

**ODESSA COLLEGE ASSOCIATE DEGREE NURSING  
INFORMATION FOR RNSG 2208  
FALL 2012**

**COURSE TITLE:** MATERNAL/NEWBORN NURSING AND WOMEN'S HEALTH

**CREDIT HOURS:** TWO HOURS (1 LECTURE / 3 LAB HOURS CONTACT; 16 WEEK COURSE) Web enhanced

**PLACEMENT:** THIRD SEMESTER OF NURSING PROGRAM

**PREREQUISITES:** CONSENT OF THE NURSING DEPARTMENT

**COREQUISITES:** RNSG 1161, SPCH 1321 OR SPCH 1315, BIOL 2420, RNSG 1144, ENGL 1301

**LICENSING/CERTIFYING AGENCY:** TEXAS BOARD OF NURSING (BON)

**FACULTY:** Barbara Stone MSN, RNC-LRN, IBCLC, RLC

**COURSE DESCRIPTION:** Study of the concepts related to the provision of nursing care for normal childbearing families and those at risk, as well as women's health issues; competency in knowledge, judgment, skills and professional values within a legal/ethic framework, including a focus on normal childbearing family during preconception, prenatal, intrapartum, neonatal, and postpartum periods; and selected issues in women's health. (SCANS 1,2,3,4,5,6,9,10,11)

**END OF COURSE OUTCOMES:** Identify common needs and possible high risk changes which may be experienced by women and the childbearing family; utilize critical thinking and systematic problem-solving for providing care for the family with and without high-risk complications during the preconception, the prenatal, the intrapartum, and the postpartum periods, as well as for providing care for the gynecology patient.

**COURSE OBJECTIVES:** Course objectives utilize the framework of Differentiated Essential Competencies of Graduates of Texas Nursing Programs. On completion of this course, students should be able to: (PO=Corresponding program objective)

**Member of the Profession:**

1. Practice accountability and responsibility for quality nursing care, including the role of the nurse as advocate for the childbearing family. (PO# 2)

**Provider of patient centered care:**

2. Utilize a systematic process in prioritizing nursing actions while planning care for the obstetrical patient and the newborn using the nursing process and critical thinking. (PO# 9)
3. Verbalize characteristics, concepts and processes related to patients, including anatomy and physiology with emphasis on male and female reproduction; physical and psychosocial growth and development; pathophysiology and psychopathology; ethical reasoning; and practices related to health, illness, birth experience, and death. (PO# 5,7)
4. Apply characteristics, concepts, and processes related to families, including family development, structure and function; family communication patterns; and decision making structures. ( PO#7 )
5. Demonstrate therapeutic communication and caring while providing nursing interventions for obstetric and newborn families that set priorities and strategies for coordinating plans of care including discharge teaching and referrals for follow up care. (PO# 5,10)
6. Implement a plan of care for health practices and behaviors related to developmental level, gender, cultures, belief systems and environments with emphasis on African Americans, Hispanics, and Asians. (PO#9)
7. Verbalize understanding of principles and rationales underlying the use, administration, and interaction of pharmacological agents, including intravenous medications. (PO#5)
8. Demonstrate in a simulated lab, nursing procedures and skills specific to obstetric and newborn patient to include using Leopold's maneuvers, auscultating fetal heart tones, massaging a fundus, and assessing newborn using Apgar system. (PO#5, 7)
9. Plan for care of patients using characteristics, trends, and issues of health care delivery as found in current literature and/or interpreted research findings. (PO# 7)

**Patient Safety Advocate:**

10. Implement measures to promote quality and a safe environment for female obstetrical patients, self and others. (PO 14)

**Member of the Health Care Team:**

7. Collaborate with various members of the health care team while coordinating the nursing care plan, the therapeutic regimen, the plan of interdisciplinary health care team members and cost factors. (PO# 19)

**TEACHING/LEARNING METHODS:** Lecture, case studies, technological instructional modalities, classroom discussion, NCLEX REVIEW PROGRAM, and testing that include multiple choices; fill in the blanks, multiple/multiple choices and math calculations.

**Labs:** Simulated laboratory experiences, audio visual aids, computer assisted instruction, reading assignments, projects.

**EVALUATION AND GRADING:**

Class Activities	5%
ATI Testing	10%
Unit Exams (4)	60%
Final Exam* (Comprehensive)	25%
Total 100%	

Grading Scale:

90-100=A

80-89=B

75-79=C

60-74.99=D

59 or below=F

A grade **below** 75, which is a "C", does **NOT** meet the criteria for progression at Odessa College nursing program. Students must meet all course requirements, or a grade of "F" will be assigned. Final course grades will **NOT** be rounded up to the next whole number in order for students to achieve a passing grade of 75%.

RNSG 2208 must be passed in order to receive credit in RNSG 1161; and RNSG 1161 must be passed in order to receive credit in RNSG 2208. Be aware of the drop date for this 16 week course.

#### UNIT OUTLINE:

Unit I -Reproductive Years  
Unit II -Pregnancy  
Unit III -Childbirth  
Unit IV -Postpartum Period  
Unit V -The Newborn  
Unit VI -Complications of Childbearing  
Unit VII -Women's Health Issues (GU and GYN) Bruner Text ch 46-48

#### UNIT OBJECTIVES:

The student is also expected to learn the key terms associated with each content area. See Under assignments in blackboard reading assignments and chapter set up.

### **21st Century Maternity Nursing: Culturally Competent, Family and Community Focused**

#### **LEARNING OBJECTIVES: chapter 1**

- *Discuss legal and ethical issues in perinatal nursing.*
- *Examine the Healthy People 2020 goals related to maternal and infant care.*
- *Relate the impact of culture on childbearing families.*
- *Compare community-based health care and community health (population- or aggregate-focused) care.*
- *List indicators of community health status and their relevance to perinatal health.*
- *Describe how home care fits into the maternity continuum of care.*
- *Discuss safety and infection control principles as they apply to the care of patients in their homes*

#### **Unit I Reproductive years**

#### **CHAPTER 2 Assessment and Health Promotion**

- *Identify the structures and functions of the female reproductive system.*
- *Compare the hypothalamic-pituitary, ovarian, and endometrial cycles of menstruation.*
- *Identify the four phases of the sexual response cycle.*
- *Identify the reasons why women enter the health care delivery system, including preconception care.*
- *Discuss the financial, cultural, and gender barriers to seeking health care.*

- • *Explain the conditions and characteristics that increase health risks, specifically age, substance abuse, nutritional and physical status, medical conditions, and intimate partner violence.*
- • *Outline the components of taking a woman's history and performing a physical examination.*
- • *Discuss how the assessment and physical examination can be adapted for women with special needs.*
- • *Identify the correct procedure for assisting with and collecting specimens for Papanicolaou testing.*
- • *Review health promotion and prevention suggestions for common health risks.*

### **CHAPTER 3 Common Concerns**

#### **LEARNING OBJECTIVES:**

- • *Differentiate the signs and symptoms among common menstrual disorders.*
- • *Develop a nursing care plan for the woman with primary dysmenorrhea.*
- • *Outline patient teaching about premenstrual syndrome.*
- • *Relate the pathophysiologic aspects of endometriosis to associated symptoms.*
- • *Consider the use of alternative therapies for menstrual disorders.*
- • *Describe the prevention of sexually transmitted infections in women.*
- • *Differentiate the signs, symptoms, diagnoses, and management of women with bacterial and viral sexually transmitted infections.*
- • *Differentiate the signs, symptoms, and management of selected vaginal infections.*
- • *Explain the effects on and management of pregnant women who have human immunodeficiency virus (HIV) infection.*
- • *Review the principles of infection control, including Standard Precautions and precautions for invasive procedures.*
- • *Discuss the pathophysiologic features of selected benign breast conditions and malignant neoplasms of the breasts found in women.*
- • *Discuss the emotional effects of benign and malignant neoplasms.*
- • *Compare alternatives for treatment for the woman with a lump in her breast.*

### **CHAPTER 4 Contraception, Abortion, and Infertility**

## **LEARNING OBJECTIVES:**

- *Compare the various methods of contraception.*
- *State the advantages and disadvantages of commonly used methods of contraception.*
- *Explain the common nursing interventions that facilitate contraceptive use.*
- *Recognize the various ethical, legal, cultural, and religious considerations of contraception.*
- *Describe the techniques used for medical and surgical interruption of pregnancy.*
- *Recognize the various ethical and legal considerations of elective abortion.*
- *List the common causes of infertility.*
- *Discuss the psychologic impact of infertility.*
- *Identify common diagnoses and treatments for infertility.*
- *Examine the various ethical and legal considerations of assisted reproductive therapies for infertility.*

## **Unit II Pregnancy**

### **CHAPTER 5 Genetics, Conception, and Fetal Development**

## **LEARNING OBJECTIVES:**

- *Explain the key concepts of basic human genetics.*
- *Discuss the purpose, key findings, and potential outcomes of the Human Genome Project.*
- *Describe expanded roles for nurses in genetics and genetic counseling.*
- *Examine the ethical dimensions of genetic screening.*
- *Discuss the current status of gene therapy (gene transfer).*
- *Summarize the process of fertilization.*
- *Describe the development, structure, and functions of the placenta.*
- *Describe the composition and functions of the amniotic fluid.*
- *Identify three organs or tissues arising from each of the three primary germ layers.*
- *Summarize the significant changes in growth and development of the embryo and fetus.*
- *Identify the potential effects of teratogens during vulnerable periods of embryonic and fetal development.*

## **CHAPTER 6 Anatomy and Physiology of Pregnancy**

### **LEARNING OBJECTIVES:**

- *Determine gravidity and parity by using the five- and two-digit systems.*
- *Describe the various types of pregnancy tests, including the timing of tests and interpretation of results.*
- *Explain the expected maternal anatomic and physiologic adaptations to pregnancy for each body system.*
- *Differentiate among presumptive, probable, and positive signs of pregnancy.*
- *Compare normal adult laboratory values with values for pregnant women.*
- *Identify the maternal hormones produced during pregnancy, their target organs, and their major effects on pregnancy.*
- *Compare the characteristics of the abdomen, vulva, and cervix of the nullipara and multipara*

## **CHAPTER 7 Nursing Care of the Family during Pregnancy**

### **LEARNING OBJECTIVES:**

- *Describe the process of confirming pregnancy and estimating the date of birth.*
- *Summarize the physical, psychosocial, and behavioral changes that usually occur as the mother and other family members adapt to pregnancy.*
- *Discuss the benefits of prenatal care and problems of accessibility for some women.*
- *Outline the patterns of health care used to assess maternal and fetal health status at the initial and follow-up visits during pregnancy.*
- *Identify the typical nursing assessments, diagnoses, interventions, and methods of evaluation in providing care for the pregnant woman.*
- *Discuss education needed by pregnant women to understand physical discomforts related to pregnancy and to recognize signs and symptoms of potential complications.*
- *Examine the impact of culture, age, parity, and number of fetuses on the response of the family to the pregnancy and on the prenatal care provided.*

## **CHAPTER 8 Maternal and Fetal Nutrition**

### **LEARNING OBJECTIVES:**

- *Delineate recommended components of nutrition and dietary supplements in the preconception period.*
- *Explain recommended maternal weight gain during pregnancy.*

- *• Compare the recommended level of intake of energy sources, protein, and key vitamins and minerals during pregnancy and lactation.*
- *• Give examples of the food sources that provide the nutrients required for optimal maternal nutrition during pregnancy and lactation.*
- *• Examine the role of nutrition supplements during pregnancy.*
- *• List five nutritional risk factors during pregnancy.*
- *• Compare the dietary needs of adolescent and mature pregnant women.*
- *• Analyze examples of cultural food patterns and possible dietary problems for two ethnic groups or for two alternative eating patterns.*
- *• Assess nutritional status during pregnancy.*

### **Unit III Childbirth**

#### **CHAPTER 9 Labor and Birth Processes**

##### **LEARNING OBJECTIVES:**

- *• Explain five factors that affect the labor process.*
- *• Describe the anatomic structure of the bony pelvis.*
- *• Recognize the normal measurements of the diameters of the pelvic inlet, cavity, and outlet.*
- *• Explain the significance of the size and position of the fetal head during labor and birth.*
- *• Summarize the cardinal movements of the mechanism of labor for a vertex presentation.*
- *• Identify the maternal anatomic and physiologic adaptations to labor.*
- *• Describe fetal adaptations to labor.*

#### **CHAPTER 10 Management of Discomfort**

##### **LEARNING OBJECTIVES:**

- *• Describe breathing and relaxation techniques used for each stage of labor.*
- *• Identify nonpharmacologic strategies to enhance relaxation and decrease discomfort during labor.*
- *• Compare pharmacologic methods used to relieve discomfort in different stages of labor and for vaginal or cesarean births.*
- *• Discuss the use of naloxone (Narcan).*
- *• Apply the nursing process to the management of the discomfort of a woman in labor.*



- *Summarize the nursing responsibilities appropriate for a woman receiving analgesia or anesthesia during labor.*

## **CHAPTER 11 Fetal Assessment during Labor**

### **LEARNING OBJECTIVES:**

- *Identify typical signs of normal (reassuring) and abnormal (nonreassuring) fetal heart rate (FHR) patterns.*
- *Compare FHR monitoring performed by intermittent auscultation with external and internal electronic methods.*
- *Explain the baseline FHR and evaluate periodic changes.*
- *Describe nursing measures that can be used to maintain FHR patterns within normal limits.*
- *Differentiate among the nursing interventions used for managing specific FHR patterns, including tachycardia and bradycardia, absent or minimal variability, and late and variable decelerations.*
- *Review the documentation of the monitoring process necessary during labor.*

## **CHAPTER 12 Nursing Care of the Family during Labor and Birth**

### **LEARNING OBJECTIVES:**

- *Review the factors included in the initial assessment of the woman in labor.*
- *Describe the ongoing assessment of maternal progress during the first, second, third, and fourth stages of labor.*
- *Recognize the physical and psychosocial findings indicative of maternal progress during labor.*
- *Identify signs of developing complications during labor and birth.*
- *Identify nursing interventions for each stage of labor and birth.*
- *Examine the influence of cultural and religious beliefs and practices on the process of labor and birth.*
- *Describe the role and responsibilities of the nurse during an emergency childbirth.*
- *Discuss how the nurse can increase the use of evidence-based practices in caring for women during labor and birth.*

## **Unit IV Postpartum Period**

## **CHAPTER 13 Maternal Physiologic Changes**

### **LEARNING OBJECTIVES**

- *Describe the anatomic and physiologic changes that occur during the postpartum period.*
- *Identify characteristics of uterine involution and lochial flow, and describe ways to measure them.*
- *List expected values for vital signs, deviations from normal findings, and probable causes of the deviations.*

## **CHAPTER 14 Nursing Care of the Family during the Fourth Trimester**

### **LEARNING OBJECTIVES**

- *Describe components of a systematic postpartum assessment.*
- *Recognize signs of potential complications in the postpartum woman.*
- *Identify common selection criteria for safe early postpartum discharge.*
- *Discuss nursing management of women in the postpartum period.*
- *Explain the influence of cultural beliefs and practices on postpartum care.*
- *Discuss postpartum teaching for self-management.*
- *Describe the nurse's role in these postpartum follow-up strategies: home visits, telephone follow-up, warm lines and help lines, support groups, and referrals to community resources.*

## **CHAPTER 15 Transition to Parenthood**

### **LEARNING OBJECTIVES**

- *Identify parental and infant behaviors that facilitate and those that inhibit parental attachment.*
- *Describe sensual responses that strengthen attachment.*
- *Examine the process of becoming a mother and becoming a father.*
- *Compare maternal adjustment and paternal adjustment to parenthood.*
- *Describe how the nurse can facilitate parent-infant adjustment.*
- *Examine the effects of the following on parental response: parental age (i.e., adolescence and older than 35 years), social support, culture, socioeconomic conditions, personal aspirations, and sensory impairment.*
- *Describe sibling adjustment.*
- *Discuss grandparent adaptation.*

## **Unit V Newborn**

## **CHAPTER 16 Physiologic and Behavioral Adaptations of the Newborn**

### **LEARNING OBJECTIVES**

- *Discuss the physiologic adaptations of the neonate during the transition to extrauterine life.*
- *Describe the sequence to follow in assessing the newborn.*
- *Recognize deviations from normal physiologic findings during the examination of the newborn.*
- *Explain thermoregulation in the neonate and the types of heat loss.*
- *Describe the behavioral adaptations of the newborn, including periods of reactivity and sleep-wake states.*
- *Discuss the sensory and perceptual functioning of the neonate.*

## **CHAPTER 17 Assessment and Care of the Newborn and Family**

### **LEARNING OBJECTIVES**

- *Explain the purpose and components of the Apgar score.*
- *Compare and contrast the characteristics of the preterm, late preterm, term, and postterm neonate.*
- *Perform a gestational age assessment of a newborn.*
- *Explain the elements of a safe environment.*
- *Discuss phototherapy and the guidelines for teaching parents about this treatment.*
- *Explain the purposes for and methods of circumcision, the postoperative care of the circumcised infant, and parent teaching regarding circumcision.*
- *Review the procedures for performing a heel stick, collecting urine specimens, and assisting with venipuncture.*
- *Evaluate pain in the newborn based on physiologic changes and behavioral observations.*
- *Review anticipatory guidance nurses provide to parents before discharge.*

## **CHAPTER 18 Newborn Nutrition and Feeding**

### **LEARNING OBJECTIVES**

- • *Describe current recommendations for infant feeding.*
- • *Explain the nurse's role in helping families choose an infant feeding method.*
- • *Discuss benefits of breastfeeding for infants, mothers, families, and society.*
- • *Describe nutritional needs of infants.*
- • *Describe the anatomic and physiologic aspects of breastfeeding.*
- • *Recognize newborn feeding-readiness cues.*
- • *Explain maternal and infant indicators of effective breastfeeding.*
- • *Examine nursing interventions to facilitate and promote successful breastfeeding.*
- • *Analyze common problems associated with breastfeeding and nursing interventions to help resolve them.*
- • *Compare powdered, concentrated, and ready-to-use forms of commercial infant formula.*
- • *Develop a teaching plan for the formula-feeding family.*

## **Unit VI Complications of childbearing**

### **CHAPTER 19 Assessment of High Risk Pregnancy**

#### **LEARNING OBJECTIVES**

- • *Explore the biophysical, psychosocial, sociodemographic, and environmental aspects of high risk pregnancy.*
- • *Examine risk factors identified through history, physical examination, and diagnostic techniques.*
- • *Differentiate among diagnostic techniques, including when they are used in pregnancy and for what purposes.*
- • *Develop a teaching plan to explain diagnostic techniques and implications of findings to patients and their families.*

### **CHAPTER 20 Pregnancy at Risk: Preexisting Conditions**

#### **LEARNING OBJECTIVES**

- • *Differentiate the types of diabetes mellitus and their respective risk factors in pregnancy.*
- • *Compare insulin requirements during pregnancy, postpartum, and with lactation.*
- • *Identify maternal and fetal risks or complications associated with diabetes in pregnancy.*

- • *Develop a plan of care for the pregnant woman with pregestational or gestational diabetes.*
- • *Explain the effects of thyroid disorders on pregnancy.*
- • *Differentiate the management for pregnant women with class I to class IV cardiac disease.*
- • *Describe the different types of anemia and their effects during pregnancy.*
- • *Explain the care of pregnant women with pulmonary disorders.*
- • *Describe the effects of neurologic disorders on pregnancy.*
- • *Outline the care of women whose pregnancies are complicated by autoimmune disorders.*
- • *Discuss the care of pregnant women who use, abuse, or are dependent on alcohol or illicit or prescription drugs.*

## **CHAPTER 21 Pregnancy at Risk: Gestational Conditions**

### **LEARNING OBJECTIVES**

- • *Differentiate the defining characteristics of gestational hypertension, preeclampsia and eclampsia, and chronic hypertension.*
- • *Describe the pathophysiologic mechanisms of preeclampsia and eclampsia.*
- • *Discuss the antepartum, intrapartum, and postpartum management of the woman with mild or severe gestational hypertension.*
- • *Discuss the antepartum, intrapartum, and postpartum management of the woman with mild or severe preeclampsia.*
- • *Discuss the preconception, antepartum, intrapartum, and postpartum management of the woman with chronic hypertension.*
- • *Identify the priorities for the management of eclamptic seizures.*
- • *Explain the effects of hyperemesis gravidarum on maternal and fetal well-being.*
- • *Discuss the management of the woman with hyperemesis gravidarum in the hospital and at home.*
- • *Differentiate among the causes, signs and symptoms, possible complications, and management of miscarriage, ectopic pregnancy, premature dilation of the cervix, and hydatidiform mole.*
- • *Compare and contrast placenta previa and abruptio placentae in relation to signs and symptoms, complications, and management.*

- *Discuss the diagnosis and management of disseminated intravascular coagulation.*
- *Differentiate signs and symptoms, effects on pregnancy and the fetus, and management during pregnancy of common sexually transmitted infections and other infections.*
- *Explain the basic principles of care for a pregnant woman undergoing abdominal surgery.*
- *Discuss implications of trauma on the mother and fetus during pregnancy.*
- *Identify the priorities in assessment and stabilization measures for the pregnant trauma victim.*
- *Explain how performing cardiopulmonary resuscitation on a pregnant woman differs from performing this procedure on other adults.*

## **CHAPTER 22 Labor and Birth at Risk**

### **LEARNING OBJECTIVES**

- *Differentiate between preterm birth and low birth weight.*
- *Identify the major risk factors associated with spontaneous preterm birth.*
- *Analyze current interventions to prevent spontaneous preterm birth.*
- *Discuss the use of tocolytics and antenatal glucocorticoids in preterm labor.*
- *Evaluate the effects of prescribed bed rest on pregnant women and their families.*
- *Design a nursing care plan for women with preterm premature rupture of membranes (preterm PROM).*
- *Summarize the nursing care for women having induction or augmentation of labor, forceps- and vacuum-assisted birth, cesarean birth, and vaginal birth after a cesarean birth.*
- *Explain the care of a woman with postterm pregnancy.*
- *Discuss obstetric emergencies and their appropriate management.*

## **CHAPTER 23 Postpartum Complications**

### **LEARNING OBJECTIVES**

- *Identify the causes, signs and symptoms, possible complications, and medical and nursing management of postpartum hemorrhage.*
- *Differentiate the causes of postpartum infection.*

- • *Summarize the assessment and care of women with postpartum infection.*
- • *Describe thromboembolic disorders, including incidence, etiologic factors, signs and symptoms, and management.*
- • *Describe the sequelae of childbirth trauma.*
- • *Discuss postpartum emotional complications, including incidence, risk factors, signs and symptoms, and management.*
- • *Summarize the role of the nurse in the home setting in assessing potential problems and managing care of women with postpartum complications.*

## **CHAPTER 24 The Newborn at Risk**

### **LEARNING OBJECTIVES**

- • *Compare and contrast the physical characteristics of preterm, late preterm, term, and postterm neonates.*
- • *Discuss respiratory distress syndrome and the approach to treatment.*
- • *Compare methods of oxygen therapy for the high risk infant.*
- • *Describe nursing interventions for nutritional care of the preterm infant.*
- • *Discuss the pathophysiologic mechanism of retinopathy of prematurity and bronchopulmonary dysplasia (chronic lung disease), and identify the predisposing risk factors.*
- • *Describe the treatment of the infant with meconium aspiration.*
- • *Describe risk factors associated with the birth and transition of an infant of a mother with diabetes.*
- • *Summarize the assessment and care of the newborn with soft-tissue, skeletal, and nervous system injuries caused by birth trauma.*
- • *Describe methods used to identify clinical signs of infection in the newborn.*
- • *Identify the effects of maternal use of alcohol, heroin, methadone, marijuana, methamphetamine, cocaine, and smoking tobacco on the fetus and newborn.*
- • *Describe the assessment of a newborn exposed to recreational drugs in utero.*
- • *Compare characteristics of neonatal Rh and ABO incompatibility.*
- • *Plan developmentally appropriate care for the high risk infant.*
- • *Develop a plan to address the unique needs of parents of high risk infants.*

- • *Describe emotional, behavioral, cognitive, and physical responses commonly experienced during the grieving process associated with perinatal loss.*
- • *Identify specific nursing interventions to meet the special needs of parents and their families related to perinatal loss and grief.*

Bruner GU/GYN

Chapter 46 Reproductive function we will be covering menopause

Chapter 47 Reproductive disorders we will be covering Hysterectomy etc.



**REQUIRED TEXTBOOKS:** All textbooks required in previous semesters as well as the ones listed below:

Bindler, Ruth C. (2007) *Clinical Skills for Maternal & Child*

*Nursing Care*. 2<sup>nd</sup> edition. Prentice Hall: Upper Saddle River, N.J.

Lowdermilk, D, (et.al); (2010). *Maternity Nursing* 8<sup>th</sup> ed,  
Elsevier

Doenges, M. (2009) *Nurse's Pocket Guide: Diagnosis, Interventions and Rationales*. 9<sup>th</sup> ed, F.A. Davis Company: Philadelphia. PA.

Hogan, Mary Ann (2007) *Maternal-Newborn Nursing: Reviews and Rationales*. 2nd Edition. Prentice Hall: Upper Saddle River. N.J.

Smeltzer, S. and Brenda G. Bare. (2010) *Brunner & Suddarth's Textbook of Medical-Surgical Nursing (12<sup>th</sup> edition)* Lippincott, Williams, and Wilkins. Philadelphia. PA.

Williams, S.R. (2005) *Basic Nutrition and Diet Therapy*. (12th Ed.)  
Mosby. St.Louis.

Winningham, M. and Preusser, Barbara A. (2009) *Critical Thinking in Medical- Surgical Settings*. 4th. edition. Mosby: St. Louis

Other Required Resource:

Stone, Barbara (2010) *RNSG 2208 Learning Materials Packet*. Unpublished manuscript. Odessa College Department of Nursing: Odessa, Texas

Supplies: SCANTRONS Form No. F-289-PAR-L

Legal Size Manila Folder

Other resources: Pageburst by evolve.

**COURSE POLICIES:**

1. Students, whether present or absent, are responsible for all material presented in or assigned in this course and will be held accountable for such material in the determination of course grades. Punctual attendance is essential and is expected for success in this course.

2. Adhere to requirements delineated in the Nursing Student Handbook and student policies for Odessa College. The Nursing Student Handbook is available on the Odessa College home page ([www.odessa.edu](http://www.odessa.edu)) under the Nursing Department. Individual copies are made available to students.

3. Class and lab attendance are **required**. Students must make routine appointments (doctor, dentist, etc) for times other than during class

or lab times. Do not expect to come to class/lab late or leave early. Students, who are **not** in the class room when the quiz is being distributed and/or when in class activities (such as activities from a workbook) are announced, will receive a "0" for that activity and will NOT be allowed to make up the activity. Quizzes may be announced or unannounced.

4. Refer to the course calendar for the class schedule and units to be studied. Utilize unit objectives for study. These objectives are statements of minimum competencies to be achieved. Read and study references and learn unfamiliar terms prior to class.

5. The student is responsible for any material covered through audio-visual media, class presentation, independent study, required readings, and guest speakers. In the case of contradictory information, and *unless otherwise directed*, the course textbooks are the authority to be used.

6. Complete all independent study segments/assignments.

7. Courtesy is expected. Ringing/beeping **cells phones** and/or pagers are distracting to students and instructors. Utilize the silent mode for these devices when in class or sim lab. Students **MUST** turn their cell phones OFF during testing. Any cell phone that rings or buzzes during the test will result in the instructor removing the test booklet and the Scantron sheet from the student. If this action should occur, the student will NOT be allowed to makeup the test and will receive a 0 for that exam. Students **MAY NOT** use any individual audio or visual recording devices during lecture or lab times without written permission. Content in class and labs are of such a nature that recording prevents some students from participating. Students may opt to have the lectures recorded using the Tegrity system from IT.

8. In this course written tests may use a variety of question formats; multiple choice, fill in the blank, short answer, true/false, illustrations, and application of information. Application of information includes, but is not limited, to the inclusion of math problems on the exam(s).

9. Reviews to prepare for examinations will be given verbally during class. Students will have access to a blue print which will be posted in the classroom prior to the exam. Attendance at exam reviews is highly encouraged but not required.

10. **Test remediation:** Students, who make 80% or less on any unit exam, are encouraged to seek remediation. Students are expected to complete the practice tests for maternal/newborn, and women's health (ATI) at a time scheduled by the course coordinator. See the information under ATI testing for more details.

11. **Test Challenge:** When the exam is completed, the instructor will go over the exam by giving the correct response(s) to the items and giving the rationale for the correct response or responses. If anyone is absent during the testing period, the instructor will defer the test review until all students have taken the exam.

12. **UNIT EXAMS:** content to be tested on the unit exams will include assigned reading, learning aids, classroom content, study guides, and other assigned activities. The exams are designed to be taken in class. The format for the exams may utilize multiple choices, fill in the blank, short answer response, and/or matching. Makeup exams are arranged for the student who has contacted the instructor. Students may make up only ONE EXAM during this course. All exams missed due to absence must be made up **within one week**. The instructor reserves the right to determine format, content, and circumstances under which the makeup exam will be administered.

Any student who needs special accommodations for testing must present a **written prescription** from the Student Services department on campus. The instructor will make arrangements to meet the special accommodations. The student must secure and complete a document for Academic Honesty for unproctored exams. That form is located in the Nursing Office.

Errors in computation of grades will be corrected ONLY during individual unit exam review sessions. To review an exam, make an appointment with the instructor. Once the instructor and students have reviewed a test, the individual student's test booklets will be shredded at the end of one week.

13. **Final Exam:** This will be a comprehensive exam over content presented during the sixteen weeks in this course. Twenty percent (20%) of the items on this exam may be new material over which the student has *NOT* been previously tested. The exam will be completed within 3 hours in the designated class room. There is no mechanism in place for students to challenge items on this exam. If you have comments, questions, or concerns about the exam, please make an appointment in the office of the instructor. This exam may be administered through Blackboard.

14. **ATI Policy**—Students in semester will take Practice Exams 1 and 2 relevant to course. Students may take each practice exam only one time for a grade.

**Proctored Exams**—Proctored exams will be given near the end of each semester. Students who do not receive Level II Proficiency on the first Practice Exam should remediate by studying tutorials and any other information available to assist the student in receiving a Level II Proficiency on the second Proctored Exam. Students in this course will take only **ONE** Proctored Exam.

See the table below for how points will be awarded.

<b>Proficiency Level on ATI Proctored Assessments</b>	<b>Points Awarded for Achievement on ATI Proctored Exams</b>	<b>Points Awarded for Evidence of Remediation on missed topics from ATI ASSESSMENT</b>	<b>Total Points Awarded out of Ten</b>
Proficiency Level 3 on the content mastery series	10	0	10
Proficiency Level 2 on the content mastery series	8	2	10
Proficiency Level 1 on the content mastery series	6	2	8
Proficiency Level below Level 1 on content mastery series	0	2	2

**Attendance Policy:** Students are expected to adhere to policies in Odessa College Student Handbook.

**Absence From Examinations:** If a student is unable to report to class on the day of a scheduled exam, the student must notify the instructor prior to the scheduled exam period. The **student's responsibility** is to make an appointment with the instructor to make arrangements for a make-up exam. Make up exams will be determined at the discretion of the faculty (essay, multiple-choice, short answer or fill in the blanks.)

**Cheating**

According to the Odessa College Board Policy Manual, policy 06851, cheating on a test shall include:

- A. Copying from another student's test paper.
- B. Using test materials not authorized by the person administering the test.
- C. Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- D. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.
- E. The unauthorized transporting or removal, in whole or in part, the contents of the unadministered test.
- F. Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- G. Bribing another person to obtain an unadministered test or information about an unadministered test.

**"Plagiarism"** shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's written work.

**"Collusion"** shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

In cases of **academic dishonesty**, the instructor has the authority to impose appropriate scholastic penalties. Any student violating this policy shall be subject to discipline, up to and including Suspension.

#### **SIMULATION LABORATORY COMPONENT OF RNSG 2208**

1. The student is to maintain a high level of motivation and behavior directed toward simulation laboratory experiences. Simulation lab experiences teach nursing skills and may utilize presentation of case studies relevant to the application of nursing knowledge.
2. The Laboratory Instructor will post times for open practice. Students are encouraged to utilize opportunities to practice skills and/or ask questions.

3. Preparation for Sim lab will be partially accomplished through independent study. Students may be asked to read sections from their textbooks, watch video presentations, or to use multimedia PRIOR to Sim lab classes.

4. The Sim lab experience begins promptly as scheduled.

5. Students will demonstrate proficiency in certain skills by analyzing case studies or by working through critical thinking exercises.

6. These labs are intended to explore the legal and ethical issues and the technological advances as they impact the delivery of patient care. This lab is in conjunction with Skills Level II.

COURSE CALENDAR: This document may be found under the title "Course Calendar" on Blackboard and/or it will be distributed on the first scheduled class day.

### **PROCEDURE FOR REQUESTING SPECIAL ACCOMMODATIONS**

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If the student has any special needs or issues pertaining to access to and participation in any class at Odessa College, please contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

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Approved: 6/05; 7/09

"This course RNSG 2201 Care of Children and Family has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in RNSG2201 nursing program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor."

## **Tobacco Free Policy**

In accordance with Tobacco-Free Policies of area health care facilities, students are **not** allowed to consume tobacco during clinical experiences. Students are not allowed to leave the grounds of the health care facility, to consume tobacco (or for any other reason). If a student leaves the grounds of the clinical site or violates the Tobacco-Free Policy of the Odessa college Nursing program or of a clinical facility, a written warning will be issued to the student by the instructor for the first event. If a second event occurs, a second written warning will be issued. The student will receive a clinical failure for the clinical course in which he/she is enrolled if a third violation occurs.

Students are allowed to wear a nicotine Patch to clinical experiences but are not allowed to chew Nicotine gum. "Gum chewing is not permitted while in the clinical area". (See page 35, number 11 CLINICAL, Odessa college student Handbook.)

08/09

### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

#### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - Notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - Communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - Provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

## **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.

"The SEI process for face-to-face and online courses is scheduled for the week of November 26th."