



## **RNSG 1412**

# **NURSING CARE OF THE CHILDBEARING & CHILDREARING FAMILY**

**PREPARED BY HEALTH SCIENCES DIVISION FACULTY:  
ASSOCIATE DEGREE NURSING PROGRAM**

**TEXARKANA COLLEGE  
TEXARKANA, TEXAS**

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[human.resources@texarkanacollege.edu](mailto:human.resources@texarkanacollege.edu)*

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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, and 2320/2120; PSYC 2301 and 2314; RNSG, 1413, 1360

**Co-requisites:** ENGL 1301, RNSG 1431 and 1460.

*Co-requisite courses must be completed by the end of the Semester. Failure to do so prohibits progression in the program.*

Revised: August 2021  
PSLO = I.E. Student Learning Outcomes (Program)  
CO= Student Learning Outcomes (Course)  
\*\* = Critical Thinking/Communication Skills  
DEC = Differentiated Essential Competencies (A D N) 2021  
DEC-M = Member of the Profession  
DEC-P = Provider of Patient-Centered Care  
DEC-S= Patient Safety Advocate  
DEC-T=Member of the Health Care Team  
SOP = Texas Board of Nursing (BON) Standards of Practice (2019)

QSEN - Quality & Safety Education for Nurses  
QSEN-P = Patient-Centered Care  
QSEN-T = Teamwork and Collaboration  
QSEN-E = Evidence-Based Practice  
QSEN-Q = Quality Improvement  
QSEN-S = Safety  
QSEN-I = Informatics

## 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 including Nursing Peer Review.  
(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 in a timely manner (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 a culture of safety for 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 such as self-care 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 to provide a service of excellence (PSLO-1; DEC-P-C, E, F; SOP-1L,3A; QSEN-P, T, E, Q, S)
8. Describe nursing tasks for vulnerable patients/populations such as 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 these roles: member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Attainment of the program objectives by the graduate nurse demonstrates effectiveness.

### TEXARKANA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM PROGRAM STUDENT LEARNING OUTCOMES (PSLO) **And General Education Core Competencies**

The following program objectives are the outcomes, which shape the curriculum and are the criteria for measurement of its success. This reflects the Differentiated Essential Competencies of graduates of Texas nursing programs as a member of the profession, provider of patient-centered care, patient safety advocate and member of the healthcare team. The graduate will:

1. **Utilize critical thinking skills** to 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. **Demonstrate a personal responsibility** to respect a patient's right to participate in decisions affecting their health by promoting patient-centered care and ensuring confidentiality.
3. **Employ therapeutic communication skills** to act as a patient safety advocate by establishing compassionate, caring, and therapeutic relationships in a physically and psychologically safe environment.
4. Accepts and makes assignments and delegates tasks to other members of the healthcare team **using empirical and quantitative skills** that take into consideration patient safety, organizational policies, and scope of practice and demonstrated abilities.
5. Demonstrate professional **and social 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 **through teamwork** 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.

Rev. 08.2019

## COMPUTER REQUIREMENT POLICY

Students are required to have a computer with Internet access for classes. The computer must be an actual computer – smart phones, iPads, Androids, Chromebooks, etc., are not acceptable substitutes because they lack software compatibility necessary to complete all assignments and tests. Financial costs for the necessary equipment and internet access are the responsibility of the student.

Students needing to purchase a computer may do so through the Texarkana College Bookstore. Systems purchased through the bookstore meet or exceed all requirements, are competitively priced, and may be purchased using financial aid funds. If the system is purchased through another source, it is the student's responsibility to ensure the system meets all requirements.

Computer systems requirements:

- Webcam, microphone, and speakers or headphones
- Windows 10 or a recent version of Mac OS (minimum Sierra). Windows 10 S mode is not supported
- Hardware capable of running Microsoft Teams (free download) and supports multi-media playback
- Support for Chrome or Microsoft Edge – Note: Firefox, Safari, or other browsers may not work on all TC applications
- Able to run Microsoft Office which will be provided free to TC students
- Adobe Reader or another PDF viewer
- Antivirus software such as Windows Defender or another 3<sup>rd</sup> party anti-virus solution
- The Respondus Lockdown browser is used for taking tests; therefore, the system must be capable of running this software. Most newer systems that meet other specifications should work.

Students should regularly backup content to prevent loss of coursework due to hardware failure. Backup copies of documents and other coursework may be placed on OneDrive cloud storage. OneDrive is included free of charge for all TC students.

A list of Internet service providers can be found on the TC website at:

<https://www.texarkanacollege.edu/coronavirus/>.

## 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 class* so there is ample time to make the accommodations.

## FINANCIAL AID

**Attention!** Dropping this 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 deciding.

## PANTRY / BASIC NEEDS

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 Blasé, 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.

## 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 always also have a TC student ID badge and keep it with you.

**Campus police EMERGENCY line: (903) 798-3330**

## COUSELING SERVICES

Luretha Loudermill is a Licensed Professional Counselor, who provide counseling services in the areas of education, career and personal issues. Students can refer themselves, or they can be referred by faculty or staff members. If you are struggling with any aspects of your life, know Mrs. Loudermill is a free resource to help you.

[tc.counselor@texarkanacollege.edu](mailto:tc.counselor@texarkanacollege.edu)

Health Science Building, Office 135, (903) 823-3143

NATIONAL SUICIDE PREVENTION LIFELINE 988



## TESTING CENTER POLICIES

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

**\* Please see the Texarkana College website for Testing Center hours and policies each semester.**

No exams will be started within one hour of the posted closing time. Check with 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.

## ACADEMIC DISHONESTY STATEMENT

Scholastic 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 off-campus classroom or lab sites.

## METHODS OF INSTRUCTION

1. Lecture/Discussion
2. Media resources
3. Assigned and supplemental readings
4. Demonstrate/Return demonstration
5. Conference – individual and group
6. Objective testing
7. Self-evaluation
8. Reports and projects
9. Written assignments
10. Computer assignments
11. Study Guides

## REQUIRED TEXTBOOKS:

Texarkana College RNSG 1412 Nursing Care of the Childbearing and Childrearing Families  
**ISBN: 9780443142055.** This bundle contains the following:

Perry (2023). *Maternal & Child Nursing Care* (7<sup>th</sup> ed). St. Louis: Elsevier.

Perry (2023) *Maternal & Child Nursing Care: Study Guide* (7<sup>th</sup> ed). St. Louis: Elsevier.

Nursing Drug Reference/Guide (most recent edition).

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. ATI Testing & Login site.

Texas Board of Nursing website; for the Nursing Practice Act. [www.bon.state.tx.us](http://www.bon.state.tx.us)

## 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* (2<sup>nd</sup> ed). Philadelphia: F.A. Davis Company.

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

## COURSE REQUIREMENTS

1. Attendance for RNSG 1412 class is essential. **No more than (3) three lecture classes may be missed.** In the event of a fourth absence, the student is not allowed to continue in the course. Students who are up to 15 minutes late are tardy. Students more than 15 minutes late are counted absent. Three (3) tardies equal one (1) absence. Leaving class early counts as a tardy or absence according to the time missed. It is the responsibility of each student to contact the course leader regarding class absence. All work must be made up. Refer to the Health Science Division Student Handbook and the Texarkana College Student Handbook. If student is absent from class and a quiz is given, the student will not be allowed to make the quiz up.
2. Computer Assignments: Computer assignments are required in order to successfully complete the course requirements for RNSG 1412. The Computer Labs are available to students and are in Room 252 and Room 230 of the Health Science Building. Reservations for computer time may be done up to one week in advance. Students may sign up for a maximum of one hour at a time. If time allows and no further bookings for that computer are scheduled, extra time may be granted after checking with the lab coordinator. If you are more than 10 minutes late, you forfeit your appointed time. Documentation of computer lab use should be registered in the sign-in book provided for this purpose.
3. Standards of conduct as described in the current Health Science Division Student Handbook and Texarkana College Student Handbook shall be followed. Disciplinary action is described in the Handbooks. Students are responsible for reading and being familiar with these standards.
4. Approved HCDs (handheld computing devices) may be used for classroom exercises, lab activities and in the clinical areas **as directed by faculty.** Tablets (such as iPad), iTouch, and Laptop computers may be used in the classroom. All other devices (Smart Phone, Smart Watch, Bluetooth Bracelet, Digital Organizer, Personal Digital Assistant, Wireless E-mail Device, etc.) should be turned off in either clinical or classroom areas. Students are fully responsible to ensure that they always adhere to all regulations whether at school, at clinical, on break, or anywhere else. This includes proper management of confidential client information.

## METHOD OF EVALUATION

1. Students must display Satisfactory performance in classroom (minimum of 75 or “C” required) to complete RNSG 1412. In order to progress, RNSG1431, RNSG1460, and RNSG1412 must be passed concurrently.
2. 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), each exam is 50 questions with 75 minutes allowed. Exams for the course will be taken via computer with MOODLE using Respondus Lockdown Browser. Exams are forward progression only. You will not have the opportunity to change answers and/or answer questions that were skipped over once you progress to the next exam question. Questions that are skipped over will receive no credit.

Exam scores are available from your teaching faculty or the online grade book. A comprehensive Final Exam covering both OB and Pedi will be given at the end of the semester, consisting of 100 questions. The Unit Exams are available for review with your 1412 instructor for a period of one week following the Unit Exam. This is your **only** opportunity for review the topics of the exam. The comprehensive final examination will **not** be available for student review.

During the administration of exams, the student will not be allowed to bring any items into the classroom (purses, hats, bags, books, backpacks, cell phones, smartwatches, digital devices, etc.) except for pencils, and car keys.

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.

**Students must have a passing exam average (unit exams and final) of 75 or greater in order to successfully complete the course.** Once this is accomplished the other grade categories will be averaged into the overall course grade. The overall course grade must also be greater than 75% in order to pass the course and continue in the program. Exam scores will be recorded as the score earned and **will not be rounded**. 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.

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 will be taken in the Testing Center using 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.

Homework is due at the beginning of class or at the time designated by the instructor. **NO late work will be accepted.**

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.

3. Final Grade Computation: Once the student has demonstrated a passing exam average, the final grade in RNSG 1412 will be calculated using ATI standardized assessments, homework/quizzes, 6-unit exams and a final exam. Each item will be the following percentage of the overall grade: 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

<p><b>Health Science Division Grade Ranges:</b></p> <p>100-90 = A 89.9-81 = B 80.9-75 = C 74.9-65 = D Below 65 = F</p>	<p>Students must have a passing exam average (unit exams and final) of 75 or greater in order to successfully complete the course.</p> <p>Exam Average is calculated as:</p> <ul style="list-style-type: none"> <li>• 75% = Unit Exams</li> <li>• 25% = Final</li> </ul> <p>Once the passing exam average has been attained, the overall course grade computation is:</p> <ul style="list-style-type: none"> <li>• 80% = Exam Average</li> <li>• 10% = ATI Practice &amp; Proctored Assessments with remediation</li> <li>• 10% = Homework</li> </ul> <p>Exam Scores are recorded as the score earned and will <b>not</b> be rounded. Example: 74.99 will be recorded as 74.99 and will be a “D.”</p> <p><b>There will be NO rounding of exam averages, course averages, or other course work in the Health Sciences ADN Program.</b></p>
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4. Students who do not achieve a **passing grade of 75% on each unit exam will be required to complete remediation in ATI by the assigned date.** A score of at least 80% must be attained on all remediation. A student may not be allowed to take the final exam if remediation is not completed by the due date. Remediation is intended to strengthen the student’s understanding of the unit content in preparation for the course final exam.
5. Dosage Calculation Exam: Successful completion of a Dosage Calculation Exam is required to pass the course as stated in RNSG 1431 syllabus. Unsuccessful completion, students will not progress in the program and be dropped from all concurrent courses.
6. Progression in a Tandem Course: (RNSG 1431 and RNSG 1460)  
Students must register and enroll for all nursing courses. A student who is unsuccessful in either RNSG 1431, RNSG 1460, or RNSG 1412 may not progress in the program.

Drop procedures follow current college policy. If a nursing course is dropped, on or before the “Drop Date”, the concurrent and tandem nursing course(s) must also be dropped unless they have already been

successfully completed. Failure on the student's part to drop the concurrent and/or tandem course(s) will result in a failing grade being recorded as the grade for that course. This may adversely affect the student's GPA. A student may be dropped for attendance after the drop date by the faculty.

For example, if a student enrolled in RNSG 1431 and 1460 fails or withdraws, he/she must withdraw from the tandem course – RNSG 1412. The decision to withdraw from either course must be made prior to taking the final exam and the drop date. Once the student has taken the final exam, a grade for the course will be submitted.

Students are expected to follow the printed Curriculum Agreement. If the student is withdrawing from a general education course listed on the Curriculum Agreement, the student must discuss this action with the course coordinator prior to withdrawal as progression in nursing courses may be affected. **Attention: Dropping a class may affect your funding in a negative way! You may owe money to the school or the government. Check with Financial Aid before deciding.**

## ATI Resources for Student Success

Throughout the course the student will be responsible to completing ATI assessments and modules as assigned by your instructor. These modules may be part of your homework and quiz grade.

### *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.**

### *Some of the assessment and remediation tools used in ATI are:*

**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 can 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:

<b>STEP 1: Practice Assessment with Required Remediation</b>					<b>Points Earned</b>
<b>A. Complete Practice Assessment:</b> <ul style="list-style-type: none"> <li>Student will earn a total of <b>2 points</b> upon completion of Practice Assessment(s) by the course assigned deadline.</li> <li>Student who does not complete the Practice Assessment by the course assigned deadline will receive <b>0 points</b> and will still be expected to take the proctored exam on time.</li> </ul>					_____ <b>points</b> (2 points possible)
<b>B. Complete Remediation:</b> <ul style="list-style-type: none"> <li>Student will earn a total of <b>2 points</b> upon completion of remediation by the course assigned deadline.</li> <li>For each topic missed, complete an active learning template and/or identify three critical points to remember.</li> <li>Student who does not complete 3 critical points for each topic missed will not receive credit for remediation completion and will receive <b>0 points for the assignment.</b></li> </ul>					_____ <b>points</b> (2 points possible)
<b>STEP 2: Standardized Proctored Assessment/Comprehensive Predictor Assessment</b>					
<b>A. Complete Standardized Proctored Assessment/Comprehensive Predictor Assessment</b> <ul style="list-style-type: none"> <li>Use Table below to calculate points earned and remediation requirements</li> <li>Student will earn <b>1 to 4 points</b> based upon the score of their Proctored Assessment</li> </ul>					
<b>Your Passing Predictability Score:</b>	<b>95% or above</b>	<b>90% to 94.99%</b>	<b>85% to 89.99%</b>	<b>84.99% or below</b>	
<b>Proficiency:</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Below Level 1</b>	
<b>Points Earned:</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	_____ <b>points</b> (4 points possible)
<b>B. Complete Required Remediation Plan After Proctored/Comprehensive Assessment</b> <ul style="list-style-type: none"> <li>Follow the proficiency column that corresponds to your earned level in STEP 2:A.</li> <li>Student will earn <b>2 points</b> upon completion of their remediation.</li> <li>Student who does not complete remediation by the assigned course deadline will receive <b>0 points.</b></li> <li>Student who does not complete 3 critical points for each topic missed will not receive credit for remediation completion and will receive <b>0 points for the assignment.</b></li> </ul>					
<b>Your Level:</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Below Level 1</b>	
	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	
<b>Points Earned:</b>	<b>2 points</b>	<b>2 points</b>	<b>2 points</b>	<b>2 points</b>	_____ <b>points</b> (2 points possible)
<b>Points possible 10 points</b>					<b>Total Points</b>



## ATI Remediation Instructions

### Topics To Review

#### Management of Care (11 items)

##### Information Technology (1 item)

Airway Management: Tracheostomy Suctioning (Active Learning Template - Nursing Skill, RM FUND 9.0 Ch 53)

#### Safety and Infection Control (11 items)

##### Accident/Error/Injury Prevention (5 items)

Client Safety: Priority Action Following a Fall (RN QSEN - Patient-centered Care, Active Learning Template - Basic Concept, RM FUND 9.0 Ch 12)

Medical and Surgical Asepsis: Precautions When Caring for a Client Who Has a Latex Allergy (RN QSEN - Safety, Active Learning Template - System Disorder, RM FUND 9.0 Ch 10)

\*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:

1. Airway Management: **Tracheostomy Suctioning**
  - a. Use a suction catheter that does not exceed \*\*On this particular topic, you would need to remediate on Tracheostomy Suctioning NOT Airway Management! racheal tube to prevent hypoxia.
  - b. 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.
  - c. 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**
  - a. 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.
  - b. Follow policies and procedures for responding to falls and other dangerous situations.
  - c. 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.

## **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/Policies**

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:
  - a. 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.
  - b. During the exam, you will be recorded
  - c. All face to face and virtual exams are timed.
  - d. 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:
  - a. Taking their eyes off the computer screen repeatedly, for example, reading the screen then looking to the right.
  - b. Moving out of the camera view.
  - c. 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.

\_\_\_\_\_  
Student printed name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

<b>UNIT 1: Contemporary Maternal-Newborn Nursing and the Antepartum Period</b>
<b>OBJECTIVES</b>
<p>After the completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the scope, competencies/standards, and professional roles of nurses in maternity and neonatal nursing. (CO 1, 2, 3, 4, 5, 6, 7, 8)</li> <li>2. Discuss health promotion and evidence-based practice in maternal and fetal health. (CO 2)</li> <li>3. Describe legal/ethical issues in maternal/infant care. (CO 1)</li> <li>4. Identify psychosocial and cultural factors that influence family adaptation to pregnancy and infertility. (CO 5, 7, 8)</li> <li>5. Describe various methods of contraception and risk factors associated with each. (CO 1, 2, 4, 5, 6, 7, 8)</li> <li>6. Describe the growth and development of a fetus by gestational age in weeks. (CO 2, 5, 8)</li> <li>7. Describe nursing care to help ensure a safe fetal environment, safe pregnancy outcome, and management of high-risk conditions. (CO 1, 2, 3, 4, 5, 6, 7, 8)</li> <li>8. Describe common health practices included in the care of the family during pregnancy. (CO 2, 3, 4, 5, 6, 7, 8)</li> <li>9. Discuss the areas of health assessment commonly included in prenatal visits. (CO 3, 5, 6, 7, 8)</li> <li>10. Discuss nutritional needs of the antepartum client. (CO 5, 6, 8)</li> </ol>
<b>THEORETICAL CONTENT</b>
<p><b>Textbooks:</b>  Perry (2023). <i>Maternal &amp; Child Nursing Care</i> (7<sup>th</sup> ed). St. Louis: Elsevier.</p> <p><b><u>Ch. 1</u></b>- 21<sup>st</sup> Century Maternity Nursing (pg. 1; 11-13)  <b><u>Ch. 3</u></b>- Assessment and Health Promotion (pg. 35-41)  <b><u>Ch. 5</u></b>- Infertility, Contraception (pg. 104; 114-129)  <b><u>Ch. 6</u></b> - Fetal Development (pg. 145-158)  <b><u>Ch. 7</u></b>- Anatomy and Physiology of Pregnancy  <b><u>Ch. 8</u></b>- Nursing Care of the Family During Pregnancy  <b><u>Ch. 9</u></b>- Maternal and Fetal Nutrition  <b><u>Ch. 10</u></b> -Antenatal testing (pg. 224-228; 231; 235; 237)  <b><u>Ch. 12</u></b> - Early Pregnancy Complications (pg. 292-303)</p> <p>*Additional pages may be referenced, as well as additional resources</p>
<b>LEARNING ACTIVITIES</b>
<ol style="list-style-type: none"> <li>1. Contraceptive Page</li> <li>2. ATI REAL LIFE: Maternal Newborn 4.0: Teaching Prenatal &amp; Newborn Care</li> <li>3. Lecture/Discussion</li> </ol>
<b>EVALUATION:</b> Unit Exam

<b>UNIT 2: The Intrapartal Period</b>
<b>OBJECTIVES</b>
<p>After the completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the 5 Ps of labor: powers, passage, passenger, psyche, and position. (CO 5)</li> <li>2. Describe the four stages of labor and the related nursing and medical care. (CO 2,4,5,6,7,8)</li> <li>3. Discuss clinical reasoning and application of evidence-based intervention in caring for the family in the intrapartum period. (CO 3, 5, 7)</li> <li>4. Discuss the management of pain and discomfort during labor and delivery. (CO 3,5)</li> <li>5. Discuss the nursing care for the client undergoing fetal monitoring and the appropriate responses to FHR patterns. (CO 2,3,5,7)</li> <li>6. Describe the assessment and care for the newly delivered mother and baby. (CO 3,5,6,7,8)</li> </ol>
<b>THEORETICAL CONTENT</b>
<p><b>Textbooks:</b>  Perry (2023). <i>Maternal &amp; Child Nursing Care</i> (7<sup>th</sup> ed). St. Louis: Elsevier.  <u>Ch. 13</u>- Labor and Birth Process  <u>Ch. 14</u>- Maximizing Comfort for the Laboring Woman  <u>Ch. 15</u>- Fetal Assessment During Labor  <u>Ch. 16</u>- Nursing Care of the Family During Labor and Birth</p>
<b>LEARNING ACTIVITIES</b>
<ol style="list-style-type: none"> <li>1. ATI REAL LIFE: Maternal Newborn 4.0: Preterm Labor</li> <li>2. Lecture/Discussion</li> </ol>
<b>EVALUATION:</b> Unit Exam

<b>UNIT 3: The High-Risk Obstetrical Client</b>
<b>OBJECTIVES</b>
<p>After the completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of physiology and management related to preexisting medical and gestational complications of pregnancy. (CO 3, 5, 6, 8)</li> <li>2. 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)</li> <li>3. Describe the key obstetrical emergencies and the related medical and nursing care. (CO 2,3, 5,7,8)</li> <li>4. Describe the pre-intra-postoperative nursing care and management for cesarean births. (CO 2,3,5,7,8)</li> </ol>
<b>THEORETICAL CONTENT</b>
<p><b>Textbooks:</b>  Perry (2023). <i>Maternal &amp; Child Nursing Care</i> (7<sup>th</sup> ed). St. Louis: Elsevier.  <u><b>Ch. 11-</b></u> High-Risk Perinatal Care: Preexisting Conditions (pg. 242-256 DM/GDM)  <u><b>Ch. 12 -</b></u>High-Risk Perinatal Care: Gestational Conditions (pg. 279-291 GHTN, Preeclampsia, Eclampsia, and pg. 303-307 Previa and Abruption)  <u><b>Ch. 17-</b></u> Labor and Birth Complications</p>
<b>LEARNING ACTIVITIES</b>
<ol style="list-style-type: none"> <li>1. ATI REAL LIFE: Maternal Newborn 4.0: Preeclampsia</li> <li>2. ATI REAL LIFE: Maternal Newborn 4.0: Gestational Diabetes</li> <li>3. Lecture/Discussion</li> </ol>
<b>EVALUATION</b> Unit Exam



<b>UNIT 4: The Postpartal Period</b>
<b>OBJECTIVES</b>
<p>After the completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss nursing care and physiological changes for the postpartum client. (CO 5)</li> <li>2. Identify factors that affect family dynamics during the postpartum period. (CO 2,5,8)</li> <li>3. Explain risk factors, clinical signs, and therapeutic management of postpartum complications. (CO 5,8)</li> <li>4. Describe the primary postpartum psychological complications, the related nursing actions, and medical care. (CO 8)</li> </ol>
<b>THEORETICAL CONTENT</b>
<p><b>Textbooks:</b>  Perry (2023). <i>Maternal &amp; Child Nursing Care</i> (7<sup>th</sup> ed). St. Louis: Elsevier.  <u>Ch. 18</u>- Postpartum Physiological Changes  <u>Ch. 19</u>- Nursing Care of the Family During the Postpartum Period  <u>Ch. 20</u>- Transition to Parenthood  <u>Ch. 21</u>- Postpartum Complications</p>
<b>LEARNING ACTIVITIES</b>
<ol style="list-style-type: none"> <li>1. ATI REAL LIFE: Maternal Newborn 4.0: Postpartum Hemorrhage</li> <li>2. Lecture/Discussion</li> </ol>
<b>EVALUATION:</b> Unit Exam

<b>UNIT 5: The Neonatal Period</b>
<b>OBJECTIVES</b>
<p>After the completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the changes that occur during the transition from intrauterine to extrauterine life and the related nursing actions. (CO 2,3,5)</li> <li>2. Describe care of the neonate to promote safety and optimal outcomes. (CO 5,7)</li> <li>3. Incorporate principles of teaching and learning when providing newborn care information to parents. (CO 2,4,6)</li> <li>4. Discuss the various methods of infant feeding and associated complications. (CO 3,6)</li> <li>5. Identify critical elements of assessment and nursing care of the high-risk neonate. (CO 2,3,6,7,8)</li> </ol>
<b>THEORETICAL CONTENT</b>
<p><b>Textbooks:</b>  Perry (2023). <i>Maternal &amp; Child Nursing Care</i> (7<sup>th</sup> ed). St. Louis: Elsevier.  <u>Ch. 22-</u> Physiologic and Behavioral Adaptations of the Newborn  <u>Ch. 23-</u> Nursing Care of the Newborn and Family  <u>Ch. 24-</u> Newborn Nutrition and Feeding  <u>Ch. 25-</u> The High-Risk Newborn</p>
<b>LEARNING ACTIVITIES</b>
<ol style="list-style-type: none"> <li>1. ATI Skills Modules 3.0: Maternal Newborn-Post Test</li> <li>2. Lecture/Discussion</li> </ol>
<b>EVALUATION:</b> Unit Exam

**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 purpose and techniques of health and pain assessment of pediatric clients of all ages. (CO 1, 2, 3, 4, 5)
2. Using evidence-based practice, discuss effective communication and health literacy related to nutrition, wellness, and safety of pediatric clients of all ages. (CO 1,2,3,4,5,6,7)
3. 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)
4. Discuss the recommended immunizations for pediatric clients of all ages. (CO 3, 4, 5, 6, 7, 8)
5. Describe common methods of pain management and safe administration of medication, intravenous IV therapy of the pediatric client. (CO 1, 2, 3, 5, 8)
6. 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:**

Perry (2023). *Maternal & Child Nursing Care* (7<sup>th</sup> ed). St. Louis: Elsevier.

**Ch. 29** - Communication and Physical Assessment of the Child and Family

**Ch. 30** - Pain Assessment & Management in Children

**Ch. 31**- The Infant and Family

**Ch. 32** - The Toddler and Family

**Ch. 33**- The Preschooler and Family

**Ch. 34** - The School-aged Child and Family

**Ch. 35** - Health Promotion of the Adolescent and Family

**Ch. 38** - Family-Centered Care of the Child During Illness & Hospitalization

**LEARNING ACTIVITIES**

1. ATI REAL LIFE 4.0: Well Child
2. Dosage Calculation and Safe Medication Administration 3.0: Pediatric Medications
3. Lecture/Discussion

**EVALUATION** Unit Exam

## UNIT 7 PEDIATRIC NURSING:

Cardiovascular Disorders, Musculoskeletal Disorders, and Malignancies

### OBJECTIVES

After the completion of this unit, the student will be able to:

1. Identify the common disorders and physical assessment components of the pediatric client with cardiovascular, musculoskeletal, and malignancy disorders. (CO 5,7)
2. Discuss role and responsibilities of the RN in caring for pediatric clients with selected health alterations, and congenital heart diseases (CO 3,5,7,8)
3. Demonstrate understanding of the stabilization, treatment, and long-term care of the pediatric client with cardiovascular, musculoskeletal and malignancy disorders utilizing evidence-based practice. (CO 3,4,5,6,7,8)
4. Using the nursing process, plan care that includes the six competencies of QSEN in caring for pediatric clients with cardiovascular, musculoskeletal, and malignancy disorders. (CO 3,4,5,7,8)

### THEORETICAL CONTENT

#### Textbooks:

Perry (2023). *Maternal & Child Nursing Care* (7<sup>th</sup> ed). St. Louis: Elsevier.

**Ch. 42** – The Child with Cardiovascular Dysfunction

**Ch. 44** – The Child with Cancer

**Ch. 48** – The Child with Musculoskeletal or Articular Dysfunction

**Ch. 49** – The Child with Neuromuscular or Muscular Dysfunction (Muscular Dystrophies)

### LEARNING ACTIVITIES

1. Lecture/Discussion

**EVALUATION** Unit Exams

<b>UNIT 8 PEDIATRIC NURSING:</b> Renal Disorders, Reproductive, Endocrine, Neurological Disorders
<b>OBJECTIVES</b>
<p>After the completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe common genitourinary disorders that occur in children. (CO 4,5,8)</li> <li>2. Describe common endocrine disorders that occur in children. (CO 4,5,8)</li> <li>3. Describe common neurological disorders that occur in children. (CO 4,5,8)</li> <li>4. Recognize seizure disorders and treatment for various seizure types. (CO 5,6,7,8)</li> <li>5. Demonstrate understanding of the stabilization, treatment, and long-term care of the pediatric client with renal, reproductive, endocrine, and neurologic disorders. (CO 3,4,5,6,7,8)</li> <li>6. Using the nursing process, plan care that includes the six competencies of QSEN in caring for children with renal, reproductive, endocrine, and neurologic disorders. (CO 3,4,5,7,8)</li> </ol>
<b>THEORETICAL CONTENT</b>
<p><b>Textbooks:</b>  Perry (2023). <i>Maternal &amp; Child Nursing Care</i> (7<sup>th</sup> ed). St. Louis: Elsevier.</p> <p><b><u>Ch. 46</u></b> – The Child with Cerebral Dysfunction  <b><u>Ch. 49</u></b> – The Child with Neuromuscular or Muscular Dysfunction  <b><u>Ch. 45</u></b> – The Child with Genitourinary Dysfunction  <b><u>Ch. 47</u></b> – The Child with Endocrine Dysfunction</p>
<b>LEARNING ACTIVITIES</b>
<ol style="list-style-type: none"> <li>1. ATI REAL LIFE: Nursing Care of Children 4.0: Type I Diabetes Mellitus</li> <li>2. Lecture/Discussion</li> </ol>
<b>EVALUATION</b> Unit Exam

<b>UNIT 9 PEDIATRIC NURSING:</b> Respiratory Disorders, Immune Disorders, Communicable Diseases, Integumentary Disorders and Skin Infestations
<b>OBJECTIVES</b>
After the completion of this unit, the student will be able to: <ol style="list-style-type: none"> <li>1. Describe common respiratory and communicable disorders that occur in pediatric clients. (CO 4,5,8)</li> <li>2. Describe the common immune disorders that occur in pediatric clients. (CO 5)</li> <li>3. Describe common integumentary disorders and skin infestations that occur in pediatric clients. (CO 5,7)</li> <li>4. Using the nursing process, plan care that includes the six competencies of QSEN in caring for pediatric clients with respiratory, immune, communicable, integumentary, and skin infestation disorders. (CO 3,4,5,6,7,8)</li> </ol>
<b>THEORETICAL CONTENT</b>
<b>Textbooks:</b> Perry (2023). <i>Maternal &amp; Child Nursing Care</i> (7 <sup>th</sup> ed). St. Louis: Elsevier. <u>Ch. 33</u> - The Preschooler and Family (Communicable Diseases, Conjunctivitis, Hookworms, Roundworms, Pinworms) <u>Ch. 39</u> - Pediatric Nursing Interventions and Skills <u>Ch. 40</u> - The Child with Respiratory Dysfunction <u>Ch. 50</u> - The Child with Integumentary Dysfunction
<b>LEARNING ACTIVITIES</b>
1. ATI REAL LIFE: Nursing Care of Children 4.0: Cystic Fibrosis Inpatient Care 2. Lecture/Discussion
<b>EVALUATION</b> Unit Exam

**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. Describe common gastrointestinal disorders that occur in pediatric clients. (CO 4,5,6,8)
2. Describe selected hematological disorders commonly found in pediatric clients. (CO 5,6)
3. Discuss selected mental health disorders commonly found in pediatric clients. (CO 5,6)
4. Using the nursing process, plan care that includes the six competencies of QSEN in caring for pediatric clients with gastrointestinal, hematological, and mental health disorders. (CO 3, 5, 6, 7, 8)
- 5.

**THEORETICAL CONTENT****Textbooks:**Perry (2023). *Maternal & Child Nursing Care* (7<sup>th</sup> ed). St. Louis: Elsevier.**Ch. 41-** The Child with Gastrointestinal Dysfunction**Ch. 43-** The Child with Hematologic or Immunologic Dysfunction**Ch. 37-** Impact of Cognitive or Sensory Impairment on the Child & Family**LEARNING ACTIVITIES**

1. ATI REAL LIFE: Nursing Care of Children 4.0: Gastroenteritis and Dehydration
2. Lecture/Discussion

**EVALUATION** Unit Exams

\*A comprehensive final exam for the course will be given.

# Texarkana College Nursing Preceptor Program

Please visit: [www.texarkanacollege.edu/preceptor](http://www.texarkanacollege.edu/preceptor)

(smart phone or PC)

The screenshot shows the 'Preceptor Feedback by Student' form. It includes a header with the program name and four navigation buttons: 'Preceptor Registration', 'Download Guidelines', 'Student Feedback by Preceptor', and 'Preceptor Feedback by Student'. The form contains several sections with radio button options for 'Satisfactory', 'Unsatisfactory', and 'Not Done yet':

- Preceptor Name \*
- How do you rate the preceptor's ability to provide needed care? \*
- How do you rate the preceptor's ability to communicate with you? \*
- How do you rate the preceptor's ability to model skills and teach you? \*
- How do you rate the preceptor's ability to provide needed care? \*
- How do you rate the preceptor's ability to provide needed care? \*
- What would you recommend that the preceptor be called as a preceptor agent? \*
- What would you recommend that the preceptor be called as a preceptor agent? \*

A 'Submit' button is located at the bottom left of the form.

Preceptor Feedback by Student

The screenshot shows the 'Student Feedback by Preceptor' form. It includes a header with the program name and four navigation buttons: 'Preceptor Registration', 'Download Guidelines', 'Student Feedback by Preceptor', and 'Preceptor Feedback by Student'. The form contains several sections with radio button options for 'Satisfactory', 'Unsatisfactory', and 'Not Done yet':

- Preceptor Name \*
- How do you rate the preceptor's ability to provide needed care? \*
- How do you rate the preceptor's ability to communicate with you? \*
- How do you rate the preceptor's ability to model skills and teach you? \*
- How do you rate the preceptor's ability to provide needed care? \*
- How do you rate the preceptor's ability to provide needed care? \*
- What would you recommend that the preceptor be called as a preceptor agent? \*
- What would you recommend that the preceptor be called as a preceptor agent? \*

A 'Submit' button is located at the bottom left of the form.

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



**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: \_\_\_\_\_

**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**

**Signature (must be legible) \_\_\_\_\_**

**Date \_\_\_\_\_**