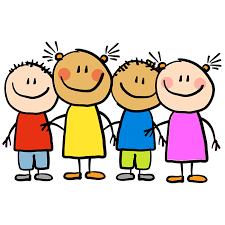


COURSE SYLLABI: RNSG 1412

vickymcmanus_jack_blue_29oct07

RNSG 1412: Nursing Care of the Childbearing & Childrearing Family

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***TC does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Human Resources Director, 2500 N. Robison Rd., Texarkana, TX, 75599 (903) 823-3017*** [***human.resources@texarkanacollege.edu***](mailto:human.resources@texarkanacollege.edu)

**Revised: January 2021**

**TABLE OF CONTENTS**

**Page(s)**

INSTRUCTOR INFORMATION............................................................ 3

COURSE INFORMATION………………………………………………………………. 4

STUDENT LEARNING OUTCOMES..................................................... 5

INSTITUTIONAL EFFECTIVENESS/PROGRAM OUTCOMES………………. 6

COURSE REQUIREMENTS.................................................................. 7-9

TEXTBOOK & COURSE MATERIALS………………………………………………. 10

COMPUTER REQUIREMENTS………………………………………………………. 11

METHODS OF INSTRUCTION/EVALUATION & GRADING…............. 12-14

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI) POLICY……………… 15-16

ATI REMEDIATION INSTRUCTIONS…………………………………………….. 18

TESTING CENTER/FINANCIAL AID/DISABILITY ACT…………………….. 18

CAMPUS POLICE/MH RESOURCES/

ACADAMIC DISHONESTY/BASIC NEEDS……………………………………… 19

ALTERNATE OPERATIONS/COVID ONLINE COMMITMENT AND

COVID POLICIES………………………………………………………………………… 20-21

ONLINE TESTING GUIDELINES……………………………………………….. 22

ACKNOWLEDGEMENT OF ALTERNATE OPERATIONS…………….. 23

COURSE OUTLINE...................................................................... 24-25

UNIT OBJECTIVES....................................................................... 26-36

TOPICS PAGE FOR UNITS 6-10……………………………………………... 37-40

PRECEPTOR INSTRUCTIONS…………………………………………………. 41

ACKNOWLEDGEMENT OF ATI POLICY…………………………………… 42

ACKOWLEDGEMENT OF COURSE/PROGRAM REQUIREMENTS…. 43

ACKNOWLEDGEMENT OF STANDERDIZED TESTING FOR 1ST YEAR….. 44

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| **Course Information** |

**COURSE NAME: Nursing Care of the Childbearing and Childrearing Family**

**COURSE NUMBER: RNSG 1412**

**CREDIT HRS. 4**\_\_ **LECTURE: 4/hr/wk**

**TOTAL CLOCK HOURS: 64**

**COURSE DESCRIPTION:** Study of concepts related to the provision of nursing care for childbearing and childrearing families; application of systematic problem-solving processes and critical thinking skills, including a focus on the childbearing family during the perinatal periods and the childrearing family from birth to adolescence; and competency in knowledge, judgment, skill, and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

**LEARNING OUTCOMES:** Examine the roles of the professional nurse in the perinatal and pediatric settings; and utilize a systematic problem-solving approach and critical thinking skills when providing nursing care for the childbearing and childrearing family.

**KEY CONCEPTS AND GENERAL COURSE PLAN:** This course is designed for first year nursing students and focuses upon biological, psychological, and sociological concepts as applicable to the childbearing and childrearing family. Emphasis is upon using the nursing process to promote health, prevent disease, provide nursing care when illness occurs, and assist the client and family in meeting developmental tasks. Concepts of mental health, pharmacology, nutrition, critical thinking/decision-making, technical skills, cost-effective health care, cultural diversity, and standards of nursing practice are threaded throughout the course.

**Prerequisites:** BIOL 2301, 2101; 2302, 2102; 2320, 2120; and 1322; PSYC 2301 and 2314; AHA/BLS-HCP; RNSG 1413 and 1360, ENGL 1301 (core)

**Corequisites:** RNSG 1431 and 1460.

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| **STUDENT LEARNING OUTCOMES:**  **RNSG 1412 NURSING CARE OF THE CHILDBEARING/CHILDREARING FAMILY** |

**PSLO = Program Student Learning Outcomes**

**SOP = Texas BON Standards of Practice (2005) QSEN-P = Patient-centered care**

**CO = Course Student Learning Outcomes QSEN-T = Teamwork and collaboration**

**DEC = Texas BON Differentiated Essential Competencies QSEN-E = Evidence-based practice**

**DEC-P = Provider of Patient Centered Care QSEN-Q = Quality Improvement**

**DEC-S = Patient Safety Advocate QSEN-S = Safety**

**DEC-T: Member of the Health Care Team QSEN-I = Informatics**

**DEC-M = Member of the Profession QSEN – Quality & Safety Education for Nurses**

**COURSE STUDENT LEARNING OUTCOMES**

Upon completion of RNSG 1412, the student will be able to:

1. Discuss the legal and ethical parameters for professional nursing practice

(PSLO-2,5,6; DEC-M-A, DEC-P-E, DEC-S-A, E, F; SOP-1A,1E,1J,1K; QSEN-P, Q)

2. Describe the evolving roles of the professional nurse in caring for the childbearing and childrearing family (PSLO-5,6; DEC-M-A, C; DEC-T-B; SOP-1F,1L,1P,1Q; QSEN-T)

3. Explain the six QSEN competencies and their role in improving the quality of culturally sensitive nursing care for childbearing and childbearing families (PSLO-1,2,3,4,5,6; DEC-P-B, C, F; SOP-1P,1Q,1T; QSEN-P, T, E, Q, S, I)

4. Compare professional communication techniques used in providing culturally sensitive patient/family-centered care for children and adults (PSLO-1,3; DEC-P-C, DEC-T-A, D; SOP-1D,1P; QSEN-E, I)

5. Utilize a systematic process to assess, analyze, plan, implement, and evaluate safe culturally sensitive patient/family-centered care for the childbearing and childrearing family (PSLO-1; DEC-P-C, D; SOP-1L,3A; QSEN-P, E, Q)

6. Identify health promotion needs for diverse patients and community resources for referral (PSLO-2,6; DEC-P-C, E, G; DEC-T-C; SOP-1F,1Q; QSEN-P, T)

7. Discuss the use of a systematic process and critical thinking in the development of clinical judgment (PSLO-1; DEC-P-C, E, F; SOP-1L,3A; QSEN-P, T, E, Q, S)

8. Describe nursing care for women and children with selected physiological and

psychosocial-related health problems (SLO-1; DEC-P-B, D, E; SOP-1C,1L,3A; QSEN-P, E, S)

**INSTITUTIONAL EFFECTIVENESS**

The purpose of the Associate Degree Nursing Program at Texarkana College is to provide a curriculum that produces a graduate nurse who functions in the role of a member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Attainment of the program outcomes by the graduate nurse demonstrates effectiveness.

**PROGRAM STUDENT LEARNING OUTCOMES**

**ASSOCIATE DEGREE NURSING PROGRAM**

The following program outcomes shape the curriculum and are the criteria for measurement of its success. As a member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team, for patients in structured acute and long-term settings, the graduate is \*competent to:

1. *Provide patient-centered nursing care using evidence-based outcomes and the nursing process to accommodate society/cultural differences and communicate the same to other members of the healthcare team.*
2. *Respect the rights of patients to participate in decisions affecting their health by promoting patient-centered care and ensuring confidentiality.*
3. *Act as a patient safety advocate by establishing a compassionate, caring, and therapeutic relationships in a physically and psychologically safe environment.*
4. *Accept and make assignments and delegate tasks to other members of the healthcare team that take into consideration patient safety, organizational policies, the scope of practice, and demonstrated abilities.*
5. *Demonstrate professional responsibility as an associate degree nurse by assuming responsibility and accountability for quality of nursing care, maintaining continued competence, adhering to ethical and legal standards, and promoting a positive image of professional nursing.*
6. *Serve as an advocate for continuity of care and promote quality and access to healthcare for the patient and family.*

\*Competent is defined as the ability to do; proficient is defined as the ability to do well, and mastery is defined as the ability to do brilliantly at every occasion.

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| **COURSE REQUIREMENTS** |

**HYBRID COURSES DURING PANDEMIC**

1. Absentee Policy THEORY/ON-CAMPUS LAB ATTENDANCE POLICY Class and on-campus lab attendance is essential. Attendance is based on the policies stated in the Texarkana College Student Handbook (Absentee Policy). Refer to the individual course syllabi for the course attendance requirements. Students are expected to regularly attend all classes for which they are registered. Responsibility for work missed because of illness, school business, or other circumstances is placed on the student. The student is responsible to see the instructor to make arrangements to make up missed work. If the student anticipates an absence from class, it is the responsibility of each student

to contact the course leader regarding class absence in advance of the absence. If an unexpected absence or tardy occurs the instructor is to be notified as soon as possible.

TARDY POLICY FOR CLASS AND CLINICAL Three (3) tardies will equal one (1) absence. Tardy is defined as being up to 15 minutes late or leaving up to 15 minutes early. Being more than 15 minutes late or leaving more than 15 minutes early will constitute an absence.

CLINICAL ATTENDANCE POLICY Because of the importance of the clinical component, the student is expected to be present for all scheduled clinical days. However, if due to emergencies or extenuating circumstances, tardies and/or absences do occur, the following policy will apply:

1A. Vocational Nursing Program Students: Exceeding three (3) clinical absences during a semester, will result in the student not progressing in the program. Exceeding the allowed absences in clinical will result in the student being dropped from the course with a grade of “W” if dropped by Texarkana College's designated drop date or a grade of “D” or “F” if after the last day to drop. (Students with a clinical average of A, B, C. or D at the time of drop will receive a “D” for the course; students with an “F” clinical average at the time of drop will receive an “F”). The students are ultimately responsible for adhering to the attendance policy and keeping track of their absences.

1B. Associate Degree and Transition Program Students: Exceeding two (2) clinical absences during a semester, will result in the student not progressing in the program. Exceeding the allowed absences in clinical will result in the student being dropped from the course with a grade of “W” if dropped by Texarkana College's designated drop date or a grade of “D” or “F” if after the last day to drop. (Students with a clinical average of A, B, C or D at the time of drop will receive a “D” for the course; students with an “F” clinical average at the time of drop will receive an “F”). The students are ultimately responsible for adhering to the attendance policy and keeping track of their absences.

* 1. Students who are required to be absent in clinical due to a **mandated quarantine** will be required to make up the missed clinical attendance by the end of the semester **or** through virtual online assignments. Clinical grades will be given for the virtual clinical days and/or make-up days. The student will not be given a course grade until the virtual online clinical or make-up days are completed. Clinical absences related to mandated quarantine guidelines will not be counted against the student when appropriate documentation from Healthcare Provider/ Physician has been provided to Team Coordinators and/or Dean.

**NOTE:** If a qualified faculty member is not available to substitute for a group assigned to clinical, the group may be sent home and be required to do a scheduled make-up day prior to the end of the semester.

2. To enhance comprehension and retention of classroom lectures, students may use

personal recorders once permission has been gained from instructors and classmates.

The recorder is the responsibility of the student.

3. Students may be required to attend local professional seminars. A nominal fee will be

assessed at the registration of the seminar during the course of the seminar. When

possible the dates are announced well in advance of the seminar. If the seminar is

required in lieu of class time, the student is expected to be in attendance for the entire

seminar.

4. Multiple choice examinations, in which unit objectives are tested, are given throughout the semester. Alternative format questions may be used. At least 60% of all the

questions in RNSG 1412 will be at the application level. The examination will be timed.

The time allotted throughout the Associate Degree Nursing program is 1 minute per

question.

Test grades are made available as soon as possible but no sooner than at the end of the next class day. The unit exams topics missed may be reviewed for up to one week following the examination. Arrangements for test review should be made with your instructor. A comprehensive final examination is given at the end of the course.

Associate Degree Nursing students at Texarkana College are entering a profession

with a stated code of ethics. Disclosure of the contents of a confidential nature

such as tests, constitutes a breach of ethics. Students who do so are subject to disciplinary action.

5. Students are expected to be present for all examinations. Should it be necessary

to be absent from a unit exam, an instructor must be notified. The student is

expected to make-up the within 5 business days of the missed exam. If arrangements for taking the exam are not made by the student on the first day back, a grade of zero (0) will be given. Make-up Exam Policy will be followed.

6. The courses RNSG 1412-Care of Childbearing and Childrearing Families, RNSG 1431 – Principles of Clinical Decision Making, and RNSG 1460-Clinical Registered Nursing must be taken and passed concurrently in order to progress in the program.

7. ATI-Assessment Technologies Institute for Nursing Education <https://www.atitesting.com> computer assignments, practice assessments and

proctored exams are required in order to successfully complete the course requirements for RNSG 1412 and 1460.

8. The computer laboratory is in Room 252 of the Health Science Building.

Documentation of computer lab use should be registered in the sign-in book provided for this purpose. Computers are available on a first come first serve basis. The amount of study time, whether at home or on campus will depend upon personal needs.

9. It is the policy of Texarkana College not to discriminate on the basis of sex,

disability, race, color, age, or national origin in its educational programs.

Students who may qualify for alternative learning arrangements should discuss

these needs with the appropriate instructor.

10. Texarkana College is a smoke-free campus. The use of cigarettes, tobacco products, or

e-cigarettes are prohibited on campus. Food and drinks are not allowed in the classrooms, skills labs, or computer lab.

11. Copy machines for student use are located in the library and WEPA (Wireless Everywhere Print Anywhere) printing stations are available throughout the campus.

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| **Textbook & Course Materials** |

**REQUIRED TEXTBOOKS:**

Silbert-Flagg & Pillitteri (2018). *Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family* (8th ed). Philadelphia: Wolters Kluwer.

Holloway & Moredich (2017). *OB/GYN Peds notes: Nurse’s clinical pocket guide* (3nd ed).Philadelphia: F. A. Davis Company.

Nursing Drug Handbook from a credible publisher such as Davis's Drug Guide for Nurses

(2017). (15th ed). Philadelphia: F.A. Davis Company.

ATI Content Mastery Series Review Module-RN Maternal Newborn Nursing (current edition). Assessment Technologies Institute, LLC (E-version or hardcopy).

ATI Content Mastery Series Review Module-RN Nursing Care of Children (current edition). Assessment Technologies Institute, LLC (E-version or hardcopy).

**ONLINE SOURCES:**

Assessment Technologies Institute (2017). ATI Testing & Login site. Retrieved December 4, 2017 from <https://www.atitesting.com/home.aspx>. Recommended browser is [Firefox](https://www.mozilla.org/en-US/firefox/all/?q=english%20%28us%29).

National Council of State Boards of Nursing (2015). [*2016 NCLEX-RN Detailed Test Plan*](https://www.ncsbn.org/RN_Test_Plan_2016_Final.pdf)*-Educator Version*. Retrieved December 4, 2017 from <https://www.ncsbn.org/2016_RN_DetTestPlan_Educator.pdf>

Texas Board of Nursing (2017). *Laws & rules - nursing practice act*. Retrieved December 4, 2017 from <https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp>

**RECOMMENDED TEXTBOOKS:**

DeSevo, M. (2016). *Maternal and newborn success: A Q&A review applying critical thinking to test taking (*3rd Ed*.).* Philadelphia: F. A. Davis Company.

Richardson, B. (2014). *Pediatric success: A Q&A review applying critical thinking to test taking* (2nd ed). Philadelphia: F.A. Davis Company.

Whitworth, S. & McMullan, T. (2017). *Davis essential nursing content + practice questions: Maternal-newborn.* Philadelphia: F. A. Davis Company.

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| **Computer Requirements** |

**Access:** You will need to have access to a computer. If you do not have access to a computer off campus, there are computers located in the Palmer Memorial Library and the Health Sciences Computer Lab that may be used by students. It is best if you have high speed internet access. If you have Dial-up, it may be difficult to download videos and other materials.

**Operating System:**

|  |  |  |  |
| --- | --- | --- | --- |
| Windows http://www.recoverdatas.com/wp-content/uploads/2013/11/Windows-icon.png  Operating System | | Mac OS X https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcT9jIooRHiPI8Ex8KPn3TFWgq34zum4fImzoGWSpMLklYbmgfh7vRMpFrI  Operating System | |
| **Minimum System Requirements** | | **Minimum System Requirements** | |
| Operating System: | Windows XP, Vista, Windows 7, or Windows 8 | Operating System: | Mac OS X 10.5 (Leopard) or higher |
| Processor: | 1.7 GHz | Processor: | 1.83 GHz |
| RAM: | 1 GB | Memory: | 1 GB |
| Browser: | Preferred: Mozilla Firefox latest version  Internet Explorer 9 or higher | Browser: | Preferred: Mozilla Firefox latest version  Safari 5 or higher |
| Software | Silverlight 4 or higher  Adobe Acrobat Reader X or higher  Adobe Flash Player 11 or higher | Software | Silverlight 4 or higher  Adobe Acrobat Reader X or higher  Adobe Flash Player 11 or higher |
| Other Devices: iPad® 2 or later with iOS 7 or later  Android 4.4 or later | | | |
| You can download Firefox by going to<https://www.mozilla.org/en-US/firefox/new/> *.*  You can download ATI requirements at <http://www.atitesting.com/TechnicalRequirements.aspx> | | | |

**Computer Hardware Requirements**:

Internet Access: High speed internet connection such as cable modem or DSL

Processor: 2GHz processor

Memory: 1GB RAM; 4 GB free hard drive space

Some courses and/or assignments may require the use of a webcam.

The learning management system is optimized for desktop displays; tablet and smartphone users should use the Mobile Apps. **Always** use a wired desktop or laptop to take your quizzes and exams on.

**METHODS OF INSTRUCTION**

1. Lecture, small & group discussions, seminars, flipped classroom

2. Gaming, clickers (Audience Response System)

3. Planned and supervised clinical experiences

4. Active and collaborative learning activities

5. Simulation

6. Media, MedCom, Video Case Studies

7. Individual computer / online assignments

8. Multiple Choice Examinations

**METHOD OF EVALUATION**

**1. Successful completion this course requires a 75.00 or greater exam average (unit exams and final).** Once accomplished, the other grade categories are averaged into the overall course grade. The overall course grade must also be greater than 75.00 in order to pass the course and continue in the program. Exam scores are recorded as the score earned and will not be rounded.

1. Testing: An objective examination will be given at the conclusion of each unit. There is a total of six (6) unit exams [3 OB & 3 Pedi]. Exam scores are available from your teaching faculty or the online grade book.
2. A comprehensive Final Exam covering both OB and Pedi will be given at the end of the semester.
3. Discussion or disclosing the exams to others constitutes a **BREACH OF ETHICS**. Refrain from discussing the contents of exams with anyone other than the faculty.

If absent from class, there will be no opportunity to make-up grades earned during in class activities or pop quizzes.

If a student is absent on the day of a unit exam, a make-up exam will be given. The student has 5 business days (not counting weekends) to complete the exam. The student is responsible for contacting the course instructor(s) to schedule a test time. Make-up exams may be administered online in Moodle. The exam will consist of 25 questions and students will be given 30 minutes to take the exam. Failure to take the make-up the exam in the allotted 5 days will result in a grade of zero.

Students must display satisfactory performance in both the on-campus laboratory and classroom (minimum of C or 75 required) to complete RNSG 1412. In order to progress, RNSG 1412, RNSG 1431 and RNSG 1460 must be passed concurrently.

The course is accelerated, and each planned experience offers multiple learning

opportunities. For this reason, absence from class can directly reflect on knowledge attained, which indirectly affects final course grade.

2. Dosage Calculation Competency

Dosage calculation competency is a critical skill necessary to prevent medication errors in today’s fast-paced healthcare settings. Students are expected to apply these concepts with accuracy throughout future course work. A dosage calculation exam is given each semester. Mastery of the math/dosage calculation exam with a grade of 84% is a requirement of all clinical courses in the ADN curricula.The dosage calculation exam grade is not computed in the course exam average. A pass/fail is recorded for the exam requirement.

If a passing grade is not achieved on the first exam, two retakes will be allowed. If a retake is required, the student must remediate before retaking the exam. Dosage Calculation retake exams will be administered during a scheduled date and time set by the faculty.

If a student does not achieve the minimum passing grade after three exam attempts, the student will be dropped from the course (and all concurrent nursing courses) and receive a “W” for the course grade.

3. Drop Procedures follow current college policy. Students are expected to follow the

printed degree plan. If the student is withdrawing from a general education course listed on the degree plan, the student must discuss this action with the clinical instructor prior to withdrawal as progression in nursing courses may be affected. Before dropping nursing courses, the student must meet with faculty to begin the drop procedure.

**ATTENTION! Dropping any class may affect your funding in a negative way!**

**You could owe money to the college and/or federal government. Please check**

**with the Financial Aid Office before you make a decision. Furthermore, if you drop this class, you will also be required to drop the co-requisites RNSG 1431 and 1460.**

**GRADING POLICY**

Grade Range: **A 90.00 - 100.00**

**B 81.00 - 89.99**

**C 75.00 - 80.99**

**D 65.00 - 74.99**

**F 64.0 - 0.00**

Students must have a passing exam average (unit exams and final) of 75 or greater in order to successfully complete the course.

Exam Average is calculated as:

* 75% = Unit Exams
* 25% = Final

Once the passing exam average has been attained, the overall course grade computation is:

·  80% = Exam Average

·         10% = ATI Practice and Proctored Assessments with remediation

·         10% = Homework

Exam Scores are recorded as the score earned and will **not**be rounded.  Example:  74.99 will be recorded as 74.99 and will be a “D.”  **There will be NO rounding of exam averages, course averages, or other course work in the Health Sciences ADN Program.**

**ATI POLICY**

Throughout the course, the student will be responsible for completing ATI assessments and modules as assigned by the instructor.

**What is ATI?**

Assessment Technologies Institute® (ATI) offers an assessment driven review program designed to enhance student NCLEX-RN success.

The comprehensive program offers multiple assessment and remediation activities. These include assessment indicator for academic success, critical thinking, and learning styles, online tutorials, online practice testing, and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.

Data from student testing and remediation can be used for program’s quality improvement and outcome evaluation.

ATI information and orientation resources can be accessed from your student home page. **It is highly recommended that you spend time navigating through these orientation materials.**

**Modular Study:**  ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work and instructors may assign these during the course and/or as part of active learning/remediation following assessments.

**Tutorials:** ATI offers unique Tutorials that teach nursing students how to think like a nurse; how to take a nursing assessment and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.

**Assessments:** Standardized Assessments will help the student to identify what they know as well as areas requiring active learning/remediation. There are practice assessments available to the student and standardized proctored assessments that may be scheduled during courses.

**Active Learning/Remediation:** Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student’s individual performance profile will contain a listing of the topics to review. The student can remediate, using the Focused Review which contains links to ATI books, media clips and active learning templates.

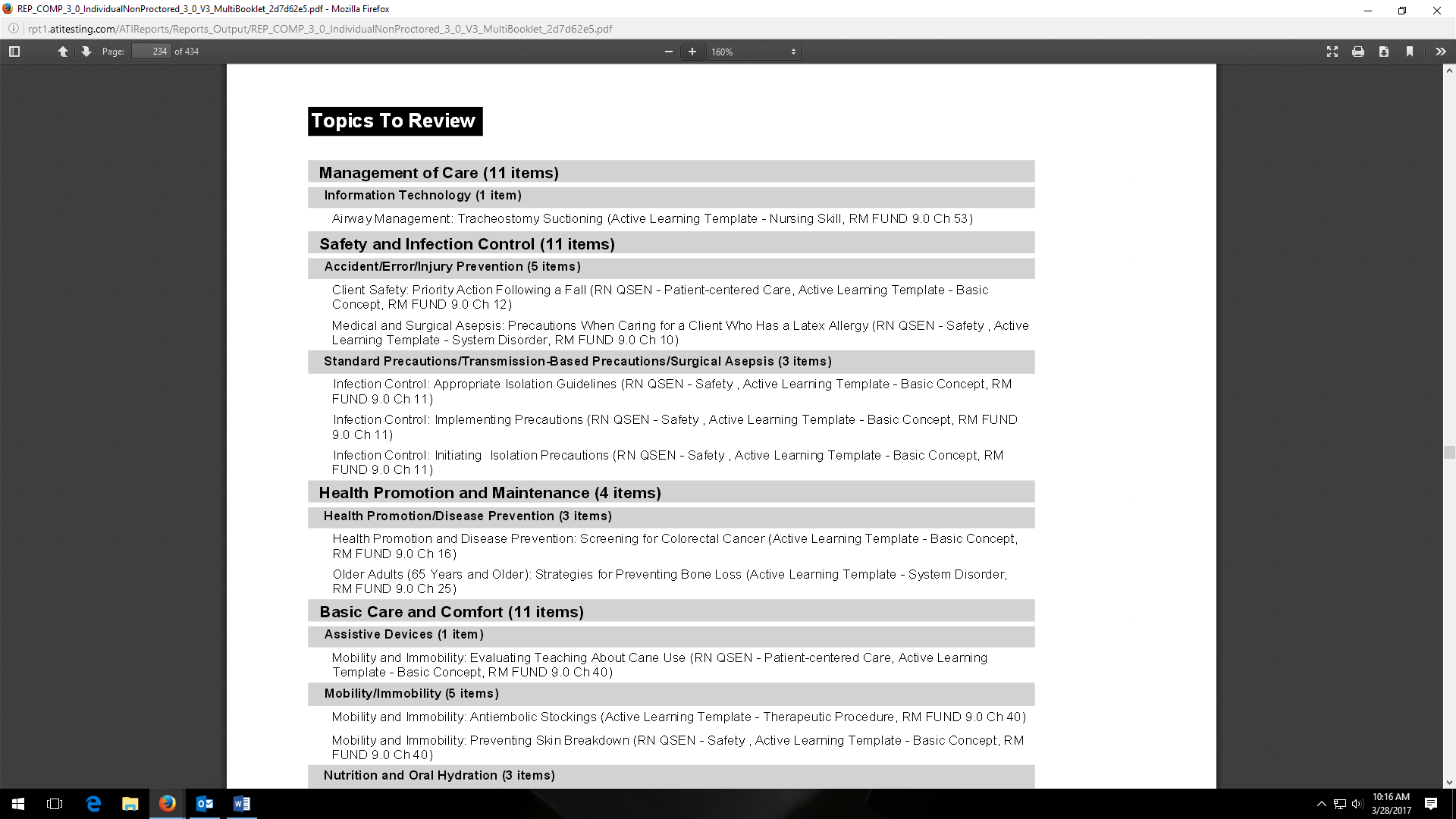
\*The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials. Students will provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required.

**ATI Content Mastery Policy**

ATI Content Mastery consists of Practice and Proctored Assessments that are **10%** of the total course grade. The Grading Rubric for the Comprehensive Predictor ATI Assessment is as follows:

|  |  |
| --- | --- |
| **STEP 1: Practice Assessment with Required Remediation** | **Points Earned** |
| **A. Complete Practice Assessment:**   * Student will earn a total of **2 points** upon completion of Practice Assessment(s) by the course assigned deadline. * Student who does not complete the Practice Assessment by the course assigned deadline will receive **0 points** and will still be expected to take the proctored exam on time. | **\_\_\_\_\_\_ points**  (2 points possible) |
|  |  |
| **B. Complete *Remediation:***   * Student will earn a total of **2 points** upon completion of remediation by the course assigned deadline. * For each topic missed, complete an active learning template and/or identify three critical points to remember. * Student who does not complete 3 critical points for each topic missed will not receive credit for remediation completion and will receive **0 points for the assignment.** | **\_\_\_\_\_\_ points**  (2 points possible) |
|  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **STEP 2: Standardized Proctored Assessment/Comprehensive Predictor Assessment** | | | | | |  |
| 1. **Complete Standardized Proctored Assessment/Comprehensive Predictor Assessment**  * Use Table below to calculate points earned and remediation requirements * Student will earn **1 to 4 points** based upon the score of their Proctored Assessment | | | | | | **\_\_\_\_\_\_ points**  (4 points possible) |
| **Your Passing Predictability Score:** | **95% or above** | | **90% to 94.99%** | **85% to 89.99%** | **84.99% or below** |
| **Proficiency:** | **Level 3** | | **Level 2** | **Level 1** | **Below Level 1** |
| **Points Earned:** | **4 points** | | **3 points** | **2 points** | 1. **point** |
|  | | | | | | |
| 1. **Complete *Required Remediation* Plan After Proctored/Comprehensive Assessment**  * Follow the proficiency column that corresponds to your earned level in STEP 2:A. * Student will earn **2 points** upon completion of their remediation. * Student who does not complete remediation by the assigned course deadline will receive **0 points**. * Student who does not complete 3 critical points for each topic missed will not receive credit for remediation completion and will receive **0 points for the assignment.** | | | | | | **\_\_\_\_\_\_ points**  (2 points possible) |
| **Your Level:** | **Level 3** | **Level 2** | | **Level 1** | **Below Level 1** |
|  | For each topic missed, complete an active learning template and/or identify three critical points to remember | | For each topic missed, complete an active learning template and/or identify three critical points to remember | For each topic missed, complete an active learning template and/or identify three critical points to remember | For each topic missed, complete an active learning template and/or identify three critical points to remember |
| **Points Earned:** | **2 points** | | **2 points** | **2 points** | **2 points** |
|  | | | | | |  |
| **Points possible 10 points** | | | | | | **Total Points**  **\_\_\_\_\_\_\_\_\_\_\_\_** |

**ATI Remediation Instructions**

Remediation Topic

1

2

NCLEX Test Category

3

\*You must remediate on EACH topic listed in the “Topics to Review” section of the ATI Individual Performance Profile (if you have 15 topics in the report, you will have 15 topics to remediate) and you must identify three critical points for each one. Remember that the remediation topic is what is required, not the NCLEX test category. Number the topics and correspond the numbers to the remediation. For example:

\*\*On this particular topic, you would need to remediate on Tracheostomy Suctioning NOT Airway Management!

1. Airway Management: Tracheostomy Suctioning
   1. Use a suction catheter that does not exceed one-half of the internal diameter of the endotracheal tube to prevent hypoxia.
   2. Remove the bag or ventilator from the tracheostomy and insert the catheter into the lumen of the airway, advance the catheter until resistance is met. Pull the catheter back 1cm before applying suction to prevent mucosal damage.
   3. Apply suction intermittently by covering and releasing the suction port with the thumb for 10-15 seconds.
2. Client Safety: Priority Action Following a Fall
   1. When a client falls, the nurses’ first duty is to the client: assess for injuries, get the patient back to bed safely, notify MD and Rapid Response Team.
   2. Follow policies and procedures for responding to falls and other dangerous situations.
   3. Report and document the incident. This provides valuable information that can help prevent similar incidents.

If you choose to use \*Active Learning Templates-this organizational tool uses graphic organizers to help you review concepts missed on ATI assessments. Active Learning Templates are located under Product Support Materials on your Student Home page.

### **TESTING CENTER POLICY**

The Testing Center is located in the Palmer Memorial Library.

To Take a Test: Students must arrive on time and present a TC picture ID.

The student must know:

1. Course Name (RNSG and section number of your class)

2. The Test or Exam Unit Number

Testing Center Hours: as posted

No exams will be started within one hour of the posted closing time. Check with the testing center for a schedule of any weekend openings each semester. The Testing Center is not open on College Holidays.

Additional Information:

Students are not allowed to have food or drinks in the classroom, lab, or Testing Center. The cost of damage to computer equipment can be significant due to a minor mishap. Students may not bring a cellular phone or pager to class or the Testing Center without prior written approval from the Dean of Students. If you leave the Testing Center for any reason during an exam, the exam will be **over**. You will not be allowed to come back and complete the exam.

**\*\*Please refer to the Texarkana College website for Testing Center hours and policies listed for the current semester. \*\***

**Financial Aid**

**Attention!** Dropping this class may negatively affect your funding! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

**Disability Act Statement**

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact the Director of Advisement at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability, which requires academic accommodations, please present it so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning, if not before the start, of course,* so there is ample time to make the accommodations.

**Campus police EMERGENCY line: (903) 823-3330**

**Security**

Please keep your vehicle locked whenever you are away from it.  Make sure you don’t leave any valuables in plain sight (purse, phone, laptop).  We want you to be safe.  You must acquire a TC parking permit and display it in your vehicle.  You must also have a TC student ID badge and keep it with you at all times.

**Mental Health Resources**

Student/ Staff counselor Dr. Joan Strutton

Email: [Joan.strutton@texarkanacollege.edu](mailto:Joan.strutton@texarkanacollege.edu)

(903) 823 – 3143

Community Healthcore 2435 College Dr.

Healthcare crisis line: 1 800 832 1009

**ACADEMIC DISHONESTY STATEMENT**

Academic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records, will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature may result in the student being dropped from the class with an “F.” This policy applies campus-wide, including the TC Testing Center, as well as the off-campus classroom or lab sites.

**Basic Needs Security Statement**

Any student who has difficulty affording groceries or accessing enough food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in this course or ability to remain in school, is urged to contact Tonja Blase, Director of Student Retention, at 903.823.3349 for support.  Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

**Alternate Operations during Campus Closure**

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, Texarkana College may need to move to altered operations and course delivery methods. During this time, Texarkana College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (Jenzabar or Moodle), online conferencing through TEAMS, email messaging, and/or an alternate schedule.  It is the responsibility of the student to monitor Texarkana College's website ([www.texarkanacollege.edu](http://www.texarkanacollege.edu)) for instructions about continuing courses remotely, instructor email notifications on the method of delivery and course-specific communication, and Texarkana College email notifications for important general information.

**COVID-19 Online/Virtual Environment Instructional Commitment**

The ongoing Covid-19 situation will require that some course materials and instruction are provided through an online and/or virtual format. Even if all or a portion of a class was originally scheduled to meet face to face, social distancing guidelines associated with Covid-19 will limit the number of students who are able to attend face to face classes in person simultaneously. Further, circumstances associated with Covid-19 could cause the college to be forced to shift completely to an online and/or virtual delivery at any time during the semester. While TC faculty members are committed to providing students the option of face-to-face instruction if possible, students should be prepared to continue their classes in an online and/or virtual environment if necessary. Texarkana College is committed to maintaining engaging, high quality instruction regardless of the delivery format.

**Alternate Operations during Campus Closure**

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Texarkana College to move to altered operations. During this time, Texarkana College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (Jenzabar or Moodle), online conferencing through TEAMS, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Texarkana College's website ([www.texarkanacollege.edu](http://www.texarkanacollege.edu)) for instructions about continuing courses remotely, instructor email notifications on the method of delivery and course-specific communication, and Texarkana College email notifications for important general information.

**Online Teaching Environment Guideline/Polices**

These guidelines and policies will be implemented if the course is moved to the online teaching environment.

**Lecture Class Meetings:**

Online lecture class meetings will take place virtually through Microsoft Teams. Online classes will be held at the same time as face to face classes. ALL enrolled students are expected to be present for class to meet attendance requirements.

**Attendance Policy:**

1. All students must be logged into the Teams classroom 5 minutes before the start of class. Attendance will be taken at the beginning of the class, and students must be visible on a webcam to be considered present. Students should mute their audio upon entrance into the online classroom.
2. After the lecture, attendance will again be taken. If a student is not present at the end of the class meeting, they will be considered absent. Please notify the instructor via the chat feature if a student must leave the classroom early. Leaving the class before the instructor is finished with the days' course work will result in a tardy or absence per Health Science policy.
3. Three tardies equal one absence. The course absenteeism policy will be strictly followed throughout the semester.
4. Please notify the instructor in advance if you cannot attend an online class and or are experiencing technical difficulties logging into Teams.

**Office Hours:**

1. Virtual Office Hours will be posted in the course by faculty.
2. Students are expected to contact faculty via email to arrange for individual meetings regarding course work or concerns. The faculty will communicate with students in a timely manner per business hours.

**General Guidelines:**

1. Students are responsible for reviewing recorded lectures. Virtual Class time will be utilized to discuss any questions and assignments for the unit.
2. Be mindful that when using the webcam, everyone can see everyone else. Proper attire will be expected. Refer to the Health Science Policy regarding dress code in the Handbook.
3. Cell phones should be on silent and no texting or web surfing during class.
4. Students are responsible for their learning environment when at home. Students are advised to minimize distractions to enhance learning and attentiveness in class.
5. Classroom behavior expectations apply to the online environment. Students are required to maintain professionalism while in the virtual classroom. Incivility and poor professional behaviors will not be tolerated. If a student displays inappropriate conduct in the virtual classroom, they will be subject to review by the Professional Conduct Committee per Health Science policy.
6. If students have connection problems, please reach out to the teaching faculty. Students need reliable internet for virtual learning.
7. Assignments must be completed on time. Any late homework assignments will not be accepted and will receive a zero.
8. Faculty will be available to answer questions throughout the week during Team Meetings as well as via email during our virtual office hours.

**Online Testing Guidelines:**

1. All exams will be taken at the regularly scheduled class time through Respondus Lockdown Browser. Students are required to have a laptop with a camera or a webcam, microphone, and speakers or headphones.
2. On the day of the exam, please login at least 15 minutes before the exam is scheduled to begin.
3. Before the exam, each student will need to do:
   1. Provide a complete 360-degree environmental scan of your testing area and the desk area around the computer. This must be a slow and complete scan so the faculty can completely review your surroundings.
   2. During the exam, you will be recorded
   3. All face to face and virtual exams are timed.
   4. Online examination questions are forward only. Additional test security is required in the online environment and will assist students in preparing for NCLEX testing.
4. Any concerning testing behaviors will be discussed with the student. Testing habits and patterns include:
   1. Taking their eyes off the computer screen repeatedly, for example, reading the screen then looking to the right.
   2. Moving out of the camera view.
   3. Having more than one person in the room.
5. Absolutely no cell phones, smartwatches, or resources such as textbooks or notes can be used.
6. Students who are unsuccessful on the exam will need to schedule a virtual meeting with their clinical instructor to review the exam. Due to test security, specific questions will not be discussed to preserve the integrity of the exam. The instructor will review missed topics with the student.

**Student Acknowledgement of Alternate Operations during Campus Closure: Online/Virtual Environment Instructional Commitment and Online Teaching Environment Guidelines and Policies**

By signing below, I acknowledge that I have received a copy of and have read the Online/Virtual Environment Instructional Commitment and Online Teaching Environment Guidelines and Policies. I am aware of the policies and I understand that it is my responsibility to monitor Texarkana College's website ([www.texarkanacollege.edu](http://www.texarkanacollege.edu)) for instructions about continuing courses remotely. In addition, it is my responsibility to monitor instructor email notifications on the method of delivery and course-specific communication and Texarkana College email notifications for important general information.

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Student printed name Date

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Student Signature

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| **COURSE OUTLINE: MATERNAL-NEWBORN UNITS 1-5** |

1. **Contemporary Maternal-Newborn Nursing and the Antepartum Period**

**Introduction to Maternal Newborn Nursing** **(Chapters 1-3, 6)**

Trends and Issues

Legal/Ethics and Standards of Practice

Reproductive Life Planning

**The Antepartum Period (Chapters 9-13)**

Physiological Aspects

Psycho-Social-Cultural Aspects

Antepartum Tests

2. **The Intrapartum Period** **(Chapters 14-16)**

Preparing the Family for Childbirth and Parenting

Assessment and Nursing Care in the Intrapartum Period

Processes and Stages of Labor and Birth

Management of Pain and Comfort

Fetal Heart Rate Assessment

3. **The Postpartum Period (Chapter 17, 25)**

Assessment and Nursing Care of the Postpartum Client

Transitioning to Parenthood

Postpartum Psychological Complications

High Risk Postpartum Nursing Care

(Will cover C-section topics)

4. **The Neonatal Period** **(Chapters 18-19, 26)**

Assessment and Nursing Care of the Normal Neonate

Laboratory and Diagnostic Tests

Therapeutic and Surgical Procedures

Newborn Nutrition, Feeding and Care

Discharge Planning and Teaching

High Risk Neonatal Nursing Care

5. **Childbearing at Risk (Chapters 20-24)**

High Risk Antepartum Nursing Care

High Risk Maternal Nursing Care

Operative Births

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| **COURSE OUTLINE: PEDIATRIC UNITS 6 -10** |

6. **Health Assessment of the Child and the Family**

Purposes and Techniques of Health Assessment of Children and Family

Therapeutic Communication with Children and Families

**Growth and Development of the Child**

Growth and Development

Newborns and Infants

From Toddlers to Preschoolers

School-Age Children

Adolescents

**Ill Child**

Teaching

**Medication Administration in Children**

**Pain Control in Children**

7. **Common Illnesses or Disorders in Childhood and Home Care**

Cardiovascular Disorders

Musculoskeletal Disorders

Malignancies

8. **Common Illnesses or Disorders in Childhood and Home Care**

Renal Disorders

Reproductive Disorders

Endocrine Disorders

Neurologic and Sensory Disorders

Vision and Hearing Disorders

9. **Common Illnesses or Disorders in Childhood and Home Care**

Respiratory Disorders

Immune Disorders

Communicable Diseases

Skin

10. **Common Illnesses or Disorders in Childhood and Home Care**

Gastrointestinal Disorders

Hematological Disorders

Mental Health Disorders

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| **UNIT 1: Contemporary Maternal-Newborn Nursing and the Antepartum Period** |
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| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:   1. Describe the evolution, scope, competencies/standards, and professional roles of nurses in maternity and neonatal nursing. (CO 1, 2, 3, 4, 5, 6, 7, 8) 2. Discuss trends in maternal and infant health outcomes. (CO 2) 3. Describe legal/ethical issues in maternal/infant care. (CO 1) 4. Identify common family structures/functions and the roles within families. 5. Identify psych-social-cultural factors that influence family adaptation to pregnancy.   (CO 5, 7, 8)   1. Describe common methods of reproductive life planning and the advantages, disadvantages, and risk factors associated with each. 2. Describe the growth and development of a fetus by gestational age in weeks. 3. Establish expected outcomes to meet the perceived needs of a growing fetus as well as manage a seamless transition from fetus to newborn. 4. Describe nursing care to help ensure both a safe fetal environment and a safe pregnancy outcome. 5. Describe common psychological and physiological changes that occur with pregnancy. 6. Discuss the areas of health assessment commonly included in prenatal visits.   (CO 3, 5, 6, 7, 8)   1. Describe health promotion during pregnancy that would help ensure a safe pregnancy outcome. 2. Identify the minor discomforts of pregnancy and corresponding measures to counteract such discomforts. 3. Discuss nutritional needs of the antepartum client. (CO 5, 6, 8) 4. Integrate knowledge of maternal and child health nursing utilizing the nursing process, the six competencies of QSEN, and patient/family centered nursing to achieve quality and culturally appropriate maternal and neonate care. (CO 3, 4, 5, 7) |
| **THEORETICAL CONTENT** |
| **Textbooks:**  1.Silbert-Flagg & Pillitteri (2018). *Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family* (8th ed). Philadelphia: Wolters Kluwer.  2. Holloway & Moredich (2016). *OB/GYN Peds notes: Nurse’s clinical pocket guide* (3nd ed).   1. National Council of State Boards of Nursing (2016, April). *NCLEX-RN Examination Detailed Test Plan.* |

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| **LEARNING ACTIVITIES** |
| 1. Contraceptive Activity |
| **EVALUATION:** Unit Exams, Quizzes & Homework |
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| **UNIT 2: THE INTRAPARTAL PERIOD** |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:   1. Preparing a family for childbirth and parenting 2. Identify the 5 P’s of labor: powers, passage, passenger, psyche, and position. (CO 5)   3. Describe the four stages of labor and the related nursing and medical care. (CO 2,4,5,6,7,8)  4. Discuss clinical reasoning and application of evidence-based intervention in caring for the  family in the intrapartum period. (CO 3, 5, 7).  5. Discuss the management of pain and discomfort during labor and delivery. (CO 3,5)  6. Discuss the nursing care for the client undergoing fetal monitoring and the appropriate  responses to FHR patterns. (CO 2,3,5,7)  7. Describe the assessment and care for the newly delivered mother and baby. (CO 3,5,6,7,8) |
| **THEORETICAL CONTENT** |
| **Textbooks:**  1.Silbert-Flagg & Pillitteri (2018). *Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family* (8th ed). Philadelphia: Wolters Kluwer.  2. Holloway & Moredich (2016). *OB/GYN Peds notes: Nurse’s clinical pocket guide* (3nd ed). |
| **LEARNING ACTIVITIES** |
| 1. ATI Nursing Education Skills Modules Videos:  a. Pre-test  b. Danger Signs in Pregnancy  c. Leopold Maneuvers  d. Measuring Fundal Height  e. Signs of Labor  f. Epidural Catheter |
| **EVALUATION**: Unit Exams, Quizzes & Homework |

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| **UNIT 3: THE POSTPARTAL PERIOD** |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:  1. Explain the physiological changes that occur during the postpartum period. (CO 5,8)  2. Discuss the nursing care for the postpartal client following vaginal birth and cesarean section.  (CO 5)  3. Discuss the process of bonding attachment that influence women and men in their role  transitions. (CO 2,3,5)  4. Identify factors that affect the family dynamics. (CO 2,5,8)  5. Explain risk factors, clinical signs and therapeutic management of postpartum hemorrhage.  (CO 5,8)  6. Identify nursing interventions in the care of clients with coagulation disorders of  postpartum. (CO 5,7,8)  7. Identify risk factors and interventions to prevent postpartum infection. (CO 3,5,8)  8. Describe the primary postpartum psychological complications and the related nursing actions  and medical care. (CO 8) |
| **THEORETICAL CONTENT** |
| **Textbooks:**  1.Silbert-Flagg & Pillitteri (2018). *Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family* (8th ed). Philadelphia: Wolters Kluwer.  2. Holloway & Moredich (2016). *OB/GYN Peds notes: Nurse’s clinical pocket guide* (3nd ed). |
| **LEARNING ACTIVITIES** |
| 1. ATI Nursing Education Skills Modules Videos:  a. Breastfeeding  b. Cesarean Birth  c. Post Op Care  d. Postpartum Cesarean |
| **EVALUATION:** Unit Exams, Quizzes & Homework |

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| **UNIT 4: THE NEONATAL PERIOD** |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:   1. Identify the changes that occur during the transition from intrauterine to extrauterine life   and the related nursing actions. (CO 2,3,5)   1. Using clinical reasoning, describe the care of the neonate. (CO 5,7) 2. Describe methods of providing a safe environment for the newborn. (CO 1,3,56) 3. Incorporate principles of teaching and learning when providing newborn care information to parents. (CO 2,4,6) 4. Discuss the advantages and disadvantages of the various methods of infant feeding. (CO 3,6) 5. Relate the mechanism of lactation. (CO 8) 6. Describe nursing assessment and interventions for common problems in breastfeeding and formula feeding. (CO 2,3,5,8) 7. Identify critical elements of assessment and nursing care of the high-risk neonate.   (CO 2,3,6,7,8)   1. Develop a discharge plan for high-risk neonates. (CO 5,6) |
| **THEORETICAL CONTENT** |
| **Textbooks:**  1.Silbert-Flagg & Pillitteri (2018). *Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family* (8th ed). Philadelphia: Wolters Kluwer.  2. Holloway & Moredich (2016). *OB/GYN Peds notes: Nurse’s clinical pocket guide* (3nd ed). |
| **LEARNING ACTIVITIES** |
| 1. ATI Nursing Education Skills Modules Videos:   1. APGAR 2. Vital Signs & Measurements 3. Umbilical Cord Care 4. Reflexes 5. Gestational Age Assessment 6. Kangaroo Care 7. Maternal Discharge Instructions 8. Post Test |
| **EVALUATION:** Unit Exams, Quizzes & Homework |

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| **UNIT 5 THE HIGH RISK OBSTRETRICL PATIENT AND NEONATE** |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:   1. Discuss issues related to the couple with subfertility (CO 3, 5, 6, 8) 2. Identify gestational complications for the woman, the fetus, and the newborn.   (CO 3, 5, 6, 8)   1. Demonstrate understanding of knowledge related to preexisting medical complications and gestational complication of pregnancy and related management. (CO 3, 5, 6, 8) 2. Identify factors that contribute to trauma and violence during pregnancy. (CO 1, 4, 6, 8) 3. Identify and manage high-risk pregnancy, labor, and delivery to promote healthy outcomes   for the mother and infant. (CO 2,3,5,6,7,8)   1. Describe the key obstetrical emergencies and the related medical and nursing care. (CO 2,3,   5,7,8)   1. Describe the pre-intra-postoperative nursing care and management for cesarean births.   (CO 2,3,5,7,8)   1. Discuss the nursing process as applied to families experiencing pregnancy loss, fetal anomalies, and relinquishment for adoption. (CO 1,2,4,5) |
| **THEORETICAL CONTENT** |
| **Textbooks:**  1.Silbert-Flagg & Pillitteri (2018). *Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family* (8th ed). Philadelphia: Wolters Kluwer.  2. Holloway & Moredich (2016). *OB/GYN Peds notes: Nurse’s clinical pocket guide* (3nd ed). |
| **LEARNING ACTIVITIES** |
| Virtual Clinical ATI Assignments will incorporate this unit. |
| **EVALUATION** Unit Exams, Quizzes & Homework |

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| **UNIT 6 PEDIATRIC NURSING:** Assessment and Growth & Development of the Child, Ill Child, Medication Administration and Pain Control |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:   1. Describe the purposes and techniques of health assessment in children of all ages. (CO 1, 2, 3, 4, 5) 2. Discuss the principles of effective communication as well as teaching and learning as they relate to health teaching with children. (CO 1, 3, 4 ) 3. Identify principles of growth and development and developmental stages according to major theorist for children of all ages. (CO 3, 5, 7, 8) 4. Using evidence-based practice, discuss anticipatory guidance related to nutrition, health, and safety issues of children of all ages. (CO 1,2,3,4,5,6,7) 5. Assess the impact of an illness, especially one requiring a hospital stay, on a pediatric client and childrearing family. (CO 3, 4, 5, 6, 7, 8) 6. Discuss the recommended immunizations for children of all ages. (CO 3, 4, 5, 6, 7, 8) 7. Describe common methods of safe administration of medication and intravenous IV therapy in the health care of the pediatric client. (CO 1, 2, 3, 5, 8) 8. Describe the major methods and techniques of pain management for the pediatric client. (CO 1, 2, 3, 4, 5, 7, 8) 9. Using the nursing process, plan nursing care that includes the six competencies of QSEN when caring for the pediatric client and childrearing family. (CO 3, 4, 5, 7, 8) |
| **THEORETICAL CONTENT** |
| **Textbooks:**  1.Silbert-Flagg & Pillitteri (2018). *Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family* (8th ed). Philadelphia: Wolters Kluwer.  (Ch 28-36, 38-39)  2. Holloway & Moredich (2016). *OB/GYN Peds notes: Nurse’s clinical pocket guide* (3nd ed). |
| **LEARNING ACTIVITIES** |
| 1. Med Com Videos  a. Assessing Pediatric Pain |
| **EVALUATION** Unit Exams, Quizzes & Homework |

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| **UNIT 7 PEDIATRIC NURSING:**  Cardiovascular Disorders, Musculoskeletal Disorders, Malignancies, and Long-Term Illness |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:   1. Identify the physical assessment components of pediatric client with cardiovascular disease and musculoskeletal disorders. (CO 5,7) 2. Identify the anatomic features, clinical presentation, stabilization, emergent, and long-term care of the pediatric client with cardiovascular disease utilizing evidence-based practice. (CO 3,4,5,6,7,8) 3. Describe common disorders of the musculoskeletal system. (CO 5,7) 4. Describe common malignancies found in children. (CO 5, 7) 5. Discuss nursing care related to long-term illnesses and death and dying in children. (CO 5,7) 6. Using the nursing process, plan care that includes the six competencies of QSEN in caring for children with cardiovascular disorders, musculoskeletal Disorders, malignancies, and long-term illnesses. (CO 5,7) |
| **THEORETICAL CONTENT** |
| **Textbooks:**  1. Silbert-Flagg & Pillitteri (2018). *Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family* (8th ed). Philadelphia: Wolters Kluwer.  (Ch 41, 51, 53, 56)  2. Holloway & Moredich (2016). *OB/GYN Peds notes: Nurse’s clinical pocket guide* (3nd ed). |
| **LEARNING ACTIVITIES** |
| 1. Med Com Videos   1. Medicating Children: Techniques for Medication Administration 2. Medicating Children Preventing Errors |
| **EVALUATION** Unit Exams, Quizzes & Homework |

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| **UNIT 8 PEDIATRIC NURSING:**  Renal Disorders, Reproductive, Endocrine, Neurologic and Vision and Hearing Disorders |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:   1. Describe common renal and urinary disorders that occur in children. (CO 4,5,8) 2. Describe common reproductive disorders that occur in children. (CO 4,5,8) 3. Describe common endocrine or metabolic disorders that occur in children. (CO 4,5,8) 4. Describe common neurological and sensory disorders that occur in children. (CO 4,5,8) 5. Recognize seizure disorders and treatment for seizure types. (CO 5,6,7,8) 6. Discuss common vision and hearing disorders found in children (CO 5,6,7,8) 7. Apply the use of clinical reasoning in the nursing care of pediatric clients with select renal, reproductive, endocrine neurologic, and vision/hearing disorders. ( CO 5,7,8) 8. Recognize normal and abnormal values of common laboratory findings in selected endocrine and renal disorders. (CO 5,7,8) 9. Using the nursing process, plan care that includes the six competencies of QSEN in caring for children with renal disorder, reproductive, endocrine-metabolic disorders, neurologic and sensory disorders, and vision and hearing disorders. (CO 5,7,8) |
| **THEORETICAL CONTENT** |
| **Textbooks:**  1. Silbert-Flagg & Pillitteri (2018). *Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family* (8th ed). Philadelphia: Wolters Kluwer.  (Ch 27, 46-50, 52)  2. Holloway & Moredich (2016). *OB/GYN Peds notes: Nurse’s clinical pocket guide* (3nd ed). |
| **LEARNING ACTIVITIES** |
| Virtual Clinical ATI Assignments will incorporate this unit. |
| **EVALUATION** Unit Exams, Quizzes & Homework |

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| **UNIT 9 PEDIATRIC NURSING:**  Respiratory Disorders, Immune Disorders, Communicable Diseases and Infections and Infestations of Skin |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:   1. Identify the clinical presentation of pediatric client with respiratory disorders. (CO 5,7) 2. Describe the clinical presentation of various allergic reactions. (CO 5) 3. Identify common atopic disorders. (CO 5) 4. Describe the clinical presentation of major communicable diseases. (CO 5,7) 5. Describe common skin infections or infestations. (CO 5,7) 6. Using the nursing process, plan care that includes the six competencies of QSEN in caring for children Respiratory, Immune, Malignancy and Communicable Diseases. (CO 3,5,6,7,8) |
| **THEORETICAL CONTENT** |
| **Textbooks:**  1. Silbert-Flagg & Pillitteri (2018). *Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family* (8th ed). Philadelphia: Wolters Kluwer.  (Ch 40, 42-43)  2. Holloway & Moredich (2016). *OB/GYN Peds notes: Nurse’s clinical pocket guide* (3nd ed). |
| **LEARNING ACTIVITIES** |
| Virtual Clinical ATI Assignments will incorporate this unit. |
| **EVALUATION** Unit Exams, Quizzes & Homework |

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| **UNIT 10 PEDIATRIC NURSING:**  Gastrointestinal Disorders, Hematology, and Mental Health Disorders |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:   1. Identify and describe gastrointestinal disease that present with abdominal pain. (CO 5,6) 2. Identify and describe gastrointestinal diseases that present with regurgitation or vomiting. (CO 5,6) 3. Identify and describe gastrointestinal disease that present with diarrhea or constipation. (CO 5,6) 4. Identify and describe gastrointestinal disease that present with problems manifested by an anterior abdominal wall defect. (CO 5,6) 5. Describe selected hematological disorders commonly found in pediatric clients. (CO 5,6) 6. Discuss selected mental health disorders commonly found in pediatric clients. (CO 5,6) 7. Apply the use of clinical reasoning in the nursing care of pediatric clients with Gastrointestinal Disorders, hematological disorders and mental health disorders. (CO 3,5,6,7,8) 8. Describe common unintentional injuries in the child. (CO 5,6) 9. Using the nursing process, plan care that includes the six competencies of QSEN in caring for children with gastrointestinal, reproductive or mental health disorders (Neurodevelopmental Disorders, ADHD, and Autism). (CO 3, 5, 6, 7, 8) |
| **THEORETICAL CONTENT** |
| **Textbooks:**  1. Silbert-Flagg & Pillitteri (2018). *Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family* (8th ed). Philadelphia: Wolters Kluwer.  (Ch 8, 27, 44-45, 54)  2. Holloway & Moredich (2011). *OB/GYN Peds notes: Nurse’s clinical pocket guide* (3nd ed). |
| **LEARNING ACTIVITIES** |
| Virtual Clinical ATI Assignments will incorporate this unit. |
| **EVALUATION** Unit Exams, Quizzes & Homework  A comprehensive final exam for the course will be given. |

**Topics (Units 6-10)**

**Unit 6 Assessment/ G&D/ Ill Child/ Medication Administration/ Pain Control** – Ch 28-36, 38-39. (See pages below)

1. Techniques of Physical Assessment ( Ch 34 pg 921-956)
2. Immunizations (Ch 34 pg 956-959)
3. Health Promotion and Maintenance
   1. Teaching (Ch 35 pg 973-985)
4. Ill Child (Ch 36 pg 993-1019)
5. Developmental Stages and Transitions ( Ch 28-33 pg 755-911)
6. Medication Administration - (Ch 38 pg. 1053-1063)
7. Pain Control–(Ch 39 pg 1073-1089)

**Unit 7 Cardiac/ Musculoskeletal/Malignancy/ Long –Term Illness** Ch 41, 51, 53, 56 (See pages below)

1. Cardiac Ch 41 (SEE pages below)
   1. Congenital Heart Disease (Septal Defects/Stenosis/Coarctation of the aorta/Transposition of great vessels/Tetralogy of Fallot/ Truncus arteriosus/Hypoplastic Left Heart Syndrome – (pg 1140-1150)
   2. Acquired Defects /Rheumatic Fever – (pg 1161-1162)
   3. Kawasaki Disease –(pg 1159-1160)
2. Musculoskeletal Ch 51 (see pages below)
   1. Fractures –(pg 1459-1462)
   2. Casts– (pg 1438-1440)
   3. Traction –(pg 1442-1444)
   4. Compartment Syndrome- (pg 1438)
   5. Talipes Disorders - Clubfoot- (pg 719-720)
   6. Developmental Dysplasia of the Hip- (pg 720-723)
   7. Legg-Calve-Perthes Disease- (pg 1446-1447)
   8. Osteogenesis Imperfecta- (pg 1446)
   9. Scoliosis- (pg 1450-1454)
   10. Juvenile Idiopathic Arthritis –(pg 1454-1457)
   11. Muscular Dystrophy –(pg 1458-1459)
   12. Duchenne Muscular Dystrophy –(pg 1459)
3. Malignancy/Long-Term Illness Ch 53, 56 (See pages below)
   1. Leukemias (pg 1512-1515)
   2. Lymphomas (pg 1515-1517)
   3. Osteogenic Sarcoma (pg 1521-1522)
   4. Ewing Sarcoma (pg 1522-1523)
   5. Neuroblastoma (pg 1523)
   6. Rhabdomyosarcoma (pg 1523-1524)
   7. Wilm’s Tumor (pg 1524)
   8. Death and Dying (pg 1587-1597)

**Unit 8**  **Renal/ Repo/Endocrine/ Neuro/ Vision/ Hearing** Ch 27, 46 -49, 50, 52. (See pages below)

1. Renal Ch 46 (see pages below)
   1. Acute glomerulonephritis- ( pg 1308-1310)
   2. Nephrotic Syndrome- (pg 1310-1314)
2. Repo Ch 46, 47(See pages below)
   1. Enuresis and UTI – (pg 1306-1307)
   2. Structural Disorders -
      1. Bladder exstrophy (pg 1300-1302)
      2. Chordee ( pg 1302)
      3. Epispadias (pg 1302)
      4. Hypospadias (pg 1302-1303)
      5. Ambiguous genitalia (pg 1325)
      6. Cryptorchidism (pg 1327)
      7. Phimosis (pg 1327-1328)
      8. Hydrocele (pg 1328)
      9. Varicocele (pg 1328)
      10. Testicular tortion (pg 1328)
3. Endocrine - Ch 48 (see pages below)
   1. Growth Hormone Deficiency- (pg 1349-1352)
   2. Diabetes Mellitus –(pg 1358-1369)
4. Neuro – Ch 49, 27, 52(See pages below)
   1. Spina Bifida – (pg 744-750)
   2. Cerebral Palsy –pg 1388-1391)
   3. Meningitis –(pg 1391-1392)
   4. Reyes syndrome –(pg 1393)
   5. Seizures – (pg 1398-1401)
   6. Head Injury – (pg 1468-1475)
5. Vision/Hearing Ch 50 (See pages below)
   1. Myopia – (pg 1414)
   2. Hyperopia –(pg 1414)
   3. Astigmatism –(pg 1415)
   4. Amblyopia- (pg 1416)
   5. Strabismus- (pg 1417-1418)
   6. Conjunctivitis (pg 1418-1420)
   7. Cataracts- (1422-1423)
   8. Glaucoma- (1423-1424)
   9. Hearing – 1425-1427)
   10. Disorders – (pg 1427-1431)

**Unit 9 Respiratory/ Immune/ Communicable/ Skin** (Ch 40, 42, 43). (See pages below)

1. Respiratory Ch 40(See pages below)
2. Nasopharyngitis (pg 1107)
3. Tonsilellectomy (pg 1108)
4. Pharyngitis (pg. 1108-1109)
5. Epistaxis (pg. 1109)
6. Croup Syndromes (Bacterial epiglottitis, Acute laryngotracheobronchitis, Acute sposmotic laryngitis, Influenza A and B) (pg 1110-1113)
7. Bronchitis (pg 1113)
8. Bronchiolitis (pg 1113-1114)
9. Asthma (pg 1114-1116)
10. Pneumonia (9RSV, Strep pneum., H. influenza, M. pneumonia) (pg 1116-1117)
11. Cystic Fibrosis (pg 1119-1122)
12. Immune Ch 42
    1. Allergic rhinitis (pg 1187-1189)
    2. Atopic Dermatitis (pg 1189-1191)
    3. Contact Dermatitis (pg 1194)
13. Communicable – Ch 43
    1. Rubella (German measles)/ rubella virus (pg 1206-1207)
    2. Rubeola (measles)/rubeola virus (pg 1207-1208)
    3. Varicella (Chickenpox/ varicella-zoster) (pg 1208)
    4. Erythema Infectiosum (Fifth disease) (pg 1209-1210)
    5. Hand, Foot, and Mouth Disease/ Coxsackievirus (pg 1210)
    6. Mumps/paramyxovirus (pg 1214)
    7. Epstein-Barr virus/Mononucleosis (pg 1215)
    8. Pertussis (whooping cough)/ Bortella pertussis (pg 1221)
14. Infections and Infestations of Skin (Ch 43)
    1. Bacterial
       1. Scarlet fever (pg. 1216)
       2. Impetigo (pg. 1216-1218)
       3. Staphylococcal scalded skin syndrome (pg 1220)
    2. Viral
       1. Varicella-zoster (shingles) – pg 1208-1209
       2. Herpes simplex –(pg1211)
    3. Parasitic Infections
       1. Roundworms (pg 1224)
       2. Hookworms (pg 1225)
       3. Pinworms (pg.1225)
    4. Fungal
       1. Tinea capitis (pg 1226)
       2. Tinea Corporis (pg 1226)
       3. Tinea Cruris (pg 1226)
       4. Tinea pedis (pg 1226)
       5. Candidiasis (pg 1226 - 1227)
    5. Infestations
       1. Scabies (pg 1224)
       2. Pediculosis (lice) (pg 1224-1225)

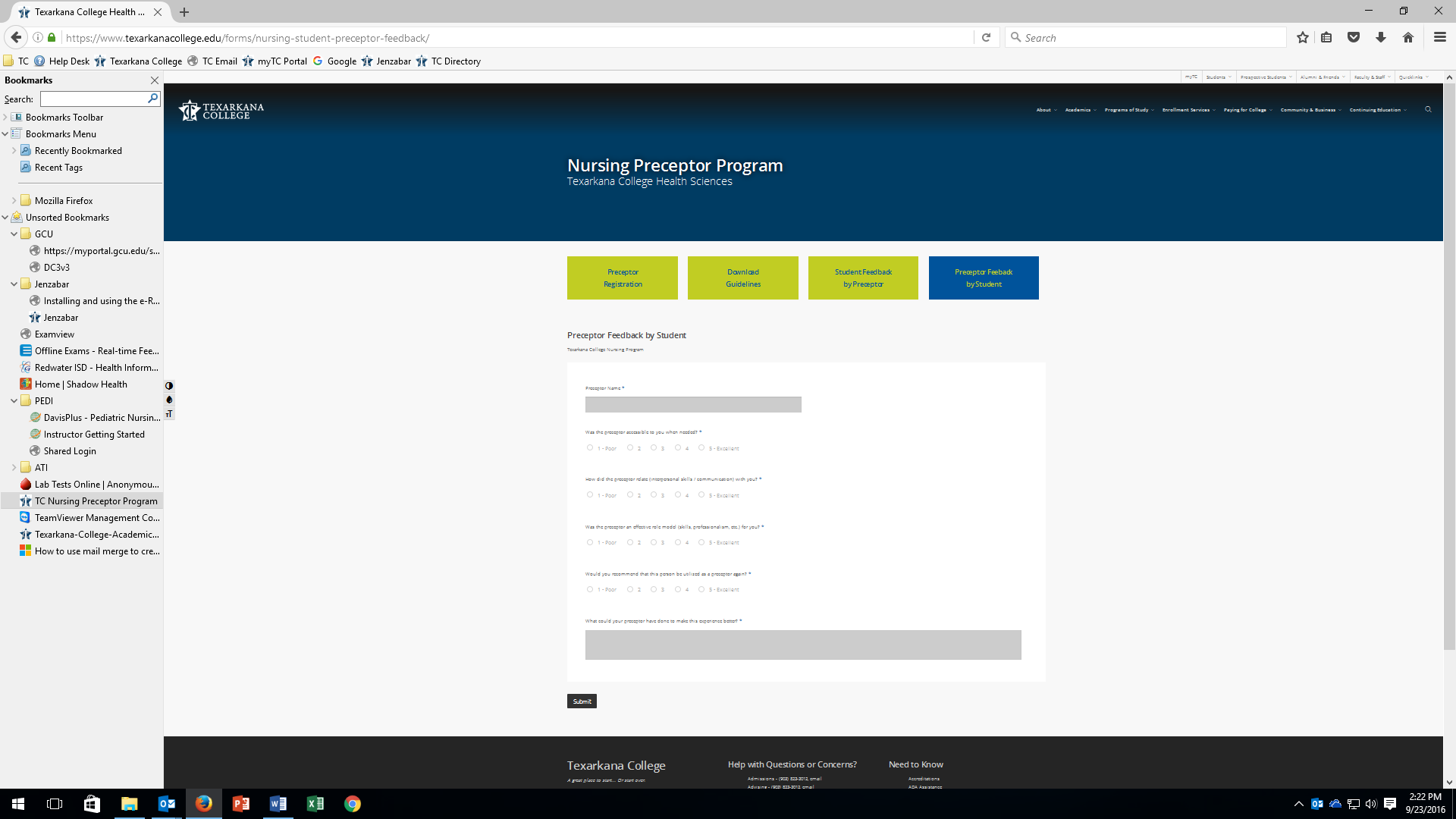
**Unit 10 GI/ Hematology/Mental Health**

1. GI Ch 27, 45. (See pages below)
   1. Cleft lip/palate (pg 724-729)
   2. Esophageal atresias and tracheoesophageal fistula (pg 729-731)
   3. Abdominal Wall Defects (pg. 731-733)
   4. Diarrhea (pg 1263-1266)
   5. GERD (pg 1266-1267)
   6. Pyloric Stenosis (pg 1267-1269)
   7. Intussusception (pg 1275-1276)
   8. Appendicitis (pg 1277-1280)
   9. Meckel’s Diverticulum (pg 1280)
   10. Inguinal hernia (pg 1282-1283)
   11. Hirschsprung Disease (pg 1283-1284)
2. Hematology Ch 44 (See pages below)
   1. Iron Deficiency Anemia (pg 1231-1232)
   2. Sickle Cell Anemia (pg 1243-1248)
   3. Hemophilia (pg 1252-1254)
3. Mental Health Ch 8, 54 (See pages below)
   1. Down Syndrome – Trisomy 21 (pg. 167-168) and (pg. 1534-1538)
   2. Autism Spectrum Disorder (1538-1539)
   3. Attention Deficit and Disruptive Behavior Disorders (pg 1541-1546)

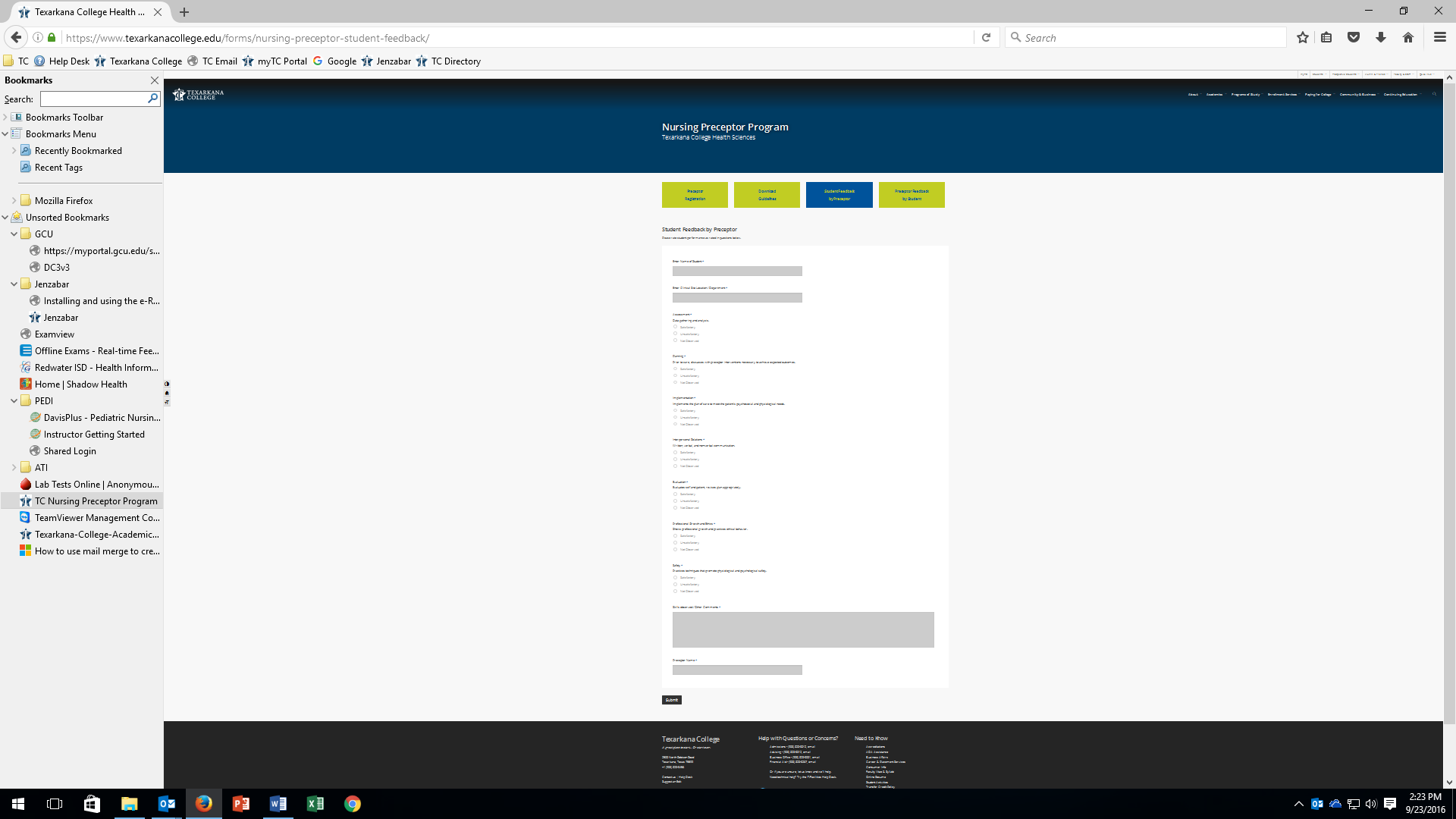
**Texarkana College Nursing Preceptor Program**

**Please visit:** www.texarkanacollege.edu/preceptor

(smart phone or PC)



Preceptor Feedback by Student



Student Feedback by Preceptor

If preceptor cannot complete this on their pc or smart phone the student may take their smart phone to the preceptor to use.

Back up option: If a paper version needs to be used, it will be the student’s responsibility to input the survey into the web site for the preceptor & turn in the paper copy:

Input paper data into web site.

Note time and date on paper copy.

Turn in paper copy as usual.

**ATI Content Mastery Policy**

ATI Content Mastery consists of Practice and Proctored Assessments that are **10%** of the total course grade. The Grading Rubric for the Comprehensive Predictor ATI Assessment is as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **STEP 1: Practice Assessment with Required Remediation** | | | | | **Points Earned** |
| **A. Complete Practice Assessment:**   * Student will earn a total of **2 points** upon completion of Practice Assessment(s) by the course assigned deadline. * Student who does not complete the Practice Assessment by the course assigned deadline will receive **0 points** and will still be expected to take the proctored exam on time. | | | | | **\_\_\_\_\_\_ points**  (2 points possible) |
|  | | | | |  |
| **B. Complete *Remediation:***   * Student will earn a total of **2 points** upon completion of remediation by the course assigned deadline. * For each topic missed, complete an active learning template and/or identify three critical points to remember. * Student who does not complete 3 critical points for each topic missed will not receive credit for remediation completion and will receive **0 points for the assignment.** | | | | | **\_\_\_\_\_\_ points**  (2 points possible) |
| **STEP 2: Standardized Proctored Assessment/Comprehensive Predictor Assessment** | | | | |  |
| 1. **Complete Standardized Proctored Assessment/Comprehensive Predictor Assessment**  * Use Table below to calculate points earned and remediation requirements * Student will earn **1 to 4 points** based upon the score of their Proctored Assessment | | | | | **\_\_\_\_\_\_ points**  (4 points possible) |
| **Your Passing Predictability Score:** | **95% or above** | **90% or above** | **85% or above** | **84% or below** |
| **Proficiency:** | **Level 3** | **Level 2** | **Level 1** | **Below Level 1** |
| **Points Earned:** | **4 points** | **3 points** | 1. **points** | **1 point** |
|  | | | | | |
| 1. **Complete *Required Remediation* Plan After Proctored/Comprehensive Assessment**  * Follow proficiency column that corresponds to your earned level in STEP 2:A. * Student will earn **2 points** upon completion of their remediation. * Student who does not complete remediation by the assigned course deadline will receive **0 points**. * Student who does not complete 3 critical points for each topic missed will not receive credit for remediation completion and will receive **0 points for the assignment.** | | | | | **\_\_\_\_\_\_ points**  (2 points possible) |
| **Your Level:** | **Level 3** | **Level 2** | **Level 1** | **Below Level 1** |
|  | For each topic missed, complete an active learning template and/or identify three critical points to remember | For each topic missed, complete an active learning template and/or identify three critical points to remember | For each topic missed, complete an active learning template and/or identify three critical points to remember | For each topic missed, complete an active learning template and/or identify three critical points to remember |
| **Points Earned:** | **2 points** | **2 points** | **2 points** | **2 points** |
|  | | | | |  |
| **Points possible = 10 points** | | | | | **\_\_\_\_\_\_\_\_\_\_\_**  **TOTAL POINTS** |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student printed name Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature

**Texarkana College**

**Associate Degree Nursing Program**

## Student Course Requirement and Program Compliance Agreement

I have read the current course syllabus and understand the course requirements and policies.

I agree to comply with the clinical and classroom policies to meet the requirements for course completion.

I have read the Texarkana College Health Science Division Handbook and understand the policies and procedures stated therein. I agree to comply with all of these policies and procedures in order to meet the requirements for course completion.

I understand and am capable of utilizing the procedures for Standard Precautions that have been discussed earlier in the program

I have read the Texarkana College Student Handbook, and understand the policies described therein. I agree to apply with these policies.

I furthermore agree to comply with the above policies for as long as I am a student in the Health Science Division’s Associate Degree Nursing Program.

**ATTENTION!! Dropping this class may affect your funding in a negative way. You could owe money to the college and/or the federal government. Please check with the Financial Aids Office before you make a decision. Furthermore, if you drop this class, you will also be required to drop the co-requisites RNSG 1431 and 1460.**

**Course: RNSG 1412 and RNSG 1261**

**Signature (must be legible)**

**Date**

##### 5.10.1 Standardized Exams: First Year

Standardized exams:

1. Provide an evaluation of students’ knowledge and ability at different points in the program.
2. Identify students’ strengths and areas where improvement is needed so that remediation can be accomplished.
3. Provide experience in taking standardized exams on the computer, much like the NCLEX exam.
4. Provide faculty with data that help guide course/curriculum improvements.

All Basic, first year Associate Degree Nursing Students will take multiple standardized exams during the first year of the ADN program. The benchmark scores, remediation requirements, and grading are explained in the syllabi. The cost of the exams is included in course fees and is nonrefundable.

All Transition Associate Degree Nursing Students will take a standardized exam at the end of the first semester. The benchmark score and remediation requirements are explained in the course syllabus. The cost of the exam will be paid at the beginning of the semester and is nonrefundable.

Students who score below the passing standard must complete required remediation. Remediation must be done in the computer lab and completed by the date set by the instructor. Upon completion of the remediation, the student will then be eligible to register for the next semester. Students who fail to complete the required remediation as assigned cannot progress in the program.

Student ID:

Printed Name:

Signature:

Date: