COURSE SYLLABUS

COURSE TITLE: RNSG 1412 Nursing Care of the Childbearing and Childrearing of Family

INSTRUCTORS: Jill Pitts, MSN, RNC (Course Leader OB)

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SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE

I. GENERAL COURSE INFORMATION

FACE COVERING COURSE SYLLABUS STATEMENT

It is the policy of South Plains College for the Fall 2020 semester that as a condition of oncampus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

COURSE DESCRIPTION

RNSG 1412 is the study of the concepts related to the provision of nursing care for childbearing and childrearing families within the four roles of nursing (member of the profession, provider of patient- centered care, patient safety advocate, and member of the health care team). This course includes the application of systematic problem-solving processes and critical thinking skills, including a focus on the childbearing family during the perinatal periods and the childbearing family from birth to adolescence. Upon completion of this course, the student will show competency in knowledge, judgment, skill and professional values within a legal/ethical framework focused on childbearing and childrearing families. This course must be taken and passed concurrently with RNSG 2462.

Supportive foundation knowledge needed to care for the childbearing/childrearing individual, family and community includes physical and emotional aspects of nursing care, integrating developmental, nutritional, and pharmacological concepts. Additionally, essential in success are concepts of communication, safety, legal ethical issues, current technology, economics, humanities and biological, social and behavioral sciences.

- 1. Meet all requirements for admission into the Associate Degree Nursing Program.
- 2. Prerequisites: RNSG 1413, 1105, 1160, 1115, 1144, 1443, 2460, 2213, 2261, 1443, & 2461. BIOL 2401, 2402, 2420. PSYC 2314, ENGL 1301, & Humanities course.
- 3. Teaching Strategies: Demonstrations, independent assignment, nursing laboratory, simulated lab, audiovisual media, student presentations, and group discussion, selected presentations, and group discussion, selected case presentation material, review of journal articles, study guides, and lecture seminars.

COURSE LEARNING OUTCOMES

Upon successful completion of RNSG 1412 the student will meet the Course Student Learning Outcomes (SLO'S) and will meet all End-of-Program Student Learning Outcomes (EPSLOs). Additional specific information and objectives are found in the course description and each unit's objectives (Appendix A). In addition to the program educational objectives, all SCANS and FOUNDATIONS skills and DECS (Differentiated Essential Competencies, 2010) are found throughout the syllabus. The DECS are designated by their letters and numbers in the numbered role columns in each unit.

SPC ADN End-of-Program STUDENT LEARNING OUTCOMES (EPSLOs)

- 1. CLINICAL DECISION MAKING Provides competent nursing interventions based on application of the nursing process and demonstration of critical thinking, independent judgment, and self-direction while caring for patients and their families.
- 2. COMMUNICATION AND INFORMATION MANAGEMENT Communicates effectively utilizing technology, written documentation and verbal expression with members of the health care team, patients and their families.
- 3. LEADERSHIP Demonstrates knowledge of basic delegation, leadership management skills and coordinates resources to assure optimal levels of health care for patients and their families.

- 4. SAFETY Implements appropriate interventions to promote a quality and safe environment for patients and their families.
- 5. PROFESSIONALISM Demonstrates knowledge of professional development and incorporates evidenced based practice in the nursing profession. Incorporates concepts of caring, including moral, ethical, legal standards while embracing the spiritual, cultural and religious influences on patients and their families.

COURSE STUDENT LEARNING OUTCOMES (SLOs) RNSG 1412/2462 CLINICAL DECISION MAKING

- 1. Analyze and utilize assessment and reassessment data to plan and provide individualized care for the childbearing/childrearing patient and family.
- 2. Demonstrate the orderly collection of information from multiple sources to establish a foundation of holistic nursing care to meet the needs of the childbearing/childrearing patient and family.
- 3. Manage and prioritize nursing care of the childbearing/childrearing patient and family.

COMMUNICATION

- 4. Demonstrate effective communication through caring, compassion, and cultural awareness for the childbearing/childrearing patient and family.
- 5. Develop, implement, and evaluate individualized teaching plans for the childbearing/childrearing patient and family.

LEADERSHIP

- 6. Demonstrates shared planning, decision making, problem solving, goal setting, cooperation and communication with the childbearing/childrearing patient, family and members of the healthcare team
- 7. Coordinate and evaluate the effectiveness of the healthcare team and community resources in the delivery of health care to the childbearing/childrearing patient and family.

SAFETY

8. Provide safe, cost-effective nursing care in collaboration with members of the health care team using critical thinking, problem solving, and the nursing process in a variety of settings through direct care, assignment or delegation of care.

PROFESSIONALISM

- 9. Integrate ethical, legal, evidence based and regulatory standards of professional nursing practice in caring for the childbearing/childrearing patient and family.
- 10. Demonstrate caring behaviors that are nurturing, protective, safe, compassionate and personcentered where patient choices related to cultural values, beliefs and lifestyle are respected in the childbearing/childrearing patient and family.
- 11. Assume responsibility for professional and personal growth and development.

UNIT OBJECTIVES (see Appendix A) located at the end of the syllabus.

EVALUATION METHODS

Successful completion of this course requires a grade of "C" or better; satisfactory total grade point average on examinations and assignments, satisfactory achievement of unit objectives; completion of pediatric math competency exam with a grade of 90% of better, completion of standardized tests as applicable to the curriculum, and regular classroom attendance. Upon successful completion of this course, each student will have demonstrated accomplishment of the level objectives for the course, through a variety of modes (exams, role-play, case studies, individual presentation, and group presentation).

ACADEMIC INTEGRITY

Please refer to the SPC ADNP Nursing student handbook "Honesty Policy". This policy covers testing violations, record falsification violations and plagiarism violations for the ADN Program. Plagiarism violations may result in dismissal from the ADN Program.

Examples of student plagiarism¹

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

Smith, L. (2016), Nursing 2016, 46 (7) p. 17

COLLEGE HANDBOOK INFORMATION ON ACADEMIC INTEGRITY: It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has

not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

VERIFICATION OF WORKPLACE COMPETENCIES

Successful completion of the SCANS; DECS; Graduate Outcomes at the semester four level; and RNSG 1412 Student Learning Outcomes will allow the student to graduate from the program. Upon successful completion of the program students will be eligible to apply to take the state board exam (NCLEX) for registered nurse licensure.

BLACKBOARD

Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

FACEBOOK

The nursing program has a Facebook page at https://www.facebook.com/SPCNursing17/

SCANS AND FOUNDATIONS SKILLS

Scans and foundation skills found within this course are listed below the unit title and above the content column of each unit.

SPECIFIC COURSE REQUIREMENTS

TEXTBOOKS AND OTHER MATERIALS

Required Texts

Murray, McKinney, Holub & Jones (2019). Maternal-Newborn and Women's Health Nursing (7th Edition)

Ball, Bindler & Cowan (2019). Child Health Nursing (3rd Edition, Update).

Taketome, Hodding, & Kraus (2019 or 2020). <u>Lexicomp's Pediatric Dosage</u> Handbook. (26th or 27th Edition)

- * * Drug Book of Choice
- * * Medical Dictionary of Choice

ATTENDANCE POLICY

The SPC ADNP policy must be followed. Refer to the SPC ADNP Student Nurse handbook to review this policy. In addition, refer to the attendance policy found in the South Plains College Catalog

(http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#C lass Attendance).

Lecture by face to face or virtual attendance is mandatory as scheduled. The instructor will initiate a student's withdrawal if a student misses 8 hours or more of class. The student is encouraged to review and follow the attendance policy in the SPC Student Handbook

Dropping a class

Students should submit a **Student Initiated Drop Form** online.

Students will not be required to obtain an instructor signature to drop, however, we do encourage students to communicate with instructors or advisors prior to dropping a course when they are able. **There will be no charge for drops for the fall or spring semesters**.

Withdrawing from all classes

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php or by calling 806-716-2366.

Schedule Change (after late registration and before census date)

To make a schedule change after late registration (August 28) and before the census date (September 9), students should submit a **Schedule Change Form**.

After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email

<u>registrar@southplainscollege.edu</u> with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

For additional information regarding schedule changes, drops and withdrawals, click here.

ASSIGNMENT POLICY

1. All required work must be in on time. Assigned outside work is due on the dates

specified by the instructor. <u>Assignments turned in later than the due date will not be accepted unless the instructors clear the circumstances with the student.</u> Regardless of the circumstance, late work will be assessed penalty points by the instructor. <u>The assignment will be docked five (5) points per day for each late day.</u> **The assignment will be docked 2.5 points if turned in on the date but after the time it is due.** An assignment will not be accepted after one week past the due date; therefore, the grade will be a zero if the assignment more than 1 week late.

2. All testing will be administered in the computer lab if possible. In the event of computer scheduling problems, a paper & pencil test may be utilized.

The exam policy includes the following:

- *Personal belongings are not allowed in the lab during testing.
- *Pencils, calculators and scratch paper will be issued to students prior to exam.

These items must be returned to the instructor prior to exiting the testing lab.

- *Cell phones and/or smart watches are not allowed in the lab during testing.
- *Students must adhere to lab rules.
- *Hats or hoodies may not be worn.
- *Talking will not be permitted; questions will be answered by an instructor.
- *Any action interpreted as cheating by the facilitating instructor may result in immediate removal from testing lab, a zero recorded for the test grade and possible removal from SPC nursing program.
 - a. There will be 6 exams scheduled throughout the semester that will comprise 70 % of the course grade. If an exam is missed due to an excused absence, an alternate make-up exam may be given or the exam following the missed exam may be counted in its place (this may by allowed once during the semester for an excused absence).
 - b. The Midterm exam (OB content) comprises 12.5% of the final grade and must be taken by all students. The Final Exam (Pediatric content) comprises 12.5% of the final grade and must be taken by all of the students. The midterm and final exams must be taken when scheduled or the student may be given an alternate make-up exam.
 - c. The Maternity and Pediatric ATI Tests will be taken during the semester. The two scores will be averaged together & counted as 5 % of the final grade. (Assigned scores for each ATI reported level are : < level 1 = 60, level 1=70, level 2 = 85, level 3 = 95.)
 - d. Satisfactory completion of a pediatric medication administration exam with a grade of 90% or above. The exam may be retaken twice if not passed the first time. If a student does not pass the exam by the third attempt, they will be dropped from both RNSG1412 and RNSG2462 (these courses must be passed concurrently) and it is considered a failed attempt at completing the courses.

GRADING POLICY

- 1. The course grade will be compiled of 6 Exams (70 %); Midterm Exam (12.5%) Final Exam (12.5 %); and ATI test average (5 % of final grade).
- 2. A course grade worksheet for student use can be found in the Appendix.
- 3. The course grade must be 77% or better to pass the course.
- 4. A student must have received a minimum course grade of "C" or above to progress to the next nursing course or graduate.

5. Failure or an incomplete in either theory or clinical will necessitate repeating both RNSG1412 and RNSG2462 as they must be passed concurrently. When repeating any course, the student is required to retake all aspects of the course, including the required written work.

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COMPUTER USAGE

As computer technology in the field of health occupations continues to become more popular, computers will be used in this course for several assignments. All students have access to computers and printers on the South Plains College campus. Students will be expected to utilize computers to access assignments and classroom resources. All registered students are supplied with a working email account from South Plains College. In order to take exams, the student must know their student identification number.

COMPUTER LAB USAGE

Printing will not be allowed in the Health Sciences Computer Lab due to COVID 19 Restrictions. Students will be notified if these restrictions are lifted.

ALL STUDENTS ARE EXPECTED TO KNOW THEIR SPC STUDENT USERNAME AND PASSWORD.

COURSE SCHEDULE

Class will meet weekly on Tuesdays or Mondays from 0900 to 1600 for 16 weeks during the semester. Please see detailed calendar on Blackboard course RNSG 1412.

COMMUNICATION POLICY

Electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. We will also utilize text messaging, Blackboard messages and phone calls for communication. The instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email and Blackboard messages/announcements on a regular basis each week of class. Students will also have access to assignments, web-links, handouts, and other vital material which will be delivered via Blackboard. Any student having difficulty accessing Blackboard or their email should immediately contact the IT Help Desk or an instructor for direction.

EMERGENCY MESSAGES

The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Nursing Office at (806)716-2391 or (806)716-2193. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action.

The student should notify his/her family that in the case of an emergency during clinical rotations, they should call and leave a message or text (who they are and who they need to get in touch with for an emergency) to the number or numbers provided to them in the clinical course syllabus and/or on the clinical course schedule..

CAMPUS CARRY

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: (http://www.southplainscollege.edu/human resources/policy procedure/hhc.php)

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

PREGNANCY ACCOMMODATIONS STATEMENT

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

STUDENT CONDUCT

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development. A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity and common sense guide the actions of each member of the college community both in and out of the classroom. Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students.

Any student who fails to perform according to expected standards may be asked to withdraw.

Rules and regulations regarding student conduct appear in the current Student Guide.

ACCOMMODATIONS

DIVERSITY STATEMENT

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

DISABILITIES STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

SCANS COMPETENCIES

RESOURCES: Identifies, organizes, plans and allocates resources.

- C-1 **TIME**--Selects goal--relevant activities, ranks them, allocates time, and prepares and follows schedules.
- C-2 MONEY--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C-3 MATERIALS & FACILITIES-Acquires, stores, allocates, and uses materials or space efficiently.
- C-4 HUMAN RESOURCES—Assesses skills and distributes work accordingly, evaluates performances and provides feedback

INFORMATION--Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to Process information.

INTERPERSONAL--Works With Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves clients/customers--works to satisfy customer's expectations.
- C-12 Exercises leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates-Works toward agreements involving exchanges of resources resolves divergent interests.
- C-14 Works with Diversity-Works well with men and women from diverse backgrounds.

SYSTEMS--Understands Complex Interrelationships

- C-15 Understands Systems--Knows how social, organizational, and technological systems work and operates effectively with them
- C-16 Monitors and Correct Performance-Distinguishes trends, predicts impacts on system operations, diagnoses systems' performance and corrects malfunctions.
- C-17 Improves or Designs Systems-Suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY--Works with a variety of technologies

- C-18 Selects Technology--Chooses procedures, tools, or equipment including computers and related technologies.
- C-19 Applies Technology to Task-Understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment-Prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATION SKILLS

BASIC SKILLS-Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- F-1 Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing-Communicates thoughts, ideas, information and messages in writing, and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic--Performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics--Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening--Receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking--Organizes ideas and communicates orally.

THINKING SKILLS--Thinks creatively, makes decisions, solves problems, visualizes, and knows how to learn and reason

- F-7 Creative Thinking--Generates new ideas.
- F-8 Decision-Making--Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- F-9 Problem Solving--Recognizes problems and devises and implements plan of action.
- F-10 Seeing Things in the Mind's Eye--Organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn--Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning--Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES--Displays responsibility, self-esteem, sociability, self-management, integrity and honesty

- F-13 Responsibility--Exerts a high level of effort and preservers towards goal attainment.
- F-14 Self-Esteem--Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability--Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- F-16 Self-Management--Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- F-17 Integrity/Honesty--Chooses ethical courses of action.

Student Course Grade Worksheet

RNSG 1412 NURSING CARE OF THE CHILDBEARING AND CHILDREARING FAMILY

NAME		
Grade .	Exam 1	
Exam	2	
Exam	3	
Exam	4	
Exam	5	
Exam	6	
Total for Exa	ms divided by 6 =	(Exam average)
Exam Average	X .70 =	
Midterm Exam	X .12.5 =	
Final Exam	X .12.5 =	
ATI Test Average	X .05 =	
1412 (Course grade =	



Appendix A: Unit Objectives for SEMESTER 4 (RNSG 1412) Explanation of Syllabus Numbering System

Upon satisfactory completion of the course, the student will meet the Student Learning Outcomes (SLO) for semester 4: meet the SPC ADN End of Program Student Learning Outcomes (EPSLOs), and the Texas BON "Differentiated Essential Competencies" 2010 (DECS). The Course SLOs and EPSLOs are designated by letters and/or numbers under the unit title. The DECS are listed by letters and numbers in the corresponding role column on the right side of the page. (Roles are designated by the following numbers: 1=Member of the Profession; 2=Provider of Patient-Centered Care; 3=Patient Safety Advocate; and 4=Member of the Health Care Team).

APPENDIX A

Unit: Intro A - INTRODUCTION TO NURSING CARE OF CHILDBEARING AND CHILDREARING PATIENTS AND FAMILIES

RNSG₁₄₁₂

	Course SLOs: 3, 11 EPSLOs: 3, 5					
CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DE	CS (Kno	owledg	e)
		EVALUATION	1	2	3	4
A. Introduction to	Correlate philosophy and conceptual framework with course objectives.	Required:	A1,A2	A1,A3	A3,A4	B2
Maternal/Child Health			А3	B3,B11	B2	C4
Nursing-RNSG 1412	Relate the course objectives and requirements to the plan of study.	RNSG1412 & 2462	B3,B7	C2	D1	E2,E3
1. Conceptual		Syllabi	C1,C2	D3,D5	E2	
framework and	Accept responsibility for completion of course requirements.		C3,C5	E8,E10		
philosophy		Textbooks:		E11		
2. Course Objectives		OB: "Maternal-Newborn				
3. Course Syllabus		and Women's Health				
4. Student		Nursing" 2019				
responsibilities		Pedi: "Child Health				
5. Evaluation methods		Nursing" 2019, Update				
		Learning Activities:				
		Student & Faculty				
		Introductions				
				 	 	

Unit: INTRODUCTION (continued)

RNSG 1412

Course SLOs: 2, 5, 6, 8, 9, 10, 11 EPSLOs: 1, 2, 3, 4, 5

	Course SLOs: 2, 5, 6, 8, 9, 10, 11 EPSLOs: 1, 2, 3, 4, 5					
CONTENT	OBJECTIVES	LEARNING ACTIVITIES	DEC	S (Knov	wledge)	
		EVALUATION	1	2	3	4
B. Maternal and Child Health	Analyze the OB and Pediatric nurses legal parameters of practice.	Required:	A2,3,4	A1,3,4	A2,3	A1,2,
Nursing Today		OB ch. 1 & 2	B1,3,4	B1,5,8	A4,5	A4,5
	Describe licensing agencies involved in regulating health professionals	Pedi ch. 1,2,&3	C1,2,5	B9,12	B2	B1,2
	and institutions.		D3,4	C1,5,8	D1	C1,3,4
				D1,2		C5,6,7
	Explore the changes in maternal-child nursing throughout history.			E3,7,8		D1
				E10,12		
	Recognize societal trends in relation to health problems and health			G1,2,3		
	promotion for the OB and Pediatric patient.			H4		
	Evaluates knowledge of cultural diversity and religion in the care of					
	childbearing and childrearing patients and families.					
		Learning Activities:				
		Discount of				
		Discussion of				
		chapters				
		Culture/Religion				
		Assignment in				
		Clinical				
		PostConference				
		Evaluation:				
		Exam				
		Culture/Religion				
		Assignment				

Course SLOs: 1, 2, 3, 4, 5, 8, 10 EPSLOs: 1, 2, 4, 5

CONTENT	OBJECTIVES EPSLOS. 1, 2, 4, 5	LEARNING ACTIVITIES/	DECS	S (Knowle	dge)	
		EVALUATION	1	2	3	4
Pediatric considerations	Explore appropriate ways to communicate with children and families.	Required:	A4B1	A1A2	A4B1	A1A4
		Ball & Bindler	B3B5	A3A4	B2B3	A5B1
The III Child in the	Explain assessment of pain in children according to developmental levels.	6, 7, 8, 15, 16, 21	B6B7	B1B2	B4C2	B2B3
Hospital and other				B3B4	D1	B4C1
Care Settings	Identify the principal techniques for doing a physical assessment on a			B5B10		C2C3
	variety of pediatric patients.			B11		C4C5
				B12		C6C7
	Recognize unique characteristics of therapies and treatments for			C1C2		C8
	patients of various ages and their families.			C3C4		
				C5C6		
	Describe developmentally appropriate medication administration techniques.			C7C8		
				D1D2		
	List the common stressors affecting hospitalized children.			D4D5		
		Learning Activities:		E1E2		
	Discuss the nurse's role in various settings where care is given to ill	Lecture		E3E4		
	children.	Discussion		E5 E6		
		Virtual physical		E12		
	Outline the advantages and disadvantages of home care for children	assessment module		E13F1		
	of all ages.	Demonstration		G1G2		<u> </u>
		Roll play		G3H3		
	Function as a patient advocate on behalf of the pediatric patient to					_
	provide safe home health care within legal parameters of home care.					+
	December aware of institutions and other health care agencies that					+
	Become aware of institutions and other health care agencies that provide home care for pediatric patients.					+
	provide nome care for pediatric patients.	Evaluation:				1
		Exam				+
		LAUITI				+

Unit: OB I - THE FAMILY BEFORE BIRTH

	Course SLOs: 3, 4, 8, 9 EPSLOs: 1, 2, 4, 5					
CONTENT	OBJECTIVES	LEARNING ACTIVITIES	DECS	Knowle	dge)	
		EVALUATION	1	2	3	4
D. Reproduction anatomy &	Review anatomy and physiology of the reproductive system.	Required:	A1,A2	A1,A2	A3,A4	A4
physiology		OB: Ch. 3 & 5	B1,B3	A3,A4	B1,B2	B1,B2
Conception & prenatal	Describe formation of the female and male gametes.		В7	B1,B2	В3	C1,C3
Development			C2	B4,B5	C2	C4,C5
	Explain implantation and nourishment of the embryo before development		D2	B6,B7	D1	C6
	of the placenta.			В9	E2	D1
				B11		
	Explain the structure and function of the umbilical cord, placenta and			C1,C3		
	fetal membranes.			C4,C5		
				C6		
	Describe how common deviations frm usual conception and prenatal			D1,D2		
	development occur.			D3		
				E1,E3		
	Synthesize knowledge of reproductive health and sexuality with	Learning Activities:		E5,E8		
	nursing process to achieve quality maternal health nursing care.	Powerpoint pres.		F1		
	Define the terms: menarche; mensturation; menopause; ovulation;	Discussion		G1,G2		
	fertility; dysmennorrhea; follicular phase; luteal phase; menstural	Infant & placenta models		G3		
	phase; proliferative phase; secretory phase; ischemic phase; ovarian	illoueis				
	cycle; endometrial cycle.					
	eyere, endemental eyerel					
	Implement nursing care related to reproductive health, such as					
	educating for menstruation.					
		Evaluation:				
		Exam				

RNSC 1412

FPSLOs: 1 2 5 Course SLOs: 3 4 5 10

	Course SLOs: 3, 4, 5, 10 EPSLOs: 1, 2, 5							
CONTENT	OBJECTIVES	LEARNING ACTIVITIES	DECS (Knowledge)			e)		
		EVALUATION	1	2	3	4		
E. Perinatal Education	Analyze the components of perinatal education.	Required:	А3	A4		A4		
		OB: pp. 145-152	В7	C3		B1,2		
	Identify national standards related to preparation for parenthood.	and 323-328	C2,3	D2		C3,6,7		
		Patterns Handout		E2,3,4				
	Describe the support person's role in helping women during labor and	Additional:		G1,2,3				
	birth.	Lamaze Parents						
		Magazine						
	Discuss and demonstrate nonpharmacological methods of pain relief	Article: "Helping an						
	for labor that is included in childbirth classes.	unprepared woman						
		through childbirth"						
	Explain the components frequently included in a birth plan.							
		Learning Activities:						
		Discussion						
		Student Demo						
		of breathing						
		patterns						
		ı						
		Evaluation:						
		Exam						

Course SLOs: 1, 2, 3, 5, 7 EPSLOs: 1, 2, 3

CONTENT	OBJECTIVES	LEARNING ACTIVITIES	[DECS (Kn	owled	ge)
		EVALUATION	1	2	3	4
F. Adaptations to	Describe the psychological and physiologic changes that occur with	Required:		A1,3,4		A5
Pregnancy.	pregnancy, the underlying principles for these changes and the relation-	OB: ch. 6 & 7		B4,5,6		B1,2
Antepartum assessment	ship of the changes to pregnancy diagnosis.			B9,11		C1,3
Care & Education				B12		C5,6
	Identify the most common problems and discomforts of pregnancy.			C1,3,4		D1,3
				C5,8		
	Identify the process of role transition.	Learning Activities:		E1,3,4		
		Powerpoint pres.		E10,12		
	Promote multidisciplinary health care planning within the health care	Class discussion		G3		
	structure and use critical thinking to analyze ways that the family can	Schuchardt charts				
	be included in prenatal care to the keep the care family centered.	for illustration				
G. Nutrition for	Describe the requirements of healthy pregnancy nutrition.	Required:		A2,3,4		A5
Childbearing		OB: ch. 8		B4,5,6		B1,2
	Plan health teaching for nutritional intake during pregnancy, including			B9,12		C1,3
	ways a woman can increase healthy intake.			C1,3,4		C5,6
		Learning Activities:		C5,6		D1,3
	Collaborate with members of other health care areas to achieve	Powerpoint pres.		E1,4,5		
	healthy nutrition for pregnant patients.	Completion of the		E10,12		
		"Antepartal Study				
	Facilitate within the health care community appropriate nutrition	Guide" found in				
	referrals for the pregnant client and their families.	the RNSG 2462 Clinical Packet				
		Discussion			+	
		DISCUSSION				
		Evaluation:			+	
		Exam				
					1	

Course SLOs: 1, 4, 7, 9

EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES,	DECS	(Knowled	dge)	
		EVALUATION	1	2	3	4
H. Assessing the Fetus	Provide information for common questons parents have about	Required:	A2	A3,4	D1	B1
	obstetric tests and procedures.	OB: ch. 9	C3	B4,5		C5
				C3,4		
	Identify indications for fetal diagnostic tests.			D2,3		
				E1,3		
	Discuss the purpose, procedure, advantages, and risks of specific			E5,11		
	diagnostic tests: Ultrasound; Doppler studies; AFP; Chorionic	Learning Activities:		H4		
	Villus Sampling; Amniocentesis; Fetal Movement Assessment;	Powerpoint pres.				
	Biophysical Profile; PUBS	Discussion				
		"Antepartal Study				
		Guide" (found in				
		clinical packet)				
						
		Evaluation:				
		Exam				
						<u></u>

Course SLOs: 3, 4, 5, 6, 9, 10,

EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES	DEC	CS (Knowl	edge)	
		EVALUATION	1	2	3	4
I. Nursing Care During	Compare each stage of labor and the phases within the first stage.	Required:	A1,A2	A1,A2	A1,A3	A1,A2
Labor and Birth		OB: 12 & 15	А3	A3,A4	A4	A3,A4
	Explain how each component of the bith process affects the course of	"Stages of Labor	B1,B2	B1,B2	B1,B2	A5
	labor and birth and how the components are interrelated.	Study Guide"	B3,B7	B3,B4	B3,B4	B1,B2
		(found in	C1,C2	B5,B9	C2	C1,C3
	Use critical thinking to determine whether current nursing care	Blackboard)	C3,C4	B10,B11	D1	C4,C6
	measures truly meet the needs of the woman and her family in labor.	Learning Activities:	D1,D2	B12	E1,E2	C7,C8
		Powerpoint pres.		C1-8		D1,D2
	Relate therapeutic communication skills to the care of the intrapartal	Visual aids: Infant		D1-5		D3,D4
	family.	and pelvis models		E1-13		E1,E2
				F1-3		
	Advocate on behalf of the patient to be sure the AWHONN standards			G1-3		
	of care are being followed for the laboring patient and analyze issues					
	that may face a new nurse who cares for women during labor.					
_	Examine how physical and psychological forces interact in the laboring	Required:		A1-4		A1,A2
Childbirth	woman's pain experience and plan nursing interventions to relieve	OB: ch. 13		B1,B2	B1-4	A4,A5
	pain in labor.	Looming Astivities		B4,B5	C2	B1,B2
	Evaluate outcome criteria to be certain that labor is a satisfying	Learning Activities: Powerpoint pres.	D1,D2	B7-12	D1 E1,E2	C3,C4 C7,C8
	experience for the woman and her family.	Examples of pain	01,02	C1-6,	E1,EZ	D1,D3
	experience for the woman and her family.	administration		D1-5		D1,03
	Compare pain in childbirth with other types of pain.	equipment		E2-13		E1,E2
	John Paris Paris Communication Communication Company	- cq a p m c m		F1-3		
	Describe how medications may affect a pregnant woman and the			G1-3		
	fetus or neonate.	Evaluation:				
		Exam				

Course SLOs: 2, 3, 4, 5, 8, 9 EPSLOs: 1, 2, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	D	ECS (Kn	owledg	ge)
		EVALUATION	1	2	3	4
K. Intrapartum Fetal	Identify the components of fetal strip interpretation and nursing measures	Required:	A3,4	A1,2,3	A2,4	A1
Surveillance	for each: baseline parameters; periodic changes; contraction patterns.	OB: ch. 14	В6	A4,10	В2	В1
			C2	C6	D1	D3
	Describe the fetal responses to labor.			D1,5,3		
				F2		
	Explain the types of equipment used for electronic fetal monitoring					
	during labor, including the advantages and limitations of each.	Learning Activities:				
		Powerpoint pres.				
	Explore the AWHONN and ACOG standards of care regarding fetal	EFM interpretation				
	monitoring and analyze the legal paramenters in relation to the care	practice packet				
	of a patient requiring monitoring.	Discussion				
		Examples of monitor				
		equipment				
1						<u> </u>
	Outline the standard for administering oxytocin to an intrapartal patient	Required:		A1,2,3		
Obstetric Procedures		OB: pp. 388-389		A4,10		D3
	Describe the indications for induction; labor augmentation; cesarean birth; epsiotomy; amniotomy; forceps; and vacuum extractor.	and pp. 402-420	C2	D1,4 F2	C2 D1	
	birtii, epsiotoiiiy, aiiiiilotoiiiy, iorceps, and vacduiii extractor.			G2	DI	
	Plan nursing care such as teaching measures related to procedures and	Learning Activities:		UZ		1
	ways to maintain family centered care.	Student led Discussion				
	,	of Study Guide				
	Discuss the standards of care related to obstetric procedures.	Examples of forceps,				
		amniohook				
	Communicate with other health professionals in order to plan safe and	Evaluation:				
	appropriate nursing care before, during and after OB procedures.	Exam				

M. Postpartum

N. Postpartum

Complications

Maternal

Adaptations &

Nursing Care

F1-4

G2-4

Course Course SLOs: 1, 2, 3, 4, 5, 6, 8, 9, 10 EPSLOs: 1, 2, 3, 4, 5 CONTENT **OBJECTIVES** LEARNING ACTIVITIES. DECS (Knowledge) 3 **EVALUATION** Assess a woman and her family for physiologic and psychological Required: A1,A2 A1,A2 A1,A3 A1,A2 changes following childbirth. OB: ch. 17 A3,A4 A4,A6 B1,B2 A3,A4 B3,B7 B1-12 B1,B2 Α5 Implement nursing care such as helping aid the progression of physio-C1-8 B3,B4 C2,C3 B1,B2 logic changes or psychological family changes. C4 D1-5 В5 B3,B4 D2 E1-13 C1,C2 C1,C3 Facilitates the family role transitions as a result of this new family **Learning Activities:** F1,F2 D1 C4,C5 addition. Powerpoint pres. F3 E1,E2 C6,C7 Discussion G1,G2 F1,F2 C8 Initiate a discharge teaching plan to provide for self and infant care. G3 D1-4 E1,E2 Utilizes knowledge of the Texas BON rules of delegation when F1-4 directing others in the care of the postpartal patient and family. G2-4 Selects human resources that are optimum and cost effective to achieve care of the postpartal patient and family. A1,A2 A1-4 A1,A3 A1,A2 Required: Describe common deviations from the normal that can occur during B1-12 A4.A6 B1.B2 A3,A4 the postpartum period. OB: ch. 18 C1-8 B1-5 Α5 B3,B7 D1-5 B1-4 C2,C3 C1,C2 Describe postpartum hemorrhage in terms of predisposing factors, Learning Activities: C4 E1-13 D1 C1.C3 causes, clinical signs and therapeutic management. Powerpoint pres. D2 F1-3 E1,E2 C4-8 Examples of lochia G1-3 D1-4 F1,F2 Describe the role of the nurse in coordination of care during a assessment on chux E1.E2

and peri pads

Evaluation:

complication, including education of the patient and family.

for care are achieved.

Evaluate outcome criteria to be certain that nursing EPSLOsals established Exam

Course SLOs: 1, 3, 5, 6, 7, 8, 9, 10

EPSLOs: 1, 2, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DE	CS (Know	vledge)	
		EVALUATION	1	2	3	4
O. Care of the	Describe initial assessment parameters and norms of the newborn.	Required:	A3,4	A2,3	А3	A4
Newborn & Family		OB: ch. 19, 20, 21 & 22	В3	B2,4,5	B1,2	B1,2
	Explain the physiologic changes that occur in the respiratory and cardiac	"Newborn Study Guide"		B6,7,9		C5
	systems during the transition from fetal to neonatal life.	(found in the clinical		C1,2,3		D1
		packet)		C6,7,8		
	Describe methods of safe practice with newborns by proper identfica-			D1		
	tion and safety practices during hospitalization.	Learning Activities:		E1,3		
		Powerpoint pres.		E8,11		
	Implement national standards in regards to newborn medications and	"Newborn Study Guide		G2,3		
	immunizations.	discussion				
		Role play with newborn				
	Provide the new parents any institutional and community assistance	model				
	for proper infant nutrition.	"Norms Assessment				
		Packet for Computer				
	Describe methods of circumcision and associated risks and benefits.	Charting"	_	A1,2,3		
				B1,2,3		
P. Care of the High	Define the terms SGA; LGA; Term; Preterm; Near Term; Postterm and	Required:		B4,5,10	1	
Risk Newborn	describe common illnesses and conditions that occur in these groups.	OB: ch. 23 & 24		B11,12	_	B1B2
			B6B7	C1,2,3	C2	B3B4
	Identify roles of families and significant others in response to the	Learning Activities:		C4,5,6	E2	C1C2
	birth of a high risk newborn.	Case study completion & student led discussion		C7,8,9 D1,2		C3C4
	Develop teaching plans to assist parents and families in the care of	a student led discussion		D1,2 D4,5		C7C8
	the high risk newborn, including postdischarge nursing care.	Evaluation:		E1,2,3		C/C
	the mgirrisk newsorn, merading postarsonarge narsing care.	Exam		E4,5,6		
	Review the ethical concerns related to a high risk newborn requiring	Newborn Assessment		E12,13		
	long term care and answer common questions the parents may have	completed during		F1		
	related to the care of the infant.	clinical rotations		G1,2,3		

EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES EPSLOS: 1, 2, 3, 5	LEARNING ACTIVITIES	DEC	CS (Know	/ledge)	
		EVALUATION	1	2	3	4
Q. Intrapartum	Explain abnormalities that may result in dysfunctional labor, common intra-	Required:	A1,A2	A1-4	A1,A3	A1,A2
Complications	partal emergencies and problems that occur in post term pregnancies.	OB: ch. 16	B1,B2	B1-12	A4	A4,A5
			B3,B7	C1-8	B1-5	B1-4
	Describe maternal and fetal risks associated with premature ROM.		C2,C3	D1-5	C1,C2	C1,C3
			C7	E1-6,	D1	C4-8
	Analyze factors that increase a woman's risk for preterm labor.		D2	E8-13	E1,E2	D1,D3
		Learning Activities:		F2	F1,F2	D4
	Explain therapeutic management of each intrapartum complication and	Powerpoint pres.		G1-3		E1,E2
	apply the delegation rules to the care of the intra partal patient.	Discussion				
						<u> </u>
R. The Childbearing	·	Required:	A1,A2			A1,A2
Family with Special	identify nursing interventions to reduce or minimize the effects in the	OB: ch. 11		B1-12	A4	A4,A5
Needs	antepartum, intrapartum and postpartum periods.		B3,B7		!	B1-4
			C2,C3			C1,C3
	Discuss the incidence and identify the factors that contribute to	Learning Activities:	C7	E1-6,	D1	C4-8
	adolescent pregnancy.	Powerpoint pres. Discussion	D2	E8-13 F2	E1,E2 F1,F2	D1,D3
	Relate the major implications of delayed childbearing in terms of	Discussion		G1-3	F1,F2	E1,E2
	maternal and fetal health.			01-3		L1,L2
	Thaternal and recar fredren					
	Identify factors that promote violence against women, and describe					
	the role of the nurse in terms of assessment, prevention and					
	interventions.	Evaluation:				
		Exam				

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Course SLOs: 1, 2, 3, 6, 8, 10 1, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	D	ECS (Kno	wledg	e)
		EVALUATION	1	2	3	4
S. Complications of	Describe the hemorrhagic conditions of early pregnancy, including	Required:		A1,2,3	B1	A1,4
Pregnancy	spontaneous abortion, ectopic pregnancy and hydatidiform mole.	OB: pp. 200-232		B1,2,3		B1,
				B6,7		C3,4,5
	Explain disorders of the placenta, such as placenta previa and abruption			B11		C6,7
	that result in hemorrhagic conditions in mid to late pregnancy.			C3,4,		D2
				C5,6		
	Discuss the effects and management of hyperemisis gravidarum and	Learning Activities:		D1,2,3		
	hypertensive disorders of pregnancy.	Powerpoint pres.		E1,8		
		Discussion		E12,13		
	Compare Rh and ABO incompatibility in terms of the etiology, fetal and			F2		
	neonatal complicatons and management.					
T. Concurrent	Discuss the effects and management of preexisting diabetes mellitus	Required:		A1,2,3	B1	A1,4
Disorders During	and anemias during pregnancy.	OB: pp. 232-265		B1,2,3		B1
Pregnancy				B6,7	<u> </u>	C3.4.5
	Describe the major effects of prenancy on the woman who has heart			B11	<u> </u>	C6,7
	disease and identify EPSLOsals of therapies.	Learning Activities:		C3,4,	<u> </u>	D2
		Powerpoint pres.		C5,6		
	Identify the major causes of trauma & infection during pregnancy	Discussion		D1,2,3	 	<u> </u>
	and describe therapeutic management.			E1,6,8		
	Identify the effects, management and nursing considerations of			E12,13 F2	 	
	specific preexisting conditions, such as lupus erythematosus, epilepsy,			FZ	 	
	and rheumatoid arthritis.				\vdash	
	and meaniatora artificis.				\vdash	
		Evaluation:			\vdash	
		Exam			lacktriangle	

Course SLOs: 4, 7, 9, 10 EPSLOs: 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DECS	(Knowled	dge)	
		EVALUATION	1	2	3	4
U. Family Planning	Implement nursing care related to reproductive life planning such as	Required:	A1,A2	A1,A2	A1,A3	A2,A4
	educating adolescents about the use of condoms to promote safe sex	OB: ch. 25	B1,B2	A3,A4	B1,B2	A5
	practices as well as prevent unwanted pregnancies.		B3,B7	B1-12	C2	B1,B2
		Learning Activities:	C2,C3	C1-6,	D1	B4
	Describe the currently available contraceptive methods and discuss the	Powerpoint pres.	D2,D4	C8	E1,E2	C1,C3
	nurse's role in helping patients choose an appropriate method.	Examples of most of the		D1-4		C5,C6
		common contraceptives		E1-12		C7,C8
	Identify the National Health guidelines related to reproductive life planning	J		F1,F2		D1
	and identify areas that could benefit from addtitional nursing research.			G1,G2		E1,E2
		Student led discussion		G3		
V. Infertility	Describe common assessments and treatments for infertility.	Required:	A1,A2	A1-4	A1,A3	A2,A4
		OB: ch. 26	B1,B3	B1-12	B1,B2	A5
	Analyze community referrals that can be used to support a patient or		В7	C1-6,	C2	B1,B2
	couple through fertility assessment.	Learning Activities:	C2	C8	D1	C1,C3
		Powerpoint pres.	D2	D1-4	E1,E2	C5-8
		Discussion		E1-12		D1
				G1-3		E1,E2
W. Women's Health	Discuss the four common menstrual cycle disorders.	Required:				
		OB: ch. 27	A1,A2	A1-4	A1,A3	A2,A4
	Describe the physical and psychological changes associated with		B1,B3	B1,B3	B1,B2	A5
	menopause & the risks versus benefits of hormone replacement.	Learning Activities:	В7	B4-12	C2	B1,B2
		Powerpoint pres.	C2	C1-6,	D1	C1,C3
	Explain examinations and various screening procedures that are	Discussion	D2,D4	C8	E1,E2	C5-8
	recommended to maintain the health of women.			D1-4		D1
		Evaluation:		E1-12		E1,E2
		Exam		G1-3		

Course SLOs: 3, 4, 6, 6, 9, 10 EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES	DECS	(Knowle	dge)	
		EVALUATION	1	2	3	4
X. Perinatal Grief	Utilize the nursing process to describe nursing care of the family that has	Required:	A4B1	A1,2,4	A1B1	A1A5
and Loss	lost a pregnancy or neonate and the family with a chronically ill child.	Text: OB pp. 285-290	B5B6	B1,2,3	B2D1	B1B2
			В7	B4B5		B3B4
	Discuss the concerns and needs of the child and family dealing with a			B10B11		C1C3
	chronic illness or disability.	Learning Activities:		B12		C4C5
		Powerpoint pres.		C1,2,3		C7C8
	Describe parental responses to pregnancy loss or death of a child and	Discussion		C5C8		
	identify nursing interventions to assist through the grieving process.			D2E1		
				E3,5,6		
	Explore the nurse's response to death and dying in the pediatric patient.			E11,12		
				F2G3		
Y. Hereditary and	Explain characteristics of multifactorial birth defects.	Required:	B7	A3,4		A1,4
Environmental		OB ch. 4	C2	B4,6,9		B1
Influences on	Relate chromosomal abnormalities to spontaneous abortion and birth			D1,2		C1,4,5
Development	defects and describe the transmission of single gene traits from parent			E11		C6,7
	to child.	Learning Activities: Powerpoint pres.				
	Describe the structure and function of normal human chromosomes.	Discussion				
	Describe the structure and function of normal number chromosomes.	Discussion				
	Identify environmental factors that can interfere with prenatal					
	development and how their effects can be avoided or reduced.					
	Explain the role of the nurse in caring for individuals or families					
	with concerns about birth defects.					
		Evaluation:				
	Describe the process of genetic counseling.	Exam				

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Course SLOs: 1, 4, 6, 7, 9, 10 EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DECS	(Knowle	dge)
		EVALUATION	1	2	3
A. Health Promotion	Describe principles of growth and development stages according to	Required:	A4B3	A1A2	A4B1
for the Developing	major theorists.	Ball & Binder Ch	B5B6	A3A4	B2B3
Child		5, 10, 19	B7C1	B1B2	B4C2
	Assess a child to determine the stage of development and plan nursing	•		B3B4	D1E2
	care to assist a child in achieving and/or maintaining normal growth and			B5B6	
	development.			B8B9	
				B11B12	
	Use a systematic and developmentally appropriate approach for	Learning Activities:		C1C2	
	examining a child.	Lecture		C3C4	
		Group discussion		C5C6	
		Role play		C7C8	
B. Health Promotion	Describe the normal infant growth and development and associated			D1D2	
for the Infant	parental concerns.	Evaluation:		D4D5	
		Exam		E1E2	
	Describe effective safety educational approaches regarding the infant.			E3 E4	
				E5 E6	
	Provide parents with anticipatory guidance for common concerns during			E12	
	infancy (e.g. sleep problems, nutrition, accident prevention, play			E13F1	<u> </u>
	activities, dental care, illness care and hospitalization)			G1G2	1
				G3H3	
					
		l			

Course SLOs: 1, 2, 4, 5, 7, 9, 10 EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DE	CS (Knov	vledge)	
		EVALUATION	1	2	3	4
C. Health Promotion	Describe the physiologic changes and motor, cognitive, language and	Required:	A4B3	A1A2	A4B1	A1A4
During Early	psychosocial development of the preschooler and toddler.	Ball and Binder Ch	B5B6	A3A4	B2B3	A5B1
Childhood (Toddler		11, 19, 20	B7C1	B1B2	B4C2	B2B3
and Preschool)	Formulate nursing diagnoses related to toddler and preschool growth and			B3B4	D1E2	B4C1
	development or parental concerns regarding development.			B5B6		C2C3
				B8B9		C4C5
	Describe the signs of a toddler's readiness for toilet training and	Learning Activities:		B11,12		C6C7
	offer guidelines to parents.	Lecture		C1C2		C8
		Discussion groups		C3C4		
	Discuss anticipatory guidance for preventative dental care of the toddler	Role Play		C5C6		
				C7C8		
	Discuss discipline strategies for a toddler and/or preschool aged child.			D1D2		
				D4D5		
	Discuss the cause of and identify interventions to cope with common			E1E2		
	toddler behavior (e.g. temper tantrums, negativism and ritualism).			E3 E4		
				E5 E6		
	Identify strategies for dealing with a preschool child's fears and sleep		-	E12		
	problems.			E13F1		
	Offer parents suggestions for promoting school readiness in the			G1G2 G3		
	preschool child.			G3		
	presentoor chira.	Evaluation:				
	Differentiate the roles and functions of regulatory agencies, nursing and	Exam				
	other health care organizations that provide care for toddlers and					
	preschool aged children.	<u> </u>				

Unit: Pedi I - NURSING ROLE IN HEALTH PROMOTION FOR THE CHILDREARING FAMILY (CONTINUED)

Course SLOs: 1, 2, 4, 5, 7, 9, 10

EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DEC	S (Knowled
		EVALUATION	1	. 2
D. Health Promotion	Describe normal growth and development of the school aged child and	Required:	A4B3	A1A2
for the School Aged	assess the child for normal developmental milestones.	Ball and Binder Ch	B5B6	A3A4
Child		12, 13, 19, 20	B7C1	B1B2
	Describe common parental concerns about growth and development that	•		B3B4
	are likely to arise with a school age child.	Learning Activities:		B5B6
		Lecture		B8B9
	Analyze the maturational changes that take place during the school	Group discussion		B11,12
	age period and discuss implications for health care.	Roll play		C1C2
				C3C4
	Promote advanced nursing practice and alternative nursing roles in the			C5C6
	health promotion for the school age child.			C7C8
				D1D2
		Evaluation:		D4D5
E. Health Promotion	Describe the developmental tasks of adolescence.	Exam		E1E2
of the Adolescent				E3E4
	Analyze the principles of disease prevention and health promotion			E5 E6
	and/or restoration for the adolescent and their family.			E12
	I doubt for the account or at with wasting of Tangaray Changes and account of the			E13F1
	Identify the sexual maturity rating (Tanner Stages) and recognize the deviations from normal.			G1G2
	deviations from normal.			G3
	Involve the adolescent patient in planning their optimal health EPSLOsals			+
	with appropriate community agencies.			+
	with appropriate community agencies.			†
				<u> </u>
				1

Unit: Pedi II – NURSING ROLE IN RESTORING AND MAINTAINING THE HEALTH OF CHILDREN AND FAMILIES EXPERIENCING RESPIRATORY, IMMUNE, AND INFECTIOUS DISORDERS.

RNSG 1412

Course SLOs: 1, 2, 3, 4, 5, 8, 9, 10

EPSLOs:	1, 2	, 4,	&	5	
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CONTENT	OBJECTIVES	Learning Activities/	DECS	(Knowle	dge)	
		Evaluation	1	2	3	4
			C2	A3A4	A4	A5
G. Respiratory	Describe common respiratory illnesses in children.	Required:		B1B4	B1B2	B1B2
Disorders		Ball & Binder Ch		B6B7	C2	B3B4
	Display an understanding of the pathophysiology, clinical	25		B11		C1C4
	manifestations and therapeutic management of common	Learning Activities:		C3C4		C5C6
	acute respiratory alterations.	Lecture		C7		C7C8
		Group Discussion		E4E5		
	Develop guidelines for the care of a child with an	Role Play		E6		
	acute respiratory alteration.	Virtual game		F1F2		
				G3		
ļ.,						
H. Immune Disorders	Evaluate the immune process as it relates to childhood illnesses.	Required:	A4	A2A3	A4	A5
		Ball & Binder Ch	B6,B7	A4	B1B2	B1B2
	Utilize critical thinking to analyze ways that nursing care for the	27		B1B2	B3B4	B3B4
	child with an immune disorder can be more family centered.			B4B5	C2	C1C3
		Learning Activities:		B6B7		C4C5
	Describe how to care for and support HIV affected children and	Lecture		B8B9		C6C7
	their families throughout the entire spectrum of illness.	Group discussion		B11		C8
		What am I game		B12		
	Outline what to teach and reinforce with families about long-			C3C4		
	term corticosteroid therapy for immune disorders.			C5C8		
				D2		
				E1E3		
		Evaluation:		E5 E6		
		Exam		E11,12		
				F2G3		

Unit: Pedi II – NURSING ROLE IN RESTORING AND MAINTAINING THE HEALTH OF CHILDREN AND FAMILIES EXPERIENCING RESPIRATORY, IMMUNE, AND INFECTIOUS DISORDERS (CONTINUED)

RNSG 1412

Course SLOs: 1, 2, 3, 8, 9, 10

EPSLOs: 1, 4, & 5

CONTENT	OBJECTIVES	Learning Activities/	DECS	(Knowle	dge)	
		Evaluation	1	2	3	4
			В7	A1	A4	A5
I. Child with an	Describe the causes and disease course of common	Required:	C2C3	A3A4	B1B2	B1B2
Infectious Disorder	infectious disorders of childhood.	Ball & Binder Ch	C4	B3B4	B4	B3B4
		22		B6B7	C2	C1C3
	Identify measures to prevent exposure to and transmission			B9B11		C4C5
	of pathogens.	Learning Activities:		B12		C6C7
		Lecture		C3C5		C8
	Discuss the current recommendations for scheduled	Group Discussion		E1E2		
	vaccines and act as an advocate for the use of basic	Game		E3 E4		
	immunization among children.	Role Play		E5 E6		
				E11,12		
	Utilize organizational skills to apply community resources in			F1F2		
	the treatment and prevention of infectious disorders			G2G3		
		Evaluation:				
		Exam				

Course SLOs: 1, 3, 5, 7, 8, 10 EPSLOs: 1, 2, 3, 4, 5

CONTEN	OBJECTIVES	LEARNING ACTIVITIES/	DECS	(Knowle	dge)	
		EVALUATION	1	2	3	4
J. Child with	Differentiate between cyanotic and acyanotic heart disease.	Required:	A4	A1,2,4		C3,5
Cardiovascular		Binder & Ball Ch		B4,6		
Alteration	Identify the shunts associated with fetal circulation and the associated	26		B7,11		
	disorders when the shunts fail to close.			C3,5		
				C6,7		
	Differentiate between the most common congential defects and			E1,5,6		
	acquired cardiovascular disorders.	Learning Activities:		E12,13		
		Lecture		F2		
	Discuss the role of the nurse in assisting the child and family cope with	Group Discussion		G1,2		
	a cardiovascular alteration.	Demonstration				
	Implement a teaching plan for the cardiovascular patient and their					
	family anticipating a cardiac catheterization.					
	Develop awareness of referral agencies for patients with a cardio-					
	vascular alteration and appropriate community resources.					
	Oifferentiate between hypovolemic; distributive and cardiogenic	Required:	A2,4	A1,2,4	A3,4	A2,4,5
of the Child	shock.	Binder & Ball Ch	B6,7	B4,5,6	B1,3	B1,4
		27	C2	B8,9	<u> </u>	C3,5
	Discuss the role of the nurse in preventing traumatic injuries, poison	Learning Activities:		B12		C6,7
	ingestion, and environmental injuries.	Lecture		C3,5		D1,3
	Identify consents related to family contared care in nedictric	What am I game		E1,5,6		1
	Identify concepts related to family centered care in pediatric emergencies.	Group discusssion		E12,13 F2		
	ciliei gelicies.	Evaluation:		G1,2		
		Exam		G1,2		
		LAGIII				
			<u> </u>	l	l	

Unit: Pedi III - NURSING CARE OF CHILDREN WITH CIRCULATORY ALTERATIONS (CONTINUED)

RNSG __ 1412

	Course SLOs: 1, 3, 7, 8, 9, 10. 11	EPSLOs: 1, 3, 4, 5				
CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DECS	(Knowle	dge)	
		EVALUATION	1	2	3	4
L. Child with a	Discuss pediatric differences related to the hematologic system.	Required:	A4B6	A2A3	A4B1	A5B1
Hematologic		Binder & Ball Ch		B1B2	B2C2	B2B3
Ateration	Implement nursing care of a child with a blood disorder (e.g. sickle cell	28		B3B4	D1	B4C1
	anemia; hemophilia; DIC; aplastic anemia and ITP)	Learning Activities:		B10		C2C3
		Lecture		C1		C4C5
	Discuss the pathophysiology, clinical manifestations and therapeutic	Group discussion		C2C3		
	management of DIC.	Demonstration		C5C8		
		Role Play		D2E1		
	Facilitate communication between family members and the school			E3E5		
	nurse caring for a child with a blood alteration.			E6E11		
				E12F2		
	Analyze current literature and clinical data as a basis for decision			G3		
	making in the care of the child with a hematologic alteration.					
M. The Child with		Do musimo di	12.4	11 2 2		11.25
Cancer	Analyze the physical alterations that occur in a child with cancer.	Required: Binder & Ball Ch	A2,4 B4	A1,2,3 A4	A4 B1	A1,3,5 C3,5
Cancer	Discuss the impact of the diagnosis on the family and child with cancer.	29	C2,3	B1,2,4	C2	C3,5
	Discuss the impact of the diagnosis on the failing and child with cancer.	Learning Activities:	D3	B5,6,7	CZ	D1
	Demonstrate an understanding of the rationale associated with	Lecture	<i>D</i> 3	B9,11		
	therapies for neoplastic disease.	Role Play		C3,4,5		
		Group discussion		C6,8		
	Assume accountability in maintaining current continuing education in	·		D1,5		
	the field of pediatric oncology nursing.			E1,2,5		
				E6,7,10		
	Promote multi-disciplinary health care planning within the structured					
	health care setting for the child with cancer.	Evaluation:				
		Exam				

Unit: Pedi IV - THE NURSING ROLE IN RESTORING AND MAINTAINING HEALTH OF CHILDREN AND FAMILIES EXPERIENCING GASTROINTESTINAL, FLUID AND ELECTROLYTE, RENAL OR ENDOCRINE ALTERATIONS

Course SLOs: 1, 2, 3, 5, 6, 7, 8, 9, 10

EPSLOs:1, 2, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DECS (Knowledge)		
		EVALUATION	1	2	3
N. Child with a	Analyze common gastrointestinal disorders in children (e.g. appendicitis,	Required:	A4B6	A2A3	A4B1
Gastrointestinal	vomiting and diarrhea)	Binder & Ball Ch		B1B2	B2C2
Alteration		30		B3B4	
	Plan nursing EPSLOsals for the child with a gastrointestinal aleration (i.e. a plan	Learning Activities:		B10	
	that teaches the patient and family about a special diet)	Lecture		C1	
		Group discussion		C2C3	
	Describe ways that nursing care of the child with a gastrointestinal	Game		C5C8	
	alteration can be more family centered.	Role Play		D2E1	
				E3 E5	
	Evaluate the quality of care and addtitional learning needs regarding			E6E11	
	the child with a gastrointestinal alteration.			E12F2	
				G3	
	Observe methods a charge nurse uses to evaluate care administered				
	by other members of the nursing team in caring for children with				
	gastrointestinal disorders.				
	Be also a Maller of a large constitue of the ability of the action				
	Develop guidelines for home care of the child with a GI alteration.			A2A3	
				B1B2 B3B4	
O. Child with a Fluid	Discuss nursing assessment and interventions when caring for a child	Required:	A4B6	B5B11	A4B1
and Electrolyte	with a fluid and electrolyte imbalance.	Binder & Ball Ch	7400	C1	B2C2
Alteration		23		C2C3	1 2 2 2
	Describe the pediatric differences related to fluid and electrolyte			C5C8	
	alterations.	Learning Activities:		D2E1	
		Lecture		E3 E5	
		Group discussion		E6E11	
				E12F2	
		Evaluation:		G3	
		Fyam			

Exam

Unit: Pedi IV - THE NURSING ROLE IN RESTORING AND MAINTAINING HEALTH OF CHILDREN AND FAMILIES EXPERIENCING

	NORSING ROLE IN RESTORING AND MAINTAINING HEALTH OF CHILDREN AND FAMILIES				RNSG _	1412
	Course SLOs: 1, 2, 3, 5, 6, 7, 8, 9, 10 EPSLOs:1, 2,	3, 4, 5			_	_
CONTENT	OBJECTIVES	LEARNING ACTIVITIES	DECS	Knowle	dge)	
		EVALUATION	1	2	3	4
P. Child with a	Review anatomical structures and physiological functioning of the	Required:	C2	A3A4	A4	A5
Genitourinary	genitourinary system.	Binder & Ball Ch		B1B4	B1B2	B1B2
Alteration		31		B6B7	C2	B3B4
	Identify assessment, planning and nursing implications utilized in caring	ī		B11		C1C4
	for a child with a genitourinary alteration.	Learning Activities:		C3C4		C5C6
		Lecture		C7		C7C8
	Develop an understanding of common alterations in the genitourinary	Group discussion		E4E5		
	system.	Demonstration		E6		
				F1F2		
	Act as a advocate to promote the provision of quality health care for			G3		
	children and their families experiencing genitourinary disorders.					
	Identify community resources available for children with genitourinary					
	alterations.					
Q. Child with	Analyze the different endocrine glands and their functions.	Required:	A4B6	A2A3	A4B1	A5B1
Endocrine or	g. a a	Binder & Ball Ch	56	B1B2	B2C2	B2B3
Metabolic	Differentiate between the disorders caused by hypopituitary and	32		B3B4		B4C1
Alterations	hyperpituitary dysfunction.			B5B11		C2C3
				C1		C4C5
	Plan nursing care and devise a teaching plan for a child with an	Learning Activities:		C2C3		
	endocrine or metabolic alteration.	Lecture		C5C8		
		Group discussion		D2E1		
	Examine the characteristics that differentiate a hyperglycemic and			E3E5		1
	hypoglycemic reaction.			E6E11		
		Evaluation:		E12F2		
	Promote multidisciplinary health care planning to provide the child with an endocrine or metabolic alteration consistent outpatient care.	Exam		G3		

Unit: Pedi V - NURSING CARE OF THE CHILD EXPERIENCING A NEUROLOGIC, MUSCULOSKELETAL, INTELLECTUAL OR DEVELOPMENTAL, SENSORY OR INTEGUMENTARY ALTERATION

Course SLOs: 1, 3, 4, 6, 7, 10 EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DECS (Knowledge)			
		EVALUATION	1	2	:	3 4
R. Child with a	Analyze common neurologic alterations in children.	Required:		A1,2,3	B1	A1,2,4
Neurologic Alteration		Binder & Ball Ch		A4		B1,2
	Evaluate three causes of spinal cord injury in children.	33		B1,2,3		C3,5,6
				B6,7,8		
	Develop a plan of care for a child with a neurologic alteration.			B11,12		
				C3,4,5		
	Discuss the nursing role in assisting parents to cope with a child who	Learning Activities:		C6,7,8		
	has cerebral palsy.	Lecture		D3		
		Group discussion		E1,3,4		
	Review a developmentally appropriate neurologic assessment for	Video		E7,9		
	children from the ages of newborn through adolescent.	Demonstration		E12,13		
		Role Play		F2		
	Advocate for the rights and responsibilities of patients and their			G2,3		
	families with a neurologic alteration regarding health care.					
	Promote collegiality among the health care team in order to achieve					
	high quality care for the patient with a neurologic alteration.					
						_
	Activate the referral processes to assure continuity of care for the					_
	patient experiencing a neurologic alteration.					_
						-
						+ +
						_
		Evaluation:				
		Exam				

Unit: Pedi V - NURSING CARE OF THE CHILD EXPERIENCING A NEUROLOGIC, MUSCULOSKELETAL, INTELLECTUAL OR DEVELOPMENTAL, SENSORY OR INTEGUMENTARY ALTERATION (CONTINUED)

Course SLOs: 3, 4, 5, 7, 9, 10

EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES DECS (Knowledge)				
		EVALUATION	1	2	3	. 4
S. Child with a	Review the signs of impaired motor functioning.	Required:	A4B6	A2A3	A4B1	A4A5
Musculoskeletal		Binder & Ball Ch		B1B2	B2C2	B1
Alteration	Discuss the physiological and psychologic effects of immobilization.	35		B3B4		B2B3
		Learning Activities:		B10		B4C1
	Identify types of fractures and traction and plan age appropriate	Lecture		B12		C2C3
	diversional activities for the child with a musculoskeletal alteration.	Group Discussion		C1		C4C5
		Virtual game		C2C3		
	Evaluate the therapeutic management and nursing care of a child with	Role Play		C5C8		
	scoliosis.	Demonstration		D2E1		
				E3 E5		
	Understand the importance of collaboration among various providers			E6E11		
	so those patients with musculoskeletal alterations receive high			E12F2		
	quality care.			G3		
I			A4B3	A2A3	A4B1	A4A5
T. Child with a	Evaluate the structure and function of the eyes and ears and disorders	Required:	B6B7	B2B3	B2C2	B1
EENT Alteration	of these organs that affect children.	Binder & Ball Ch		B4B5		B2B3
	Discuss methods a nurse would use to identify a vision or hearing	24		B9		B4C1
	alteration in each developmental level of children.	Learning Activities: Lecture		B11 B12		C2C3 C4C5
	arteration in each developmental level of children.	Group Discusssion		C1		C4C3
	Identify specific interventions required to correct vision and hearing	Demonstration		C2C3		C8
	problems.	Role Play		C5C8		
		Ear drum visualizatio	n	D2E1		
	Identify providers and community resources available to meet the			E3 E5		
	needs of patients and their families experiencing a sensory alteration.	Evaluation:		E6E11		
		Exam		E12F2		

Unit:

Pedi V - NURSING CARE OF THE CHILD EXPERIENCING A NEUROLOGIC, MUSCULOSKELETAL, INTELLECTUAL OR DEVELOPMENTAL, SENSORY OR INTEGUMENTARY ALTERATION (CONTINUED)

Course SLOs: 1, 2, 3, 4, 5, 6, 8, 9, 10

EPSLOs: 1, 2, 3, 4, 5

CONTENT	OBJECTIVES Course SLOS: 1, 2, 3, 4, 5, 6, 8, 9, 10 EPSLOS: 1,	LEARNING ACTIVITIES/	DECS (Knowledge)			
		EVALUATION	1	2	3	4
U. Child with a	Describe the anatomy and physiology of a normal integumentary system.	Required:	A1,A2	A1,A2	A1,A3	A1,A2
Integumentary		Binder & Ball Ch	B1,B2	A3,A4	B1,B2	A4,A5
Alteration	Describe the differences among the skin of the newborn, child and adult.	36	B3,B7	B1-12	B3,B4	B1,B2
		Learning Activities:	C4	C1-8	C1,C2	C1,C3
	Examine the treatments for common skin disorders.	Lecture	D2	D1,D2	D1	C4,C6
		Group discussion		D3,D4	E1,E2	D1,D3
	Describe the classifications, implications and prevention of burn	What am I game		E1-6,		D4
	injuries in a pediatric patient.			E8,E9		E1,E2
				E10-13		
	Formulate and apply the nursing process in the care of children with an			F2		
	integumentary alteration.			G1,G3		
			A4B3	A2A3	A4B1	A1A2
V. Alteration in	Idenify behavioral characteristics and nursing interventions for a	Required:	B6B7	B2B3	B2	A4A5
Mental Health	child with Down Syndrome.	Binder & Ball Ch		B4B5		B1
and Cognition		34		В9		B2B3
	Examine causes of intellectual or developmental disabilities.	Learning Activities:		B11		B4C1
		Lecture		B12		C2C3
	Explore the legal and ethical implications of caring for a child with	Group discusssion		C1		C4C5
	intellectual or developmental alterations.	Video		C2C3		C6C7
				C5C8		C8
	Develop nursing strategies for supporting the family and child with			D2E1		_
	intellectual or developmental disabilities.	e d at		E3 E5		
		Evaluation:		E6E11		
		Exam		E12F2		
				G3		