



TECHNICAL COLLEGE  
OF THE LOWCOUNTRY

**NUR 158 Syllabus**  
**Health Promotion for Families I**  
**Spring 2019**

Technical College of the Lowcountry  
921 Ribaut Road, PO Box 1288  
Beaufort, SC 29901-1288

Division of Health Sciences Administrative Support  
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**Course Coordinator**

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**Description**

NUR 158/Health Promotion for Families I  
4 Credits (45 lecture hours and 45 clinical/lab hour per semester)

This course focuses on nursing care of the childbearing and childrearing families experiencing normal developmental changes and common health problems.

Prerequisite: NUR 105 and NUR 134

Corequisite: BIO 211, NUR 155, PSY 203

**Required Course Materials**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.).

Washington, DC: Author (*reference*)

Hoffman, J. J. & Sullivan, N. J. (2017). *Medical-surgical nursing: Making connections to practice*. Philadelphia, PA: F. A.

Davis.

Ricci, S., Hyle, T., & Carman, S., Nelson, K. (2017). *Maternity and Pediatric Nursing*, (3<sup>rd</sup> ed.). Philadelphia, PA: Wolters

Kluwer.

Access to online products associated with the Maternity & Pediatric Nursing Textbook.

Assess to online vSim Peds & OB.

Access to online PrepU Peds & OB.

Access to online Kaplan products.

A laboratory pack is required and is available at the bookstore.

Nursing drug guide (less than two years old)

Nursing Diagnosis handbook (less than two years old)

### Course Outcomes

Upon successful completion of the course, a student will be able to:

1. Relate basic principles of growth and development to the nursing care of childbearing and childrearing families. (Program Outcomes 2,3,4,5)\*
2. Explain the role of nutrition in health promotion/health maintenance of the childbearing and childrearing family. (Program Outcomes 2,3,4,5)\*
3. Examine cultural and spiritual influences on childbearing and childrearing families. (Program Outcomes All)\*
4. Describe the nursing implications of commonly occurring health problems of infants and children. (Program Outcomes 3,4,5)\*
5. Discuss the nursing role in promoting family centered pediatric and maternity care. (Program Outcomes All)\*
6. Describe implications related to basic reproductive health needs. (Program Outcomes 2,3,4,5)\*
7. Relate the nursing process to the care of prenatal, perinatal, postpartum, and neonatal patients. (Program Outcomes All)\*

\*Identified curriculum concepts related to program outcomes

### Clinical Outcomes

Upon successful completion of the course, a student will be able to:

1. Apply the ethical and legal aspects of nursing care when caring for the childbearing and childrearing family. (Program Outcomes All)
2. Use effective communication techniques with the childbearing and childrearing families. (Program Outcomes All)
3. Use accepted standards of clinical practice to provide care to uncomplicated perinatal, postpartum, and neonatal patients. (Program Outcomes All)
4. Integrate health promotion and maintenance aspects into teaching the childbearing and childrearing family about basic health care. (Program Outcomes All)
5. Demonstrate professional behavior. (Program Outcomes All)

### Course Goals

The following list of course goals will be addressed in the course (**\*designates a CRUCIAL goal, which there are 10**).

- 1. administer safe medications\***
2. identify nursing diagnoses
3. apply prior learning
4. apply the nursing process
5. calculate medication dosages
6. compare family types
7. complete assigned patient care
- 8. complete clinical assignments\***
9. critique family culture
10. deliver family teaching
- 11. demonstrate personal responsibility\***
12. determine nursing needs
13. document patient care

14. document patient education
- 15. employ the nursing process in patient care\***
16. explore family culture
17. explore family roles
18. identify age related reproductive system changes
19. illustrate professional appearance
- 20. illustrate professional behavior\***
- 21. maintain asepsis\***
22. outline family characteristics
23. perform therapeutic communication
24. relate functional health patterns
- 25. relate the nursing process to the care of patients\***
26. address inpatient perinatal medications
27. state maternal child nursing goals
- 28. demonstrate critical thinking\***
29. describe basic reproductive health needs
30. describe reproductive disorders
31. differentiate health history components
32. evaluate childbearing cultural practices
33. evaluate childrearing cultural practices
34. examine health care delivery systems
35. formulate contraceptive teaching plan
36. formulate written patient care plans
37. identify genetic transmission patterns
38. increase cultural competence
39. interpret reproductive concepts
40. interpret diagnostic results
41. outline contraceptive risk factors
42. analyze nursing roles
43. analyze nutritional needs
44. articulate sexually transmitted impacts
45. communicate personal experiences
46. differentiate nursing practice levels
47. support stressed families
48. explore personal family experiences
- 49. organize clinical activities\***
- 50. utilize feedback to improve nursing practice\***
51. apply maternal child nursing standards
52. perform prenatal assessment
53. recognize infertility factors
54. calculate expected delivery date
55. compare gestational and nongestational diabetes
56. contrast perinatal interventions
57. contrast gestational and nongestational complications
58. contrast preterm and full term risk factors
59. examine family nursing ethics
60. identify perinatal risk factors
61. outline gestational bleeding disorders
62. recognize common gestational discomforts
63. summarize physiologic gestational changes
64. summarize psychosocial gestational changes
65. summarize socioeconomic issues

66. document labor components
67. implement postpartum care plan
68. identify labor stages
69. consider postpartum adaptation
70. formulate postpartum outcomes
71. perform postpartum care
72. perform postpartum assessment
73. provide newborn care
74. implement neonatal care plan
75. calculate newborn nutritional needs
76. compare infant feeding types
77. relate sensory impairment
78. measure age-appropriate growth development
79. distinguish communicable diseases
80. promote maximal development
81. recognize developmental impairment
82. delineate pediatric musculoskeletal disorders
83. differentiate adult and pediatric skin conditions
84. discern pediatric neurologic disorders
85. present pediatric gastrointestinal disorders
86. recount pediatric genitourinary disorders
87. articulate pediatric endocrine disorders
88. classify pediatric hematologic disorders
89. critique pediatric respiratory disorders
90. discern pediatric cardiovascular disorders
91. sequence chronic pediatric conditions
92. recognize cognitive impairment
93. articulate physical and emotional abuse

### **Student Contributions**

Classes are designed to employ a variety of teaching techniques. In order to maximize learning, required readings, reviewing posted lecture documents, and Online Learning-Web enhanced sections should be completed **prior to class**. If a student is falling behind in clinical performance and/or academic achievement, it is imperative to seek immediate assistance from the instructor. The student will be required to develop an "Academic Plan for Success." In addition, the student may be referred to the "Retention Coordinator" to explore other avenues for academic success.

### **Clinical Expectations**

In order to perform at a satisfactory level in the clinical area, students must be prepared, on a daily basis, to do the following:

1. demonstrate a thorough knowledge of patient's condition and related nursing care;
2. complete clinical assignments (e.g. written assignments, care planning, patient care), on time and in the prescribed manner;
3. arrive on time and in proper uniform;
4. give a complete report on all assigned patients to the assigned nurse or charge nurse before leaving the clinical unit each day;
5. utilize the nursing process in the delivery of safe and competent patient care;
6. accurately perform nursing skills and procedures learned in campus lab;
7. correctly apply all previously mastered knowledge, skills, and abilities.
8. Students not prepared to care for his/her assigned patient(s) will be given an unsatisfactory for the day.

### Achievement Testing

Kaplan Achievement assessments (focused-review and integrated) are given to assist in the evaluation of individual student progress and to support student success. Achievement testing is required as a supplement to instruction and assessment of learning outcomes in preparation for the NCLEX-RN. Student expectations for taking a standardized test are: students are motivated to perform well; academic honesty prevails under standardized conditions in a proctored environment; and students will achieve a Level 1 or Level 2 for each test. If the achievement Level is a 3 or 4, documented remediation must be completed by the last day of classes. If the student is unable to complete remediation by the last day of classes, a grade of Incomplete (I) is assigned to provide the student more time for completion. However, in order to progress in the nursing program, the student must have a "C" or better course grade. A grade of "I" will delay student progression. To receive a letter grade when remediation is required beyond the last day of classes, it is the student's responsibility to notify the instructor that remediation is complete. The dates for completion of these tests are posted on the course calendar.

Kaplan Integrated OB A benchmarks:

- Level 1 = 90% or higher will receive 2 "bonus" points
- Level 2 = **76**-89% will receive 1 "bonus" point
- Level 3 = 62-75% will receive 0 "bonus" points
- Level 4 = 61% or below will receive 0 "bonus" points

Kaplan Integrated Peds A benchmarks:

- Level 1 = 90% or higher will receive 2 "bonus" points
- Level 2 = **68**-89% will receive 1 "bonus" point
- Level 3 = 56-67% will receive 0 "bonus" points
- Level 4 = 55% or below will receive 0 "bonus" points

The level of achievement reached by the student will provide an opportunity for "bonus points" which will be added to the final exam points. (For example, if you receive an 80% on the final exam and you score a level 1 on both the Kaplan Integrated OB and Peds Tests, your final score for the exam will be 84%.) **Note: bonus points will NOT be added to any score that does not achieve the 75% passing level PRIOR to the addition of bonus points (i.e. bonus points cannot be used to pass the final exam).**

### Remediation Requirements

- Meet with course coordinator to review test results to develop a study plan.
- Access online remediation which may include Kaplan Overview, Essentials of Nursing Care, and/or Background for Nursing Care dependent on the level achieved.
- Complete Q-bank questions related to evaluation of weak areas.
- Review Kaplan Basics book chapters that correspond to the appropriate content.
- Engage in tutoring available at the tutoring center.
- Take the repeat Kaplan test(s) and achieve a 76% on the OB A Repeat test and/or a 68% on the Peds A repeat test.
- Other learning activities as determined.

Students must receive a minimum of 76% (OB) and/or a minimum of 68% (Peds) in order to complete remediation and progress in the nursing curriculum.

## Nursing Laboratory

Learning experiences in the nursing laboratory provide an opportunity for the student to become familiar with equipment and techniques. Nursing skill laboratory hours are a part of the total clinical hours for the course.

The student utilizes the nursing laboratory to practice new skills before being used in the clinical setting. Competence must be demonstrated in the nursing laboratory and clinical setting. Students are responsible for material covered in campus laboratory.

At the conclusion of each laboratory experience, the student's performance is evaluated. The student is awarded 1 to 4 points or as noted on the lab skills checklist for each satisfactory performance and 0 points if performance is unsatisfactory. The student's performance is evaluated based on environmental contribution, attendance, professional appearance, preparedness and skill development. Expectations include:

1. Contributing to a productive learning environment for self and others by
  - a. being prepared for the lab activities by reading and watching assigned videos and completing worksheet if applicable
  - b. answering questions and identifying steps or processes about skill
  - c. demonstrating skill competency
  - d. remaining attentive
2. Arriving and departing on time. Attendance is expected for each scheduled laboratory experience.
3. **Uniforms are to be worn in the laboratory learning sections and any orientation session within the clinical agency.**

Students must receive satisfactory on clinical and laboratory evaluations to pass the course and progress in the nursing curriculum.

## Course Evaluation

Assessments	Date Due	Weight
Exams (3 @ 15% each) – 50 questions each	Refer to Course Calendar	60%
Final Exam – Cumulative – 100 questions	Refer to Course Calendar	20%
Quizzes (5 @ 2% each) – 5 questions each	Refer to Course Calendar	10%
Group Paper	Refer to Course Calendar	10%
Kaplan Focused Review Tests**	Refer to Course Calendar	Satisfactory/Unsatisfactory
Kaplan Integrated Tests OB "A" and Peds "A"	Refer to Course Calendar	Bonus Points
Kaplan Integrated OB and Peds repeat tests	Scheduled date on Course Calendar & not to exceed past date of final exam	Complete/Incomplete
Care Map	Last day of clinical	Satisfactory/unsatisfactory
Clinical evaluation	Last day of clinical	Satisfactory/Unsatisfactory
Laboratory evaluation	Last day of lab	Satisfactory/Unsatisfactory
<b>Total</b>		<b>100%</b>

## Grading Policy

Grading Scale	
90% - 100% A	W withdraw
82% - 89% B	WP withdraw with passing grade
75% - 81% C	WF withdraw with failing grade
70% - 74% D	I Incomplete
Below 70% F	

### \*\*Kaplan Focused Review Tests

Check the course calendar for the dues dates for the review tests. In order to receive a satisfactory for this assignment, students must:

- achieve a **minimum of 65%** on the review tests;
- review tests can be taken multiple times but must be completed by the due date in order to receive the points.

### Grading Methodology

The final grade must be **75.00** or greater in order to pass the course and progress in the program. Students absent from an examination or presentation will receive a "0" grade for the examination or presentation unless other arrangements are made with the individual instructor **prior to** the examination or presentation. Arrangements may be completed by telephone. **If the instructor is not available, a message should be left on the instructor's voice mail AND the student must speak with another member of the faculty and/or administrative assistant. Messages sent by other students are unacceptable.** The student is responsible for notifying the instructor for the reason of the absence. Students who are tardy for an examination will take the examination in the remaining allotted time.

Make up quizzes and/or examinations may be offered, at the instructor's discretion, during the final examination period. Additional options for make-up testing include reweighting the final examination. It is the responsibility of the student to contact the course coordinator to arrange to make up any tests or exams. The course coordinator will decide the method of examination.

### Testing Environment

***During examinations, students must remove watches, smart watches and hats and place in the front of the classroom, along with all personal belongings and electronic devices.***

There is a **10 point penalty** on any examination and/or quiz for any noise emitting from an electronic device.

Grades are posted on Blackboard within one week of administration of tests and examinations. Students with concerns or questions regarding grades should contact the course coordinator within one week of the grade being posted.

### Honorlock

TCL uses an online test proctoring service called Honorlock to monitor some online tests as an alternative to in-person proctoring. Your instructor may elect to have some of your tests proctored using Honorlock. If so, you will need to make sure that you have access to the necessary equipment in order to take your online proctored tests:

1. The ability to install the Honorlock extension on Google Chrome.
2. A computer with access to a high speed internet connection.

3. A webcam and microphone. A functioning webcam and microphone are required to complete proctored online tests.
4. *Microsoft Office*. *Microsoft Office* can be downloaded for free by accessing the Office 365 link in your TCL email account.

### Clinical Care Map

Clinical evaluations must be satisfactory to pass the course. All clinical paperwork not submitted on time will result in an unsatisfactory clinical day and could result in non-success in clinical. If the student is not successful in the clinical experience the student will not pass the course nor progress in the program even if the theory grade is 75.00 or greater.

### Course Schedule

The class meets for two-hour lectures on Wednesdays. Nursing campus laboratory schedule is for one hour as assigned. In addition, there are 30-60 minutes of Online Learning-Web enhanced activities. Clinical experience in the course consists of four (4) in-patient clinical days at Beaufort Memorial Hospital's Birthing Center or Coastal Carolina Hospital's Women's Pavilion. Each clinical day is eight (8).

**No recording-taping** of any lectures and/or laboratory material are allowed.

### ADA Statement

The Technical College of the Lowcountry provides access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment for individuals with disabilities. To request disability accommodation, contact the counselor for students with disabilities at (843) 525-8219 during the **first ten business days of the academic term**.

### Attendance

The College's statement of policy indicates that students must attend ninety percent of total class hours (lecture) or they will be in violation of the attendance policy.

1. Students not physically attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.
2. Students taking an online/internet class must complete an assignment designated by the instructor during the first week of classes. The instructor will drop the student from the course if the initial assignment is not completed during the first week of class. Students not attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING. Reinstatement requires the signature of the Division Dean.
3. Attendance in an online course is defined by at least once weekly course access and by completion of assignments as required by the instructor. Each student will be expected to access the web class at least once a week and complete weekly assignments on time. Additional access is encouraged and may be necessary for successful completion of classes.
4. In the event it becomes necessary for a student to withdraw from the course **OR** if a student stops attending class, **it is the student's responsibility to initiate and complete the necessary process**. Withdrawing from class may have consequences associated with financial aid and time to completion for program. Students are strongly encouraged to consult with Financial Aid prior to withdrawing from any class, particularly if the student is currently on a warning or probation status.

5. When a student exceeds the allowed absences, the student is in violation of the attendance policy. The instructor **MUST** withdraw the student with a grade of “W”, “WP”, or “WF” depending on the date the student exceeded the allowed absences and the student’s progress up to the last date of attendance.
6. Under extenuating circumstances and at the discretion of the faculty member teaching the class, allow the student to continue in the class and make-up the work. This exception must be documented at the time the allowed absences are exceeded.
7. Absences are counted from the first day of class. There are **no** "excused" absences.
8. A student must take the final exam or be excused from the final exam in order to earn a non-withdrawal grade.
9. Students are expected to be in class on time. Arrival to class/clinical after the scheduled start time or leaving class prior to dismissal counts as a tardy. Three tardies and/or early departures are considered as one absence unless stated otherwise. Arrival to class, clinical, and lab by the published time is an expectation for all students. Class, clinical, and lab times are measured by the clock in these teaching areas.
10. It is the student's responsibility to sign the roll/verify attendance with instructor upon entering the classroom. Failure to sign the roll/verify attendance results in a recorded absence. In the event of tardiness, it is the student’s responsibility to insure that attendance is marked. The student is responsible for all material/announcements presented, whether present or absent.
11. Continuity of classroom and laboratory (which includes clinical experiences) is essential to the student’s progress in providing safe and competent patient care. Students are expected to use appropriate judgment for participating in clinical activities. To evaluate the student’s knowledge and skills, it is necessary for the student to be present for all clinical experiences. If absence does occur, the **clinical facility** must be notified via phone message no later than 30 minutes prior to your clinical start time along with Division of Health Sciences Administrative Assistant also being notified by telephone no later than 30 minutes prior to the start of the clinical experience. The Division of Health Sciences telephone number is **(843-525-8267)**.
12. Absences from the clinical area are strongly discouraged. The attendance policy applies to clinical all activities. **“NO CALL, NO SHOW”** for clinical is unprofessional conduct and **THE STUDENT WILL BE WITHDRAWN FROM THE PROGRAM**. In the event make up days are permitted, they will consist of high fidelity simulation and case studies or a clinical make up time with another clinical group.

\*Please refer to the Division Handbook for clarification of the No Call/No Show process.\*

A copy of TCL’s STATEMENT OF POLICY NUMBER: 3-1-307 CLASS ATTENDANCE (WITHDRAWAL) is on file in the Division Office and in the Learning Resources Center.

### **Hazardous Weather**

In case weather conditions are so severe that operation of the College may clearly pose a hardship on students and staff traveling to the College, notification of closing will be made through the following radio and television stations: WYKZ 98.7, WGCO 98.3, WGZO 103.1, WFXH 106.1, WWVW 106.9, WLOW 107.9, WGZR 104.9, WFXH 1130 AM, WLVA 101.1, WSOK 1230 AM, WAEV 97.3, WTOC TV, WTGS TV, WJWJ TV, and WSAV TV. Students, faculty and staff are highly encouraged to opt into the Emergency Text Message Alert System. [www.tcl.edu/current-students/text-alert](http://www.tcl.edu/current-students/text-alert)

### **Academic Misconduct**

**There is no tolerance at TCL for academic dishonesty and misconduct.** The College expects all students to conduct themselves with dignity and to maintain high standards of responsible citizenship.

It is the student's responsibility to address any questions regarding what might constitute academic misconduct to the course instructor for further clarification.

The College adheres to the "***Student Code for the South Carolina Technical College System***". Copies of the *Student Code and Grievance Procedure* are provided in the *TCL Student Handbook*, the Division Office, and the Learning Resources Center.

Health care professionals hold the public trust. Academic misconduct by health science students' calls that trust into question and academic integrity is expected.

It is a fundamental requirement that any work presented by students will be their own. Examples of academic misconduct include (but are not limited to):

1. copying the work of another student or allowing another student to copy working papers, printed output, electronic files, quizzes, tests, or assignments.
2. completing the work of another student or allowing another student to complete or contribute to working papers, printed output, electronic files, quizzes, tests, or assignments.
3. viewing another student's computer screen during a quiz or examinations.
4. talking or communicating with another student during a test.
5. violating procedures prescribed by the instructor to protect the integrity of a quiz, test, or assignment.
6. **plagiarism in any form**, including, but not limited to: copying/pasting from a website, textbook, previously submitted student work, or any instructor-prepared class material; obvious violation of any copyright-protected materials.
7. knowingly aiding a person involved in academic misconduct.
8. providing false information to staff and/or faculty.
9. entering an office unaccompanied by faculty or staff.
10. misuse of electronic devices.

## **SYLLABUS ADDENDUM**

### **Computer Requirements**

To ensure successful completion of an online course, a student should have an appropriately equipped computer. Use the guidelines included on the TCL website.

### **USER RESPONSIBILITY ON USE AND DUPLICATION OF COMPUTER SOFTWARE (TCL PROCEDURE 7-1-702.5)**

Students are responsible for the legal use of computer software and applicable copyright laws and are prohibited from copying software on College computers and from installing personal software.

### **Course Policies/Procedures**

It is clearly to the advantage of the student to attend class regularly. Test materials are weighted heavily in favor of lecture materials.

Students will turn in all paperwork for their clinical site by the required due date. If the student does not turn in the required paperwork by the required due date, they will be withdrawn from the program.

**All cell phones, pagers, and other electronic devices must be turned off during class (lecture and laboratory periods). No cell phones, pagers, and/or other electronic devices are allowed in the clinical facility. No exceptions are made to this rule.**

Students are held accountable for content in the nursing student handbook.

<https://www.tcl.edu/wp-content/uploads/2011/02/NUR-Student-Handbook-2016.pdf>

Instructors are to excuse a student from class who are being disruptive and uncivil the class setting.

No course grades are posted in public areas. Grades are available through Web Advisor. The student must go to the college's website [www.tcl.edu](http://www.tcl.edu). Select current student then select TCL Web Advisor and find: (1) the directions and a demonstration on how to log in to Web Advisor, and (2) how to access grades. For questions, contact the Registrar's office at 525-8210.

### **Paper Examinations**

During paper examinations, only answers transferred and completed on the Scantron sheets will be graded electronically to count towards the test score.

### **Communication**

Instructors will generally respond to voice mail messages and e-mail messages within 72 hours. If there is a problem, the student should remember that a face-to-face meeting with the instructor is best. Student should contact instructor to make an appointment. Student is to check TCL email and Blackboard course site at least twice each day (i.e. morning and evening for course, lab, and/or clinical information and announcements) this is in excess of the university policy on blackboard attendance.

## **Syllabus Safety Addendum**

### **Purpose**

The purpose of this safety addendum is to provide each student with safety guidelines during an incident, emergency, or disaster at TCL. In addition, it provides students guidelines for lockdown procedures, evacuation procedures, and active shooter.

### **Definition**

**An incident** is any event, potential or actual, that may impact normal operations but has no immediate health or life threatening consideration or serious effect on the overall functional capacity of the College. An event of this nature should be reported to the Office of the Vice President for Administrative Services. Also notify the off-site campus administrator if applicable.

**An emergency** is any incident, potential or actual, which may endanger life or health or which affects an entire building or buildings, and will disrupt the overall operations of the College. Outside emergency services will probably be required, as well as major efforts from campus support services. Major policy considerations and decisions will usually be required from the college administration during times of crises. An emergency should be reported immediately by directly using **911** if life or health/injury considerations exist and then to the Office of the President or Vice President for Administrative Services as quickly as possible. Also notify the off-site campus administrator if applicable.

**A disaster** is any event or occurrence that has taken place and has seriously impaired or halted the operations of the College. In some cases, mass personnel casualties and severe property damage may be sustained. A coordinated effort of all campus-wide resources is required to effectively control the situation. Outside emergency services will be essential. In all cases of disaster, an Emergency Control Center will be activated, and the appropriate support and operational plans will be executed. The disaster should be immediately reported, first by calling **911** and then to the Office of the President or Vice President for Administrative Services. Also notify the off-site campus administrator if applicable.

### **Types of Emergencies**

- Hurricane
- Tornado
- Fire
- Biochemical or Radiation Spill
- Explosion/Bomb

- Downed Aircraft (crash which directly impacts campus operations)
- Utility Failures
- Violent or criminal behavior
- Psychological Crisis

### Procedures

#### **Active Shooter**

Run/hide/fight (<http://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/run-hide-fight-video> )

#### **Building Evacuation**

1. Building evacuations occur when an alarm sounds and/or upon notification by Security or the Emergency Director.
2. When the building evacuation alarm is activated during an emergency, individuals should exit according to the building evacuation plan and alert others to do the same.
3. Once outside, individuals should proceed to a clear area that is at least 500 feet away from the affected building. Streets, fire lanes, hydrant areas and walkways should be kept clear for emergency vehicles and personnel.
4. Individuals should not return to an evacuated building unless told to do so by Security or the Emergency Director.
5. Individuals should assist persons with disabilities in exiting the building. Elevators are reserved for disabled persons

#### **Campus Evacuation**

1. A uniformed Security Guard, the Emergency Director, or an Emergency Resource Team member will announce evacuation of all or part of the campus grounds.
2. All persons (students and staff) are to immediately vacate the campus, or in the case of a partial evacuation relocate to another part of the campus grounds as directed.

#### **Lockdown**

1. Clear the halls
2. Report to the nearest classroom/office
3. Assist those needing special assistance
4. Ensure classroom/office doors are closed and locked
5. Turn off lights
6. Stay away from doors and windows (out of the line of sight)
7. BE QUIET and follow instructor's directions
8. Silence cell phones
9. Wait for the "All Clear" before leaving

**TECHNICAL COLLEGE OF THE LOWCOUNTRY**  
**Division of Health Sciences**  
**NUR158**  
**Spring 2019**  
**CLINICAL EVALUATION**

Student's Name: \_\_\_\_\_ Semester: \_\_\_\_\_ Dates: \_\_\_\_\_

Clinical Site/Unit: \_\_\_\_\_ Days Absent: \_\_\_\_\_ Days Tardy: \_\_\_\_\_

Conferences on clinical performance are at the completion of the clinical experience. Additional conferences occur as necessary and feedback provided for improvement as needed. Satisfactory is required in all clinical outcomes in order to successfully fulfill the clinical component of the course.

**KEY:**      **S = Satisfactory**              **U = Unsatisfactory**

Clinical Outcomes <i>The student will</i>	Summative Evaluation
<p><b>A. Demonstrate professional behavior</b>  <u>Minimum expectations:</u></p> <ol style="list-style-type: none"> <li>1. Preparation for clinical experience is evident</li> <li>2. Application of prior learning</li> <li>3. Illustrates responsibility for own actions</li> <li>4. Maintains appearance in accordance with the student handbook</li> <li>5. Arrives and departs on time</li> <li>6. Practices within the appropriate scope</li> <li>7. Shows initiative in patient care and organizational issues</li> <li>8. Utilizes feedback to improve nursing practice</li> </ol>	
<p><b>B. Formulate health promotion and maintenance aspects into teaching the childbearing and childrearing family about basic health care</b>  <u>Minimum expectations:</u></p> <ol style="list-style-type: none"> <li>1. Addresses individuality in teaching</li> <li>2. Documents appropriate patient education</li> <li>3. Support persons are included in educational activities</li> </ol>	
<p><b>C. Use effective communication with childbearing and childrearing families as evidenced by</b>  <u>Minimum expectations:</u></p> <ol style="list-style-type: none"> <li>1. Verbal communication is assertive</li> <li>2. Prompt, accurate, and appropriate clinical documentation</li> <li>3. Interactions with peers, instructors, patients, family and other health care professionals are disciplined and productive</li> </ol>	

<p><b>D. Use accepted standards of clinical practice to provide care to uncomplicated perinatal, postpartum, and neonatal patients</b></p> <p><u>Minimum expectations:</u></p> <ol style="list-style-type: none"> <li>1. Demonstrates use of nursing process</li> <li>2. Calculation of medication dosages are accurate</li> <li>3. Demonstrates safe, effective, and systematic medication administration</li> <li>4. Utilizes anatomy, physiology, and pathophysiology in the implementation</li> <li>5. Delivery of patient care is based on changes in patient's condition and/or health status</li> <li>6. Organizational skills demonstrate the ability to prioritize</li> </ol>	
<p><b>E. Utilize ethical and legal aspects of nursing care when caring for the childbearing and childrearing family</b></p> <p><u>Minimum expectations:</u></p> <ol style="list-style-type: none"> <li>1. Maintenance of basic physical, psychosocial, cultural, spiritual, and developmental dimensions of the individual</li> <li>2. Adheres to policies and scope of practice for the student nurse at this level established by the academic institution and clinical agency</li> </ol>	

**Post Partum/Newborn Care Map:** Satisfactory/Unsatisfactory (circle one)

**Overall evaluation:** Satisfactory/Unsatisfactory (circle one)

**Student Comments:**

**Instructor Comments:**

\_\_\_\_\_  
**Student's Signature**                      **Date**

\_\_\_\_\_  
**Instructor's Signature**                      **Date**