision Infant Safety Breastfeeding Preterm Infants Pain and Stress in Infants Post-term Infants Sepsis in the Newborn Intrauterine Drug Exposure/NAS</p>	<p>Chapter 21: The Normal Newborn: Adaptation and Assessment Chapter 22: The Normal Newborn: Nursing Care Chapter 23: Newborn Feeding Chapter 29: The High-Risk Newborn: Problems Related to Gestational Age and Development Chapter 30: The High-Risk Newborn: Acquired and Congenital Conditions</p>
<p align="center">Week 7</p>	<p align="center">Test 6</p>	

Class Preparation:

- Students are expected to have the reading for the week completed **PRIOR** to the class in which the material is covered.
- Students will be expected to participate and contribute to class discussions regarding the lecture material each week.

Technology in Class:

- Students may use technology (i.e. computers/phones/etc.) to take notes and enhance the classroom experience.
- It is unacceptable to spend class time using technology for anything other than the coursework that is being covered. Texting/Outside Communication/Social Media are not appropriate to use during class. Students will be provided with breaks in which such things may be done. Please be respectful to faculty and fellow students and keep such activity for breaks.
- In the event of an emergency, please step out of the class to prevent disruption.
- Notice will be provided to any student that is unable to comply with these standards.
- It is not permissible to take photos of any course PowerPoints, or any other form of lecture/online materials without permission from the instructor. Failure to abide by the policy will result in dismissal from the course. No exceptions.

Clinical Rotation (NUR 2111): FACE TO FACE CLINICAL IS ON HOLD UNTIL AFTER COVID-19 CRISIS. ALTERNATIVE ASSIGNMENTS FOR 50% OF CLINICAL TIME WILL BE PROVIDED.

- During the clinical rotation for this course, the student will rotate through several units. These include:
 - Labor, Delivery, Recovery (LDR) – students will care for mothers that are laboring, offering comfort measures, record vitals, assess fetal heart tones (FHT), and time contractions. Some students will be able to see vaginal or C-section deliveries.
 - The Mother-Baby Unit – Here students will assess and care for postpartum mothers and her newborn child. Students will do postpartum checks, baby baths, vitals, and use anticipatory guidance.
 - Special Care Nursery/Transition Area – Here students will be caring for neonates immediately after birth. This area will also include care for neonates that require more intensive care. In this area student activities will largely be determined by the RN that the student is assigned to work with, based on the boundaries of student training level.
 - OB Emergency Department (OB ED) – This area is where stress testing and pregnant emergency patients are evaluated. Again, in this area

student activities are largely determined by the RN with whom you are working and will be based on student training level.

- Clinical instructors will be in frequent communication with faculty regarding student participation and professionalism. Student are expected to be respectful, helpful, and educated while performing clinical duties on these units.

Clinical Evaluation Tool:

- The Clinical Evaluation Tool presents all mandatory clinical objectives (as presented in the CPG) which the student must satisfactorily attain in order to pass the course. Students will be evaluated according to a Satisfactory (S) or Unsatisfactorily (US) grading criteria. If clinical objectives are not met, the clinical grade will be unsatisfactory and the course grade will be a maximum of 1.5. No grade will be given until missed clinical time is successfully completed for that clinical rotation.

COURSE SYLLABUS, RESOURCE & TECHNOLOGY USE VERIFICATION FORM

NRS 211

Name (Please Print): _____ Date: _____ Semester _____

Please Check All That Apply:

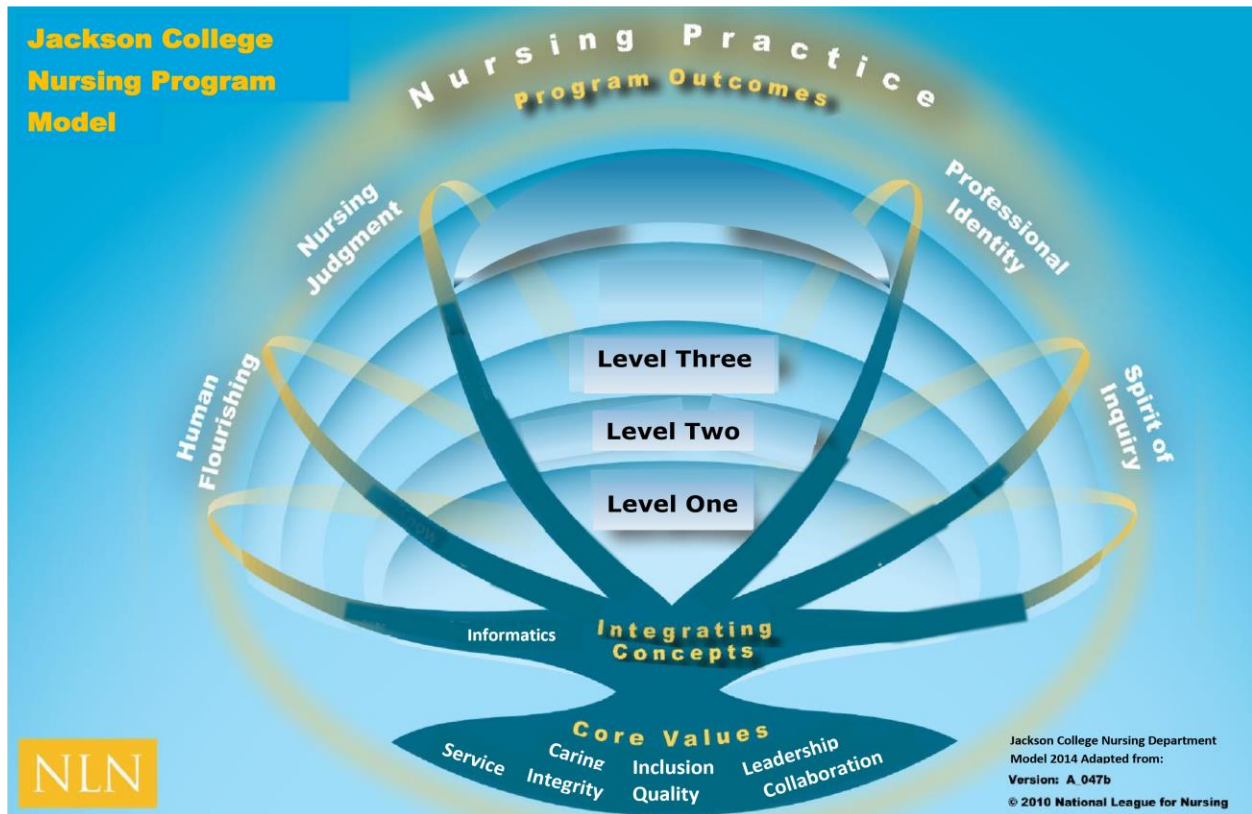
- I attest that I have completely read and reviewed the following documents: Syllabus, Course schedule, Assignment schedule, How this course will work, Testing information, and reviewed all resource materials for NRS 211 and verify that I was present during orientation when my instructor provided detailed instruction related to the documents and their use as a guiding reference for this course.
- I attest that I have successfully signed in the JetNet NRS 211 course site and understand how to navigate through the electronic resources.
- I attest that I have reviewed the mandatory NRS 211 textbook and understand that utilizing this text in conjunction with the course resources for studying will promote a positive course outcome.
- I attest that I have reviewed the Jackson College Nursing Handbook Simulation & Social Media Policy. I will adhere to the guidelines for Responsible Use of Technology at Jackson College at all times while I am a student of the nursing program. **I understand if I violate these policies I may be dismissed from the course/and or/ nursing program.**
- I attest that I understand that **recording of lecture is not permissible** without expressed permission from my instructor.
- I attest that I understand that all types of electronic devices may not be appropriate at certain times within this course and that **it is not permissible to take photos of any course PowerPoints, or any other form of lecture/online materials** without expressed permission from my instructor. Failure to abide by this policy may result in dismissal from the course. No exceptions!!
- I attest that all my questions related to course resources have been answered at this time.

I attest that I understand the information contained within the resources checked and will adhere to any additional course, Jackson College Nursing Department and, or College policies not mentioned in this document that may apply to my status as a student in NRS 211.

Signature: _____ Date: _____

Jackson College
Associate Degree Nursing

Level II Clinical Performance Guide/Evaluation
NRS 2111 Care of Women and Neonates



Course Outcomes/Objectives:

Program Learning Outcome	Level Learning Outcome	Student Learning Outcome
<p>Upon successful completion of the program, the graduate will:</p> <p>Human Flourishing: Advocate for culturally diverse clients and families through the provision of evidence based care for varied client populations in ways that promote self-determination, integrity and ongoing growth as human beings to reach their maximum potential in various healthcare environments throughout the lifespan.</p> <p>Nursing Judgment:</p> <ul style="list-style-type: none"> c. Make judgments in practice, substantiated with evidence, that integrate nursing science into the provision of safe and quality care that promotes the health of clients through the lifespan. d. Demonstrate competency in nursing health care technology and informatics to communicate, manage knowledge, mitigate error, and support organizational reimbursement. <p>Professional Identity: Implement one’s role as a nurse in ways that reflect integrity, responsibility, legal and ethical practices, and an evolving identity as a nurse committed</p>	<p>Upon successful completion of the level, the graduate will:</p> <p>Human Flourishing: Advocate for culturally diverse clients and families through the provision of evidence based care in ways that promote self-determination, integrity, and ongoing growth.</p> <p>Nursing Judgment: Prioritizes and provides safe, quality client-centered care for stable clients utilizing Maslow’s Hierarchy and the nursing process.</p> <p>Professional Identity: Apply legal, ethical, and practice standards while evolving within a professional nursing environment.</p>	<p>Upon successful completion of the course, the graduate will:</p> <p>Human Flourishing: Advocate for culturally diverse clients and families through the provision of evidence based care for varied client populations in ways that promote self-determination, integrity, and ongoing growth.</p> <p>Nursing Judgment: Using the nursing process and evidence-based practice, prioritizes and provides safe, quality client-centered care for varied client populations.</p> <p>Professional Identity: Demonstrate legal, ethical and practice standards in the care of varied client populations and advancing one’s professional identity.</p>

<p>to evidence-based practice, caring, advocacy and safe quality care for culturally diverse clients throughout the lifespan.</p> <p>Spirit of Inquiry: Evaluate evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for clients throughout the lifespan.</p>	<p>Spirit of Inquiry: Describe evidence based practice in nursing including the rationale for its use.</p>	<p>Spirit of Inquiry: Apply evidence based practice standards to guide care of varied client populations.</p>
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Student Learning Outcomes	Behavioral Competencies
<p>Human Flourishing: Advocate for culturally diverse clients and families through the provision of evidence based care for varied client populations in ways that promote self-determination, integrity, and ongoing growth.</p> <p>Nursing Judgment: Using the nursing process and evidence-based practice, prioritizes and provides safe, quality client-centered care for varied client populations.</p> <p>Professional Identity: Demonstrate legal, ethical and practice standards in the care of varied client populations and advancing one's professional identity.</p> <p>Spirit of Inquiry: Apply evidence based practice standards to guide care of varied client populations.</p>	<ol style="list-style-type: none"> 3. Implement the client's and family's self-identified birthing preferences supported by evidence based practice. 4. Deliver culturally responsive care to assist women in ways that help promote self-determination, integrity, and ongoing growth as human beings. <ol style="list-style-type: none"> 3. Use clinical reasoning to implement the nursing process to provide prioritized, safe, client-centered care. 4. Utilize professional communication techniques in verbal, written, and electronic formats. <ol style="list-style-type: none"> 4. Demonstrate knowledge of legal and ethical issues in the care of women and neonates. 5. Engage in the process of professional socialization in the care of women and neonates to expand one's professional identity. <ol style="list-style-type: none"> 6. Demonstrate the ability to research evidence-based nursing care for women and neonates to improve quality outcomes.



By signing below, I give my permission to the Jackson College Nursing Department to photocopy my work. Copies of my work may be used as an exemplar to share with other students or as examples of student work for review by an accrediting agency.

Print Name

Signature

Date



Clinical evaluation is evaluated by the instructor and student. It is based on course objectives derived from the program and first level outcomes. The clinical evaluation tool is used to document student progress in meeting course appropriate clinical objectives. The evaluation is written and

reviewed each week of the clinical experience. It provides feedback to the student including strengths and positive accomplishments as well as weaknesses and performance that needs improvement. The clinical faculty formally reviews the student's performance at the midterm and final clinical experience. The final evaluation is signed by both the instructor and student and placed into the student's file during the program and used to review progress throughout the nursing program.

Performance is rated as follows:

S	Satisfactory	Satisfactory is defined as consistent performance of the objectives according to criteria or guidelines given. When errors are made they are recognized and corrected.
NI	Needs Improvement	Needs improvement is defined as performance that impedes progress toward meeting clinical objective and must be improved to satisfactory at the summative evaluation.
NO	Not observed	Not observed is behavior that should have occurred but was not observed and indicates an area to be given attention. It may also be simply that the instructor was not available at the time of student performance of activity/skill.
NA	Not applicable	Not applicable means the behavior was not expected of the student.
U	Unsatisfactory	Unsatisfactory is defined as inconsistent performance, does not meet criteria for satisfactory performance, errors were made and not recognized, or expected behavior was not performed at all.

Regular conferences with the student will be held to provide formative assessment findings and review clinical performance. When deficiencies in performance occur, (such as the student not meeting clinical objectives or is demonstrating unethical or unsafe behavior/practice), it will be discussed with the student as soon as possible, with documentation of the identified behavior(s) and a recommendation for improvement. If the student does not meet behaviors or performance levels as identified in the JC Nursing Handbook a written performance notice may be issued. At the end of the clinical experience a summative evaluation identifies if the clinical objectives have been achieved and a grade for clinical is established. Also included is a copy of the student's care plan to be put in their file with the clinical performance evaluation.

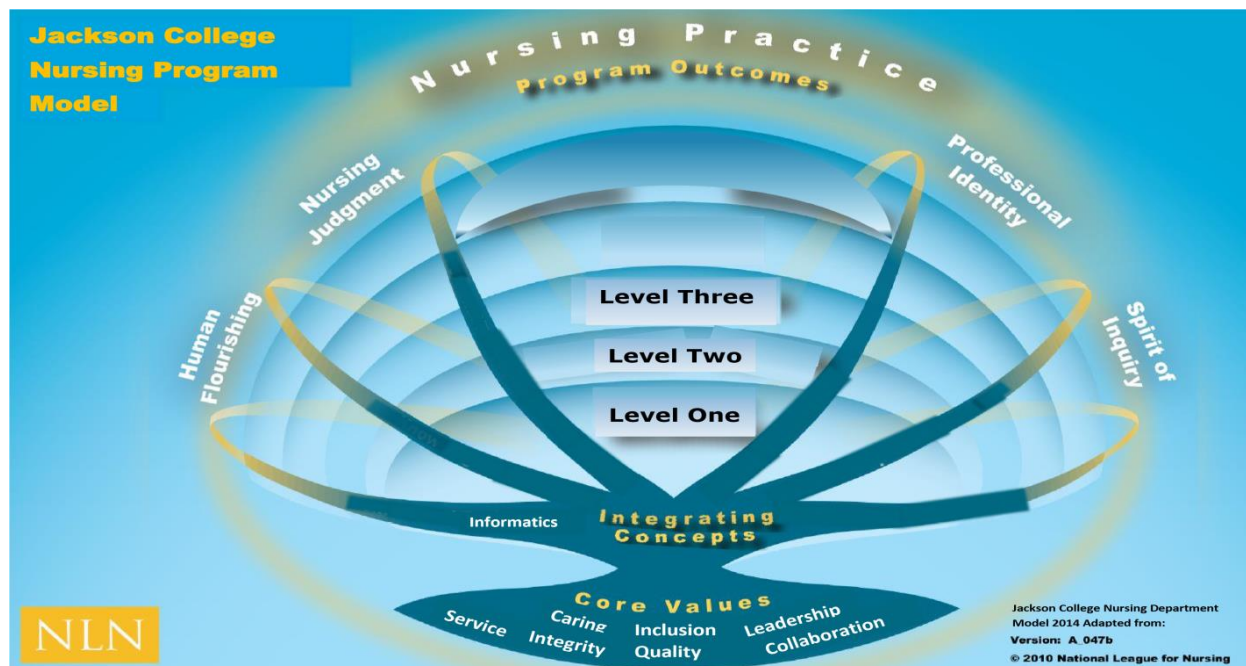
Satisfactory – Meeting all clinical objectives and consistent safe practice.

Unsatisfactory – Not meeting all clinical objectives consistently or unsafe practice. Unsafe practices include but not limited to: failure to follow the “6 rights” of medication administration; infection control and /or safety standards; HIPPA laws; reporting in a timely manner of important clinical information to the instructor or nurse; performing nursing actions without instructor supervision when required; or performing actions that could result in client injury or death.

An unsatisfactory rating in any one or more evaluation criteria will result in failure in the course, resulting with a final course grade of 1.5 and no further progression in the JC nursing program.

Jackson College
Associate Degree Nursing

Level II Clinical Performance Guide/Evaluation
NRS 211 Care of Women and Neonates



Name _____

Semester _____

Clinical Instructor _____

KEY S = satisfactory
Tardy: _____
NI = needs improvement
Absences: _____

U = unsatisfactory
Make-up: _____
NO = not observed

QSEN PC = Patient Centered

EBP = Evidence Based Practice

T&C = Teamwork & Collaboration

I = Informatics
S = Safety

QI = Quality Improvement

CLINICAL: S U

SPIRIT OF INQUIRY

Course outcome: Upon successful completion of the course, the student will:

Compare the evidence that underlies clinical nursing practice and question assumptions to improve the quality of care for women and neonates.

Demonstrate the ability to research evidence-based nursing care for women and neonates to improve quality outcomes.

Discover factors that create a culture of safety such as open communication strategies and organizational error reporting systems. (S)

Utilizes Best Practice Initiatives such as SCIP and agency protocols. (QI)

Reviewed
Student Initials

Instructor Initials

-	-	-	-	-	-	-	-	

Week One Summary

Instructor Feedback:

Week Two Summary

Instructor Feedback:

Week Three Summary

Instructor Feedback:

Week Four Summary

Instructor Feedback:

Week Five Summary

Instructor Feedback:

Week Six Summary

Instructor Feedback:

Week Seven Summary

Instructor Feedback

STUDENT FINAL REFLECTION

INSTRUCTOR FEEDBACK

Student Signature

Date

Clinical Instructor

Date

The student is responsible to return this completed form to the course instructor (Sarah Holda) within 3 days of completion of final clinical rotation. This can be done by submitting to the dropbox on the JetNet course site.

