LOS ANGELES COUNTY COLLEGE OF NURSING AND ALLIED HEALTH

# School of Nursing

# Nursing 124 L:

# MATERNAL CHILD NURSING CLINICAL

**Spring 2023**

| | |
|---|---|
| COURSE TITLE: | **N124L MATERNAL-CHILD NURSING CLINICAL** |
| PRE-REQUISITES: | Completion of Semester I Requirements |
| UNITS: | 2.5 Units |
| HOURS: | 15 hours per week |
| LENGTH: | 9 weeks |
| PLACEMENT: | Semester 2 |
| CONCURRENCY: | All semester theory courses are taken concurrently with the clinical courses. |
| COURSE DESCRIPTION: | This clinical course provides the student with opportunities to build on semester 1 and apply semester 2 theoretical content. The application of the nursing process is applied in caring for patients from conception through adulthood. The physiological, psychological, sociocultural, developmental and spiritual variables as identified in the Neuman Systems Model are utilized in formulation, implementation and evaluation of a client-focused plan of care. Methods of health promotion and health maintenance are applied in obstetrical, pediatric, and community settings. The student participates as a member of the health care team and safely applies principles of interaction, teaching-learning and patient advocacy. |

COURSE OBJECTIVES: Upon satisfactory completion of the course, the student will:

1. Demonstrate the concept of nursing process for safe patient-centered care of individuals with emphasis on physiological problems utilizing evidence-based practice.

2. Demonstrate effective communication skills and nursing informatics in promoting and maintaining the health of individuals with common health problems.

3. Utilize methods of teamwork and collaboration with other members of inter-professional healthcare teams for providing and improving patient-centered care.

4. Demonstrate legal-ethical behaviors that reflect the value of professional accountability and provide and improve quality of care for women and children with common health problems.

5. Examine nursing responsibilities in decision-making as a member of the inter-professional healthcare team in assessing, maintaining and promoting health to achieve safe, quality patient-centered care.

6. Demonstrate teaching strategies utilizing evidence-based practice to provide information to individual(s) and/or groups.

7. Examine the impact of socio-cultural variations in the provision of patient-centered care for individuals with common health problems.

STUDENT LEARNING OUTCOMES:

Students apply and safely integrate the nursing process, legal-ethical behaviors, patient advocacy, sociocultural variables, and effective communication in the collaborative care of childbearing women, neonates, children and their families in acute care settings.

TEACHING METHOD:

Skills presentations, simulation lab participation, video presentation, pre and post-conference discussions, and bedside instruction.

METHOD OF ASSESSMENT:

Students achievement of all clinical Performance Evaluation criteria listed below indicates attainment of the student learning outcome:

- Passing score of ≥ 85% on Dosage & Calculation competency (see DDCC module posted on CAMS)
- Absences not exceeding two days (1 in pediatrics and 1 in OB rotation)
- Tardies not exceeding two per clinical course
- Satisfactory completion of the following psychomotor competencies
  - IV pediatric medication administration
  - Newborn assessment
- Passing score of ≥70% on 2 written competency exams on:
  - Fetal monitoring
  - IV pediatric medication administration
- Satisfactory Completion of written assignments:
  - Maternal Nutritional assessment
  - 2 Nursing care plan (ADPIE)
  - Weekly clinical worksheets
  - Observation Summary
- Satisfactory on all course objectives

GRADING SCALE:

Satisfactory/Unsatisfactory grading scale is used as the method

for scoring and determining final grade in course. (See your student handbook on grading policy.

REQUIRED READING: BRN Nursing Practice Act. https://www.rn.ca.gov/practice/npa.shtml

McKinney, E. James, S., Murray, S., Nelson, K., Ashwill, J. (2022). *Maternal-child nursing* (6th ed.). St. Louis: Elsevier.

RECOMMENDED READING: Alfaro-LeFevre, R. (2014). *Applying nursing process – a tool for critical thinking (8th ed.).* Philadelphia: J.B. Lippincott.

**All academic policies are strictly enforced.**

PROFESSIONAL STANDARDS **/** CLINICAL EXPECTATIONS:

Professional standards of the student are valuable qualities and necessary for your development in becoming a professional nurse.

The qualities listed below are the **EXPECTED** standards at this level.

The student will demonstrate responsible, accountable and consistent behaviors in the following areas:

1. Provide safe and professional care.
2. Follow all hospital policies/procedures and accepted standards of care.
3. Be accountable for previously learned knowledge/skills.
4. Keep instructor and professional staff informed of the client's status in a timely manner.
5. Keep instructor and staff informed of whereabouts at all times.
6. Function effectively within nursing and foster open communication, mutual respect, and shared decision-making in a professional manner.
7. Prepare each day to care for their clients. Preparation includes knowledge of clients:
   - History/diagnosis
   - Expected findings
   - Current medication and effect on client
   - Diagnostic exam and rationale for exam
   - Anticipated complications
   - Rationale for plan of care
   - Cultural practices and values
   - Erickson's Developmental Stages
     - Client's expected behavior for developmental stage across the life span
     - Interventions/collaborations to promote client's growth and development

    - Priority teaching needs of client and family

8. Performs safe, and consistent total client care. Total client care includes, but is not limited to:
   - ADL
   - Medication administration
   - Daily assessment
   - Education of client/family
   - Treatment
   - Documentation
9. Observe dress code standards according to the Student Handbook.
10. Clinical evaluation is based on satisfactory completion of **ALL** objectives. Failure of one clinical objective will constitute an unsatisfactory grade for the course.
11. All written assignments are due at specified times. No late assignments will be accepted.
12. Students are expected to prepare the day before their clinical experience and clinical preparation sheets must be completed prior to 0700 on the day of the clinical. If students are not prepared, they are deemed unsafe and will be dismissed from the clinical area and will be counted as ABSENT and student placed on academic warning. A second incident will constitute failure of a course objective.
13. Students participate actively in clinical conference.
14. The clinical competency must be completed with a passing grade. A second competency will be scheduled after notification of failure.
15. Clinical attendance is mandatory. You are responsible for the information in Policy #210 – School of Nursing Attendance for Clinical Courses

NOTE: Failure to adhere to professional standards / clinical expectations will result in a written academic warning.

Los Angeles County College of Nursing and Allied Health

**Clinical Performance Evaluation Tool**

N124L – Maternal Child Nursing

**Student**: _____ **Class**: _____ **Faculty**: _____

**Date**: _____ **Midterm Grade**: ☐Satisfactory ☐Needs Improvement ☐Unsatisfactory
**Date: _____** **Final Grade**: ☐Satisfactory ☐Unsatisfactory

**Grading Guidelines:**

- Clinical performance utilizing core competencies are evaluated on a Satisfactory (S), Needs Improvement (NI), Unsatisfactory (U) basis using the following criteria:
  - Satisfactory: Student is consistently meeting measurement criteria – core competencies and course objectives at the expected achievement level.
  - Needs Improvement: Performance level is inconsistent. The student must demonstrate consistent performance at the expected achievement level by the end of the semester to pass clinical.
  - Unsatisfactory: Student is not meeting measurement criteria at expected level of achievement.
  - N/A: Not applicable
- Student must receive Satisfactory during the final clinical evaluation to pass the course.

**N124L**

| Core Competencies | Midterm | | | | Final | |
|---|---|---|---|---|---|---|
| | S | NI | U | N/A | S | U |
| 1. **Patient-Centered Care**: Recognizes the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values and needs. **(Course Objectives 1, 6 & 7)** | | | | | | |
| a. Develops an individualized plan of care with focus on assessment and planning utilizing the nursing process and comprehensive assessment skills across the life span. | | | | | | |
| b. Demonstrates caring behaviors | | | | | | |
| c. Conducts comprehensive assessment while eliciting patient values, preferences and needs. | | | | | | |
| d. Assesses the presence and extent of pain and suffering utilizing the appropriate pain tool | | | | | | |
| e. Interprets patient assessment data appropriately | | | | | | |
| f. Implement interventions to address physical and emotional comfort, pain, and/or suffering | | | | | | |
| g. Educates patients/family members across the life span regarding nursing procedures, health promotion, wellness, disease management, and prevention using therapeutic communication | | | | | | |
| h. Respects diversity of individuals | | | | | | |
| i. Demonstrates sociocultural sensitivity in providing patient care | | | | | | |

| Core Competencies | Midterm | | | | Final | |
|---|---|---|---|---|---|---|
| | S | NI | U | N/A | S | U |
| 2. **Teamwork and Collaboration**: Functions effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision making to achieve quality patient care. **(Course Objective 3)** | | | | | | |
| a. Utilizes effective communication skills (verbally, non-verbally, and though electronic Health Record (HER) documentation with patients, family, and health care team members | | | | | | |
| b. Initiate and utilizes relevant data for communication with proper use of Situation, Background, Assessment, Recommendations (SBAR)/Identify, Situation, Background, Assessment, Recommendations, Read Back (ISBARR) format | | | | | | |
| c. Initiate roles and scope of practice of health care team members | | | | | | |
| d. Seeks assistance for concerns out of students' scope of practice | | | | | | |
| e. Identifies need for help when appropriate to situation | | | | | | |
| 3. **Evidence-Based Practice**: Integrates best current evidence with clinical expertise and patient/ family preferences and values for delivery of optimal health. **(Course Objective 6)** | | | | | | |
| a. Utilizes evidence-based literatures and practice in written assignments, nursing care plans and clinical activities | | | | | | |
| b. Values the concept of evidence-based practice in determining best clinical practice | | | | | | |
| 4. **Quality Improvement**: Uses data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. **(Course Objective 4)** | | | | | | |
| a. Provides care in a timely and effective manner | | | | | | |
| b. Recognizes that nursing and other health care professions are parts of systems of care and care processes that affect outcomes for patients and families | | | | | | |
| c. Values own contributions to outcomes of care | | | | | | |
| 5. **Safety**: Minimizes risk of harm to patients and providers through both systems effectiveness and individual performance. **(Course Objectives 1, 4 & 5)** | | | | | | |
| a. Demonstrates effective use of technology, standardized practices, and policies that support safety and quality | | | | | | |
| b. Identifies and discusses national patient safety goals and quality measures | | | | | | |
| c. Demonstrates competency in nursing skills appropriate to the course expectations | | | | | | |
| d. Implements strategies to reduce risk of harm to self and others | | | | | | |
| e. Demonstrates appropriate clinical decision-making with rationales | | | | | | |
| f. Communicates observations or concerns related to hazards and errors to patient, | | | | | | |

| Core Competencies | Midterm | | | | Final | |
|---|---|---|---|---|---|---|
| | S | NI | U | N/A | S | U |
| families, and health care team | | | | | | |
| g. Demonstrates safe, timely administration of medications with verbalization of pharmacologic implications and considerations to assigned patient(s) | | | | | | |
| h. Organizes multiple responsibilities and provides care to minimum of one patient in a timely manner by the end of clinical rotation | | | | | | |
| 6. **Informatics**: Uses information and technology to communicate, manage knowledge, mitigate error, and support decision-making. **(Course Objective 2 & 4)** | | | | | | |
| a. Navigates appropriately the EHR for patient information and data gathering necessary in clinical | | | | | | |
| b. Documents accurately and concise assessment and responses to care in the EHR | | | | | | |
| c. Manages data, information, and knowledge of technology in an ethical manner | | | | | | |
| d. Protects confidentiality of EHR | | | | | | |
| 7. **Professionalism**: Demonstrates professional behavior towards patients, families, inter-professional team members, faculty, and fellow students. **(Course Objectives 2 & 4)** | | | | | | |
| a. Demonstrates core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) while recognizing own values | | | | | | |
| b. Maintains professional behavior, hygiene, and appearance | | | | | | |
| c. Complies with the Nursing Code of Ethics, Standard of Practice, and policies and procedures of Los Angeles County College of Nursing and Allied Health, School of Nursing, and clinical agencies assigned | | | | | | |
| d. Assumes responsibility for learning | | | | | | |
| e. Engages in self-evaluation | | | | | | |
| f. Accepts constructive criticism and develops plan of action for improvement | | | | | | |
| g. Maintains a positive attitude and communicates with inter-professional team members, faculty, and fellow students in a positive, professional manner | | | | | | |
| h. Provides evidence of preparation (clinical worksheet, concept map, SBAR) for clinical learning experiences | | | | | | |
| i. Arrives to clinical site at assigned times prepared to receive report and perform patient care | | | | | | |
| j. Completes tasks and nursing activities according to course expectations in a timely manner | | | | | | |
| k. Accepts individual responsibility and accountability for assessment, nursing interventions, outcomes, and other actions | | | | | | |

| Other Methods of Evaluation | Satisfactory | Unsatisfactory |
|---|---|---|
| Drug Dosage Calculation Competency | ☐ | ☐ |
| Skills Competency<br>Written Competency<br>Psychomotor Competency | ☐<br>☐<br>☐ | ☐<br>☐<br>☐ |
| Written Assignments<br>○ Maternal Nutritional Assessment<br>○ OB Teaching ADPIE<br>○ Pediatric ADPIE<br>○ Pediatric Observation Sheet | <br>☐<br>☐<br>☐<br>☐ | <br>☐<br>☐<br>☐<br>☐ |

| Attendance Summary | Midterm | | | Final | | |
|---|---|---|---|---|---|---|
| | Number | Dates | Student Signature | Number | Dates | Student Signature |
| Absences | | | | | | |
| Tardies | | | | | | |

**Rotation Summary**

| **Rotation** ☐ Pediatric ☐ Obstetrics | |
|---|---|
| Faculty Comment:<br><br>Signature / Date:<br>_____ | Student Comment:<br><br>Signature / Date:<br>_____ |
| **Rotation** ☐ Pediatric ☐ Obstetrics | |
| Faculty Comment:<br><br>Signature / Date:<br>_____ | Student Comment:<br><br>Signature / Date:<br>_____ |

# NURSING 124L CLINICAL COMPETENCY

**Clinical Competency:** **To be scheduled by clinical instructor and completed by the last day of the clinical session.**

## GUIDELINES

In order to assist you with the preparation for your clinical competency, please review the following information:

- The Policy for the "Clinical Competency for the Clinical Course".
- The content in your textbooks under the major categories in the "Nursing Skills Competency Checklist".

## SKILLS COMPETENCY

The written portion of the competency will cover all of the major concepts listed below. The skill portion of the competency will consist of actual demonstration of all of the skills from the following major concepts:

- Pediatric Medications
  - Safety (calculation)
  - Administration
  - Documentation
- Fetal Monitoring
  - Assessment
  - Documentation
- Newborn Assessment

You will be required to perform all of the skills listed above.

You must be able to competently complete the skills according to the procedure taught in the skills labs and outlined in your textbooks, *Maternal-Child Nursing* by McKinney, and *Fundamentals of Nursing* by Berman, to the satisfaction of the instructor observing you.

If you are unable to competently complete the skills, you will be given the opportunity to repeat the competency. You must correctly complete the skills you failed in order to satisfactorily pass the course or you will be 'Incomplete'.

# DRUG DOSAGE CALCULATION COMPETENCY READING ASSIGNMENT SEMESTER 2 – Spring 2023

| CHAPTER | TOPIC | PAGES / PROBLEMS |
|---|---|---|

## REQUIRED

***Frandsen & Pennington: Chapter 4 – Pharmacology & the Care of Infants & Pediatric Patients***

| | | |
|---|---|---|
| Frandsen & Pennington: Chapter 4 | Pharmacology & the Care of Infants & Pediatric Patients | Pp. 68-75<br>**No BSA |
| CoursePoint + Dosage Calculation Quizzes | Solving for Dose Using Weight<br><br>Solving for Dosing Rate Using Weight | |

## RECOMMENDED

***Review all Semester 1 material – Dosage Calculation Module*** ***Frandsen & Pennington: Chapter 3 – Medication Administration & the Nursing Process of Drug Therapy***
***Taylor, Lillis, & Lynn: Chapter 28 - Medications***

| | | |
|---|---|---|
| Frandsen & Pennington: Chapter 3 | Medication Orders | Pp. 42 |
| Frandsen & Pennington: Chapter 3 | Drug Preparations & Dosage Forms | Pp. 43-45 |
| Frandsen & Pennington: Chapter 3 | Calculating Drug Dosages | Pp. 45-46 |
| Taylor, Lynn, & Bartlett: Chapter 29 | Medications | Pp. 835-837<br><br>Practice Problems<br>Pp. 925-932 (#1-20) |
| CoursePoint + Dosage Calculation Quizzes | Solving for Dose<br><br>Solving for Dosing Rate | |

**TEXTBOOK: Frandsen, G. & Pennington, S. S. (2018). *Abrams' clinical drug therapy: Rationales for nursing practice* (11th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.**

**Taylor, C., Lynn, P., Bartlett, L. J. (2019). *Fundamentals of nursing: The art and science of person-centered nursing care* (9th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.**

**OBSTETRICS**
**SKILLS COMPETENCY OBJECTIVES**

# Fetal Monitoring

1. Discuss the various types of fetal monitoring.

2. Differentiate between external and internal fetal monitoring with rationale.

3. Demonstrate knowledge of normal fetal heart rate and patterns.

4. Explain the various fetal heart rate patterns including assessment, possible causes and/or problems.

5. Discuss appropriate nursing interventions for problems indicated by fetal monitoring.

6. Demonstrate knowledge of appropriate documentation of fetal monitoring and be able to identify the following:
   - Baseline fetal heart rate
   - Periodic pattern
   - Variability
   - Frequency of uterine contractions
   - Duration of uterine contractions
   - Intensity of uterine contractions

Required Reading: McKinney pp. 334-356

# Newborn Assessment

1. Perform a complete head-to-toe assessment of the newborn and identify the following:
   - Vital Signs
   - Fontanels & Sutures
   - Intactness of Clavicle
   - Extremities / Skin folds
   - Back / Spine
   - Apical, Brachial, Femoral pulses
   - Facial features / Patency of nares / ears / Palate
   - Chest, Abdomen (cord), Genital assessment
   - Ortolani / Barlow maneuvers
   - Skin, Birth marks
   - Reflexes – Babinski, Moro, Palmar / Plantar Grasp, Rooting, Sucking

2. Explain what is meant by a safe environment during the assessment.

3. Discuss methods to maintain the newborn's temperature during the assessment.

4. Demonstrate knowledge of appropriate documentation of assessment

Required Reading: McKinney pp. 441-460, 463-466 - Table 21.2

## RUBRIC: NEWBORN ASSESSMENT

Student Name: _____

| Criteria | Unsatisfactory | Satisfactory | Student performance |
|---|---|---|---|
| **Preparation** | □ Fails to introduce self to mother of newborn<br>□ Incorrectly identifies patient<br>□ Fails to explain performance of exam to mother of newborn<br>□ Incomplete gathering of equipment<br>□ Incorrect use of equipment<br>□ Violates principles of asepsis / universal precautions | □ Introduces self to mother of newborn<br>□ Correctly identifies patient<br>□ Explains performance of exam to mother of newborn<br>□ Gathers all necessary equipment<br>□ Correct use of equipment<br>□ Maintains principles of asepsis / universal precautions | |
| **Assessment** | □ Incorrectly takes vital signs<br>□ Fails to recognize correct parameters<br>□ Incorrectly examines head and face for appropriate features<br>□ Incorrectly examines chest and abdomen for appropriate features<br>□ Incorrectly examines hips, genitalia and legs for appropriate features<br>□ Incorrectly examines back for appropriate features.<br>□ Incorrectly examines skin for appropriate features<br>□ Incorrectly elicits reflex responses appropriately | □ Correctly takes vital signs<br>□ Recognizes correct parameters<br>□ Correctly examines head and face for appropriate features<br>□ Correctly examines chest and abdomen for appropriate features<br>□ Correctly examines hips, genitalia and legs for appropriate features<br>□ Correctly examines back for appropriate features.<br>□ Correctly examines skin for appropriate features<br>□ Correctly elicits reflex responses appropriately | |
| **Evaluation** | □ Fails to discuss post procedure assessment and documentation | □ Discusses post procedure assessment and appropriate documentation | |
| **General Competency Evaluation** | □ Fails to demonstrate appropriate nursing knowledge required to safely perform psychomotor skill.<br>□ Fails to identify errors or neglects key elements, compromising patient safety. | □ Demonstrates appropriate nursing knowledge required to safely perform psychomotor skill.<br>□ Performs key elements, maintaining basic patient safety. | |

**All** of the Criteria **must** be satisfactorily met to establish competence.

□ Unsatisfactory □ Satisfactory

Comments:

Instructor: _____ Date: _____

**SKILLS COMPETENCY OBJECTIVES**
**PEDIATRICS**

# Medication Administration in Children

1. Identify the significance of age appropriate care when preparing the child and family for general medication administration.
2. Explain how client teaching differs among age groups and how families play a role in these efforts.
3. Discuss the value and significance of the Treatment room.
4. Identify methods in which a client's rights and privacy can be respected during medication administration.
5. Demonstrate accurate calculation of prescribed medications using pediatric dosages including:
    - Safe dosages (e.g. mg/kg/dose or day)
    - Maximum IVPB medication concentrations (mg/ml)
    - IVPB flow rate (ml/hr)
    - Daily and hourly fluid requirement
6. Describe safe PO, IM, IV, optic and otic medication administration techniques based on age-appropriate care and evidence based practice.

Required Reading: McKinney pp. 854 – 868

## RUBRIC: PEDIATRICS INTRAVENOUS THERAPY (I.V.) COMPETENCY
## Administration of Pediatric IV Medications via Peripheral Venous Access Device

Student Name: _____

All of the following criteria **must** be satisfactorily met to establish competence.

| Criteria | Unsatisfactory | Satisfactory | Student Performance |
|---|---|---|---|
| Assessment | □ Fails to verify MDs orders<br>□ Fails to identify a calculated safe dose, dilution at a safe ml/hr<br>□ Fails to identify patient correctly<br>□ Fails to assess allergies<br>□ Fails to assess / discuss:<br>□ IV site<br>□ IV pump resistance<br>□ IV tubing expiration<br>□ Dressing and need for change<br>□ Complications | □ Verifies MDs orders<br>□ Identifies a calculated safe dose, dilution at a safe ml/hr<br>□ Identifies patient correctly<br>□ Assesses allergies<br>□ Accurately assesses / discusses:<br>□ IV site<br>□ IV pump resistance<br>□ IV tubing expiration<br>□ Dressing and need for change<br>□ Complications | |
| Patient Preparation | □ Fails to acknowledge patient /parent as a core member of healthcare team.<br>□ Fails to provide teaching<br>□ Fails to encourage input/questions | □ Acknowledges patient/parent as core member of healthcare team.<br>□ Teaching provided<br>□ Encouraged input/questions | |
| Equipment | □ Incomplete gathering of equipment<br>□ Incorrect use of equipment | □ Gathers all necessary equipment<br>□ Correct use of equipment | |
| Asepsis | □ Violates principles of asepsis | □ Maintains principles of asepsis | |
| Skill Performance ***(any or all may be evaluated)*** | □ Fails to follow the *three checks* and *eight rights* of med administration<br>□ Fails to acknowledge med syringe size & manufacturer (if syringe med)<br>□ Tubing is not primed correctly.<br>□ Fails to use alcohol caps or wipe the appropriate port with alcohol or disinfectant swab<br>□ Fails to close the tubing clamp when appropriate.<br>□ Fails to utilize ORCHID medication administration correctly.<br>□ Fails to accurately program infusion pump using scanning method when possible.<br>□ Incorrectly loads tubing and attaches secondary tubing to the correct port of primary tubing.<br>□ Fails to complete all labeling of the medication and tubing per protocol.<br>□ Fails to demonstrate correct disposal of equipment and supplies<br>□ Fails to document accurately all components required in EHR | □ Follows the *three checks* and *eight rights* of med administration<br>□ Acknowledges med syringe size & manufacturer (if syringe med)<br>□ Ensures all tubing is accurately primed.<br>□ Utilizes alcohol caps or wipes the appropriate port with alcohol or disinfectant swab<br>□ Closes tubing clamp when appropriate.<br>□ Utilizes ORCHID medication administration correctly.<br>□ Accurately programs infusion pump using scanning method when possible.<br>□ Correctly loads tubing and attaches secondary tubing to the correct port of the primary tubing<br>□ Completes all labeling of the medication and tubing per protocol.<br>□ Demonstrates correct disposal of equipment and supplies.<br>□ Documents accurately all components required in EHR | |
| Evaluation | □ Fails to discuss post procedure assessment and documentation. | □ Discusses post procedure assessment and documentation. | |
| General Competency Evaluation | □ Fails to demonstrate adequate nursing knowledge required to safely perform psychomotor skill.<br>□ Fails to identify errors or neglects key elements, compromising patient safety. | □ Demonstrates adequate nursing knowledge to safely perform psychomotor skill.<br>□ Performs key elements, maintaining basic patient safety. | |

Comments: □ Unsatisfactory □ Satisfactory

Instructor: _____ Date: _____