## PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION, OR REVISION OF AN UNDERGRADUATE COURSE (10000-40000 LEVEL)

### DEPARTMENT Nursing Department
### EFFECTIVE SESSION Fall 2011

**INSTRUCTIONS:** Please check the items below which describe the purpose of this request.

- [ ] 1. New course with supporting documents
- [ ] 2. Add existing course offered at another campus
- [ ] 3. Expiration of a course
- [ ] 4. Change in course number
- [ ] 5. Change in course title
- [ ] 6. Change in course credit/typology
- [ ] 7. Change in course attributes (department head signature only)
- [ ] 8. Change in instructional hours
- [ ] 9. Change in course description
- [X] 10. Change in course requisites
- [ ] 11. Change in semesters offered (department head signature only)
- [ ] 12. Transfer from one department to another

### PROPOSED:

<table>
<thead>
<tr>
<th>Subject Abbreviation</th>
<th>Subject Abbreviation</th>
<th>Course Number</th>
<th>36800</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td></td>
<td>Long Title</td>
<td></td>
</tr>
<tr>
<td>Short Title</td>
<td></td>
<td>Abbreviated title will be entered by the Office of the Registrar if omitted. (30 CHARACTERS ONLY)</td>
<td></td>
</tr>
</tbody>
</table>

### TERMS OFFERED:

- [x] Fall
- [ ] Spring
- [ ] Summer

### CAMPUS(ES) INVOLVED:

- [ ] Calumet
- [ ] Cont Ed
- [ ] Ft. Wayne
- [x] Indianapolis
- [ ] N. Central
- [ ] Tech Statewide
- [ ] W. Lafayette

### CREDIT TYPE

1. Fixed Credit: Or. Hrs.
2. Variable Credit Range: Minimum Cr. Hrs.
   - [ ] (Check One) To
   - [ ] Or
   - [ ] Maximum Cr. Hrs.
3. Equivalent Credit: Yes
   - [ ] No

### COURSE ATTRIBUTES:

- [ ] Pass/Not Pass Only
- [ ] Satisfactory/Unsatisfactory Only
- [ ] Repeatable
- [ ] Maximum Repeatable Credit
- [ ] Credit by Examination
- [ ] Fees: [Coop] [Lab]
- [ ] Rate Request
- [ ] Include comment to explain fee
- [ ] Registration Approval Type
  - [ ] Department
  - [ ] Instructor
- [ ] Variable Title
- [ ] Honors
- [ ] Full Time Privilege
- [ ] Off Campus Experience

### COURSE DESCRIPTION (INCLUDE REQUISITES/RESTRICTIONS):

NUR 36800 no changes except: Add pre-requisite: NUR 33600.

### COURSE LEARNING OUTCOMES:

**Cross-Listed Courses**

- [ ]
- [ ]
- [ ]

### SIGNATURES:

- **Calumet Department Head:** [Signature]
  - [ ] Date
- **Calumet School Dean:** [Signature]
  - [ ] Date
- **Ft. Wayne Department Head:** [Signature]
  - [ ] Date
- **Ft. Wayne School Dean:** [Signature]
  - [ ] Date
- **Indianapolis Department Head:** [Signature]
  - [ ] Date
- **Indianapolis School Dean:** [Signature]
  - [ ] Date
- **North Central Faculty Senate Chair:** [Signature]
  - [ ] Date
- **Vice Chancellor for Academic Affairs:** [Signature]
  - [ ] Date
- **West Lafayette Department Head:** [Signature]
  - [ ] Date
- **West Lafayette College/School Dean:** [Signature]
  - [ ] Date
- **West Lafayette Registrar:** [Signature]
  - [ ] Date

**OFFICE OF THE REGISTRAR**
Indiana University-Purdue University Fort Wayne
College of Health and Human Sciences
Parkview Department of Nursing

NUR 36800 - MATERNITY NURSING

Pre- or Corequisite: Pre-requisite: NUR 33600

Course Credits and Hours: CREDIT: 3 Class: 2 hours; Clinical: 1 hour

Faculty: Professor Sally J. Hartman RN, MSN, IBCLC, WHNP-BC

Required Textbooks:


Course Description: Applies the nursing process in caring for the emerging family group throughout the maternal cycle. Laboratory experiences are provided in hospitals.

Course Objectives: The student will:
1. Analyze family structures and potential/real stressors in the interrelationship of individual family members.
2. Appraise the effects of differing ethnic, cultural, spiritual and psycho-social influences on family life.
3. Apply the nursing process to provide safe care for the child bearing family experiencing physical, psychological, and/or socio-cultural stress.
4. Utilize therapeutic communication techniques while acting as care giver and client/family advocate.
5. Use teaching/learning principles to assist the child bearing family meet health goals including: optimum maternal health practices, family planning and infant care.
6. Identify alterations in health status and the impact of same upon the family
7. Discuss the pathophysiology of selected maternal client disorders.
8. Interpret the role of the nurse and begin to coordinate the health care needs of the family through collaboration with health team members.
9. Evaluate own performance and assume role-related behaviors.
10. Utilize computer-assisted technology related to specific maternal/child health content.
11. Evaluate the use of evidence based practices learned in theory as demonstrated in clinical situations.
12. Compare and contrast the disparities in perinatal/maternal statistics
13. Judge the effectiveness of the community agencies available to pregnant families.
14. Be able to recommend a community agency available to pregnant families with concerns
Topical Outline:
Unit I: Normal Newborn, Premature and High Risk Infant
Unit IIA: Evidenced Based Practices
Unit IIB: Antepartum
Unit III: Labor and Delivery
Unit IV: Postpartum and Contraception
Unit V: Complications

Methods of Instruction:
Lecture and Discussion, Computer Aided Instruction, Powerpoint, Videos and DVDs, ReservesEXpress,

Course Requirements:
1. If the test grade average is 75% and above the points earned from the Individual Birth Plan, a review and critique of a research article and the points accumulated during the obstetrical clinicals will be added with all the test scores to arrive at a final course grade.
2. If you are unable to attend an exam, you must notify the appropriate instructor in advance. Failure of the student to make appropriate arrangements will result in a zero for the exam.
3. Clinical laboratory experience - Pass/Fail.
4. Attendance is required at all clinicals. Notify instructor in advance if unable to be present.
5. See later page in this section for Math proficiency requirement.
6. Spend one (1) four (4) hour clinical observing and participating as available in a community agency. Synopsis of experience to clinical instructor the week following the experience. The student will attend the post conference of their clinical group the week of the outside experience.

Evaluation Methods:
1. Examinations will be as listed on a class schedule, a comprehensive examination will be held at the end of the semester.
2. Make up exam dates will be posted by the Nursing Department. Students must take make up exams during the scheduled dates.
3. All exams will be given equal weight. To successfully pass NUR 225 the student will need an accumulative average of 75% or above on all maternity tests.
4. Exemplary or poor clinical performance may influence your grade. There is a potential for 25 points in the Obstetrical clinicals.
5. Failure in clinical laboratory results in failure of NUR 368 and will require that the student repeat lecture and clinical laboratory.
6. Points for exams and papers

<table>
<thead>
<tr>
<th>Test 1: Newborn</th>
<th>100</th>
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<tbody>
<tr>
<td>Test 2: Evidenced based practice, Antepartum,</td>
<td>100</td>
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<tr>
<td>Test 3: Labor and Delivery</td>
<td>100</td>
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<tr>
<td>Test 4: Complications, Review</td>
<td>100</td>
</tr>
<tr>
<td>Birth plan</td>
<td></td>
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<tr>
<td>Research Critique</td>
<td>50</td>
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<tr>
<td>Clinicals</td>
<td>25</td>
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</table>

Total 575
Undergraduate Grading Scale:
92 - 100       A
84 - 91        B
75 - 83        C
66 – 74        D
65 & Below     F

Rounding
To pass a nursing course, the student must achieve 75% on exams without rounding. Example: a grade of 74.9% will be recorded as 74%.

Communication
The official university communication is by IPFW email using the university student email address. Email includes information sent to the nursing listserv. Students’ must maintain the mailbox, including sufficient space to receive emails. Students are responsible for information sent via email.

Services for Students with Disabilities
If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. For more information, please visit the web site for SSD at http://www.ipfw.edu/ssd/

Classes in the nursing program will be canceled:
A. At all instructional sites if IPFW is officially closed by the administration of the university, or
B. At the practicum or clinic site if it is closed by officials of that institution. Decisions to close IPFW and practicum/clinic sites are left to the chief administrators of those respective facilities. In the event of inclement weather, listen to local radio or television announcements, go to www.ipfw.edu (a notice will appear at the top of the page), or call the campus weather emergency number, 481-6050 or 481-5770 for a recorded message.

Plagiarism
According to the American Psychiatric Association (2010), plagiarism is the representation of another author's work as your own. “The key element of this principle is that an author does not present the work of another author as if it were his or her own work” (p. 16).

The Plagiarism Policy of the nursing department indicates that any student who plagiarizes has committed academic dishonesty and misconduct which may lead to dismissal from the program or college. Any student, who has been identified to have plagiarized, will receive a zero for that assignment.

Licensure Requirement
Students must have a 2.0 grade-point average to be eligible for graduation and to take the National Council Licensure Examination (NCLEX-RN). Purdue University is on a 4.0 scale.

Clinical Absence and Tardiness
In the case of illness or emergency that results in the student needing to miss clinical, it is the student’s responsibility to inform both the instructor and the clinical agency of absence. Attendance is required in all clinicals. Clinical absence must be made up. Repeated tardiness or not calling in for absence may result in clinical failure for unprofessional behavior. See the Absence Policy and Tardiness Policy in the Department of Nursing Student Information Manual Undergraduate Nursing Programs http://www.ipfw.edu/nursing/handbooks/undergrad-manual.pdf.

Grade Appeals Policy
Please refer to the College of Health and Human Services Grade Appeals Policy.

Student Conduct
Please refer to the College of Health and Human Services Grade Appeals Policy.
Please refer to the Department of Nursing, Professional Misconduct Policy found in the Department of Nursing Student Information Manual Undergraduate Nursing Programs http://www.ipfw.edu/nursing/handbooks/undergrad-manual.pdf

Professional Electronic (E) Portfolio
The Professional E-Portfolio has been adopted as a form of evaluation for the undergraduate nursing program. Students are encouraged to keep copies of all completed assignments (nursing and non-nursing), both electronically and hard copy.

Confidentiality
Maintenance of confidentiality is of primary importance in any method of patient data collection. Each student enrolled in a nursing course with an associated clinical must complete the Purdue HIPAA PowerPoint self study, HIPAA Quiz earning 100%, and turn in the signed confidentiality agreements of Purdue University and IPFW College of Health and Human Services.

Utilization of Patient Information
No identifying patient information, including computer generated information, may be taken out of the agency. This includes such information as patient initials, date of admission, date of discharge, room number, and social security number.

The Writing Center at IPFW (http://www.ipfw.edu/casa/writing/)
You can improve your writing for any class by talking about your writing with a knowledgeable peer writing consultant in the Writing Center, Kettler G19. The staff will help you brainstorm, develop, and organize your ideas, work on issues of meaning and style, and learn to polish and edit your final draft. The Center is not a proofreading service; improving your writing takes time. To get the most from your visits: (a) sign up on the board outside KT G19 for 30 or 50 minute free appointments; (b) bring assignment, due dates, questions, ideas, and draft (if you have one); come early in the writing process, and (d) come regularly.
Additional Resources for Writing

Computer skills
To be successful in traditional or online courses, students should be able to:
  - access Blackboard, the online course management system for IPFW, and maneuver within that environment
  - access, send and receive e-mail
  - send, receive, save and open an e-mail with an attachment
  - locate an Internet web site given a URL
  - use an Internet search engine (such as Google) to research information
  - use a journal database to search for articles, i.e. EbscoHost, CINAHL, Medline
  - create, save and print text documents in Microsoft Word
  - save, locate, name and rename files on the computer hard drive or diskettes, jump drives (also called flash drives) or CD ROMS
  - open pdf files, i.e. use Adobe Acrobat
If the student is unable to perform any of the skills listed, Information Technology Services offers free classes for students, called STEPS classes. The list of classes with dates, times, and places is available each semester on the ITS web page (http://www.ipfw.edu/casa/STEPS/). The STEPS class list is also available at all computer labs on campus.

Math Proficiency Examination:
Requirements
A mathematics proficiency of 100% is required for successful completion of this course. It is suggested that students take the practice tests that are available on the computer prior to taking the actual mathematics proficiency test. The math test for all levels (115, 202, 224, and 225) is 40 questions and has a 90 minute time limit. The math testing is now available online and you may take it at home or on campus. The test is not proctored and we encourage you to take it at home if you have internet access. There are no points associated with the test but there is the risk of an incomplete if the test is not taken or passed with 100%. The online website offers both practice and the tests themselves.

The exam must be completed and passed with a score of 100% by Friday of the first week of the semester or the student will not be allowed to continue with clinicals thus receiving an incomplete for the course. Cheating on this exam, in any form, will result in automatic failure of the exam, and may result in failure of the course.

Career Services, Kettler 109, (260) 481-0689
Assistance with the following areas is provided for IPFW students and alumni: academic major and career choices; career assessments; full-time, part-time, internship, and work-study employment opportunities posted on our JobZone job database; job- and internship-search strategies; resume and cover letter creation; and graduate school and interview preparation. Additional information and a comprehensive list of our services is available on our web site at www.ipfw.edu/career.
### ATI Tests A.S.

<table>
<thead>
<tr>
<th>Pre-Adm</th>
<th>TEAS (Proctored)</th>
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<tbody>
<tr>
<td></td>
<td>Critical Thinking - Entrance (Proctored)</td>
</tr>
<tr>
<td>NUR 115</td>
<td>Fundamentals of Nursing (Non-proctored)</td>
</tr>
<tr>
<td>NUR 202</td>
<td>Pharmacology (Non-proctored)</td>
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<tr>
<td>NUR 117</td>
<td>Pharmacology (Non-proctored)</td>
</tr>
<tr>
<td>NUR 224</td>
<td>Pharmacology (Proctored) Medical/Surgical (Non-proctored)</td>
</tr>
<tr>
<td>NUR 225</td>
<td>Maternal Newborn (Non-proctored)</td>
</tr>
<tr>
<td>NUR 240</td>
<td>Mental Health (Non-proctored)</td>
</tr>
<tr>
<td>NUR 279</td>
<td>Nursing Care of Children (Non-proctored)</td>
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<tr>
<td>NUR 281</td>
<td>Medical/Surgical (Proctored)</td>
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<tr>
<td>NUR 295</td>
<td>Comprehensive Predictor (Proctored) Critical Thinking - Exit (Proctored)</td>
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### ATI Tests B.S.

<table>
<thead>
<tr>
<th>Pre-Adm</th>
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<td>NUR 202</td>
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<tr>
<td>NUR 117</td>
<td>Pharmacology (Non-proctored)</td>
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<tr>
<td>NUR 241</td>
<td>Mental Health (Non-proctored)</td>
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<tr>
<td>NUR 336</td>
<td>Pharmacology (Proctored) Medical/Surgical (Non-proctored)</td>
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<td>NUR 368</td>
<td>Maternal Newborn (Non-proctored)</td>
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<tr>
<td>NUR 379</td>
<td>Nursing Care of Children (Proctored)</td>
</tr>
<tr>
<td>NUR 418</td>
<td>Community Health (Non-proctored)</td>
</tr>
<tr>
<td>NUR 442</td>
<td>Nursing Leadership &amp; Management (Non-proctored)</td>
</tr>
<tr>
<td>NUR 419</td>
<td>Medical/Surgical (Proctored)</td>
</tr>
<tr>
<td>NUR 433</td>
<td>Comprehensive Predictor (Proctored) Critical Thinking - Exit (Proctored)</td>
</tr>
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</table>

Minimum scores:
Proctored: Level II
An earned score of Level II or below is defined by ATI as “considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review in order to improve their knowledge of this content.”
If Level II proficiency is not earned on proctored tests (exception RN Comprehensive Predictor):
1. Meet with the course instructor, utilize ATI review book, and take ATI practice tests.
2. Must allow at least 3 days between each retake of the test.
3. ATI student transcript must accompany test results given to the course instructor.
4. If unable to earn Level II proficiency, Incomplete (I) for course until achieve Level II proficiency (may take as many times as necessary but at the student’s expense).

RN Comprehensive Predictor - Proctored – 90% predicted probability of passing the NCLEX-RN
If a grade of less than 90% predicted probability of passing the NCLEX-RN is earned on the RN Comprehensive Predictor, a student must:
1. Meet with the course instructor, utilize ATI review book, and take ATI practice tests.
2. Must allow at least 3 days between each retake of the test.
3. ATI student transcript must accompany test results given to the course instructor.
4. If unable to earn 90% predicted probability of passing the NCLEX-RN, Incomplete (I) for course until achieve 90% predicted probability of passing the NCLEX-RN (may take as many times as necessary but at students’ expense) on the RN Comprehensive Predictor.

Non-proctored: 90%
An earned score of 90% is defined by ATI as “considered to exceed most expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review to maintain and improve their knowledge of this content.”

If the student does not earn 90% on non-proctored:
1. Meet with the course instructor and utilize ATI review book.
2. Must allow at least three days between retake of test.
3. ATI student transcript must accompany test results given to the course instructor.
4. If unable to earn 90%, Incomplete (I) for course until achieve 90% in retake (as many times as necessary) of non-proctored test.

Formal Papers for NUR 368

Interview an OB nurse. Ask her how long she has practiced nursing in OB and what five (5) things she feels are top issues in OB today. List these issues. Why does she feel these particular issues should be of concern? Are any of these issues truly a “sacred cow” by your definition? Is her feeling supported by evidence based practice literature? Pick one of the issues and investigate it thoroughly using a minimum of 4 research articles. One of these articles will be used for your research critique.

Include within the paper the above information and answer the following questions:
1. Does a literature review support the nurse’s feelings? How?
2. Do you think the age of the nurse or her length of time working in OB affects her opinion? Why or why not?
3. How does this issue affect patient care?
4. Can or should practices be changed?
5. How do you personally think changes can be made?

This is the paper for inclusion in the e-portfolio. Include with your paper the reasons for inclusion of this paper in your portfolio. Follow the general guidelines as stated in earlier classes.

All students will critique a RESEARCH article following the guidelines on page 13.

Varied databases contain research articles:
- Medline
- CINAHL
- Cochrane
- http://www.ahrq.gov
- March of Dimes: www.marchofdimes.org
- peristats will link to full text articles of various research
- Lamaze International: www.lamaze.org
- Association of Women’s Health, Obstetrical and Neonatal Nurses: www.awhonn.org
- http://www.childbirthconnection.org
- source of references for Coalition for Improving Maternity Services (CIMS)

Critique of Research Article

50 points Due: February 15, 2010

Answer on this page:
Is there a literature review? Yes/No 4 points
Are other studies of the same question reviewed in the text?
How many?

Is the hypothesis clearly stated? Yes/No 3 points
What is it?
Are limitations addressed? Yes/No 5 points
List major limitations.

Write Short Answers: (1 page for all of the next 3)
Are all the terms defined clearly? 3 points
  For a professional?
  Do you understand the terms used?

Is the sample size big enough? 2 points

Is the interpretation truly based on the data collected? 5 points

Write 1 page answers for the next 2
Why do you think the research is needed? 10 points

How can the results affect nursing care? 18 points
  In your opinion not the author’s

Use APA format
Please include this score sheet, your article and your paper in a manila envelop

NAME_________________________________________________________

Sacred Cow” Issues

Due April 5, 2010

Please refer to special grading criteria on Blackboard

Include grading criteria rubric, articles and your paper in a manila envelop
Indiana University-Purdue University Fort Wayne
College of Health and Human Services
Department of Nursing

STUDENT CLINICAL EVALUATION (OB Only)
(REFER TO CLINICAL EVALUATION OUTCOME CRITERIA FOR SPECIFIC COURSE)

Name: ________________________________  Faculty: ____________________________
Course: ________________________________  Setting: ____________________________
Semester: ________________  Date ______________

DEFINITION OF RATINGS:
## Exceptional & Safe

<table>
<thead>
<tr>
<th>Unsafe</th>
<th>Consistent &amp; Safe</th>
<th>Inconsistent &amp;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passes course with exceptional ability course</td>
<td>Passes course successfully</td>
<td>Does not pass</td>
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<tr>
<td>- Initiates self-learning validation of information</td>
<td>- Clarifies &amp; validates</td>
<td>- Neglects clarification &amp;</td>
</tr>
<tr>
<td>- Demonstrates self-direction instructions. Does not identify need</td>
<td>- Follows instruction (Seeks guidance)</td>
<td>- Fails to follow</td>
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<tr>
<td>- Demonstrates independent performance which surpasses identified course performance below level of course behavioral objectives</td>
<td>- Demonstrates performance which meets identified course behavioral objectives</td>
<td></td>
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</tbody>
</table>

<75% | 75-50% | >50%

<table>
<thead>
<tr>
<th>Behavioral Objectives</th>
<th>Exceptional &amp; Safe</th>
<th>Consistent &amp; Safe</th>
<th>Inconsistent &amp; Unsafe</th>
<th>Comment</th>
</tr>
</thead>
</table>

1. Assume responsibility for own learning by active participation in the care of the childbirth family.

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<tr>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td>Comes prepared for all clinical experiences.</td>
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<tr>
<td>B.</td>
<td>Identifies the need for guidance and seeks it from the instructor and appropriate others.</td>
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<tr>
<td>C.</td>
<td>Applies previously learned knowledge.</td>
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<tr>
<td>D.</td>
<td>Integrates and measures ability to successfully care for 2 clients, this may include a M/B couplet, two postpartum clients or two neonates in the nursery in a clinical shift.</td>
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<tr>
<td>E.</td>
<td>Seeks out and uses appropriate resources to obtain accurate information to incorporate into the patient's plan of care.</td>
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Comments:

2. Incorporate legal and professional standards and ethical guidelines into the role of the Registered Nurse and the care of the childbirth family.

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</thead>
<tbody>
<tr>
<td>A.</td>
<td>Implements nursing care for the childbirth family in a manner reflecting agency and professional standards of practice.</td>
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<tr>
<td>B.</td>
<td>Maintains patient's rights, dignity, and choices when implementing nursing care.</td>
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<tr>
<td>C.</td>
<td>Maintains a professional demeanor at all times in interactions with peers, instructors, staff members, and patients.</td>
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</table>

Comments:

3. Apply interpersonal and communication skills.
A. Demonstrates and integrates effective, therapeutic, culturally sensitive communication to clients across the lifespan with respect to growth and development and unique needs of Maternal/Child clients and significant support person(s).

B. Employs collaboration with health care team members to meet patient’s health care goals.

C. Demonstrates caring behaviors in nurse-patient interactions.

D. Completes timely and accurate entry into medical record with awareness and compliance to facility policy regarding confidentially, HIPPA and faculty approval.

Comments:

4. Identify the physiological, sociocultural, and spiritual impact of childbearing when caring for the family

| A. Applies principles of pathophysiological, psychological, and sociocultural factors in nurse-patient interactions. |
| B. Develops a plan of care that is appropriate to the patient’s self care needs. |
| C. Provides health promotion information to the patient and family. |

Comments:

5. Apply nursing competencies in the care of childbearing patients and their families.

A. Provides and maintains a safe and comfortable environment for the patients.

B. Implements all previously learned skills in a safe and appropriate manner.

C. Implements required procedures/skills appropriately:
   - Employs safety measures
   - Performs hygienic care for mother and newborn
   - Measures vital signs
   - Performs postpartum assessment
   - Administers oral, topical, and parenteral medications correctly
   - Monitors IV fluid therapy
   - Monitors nutritional and fluid intake
   - Uses non-pharmacological interventions
D. Applies principles of standard precautions in clinical experiences.

**Comments:**

6. **Apply critical thinking skills in the application of the nursing process in the care of childbearing patients and their families.**

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<tbody>
<tr>
<td>A. Integrates and provides evidence-based or best practice to support clinical decision-making in the role of the student nurse.</td>
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<tr>
<td>B. Completes patient assessment in an acceptable manner.</td>
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</tr>
<tr>
<td>C. Identifies nursing diagnosis based on patients' universal self-care needs using rationales and principles underlying nursing care in maternal/child nursing.</td>
<td></td>
</tr>
<tr>
<td>D. Formulates patient-centered goals/outcomes consistent with the nursing diagnoses.</td>
<td></td>
</tr>
<tr>
<td>E. Plans nursing care of mothers and infants based on assessment data, implements care, and evaluates client responses.</td>
<td></td>
</tr>
<tr>
<td>F. Completes database for the Maternal/Child client demonstrating completeness and recognition of complexity of client circumstances.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Provides through integration a caring, protective, and dignified plan of care to all clients across the lifespan with a holistic respect to values customs and habits.</td>
<td></td>
</tr>
<tr>
<td>B. Integrates nursing care within the framework of legal, ethical, and regulatory requirements.</td>
<td></td>
</tr>
<tr>
<td>C. Demonstrates support to client and significant support person(s) during life altering events such as, the birth of a child, adoption and end-of-life issues.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

8. **Beginning Leadership**

A. Demonstrates beginning leadership skills.

**Student Signature:** ___________________________ **Date:** ___________________________

_Faculty_ ___________________________

(Signature indicates student has read evaluation and does not indicate agreement or disagreement with evaluative ratings and/or comments.)

**Student Comments:**
Revised: 2/90, 10/02, 5/03, 1/04, 9/04, 8/07, 5/09 OB only

Indiana University Purdue University Fort Wayne
Parkview Department of Nursing
### NUR 225/368 Obstetrical Clinical Outcome Criteria

#### LEVELS:
- **Exceptional/Safe (1st column)**
- **Consistent/Safe (Middle column)**
- **Inconsistent/Unsafe (3rd column)**

#### Specific Behaviors for evaluating each clinical objective

<table>
<thead>
<tr>
<th>Objective</th>
<th>Exceptional/Safe</th>
<th>Consistent/Safe</th>
<th>Inconsistent/Unsafe</th>
</tr>
</thead>
</table>
| 1. Assume responsibility for own learning by active participation in the care of the childbearing family. | **a.** Comes prepared for all clinical experiences: 
- Reports on duty at assigned time or earlier.
- Notifies nursing unit &/or instructor prior to assigned time if unable to attend.
- Performs tasks on time in appropriate sequence. Anticipates client's needs. | Reports on duty at assigned time. 
- Notifies nursing unit or instructor prior to or at assigned time if unable to attend. 
- Performs tasks within acceptable time frame; attention to appropriate sequence not consistent. | Reports on duty late. 
- Fails to notify nursing unit or instructor if unable to attend. 
- Performs tasks at random with no concern for sequence. Tasks not performed within acceptable time frame. |
|   | **b.** Seeks new learning activities to increase strengths and improve upon weaknesses: 
- Validates information 
- Asks pertinent questions 
- Requests needed experiences 
- Reads additional information and/or research | Validates information 
- Asks questions 
- Requests needed experiences 
- Reads assigned Information | Infrequently validates information 
- Asks few questions 
- Requests few experiences 
- Reads less than 50% of the assigned information |
|   | **c.** Identifies the need for guidance and seeks it from the instructor and appropriate others: 
- Seeks guidance for new experiences | Seeks guidance for new experiences | Avoids new experiences |
|   | **d.** Applies previously learned knowledge: 
- Collects data regarding: Pathophysiology 
- Diagnostic tests in pregnancy 
- Diet 
- Drugs 
- Correlates & comprehends: Assessed information | Collects data regarding: Pathophysiology 
- Diagnostic tests with delivery 
- Diet 
- Drugs 
- Needs assistance in correlation & comprehension | Collects data regarding: Basic information: collection incomplete 
- Diagnostic tests with delivery 
- Diet 
- Drugs 
- Comprehension lacking with no correlation |
|   | Utilizes: Detailed observational skills 
- Detailed inspection (including auscultation) | Utilizes: General observations skills 
- General inspection (including auscultation) | Utilizes: Incomplete observational skills 
- Incomplete inspection (often fails to include auscultation) |
|   | **e.** Integrates and measures ability to successfully care for 2 clients, this may include a M/B couplet, two postpartum clients or two neonates in the nursery in a clinical shift: 
- Able to function appropriately in new or stressful situations. | Able to function appropriately in new situation with assistance | Unable to function without assistance in new or stressful situations |
Seeks assistance as needed from appropriate resources.  | Recognizes need & seeks assistance from appropriate resources. | Does not know to seek assistance
---|---|---
Organizes, delivers, & documents care for two or more clients | Needs some assistance to organize deliver, & document care for two or more clients | Unable to organize, deliver, & document care for two or more clients
Utilizes worksheet to plan care | Utilizes worksheet to plan care | Uses worksheet ineffectively or not at all
Adapts care to interruptions | Needs some assistance in adapting care to interruptions | Frustrated by interruptions

2. Incorporate legal and professional standards and ethical guidelines into the role of the Registered Nurse and the care of the childbearing family.

a. Implements nursing care for the childbearing family in a manner reflecting agency and professional standards of practice.

<table>
<thead>
<tr>
<th>Charting:</th>
<th>Charting:</th>
<th>Charting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough &amp; complete (includes client's current status/assessment &amp; assessed changes)</td>
<td>Complete (includes client's current status/assessment)</td>
<td>Incomplete (client's status/assessment is brief with some areas omitted)</td>
</tr>
<tr>
<td>Appropriate sequencing of assessments and activities of infant/mother (with evidence of continuity/follow-up charting)</td>
<td>Appropriate sequencing of assessments and activities of infant/mother</td>
<td>Inappropriate sequencing of assessments and activities of infant/mother</td>
</tr>
<tr>
<td>Appropriate areas completed</td>
<td>Appropriate areas usually completed (75%)</td>
<td>Appropriate areas not completed (&lt;50%)</td>
</tr>
<tr>
<td>Recognizes need to increase entries as client's condition changes</td>
<td>Usually recognizes need to increase entries as client's condition changes</td>
<td>Does not recognize need to increase entries with change in client's condition</td>
</tr>
<tr>
<td>Consistently recognizes abnormal symptoms &amp; potential degree of seriousness; alerts RN &amp; instructor</td>
<td>Recognizes abnormal symptoms &amp; potential degree of seriousness; alerts RN</td>
<td>Difficulty in recognizing abnormal symptoms % potential degree of seriousness</td>
</tr>
<tr>
<td>Consistently validates concerns by comparing assessed status with changes, compares lab values, etc</td>
<td>Usually validates concerns by comparing assessed status with changes</td>
<td>Frequently does not recognize degree of seriousness of abnormal symptoms, no comparisons</td>
</tr>
</tbody>
</table>

b. Maintains patient's rights, dignity, and choices when implementing nursing care.

| Consistently includes client in goal setting | Usually includes client in goal setting | Rarely includes client in goal setting |

c. Acts appropriately in interactions with peers, instructors, staff members, and patients maintaining a professional demeanor at all times.

<p>| Frequently helps other team members | Usually recognizes needs &amp; helps other team members | Does not recognize need &amp; seldom helps other team members |
| Demonstrates mutual &amp; self | Demonstrates mutual &amp; self | Demonstrates concern primarily |</p>
<table>
<thead>
<tr>
<th>respect</th>
<th>respect</th>
<th>for self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts constructive criticism for self-improvement</td>
<td>Accepts constructive criticism</td>
<td>dislikes &amp;/or avoids any criticism</td>
</tr>
<tr>
<td>Requests critical evaluation &amp; frequent feedback</td>
<td>Asks for general ways to improve self</td>
<td>Becomes defensive during any feedback or evaluation</td>
</tr>
<tr>
<td>Consistently communicates with health care team members to facilitate the holistic health of clients</td>
<td>Usually communicates with health care team members to facilitate the holistic health of clients</td>
<td>Rarely communicates with health care team members to facilitate the holistic health of clients</td>
</tr>
<tr>
<td>Initiates &amp; maintains ongoing communication with staff nurse/instructor</td>
<td>Initiates communication with staff nurse/instructor</td>
<td>Fails to initiate communication with staff nurse/instructor</td>
</tr>
</tbody>
</table>

3. **Apply interpersonal and communication skills**
   a. **Demonstrates and integrates effective, therapeutic communication to clients across the lifespan with respect to growth and development and unique needs of Maternal/Child clients and significant support person(s).**

   - Introduces self & explains student role
   - Encourages client to express feelings.
   - Focuses on client's concerns through use of wide variety of therapeutic communication
   - Assesses verbal & nonverbal responses
   - Uses appropriate terminology for client's level of understanding

<table>
<thead>
<tr>
<th>Introduces self &amp; explains</th>
<th>Encourages client to express feelings.</th>
<th>Focuses on client's concerns through use of wide variety of therapeutic communication</th>
<th>Assesses primarily verbal responses</th>
<th>Uses appropriate terminology for client's level of understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduces self</td>
<td>Fails to encourage client to express feelings.</td>
<td>Focuses on self; poor use of therapeutic communication techniques</td>
<td>Assesses only verbal responses</td>
<td>Leave medical and nursing technology leaving client in doubt of meaning</td>
</tr>
</tbody>
</table>

   b. **Employs collaboration and appropriate verbal/nonverbal communication with health care team members to meet patient's health care goals.**

   - Thorough report to RN at end of care giving
   - Report to RN at end of care giving
   - Incomplete report to RN at end of care giving

<table>
<thead>
<tr>
<th>Thorough report to RN at end of care giving</th>
<th>Report to RN at end of care giving</th>
<th>Incomplete report to RN at end of care giving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   c. **Demonstrates caring behaviors in nurse-patient interactions.**

   - Sensitive to other's feelings & needs
   - Insensitive to other's feelings & needs

<table>
<thead>
<tr>
<th>Sensitive to other's feelings &amp; needs</th>
<th>Insensitive to other's feelings &amp; needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   d. **Timely completion and accurate entry into medical record with awareness and compliance to facility policy regarding confidentiality, HIPPA and faculty approval.**

   - Grammar & spelling accurate
   - Grammar & spelling frequently inaccurate

<table>
<thead>
<tr>
<th>Grammar &amp; spelling accurate</th>
<th>Grammar &amp; spelling frequently inaccurate</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

4. **Identify the physiological, sociocultural, and spiritual impact of childbirth when caring for the family.**

   a. **Applies principles of pathophysiological, psychological, and sociocultural factors in nurse-patient interactions.**

   | Applies principles of pathophysiological, psychological, and sociocultural factors in nurse-patient interactions |  |  |
   |-----------------------------------------------------------------------------------------------------------------|  |  |
   |                                                                                                                  |  |  |
   |                                                                                                                  |  |  |
b. Develops a plan of care that is appropriate to the patient’s self care needs.
   Identifies priorities
   Varies with the priority
   Involves client in determining priorities
   Poor identification of priorities
   Minimally involves client in determining priorities

   c. Seeks out and uses appropriate resources to obtain accurate information to incorporate into the patient’s plan of care.
   Utilizes:
   Client/Family
   Staff nurse/instructor
   Patient Information
   Chart
   Reference materials on unit
   Outside reference materials
   Interdisciplinary team members
   Utilizes:
   Client/Family
   Staff nurse/instructor
   Patient Information
   Chart
   Reference materials on unit

   d. Provides health promotion information to the patient and family.
   Identifies mother’s/couple’s learning needs: readiness to learn developmental level, vocabulary, abilities, holistic influences (cultural, spiritual, etc.)
   Rarely recognizes mother’s/couple’s learning needs or readiness to learn.
   Develops teaching plan without assistance
   Teaches appropriate content
   Uses most opportunities for informal teaching: able to teach spontaneously & factually
   Rarely or never does informal teaching: lacks spontaneity or does not readily possess factual information

   e. Demonstrates application of ethnocultural and socioeconomic factors necessary to maintain therapeutic relationships.

---

5. Apply nursing competencies in the care of childbearing patients and their families.

   a. Provides and maintains a safe and comfortable environment for the patient.
   Washes hands frequently
   Washes hands
   Rarely or never washes hands
   Employs standard safety practices: side rails, transfer techniques, age appropriate restraints, anti-fall measures
   Employs standard safety practices
   Unaware of, or fails to employ standard safety practices: side rails, transfer techniques, age appropriate restraints
   Checks equipment: IV pumps, etc.
   Checks equipment:
   Does not routinely check equipment
<table>
<thead>
<tr>
<th>Task Description</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suction, O2, etc. (&gt;90%)</td>
<td></td>
<td>Keeps client’s room uncluttered</td>
</tr>
<tr>
<td>Demonstrates safety during initial postpartum ambulation</td>
<td></td>
<td>Does not plan for patient safety during initial postpartum Ambulation.</td>
</tr>
<tr>
<td>Maintains safety measures for mother &amp; newborn identification (100%)</td>
<td>Maintains safety measures for mother &amp; newborn identification with verbal assistance.</td>
<td>Unaware of identification risks in area of newborn care.</td>
</tr>
<tr>
<td>Maintains clear airway for newborn (100%)</td>
<td>Maintains clear airway for newborn.</td>
<td>Unaware of newborn needs for clear airway.</td>
</tr>
<tr>
<td>Keeps client’s room uncluttered</td>
<td></td>
<td>Leaves client’s room cluttered</td>
</tr>
<tr>
<td>b.</td>
<td>Implements all previously learned skills in a safe and appropriate manner.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Implements required procedures/skills appropriately.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates without assistance: Aseptic technique</td>
<td>Demonstrates with minimal assistance: Aseptic technique</td>
<td>Needs assistance to demonstrate: Aseptic technique.</td>
</tr>
<tr>
<td>Correct measurement of VS</td>
<td>Correct measurement of VS</td>
<td>Has difficulty with routine assessment techniques even with verbal assistance</td>
</tr>
<tr>
<td>Correct neonatal &amp; gestational age assessment</td>
<td>Correct neonatal &amp; gestational age assessment.</td>
<td>Has difficulty with neonatal &amp; gestational assessment even with verbal assistance</td>
</tr>
<tr>
<td>Correct technique for administering meds (oral, subq IM, IV)</td>
<td>Correct technique for administering meds( oral, sub-q, IM, IV)</td>
<td>Correct technique for administering meds, (oral, sub-q, IM, IV)</td>
</tr>
<tr>
<td>Correct technique for maintenance of IV therapy</td>
<td>Correct technique for maintenance of IV therapy</td>
<td>Correct technique for maintenance of IV therapy.</td>
</tr>
<tr>
<td>d.</td>
<td>Applies principles of standard precautions in clinical experiences.</td>
<td></td>
</tr>
</tbody>
</table>

6. Applies Critical thinking skills in the application of the nursing process in the care of childbearing patients and their families.

a. Integrate and provides evidence-based or best practice to support clinical decision-making in the role of the student nurse.

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researches reference material for evidence-base for</td>
<td>Researches reference material (needs some assistance interpreting</td>
<td>Does minimal or no referencing of evidence-based principles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. **Completes patient assessment in an acceptable manner.**

c. **Identifies nursing diagnosis based on patient's universal self-care needs using rationales and principles underlying nursing care in maternal/child nursing.**

<table>
<thead>
<tr>
<th>Formulates nursing diagnosis according to client's status without relying on medical diagnosis for etiology.</th>
<th>Formulates nursing diagnosis at times using the medical diagnosis for etiology</th>
<th>Formulates nursing diagnoses using medical diagnosis for etiology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writes nursing diagnoses accurately</td>
<td>Writes nursing diagnoses accurately</td>
<td>Writes nursing diagnoses inaccurately</td>
</tr>
</tbody>
</table>

d. **Formulates patient-centered goals/outcomes consistent with the nursing diagnoses.**

| Goals are: | Goals are: | Goals are: |
| Client centered | Usually client centered | Usually not client centered |
| Measureable (completely written and also include condition & criteria) | Measureable (completely written) | Difficult to measure (incompletely written) |
| Congruent with nursing diagnosis & assessment data | Congruent with nursing diagnosis | More related to medical diagnosis than nursing diagnosis |

e. **Plans nursing care of mothers and infants based on assessment data, implements care and evaluates clients responses.**

| States basic & complex scientific principles in defining nursing actions | States basic scientific principles and needs assistance in correlating to nursing actions | States basic scientific principles but unable to correlate to nursing actions. |
| Consistently lists vital criteria To evaluate goal/plan in care plans | Usually lists appropriate criteria to evaluate goal/plan in nursing care plans | Rarely lists appropriate criteria to evaluate goal/plan on nursing care plans |
| Consistently reevaluates effectiveness of nursing care plan with mother/family and health care team members | Usually reevaluates effectiveness of nursing care plan with mother/family and health care team members | Rarely reevaluates effectiveness of nursing care plan with mother/family and health care team members |

f. **Prepares and completes database/clinical log for the Maternal/Child client demonstrating completeness and recognition of complexity of client circumstances.**

| Turns in written work on time or early | Turns in written work on time | Turns in written work late |
| Written work in thoroughly done Completes clinical care on time; will not leave unit until care is finished (highly conscientious) | Written work is complete Usually completes clinical care on time; when cannot complete care reports situation to staff nurse | Written work is incomplete Frequently unable to complete clinical assignment on time. Shows little concern about completion |
7. **Caring Interventions**

a. **Provides through integration a caring, protective, and dignified plan of care to all clients across the lifespan with a holistic respect to values, customs and habits.**

<table>
<thead>
<tr>
<th>Identifies &amp; relates:</th>
<th>Identifies &amp; focuses exclusively on:</th>
<th>Identifies &amp; focuses primarily on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Physical</td>
<td>Physical only</td>
</tr>
<tr>
<td>Psychological</td>
<td>Psychological</td>
<td>Rarely includes psychological</td>
</tr>
<tr>
<td>Sociocultural</td>
<td>Sometimes includes developmental</td>
<td>developmental, sociocultural, &amp;</td>
</tr>
<tr>
<td>Developmental</td>
<td>sociocultural, &amp; spiritual.</td>
<td>spiritual.</td>
</tr>
<tr>
<td>Spiritual</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. **Integrates nursing care within the framework of legal, ethical, and regulatory requirements.**

<table>
<thead>
<tr>
<th>Follows agency guidelines for appropriate charges to clients.</th>
<th>Follows agency guidelines for appropriate charges to clients.</th>
<th>Does not follow agency guidelines for appropriate charges to clients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers suggestions to save expenses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. **Demonstrates support to client and significant support person(s) during life altering events such as, the birth of a child, adoption, and end of life issues.**

<table>
<thead>
<tr>
<th>Identifies need for interdisciplinary referrals based on client needs and resources available</th>
<th>Makes appropriate interdisciplinary referrals with RN and/or instructor guidance based on client needs resources available</th>
<th>Unable to identify need for referrals. Unable to identify available interdisciplinary resources</th>
</tr>
</thead>
</table>

8. **Demonstrates beginning leadership**