

**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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**Revised: May 2025**

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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: May 2025** **QSEN** - Quality & Safety Education for Nurses (2022)

PSLO = I.E. Student Learning Outcomes (Program) 2023 QSEN-P = Patient-Centered Care

SOP = Texas Board of Nursing (BON) Standards of Practice (2024) QSEN-T = Teamwork and Collaboration

CO= Student Learning Outcomes (Course) QSEN-E = Evidence-Based Practice

**DEC** =Texas BON Differentiated Essential Competencies (2021) QSEN-Q = Quality Improvement

DEC-M = Member of the Profession QSEN-S = Safety

DEC-P = Provider of Patient-Centered Care QSEN-I = Informatics

DEC-S= Patient Safety Advocate

DEC-T=Member of the Health Care Team

**COURSE STUDENT LEARNING OUTCOMES (CO)**

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

1. Understand the legal and ethical responsibilities of the nurse when caring for childbearing and childrearing families.

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

2. Explain the evolving roles and responsibilities of the nurse in providing care to women, infants, children, and families during the reproductive and developmental life stages.

(PSLO-1, 3, 5, 6; DEC-M-A, C; DEC-P-B, D, E, DEC-T-B; SOP-1, 3; QSEN-P, T, E, S)

3. Identify the six QSEN competencies and how they support quality, culturally sensitive care for childbearing and childrearing families.

(PSLO-1,2,3,4,5,6; DEC-P-B, C, F; SOP-1B, 1C, 1H, 1P, 1Q, 1S, 1T, 3A; QSEN-P, T, E, Q, S, I)

4. Demonstrate effective communication strategies to support family-centered, culturally competent care for women, infants, and children.

(PSLO-1, 2, 3, 6; DEC-P-B, C, E, F, G, DEC-T-A, B, C, D; SOP-1D, 1P, 1Q; QSEN-P, T, E, Q, S, I)

5. Utilize the nursing process to assess, plan, implement, and evaluate safe, individualized care for childbearing and childrearing families.

(PSLO-1; DEC-P-A, C, D, E, F, DEC-T-A, C; SOP-1L, 1M, 1N, 1O, 1P, 3A; QSEN-P, T, E, Q, 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 clinical judgement skills in the application of the nursing process when providing and managing safe, quality patient-centered care.

1. Coordinate, collaborate and communicate with the interdisciplinary healthcare team to plan, deliver and evaluate care for diverse patients, families, and community populations.

1. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.

1. Apply knowledge of delegation, management, and leadership skills.

1. Demonstrate skill in using patient care technologies and information systems that support safe nursing practice.

1. Promote safety and quality improvement as an advocate and manager of nursing care utilizing evidence-based practice.

\*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 on every occasion.

Rev. 11.2023

**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 3rd 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* (7th ed). St. Louis: Elsevier.

Perry (2023) Maternal & Child Nursing Care: Study Guide (7th 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* (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.

**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.

**METHODS 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 earplugs 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 38 minutes to take the exam. Failure to take the make-up 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.

1. 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

|  |  |
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| **Health Science Division Grade Ranges:**    100-90 = A  89.9-81 = B  80.9-75 = C  74.9-65 = D  Below 65 = F | 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 & 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.** |

1. 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.
2. 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.
3. 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:

|  |  |
| --- | --- |
| **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.** | word  **\_\_\_\_\_\_ 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**Graphical user interface, text, application

Description automatically generated

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.

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| **UNIT 1: Contemporary Maternal-Newborn Nursing and the Antepartum Period** |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:   1. Describe the scope, competencies/standards, and legal/ethics issues in maternity and neonatal nursing. (CO 1, 2, 3, 4, 5) 2. Discuss health promotion, evidence-based practice, and psychosocial factors that influence family adaptation to pregnancy. (CO 2, 5) 3. Describe various methods of contraception and risk factors associated with each. (CO 1, 2, 4, 5) 4. Describe the growth and development of a fetus by gestational age in weeks. (CO 2, 5) 5. 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. Discuss the areas of health assessment commonly included in prenatal visits and common health practices included in the care of the family during pregnancy. (CO 2, 3, 5) 7. Discuss the nutritional needs of the antepartum client. (CO 2,5)   Rev.5.25 |
| **THEORETICAL CONTENT** |
| **Textbooks:**  Perry (2023). *Maternal & Child Nursing Care* (7th ed). St. Louis: Elsevier.  **Chapter 5**- Contraception (pg. 114-129)  **Chapter 6** - Fetal Development (pg. 145-158)  **Chapter 7**- Anatomy and Physiology of Pregnancy  **Chapter 8**- Nursing Care of the Family During Pregnancy  **Chapter 9**- Maternal and Fetal Nutrition  **Chapter 10** -Antenatal testing (pg. 224-228; 231; 235; 237)  **Chapter 12** - Early Pregnancy Complications (pg. 292-303)  \*Additional pages may be referenced, as well as additional resources |
| **LEARNING ACTIVITIES** |
| 1. ATI REAL LIFE: Maternal Newborn: Teaching Prenatal & Newborn Care   (Score of “strong” = 100%, “satisfactory” = 75%, and “needs improvement = 50%)   1. Lecture/Discussion |
| **EVALUATION:** Unit Exam |

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| **UNIT 2: The Intrapartal Period and High-Risk Obstetrical Patient** |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:   1. Identify the 5 Ps of labor: powers, passage, passenger, psyche, and position. (CO 5)   2. Describe the four stages of labor and the related nursing and medical care. (CO 2,4,5)  3. Discuss clinical reasoning and application of evidence-based intervention in caring for the  family in the intrapartum period. (CO 3, 5)  4. Discuss the management of pain and discomfort during labor and delivery. (CO 3,5)  5. Discuss the nursing care for the client undergoing fetal monitoring and the appropriate  responses to FHR patterns. (CO 2,3,5)  6. Describe the assessment and care for the newly delivered mother and baby. (CO 2,3,5)   1. Demonstrate understanding of physiology and management related to preexisting medical and gestational complications of pregnancy. (CO 2, 3, 5) 2. Identify and manage high-risk pregnancy, labor, and delivery to promote healthy outcomes for the mother and infant. (CO 2,3,5) 3. Describe the key obstetrical emergencies and the related medical and nursing care. (CO 2,3, 5) 4. Describe the pre-intra-postoperative nursing care and management for cesarean births.   (CO 2,3,5)  Rev.5.25 |
| **THEORETICAL CONTENT** |
| **Textbooks:**  Perry (2023). *Maternal & Child Nursing Care* (7th ed). St. Louis: Elsevier.  **Chapter 11-** High-Risk Perinatal Care: Preexisting Conditions (pg. 242-256 DM/GDM)  **Chapter 12** -High-Risk Perinatal Care: Gestational Conditions (pg. 279-291 GHTN, Preeclampsia, Eclampsia, and pg. 303-307 Previa and Abruption)  **Chapter 13**- Labor and Birth Process  **Chapter 14**- Maximizing Comfort for the Laboring Woman  **Chapter 15**- Fetal Assessment During Labor  **Chapter 16**- Nursing Care of the Family During Labor and Birth  **Chapter 17**- Labor and Birth Complications  \*Additional pages may be referenced, as well as additional resources |
| **LEARNING ACTIVITIES** |
| 1. ATI REAL LIFE: Maternal Newborn: Preterm Labor  (Score of “strong” = 100%, “satisfactory” = 75%, and “needs improvement = 50%)  2. ATI REAL LIFE: Maternal Newborn: Preeclampsia  (Score of “strong” = 100%, “satisfactory” = 75%, and “needs improvement = 50%)  3. ATI REAL LIFE: Maternal Newborn: Gestational Diabetes  (Score of “strong” = 100%, “satisfactory” = 75%, and “needs improvement = 50%)  4. Lecture/Discussion |
| **EVALUATION**: Unit Exam |

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| **UNIT 3: The Postpartal and Neonatal Period** |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:    1. Discuss nursing care and physiological changes for the postpartum client and identify factors  that affect family dynamics during the postpartum period. (CO 2,5)  2. Explain risk factors, clinical signs, and therapeutic management of postpartum  complications. (CO 2, 5)  3. Describe the primary postpartum psychological complications, the related nursing actions,  and medical care. (CO 2)   1. Identify the changes that occur during the transition from intrauterine to extrauterine life   and the related nursing actions. (CO 2,3,5)   1. Describe care of the neonate to promote safety and optimal outcomes. (CO 5) 2. Incorporate principles of teaching and learning when providing newborn care information to parents. (CO 2,4) 3. Discuss the various methods of infant feeding and associated complications. (CO 2, 3) 4. Identify critical elements of assessment and nursing care of the high-risk neonate.   (CO 2,3,5)  Rev.5.25 |
| **THEORETICAL CONTENT** |
| **Textbooks:**  Perry (2023). *Maternal & Child Nursing Care* (7th ed). St. Louis: Elsevier.  **Chapter 18**- Postpartum Physiological Changes  **Chapter 19**- Nursing Care of the Family During the Postpartum Period  **Chapter 20**- Transition to Parenthood  **Chapter 21**- Postpartum Complications  **Chapter 22-** Physiologic and Behavioral Adaptations of the Newborn  **Chapter 23-** Nursing Care of the Newborn and Family  **Chapter 24-** Newborn Nutrition & Feeding (pgs. 582-583; 586-587; 592; 606-607)  **Chapter 25-** The High-Risk Newborn (pgs. 611; 616-625; 628-639)  \*Additional pages may be referenced, as well as additional resources |
| **LEARNING ACTIVITIES** |
| 1. ATI REAL LIFE: Maternal Newborn: Postpartum Hemorrhage  (Score of “strong” = 100%, “satisfactory” = 75%, and “needs improvement = 50%)  2. Lecture/Discussion |
| **EVALUATION:** Unit Exam |

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| **UNIT 4: Application of the Nursing Process in Children – Part A** |
| **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 infant pediatric clients. (CO 1,2,3,4,5) 3. Assess the impact of an illness, especially one requiring a hospital stay, on a pediatric client and childrearing family. (CO 2, 3, 4, 5) 4. Describe common methods of pain management and safe administration of medication, intravenous IV therapy of the pediatric client. (CO 1, 2, 3, 5) 5. 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) 6. Describe common gastrointestinal and integumentary disorders that occur in children. (CO 2,4,5,8) 7. Demonstrate understanding of the stabilization, treatment, and long-term care of the pediatric client with gastrointestinal and integumentary disorders. (CO 2,3,4,5) 8. Using the nursing process, plan care that includes the six competencies of QSEN in caring for children with gastrointestinal and integumentary disorders. (CO 2,3,4,5)   Rev.5.25 |
| **THEORETICAL CONTENT** |
| **Textbooks:**  Perry (2023). *Maternal & Child Nursing Care* (7th ed). St. Louis: Elsevier.  **Chapter 29** - Communication and Physical Assessment of the Child and Family  **Chapter 30 -** Pain Assessment & Management in Children  **Chapter 31**- The Infant and Family  **Chapter 41-** The Child with Gastrointestinal Dysfunction  **Chapter** **38 -** Family-Centered Care of the Child During Illness & Hospitalization  **Chapter 39** – Pediatric Nursing Interventions and Skills  **Chapter 50 -** The Child with Integumentary Dysfunction  \*Additional pages may be referenced, as well as additional resources |
| **LEARNING ACTIVITIES** |
| 1. ATI REAL LIFE: Nursing Care of Children: Well Child  (Score of “strong” = 100%, “satisfactory” = 75%, and “needs improvement = 50%)  2. ATI REAL LIFE: Nursing Care of Children: Gastroenteritis and Dehydration  (Score of “strong” = 100%, “satisfactory” = 75%, and “needs improvement = 50%)  3. ATI Dosage Calculation and Safe Medication Administration: Pediatric Medications  4. Lecture/Discussion |
| **EVALUATION** Unit Exam |

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| **UNIT 5: Application of the Nursing Process in Children – Part B** |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:   1. Using evidence-based practice, discuss effective communication, recommended immunizations and health literacy related to nutrition, wellness, and safety of toddler, preschool and school-aged pediatric clients. (CO 1,2,3,4,5) 2. Describe the common immune disorders that occur in pediatric clients. (CO 5) 3. Identify the common disorders and physical assessment components of the pediatric client with cardiovascular, genitourinary, musculoskeletal, and malignancy disorders. (CO 2,4,5) 4. Discuss role and responsibilities of the RN in caring for pediatric clients with selected health alterations, and congenital heart diseases (CO 2,3,5) 5. Demonstrate understanding of the stabilization, treatment, and long-term care of the pediatric client with cardiovascular, genitourinary, musculoskeletal and malignancy disorders utilizing evidence-based practice. (CO 2,3,4,5) 6. Using the nursing process, plan care that includes the six competencies of QSEN in caring for pediatric clients with cardiovascular, genitourinary, musculoskeletal, and malignancy disorders. (CO 2,3,4,5)   Rev.5.25 |
| **THEORETICAL CONTENT** |
| **Textbooks:**  Perry (2023). *Maternal & Child Nursing Care* (7th ed). St. Louis: Elsevier.  **Chapter 32 -** The Toddler and Family  **Chapter 33**- The Preschooler and Family  **Chapter** **34 -** The School-aged Child and Family  **Chapter 42 –** The Child with Cardiovascular Dysfunction  **Chapter 44 –** The Child with Cancer  **Chapter 45 –** The Child with Genitourinary Dysfunction  **Chapter 48 –** The Child with Musculoskeletal or Articular Dysfunction  \*Additional pages may be referenced, as well as additional resources |
| **LEARNING ACTIVITIES** |
| 1. Lecture/Discussion |
| **EVALUATION** Unit Exams |

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| **UNIT 6: Application of the Nursing Process in Children – Part C** |
| **OBJECTIVES** |
| After the completion of this unit, the student will be able to:   1. Using evidence-based practice, discuss effective communication, recommended immunizations and health literacy related to nutrition, wellness, and safety of adolescent pediatric clients. (CO 1,2,3,4,5) 2. Describe common respiratory, hematological, endocrine, neurological, and mental health disorders that occur in children. (CO 2,4,5) 3. Recognize seizure disorders and treatment for various seizure types. (CO 2,5) 4. Demonstrate understanding of the stabilization, treatment, and long-term care of the pediatric client with respiratory, hematological, endocrine, neurological, and mental health disorders. (CO 3,4,5,6,7,8) 5. Using the nursing process, plan care that includes the six competencies of QSEN in caring for children with respiratory, hematological, endocrine, neurological, and mental health disorders. (CO 2,3,4,5)   Rev.5.25 |
| **THEORETICAL CONTENT** |
| **Textbooks:**  Perry (2023). *Maternal & Child Nursing Care* (7th ed). St. Louis: Elsevier.  **Chapter 35** - Health Promotion of the Adolescent and Family  **Chapter 37-** Impact of Cognitive or Sensory Impairment on the Child & Family  **Chapter 40 -** The Child with Respiratory Dysfunction  **Chapter 43**- The Child with Hematologic or Immunologic Dysfunction  **Chapter 46 –** The Child with Cerebral Dysfunction  **Chapter 47 –** The Child with Endocrine Dysfunction  **Chapter 49 –** The Child with Neuromuscular or Muscular Dysfunction (Muscular Dystrophies)  \*Additional pages may be referenced, as well as additional resources |
| **LEARNING ACTIVITIES** |
| * + - 1. ATI REAL LIFE: Nursing Care of Children: Type I Diabetes Mellitus   (Score of “strong” = 100%, “satisfactory” = 75%, and “needs improvement = 50%)   * + - 1. ATI REAL LIFE: Nursing Care of Children: Cystic Fibrosis Inpatient Care   (Score of “strong” = 100%, “satisfactory” = 75%, and “needs improvement = 50%)   * + - 1. Lecture/Discussion |
| **EVALUATION** Unit Exam |

**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.**

**Course: RNSG 1431, 1412, 1460**

**Signature (must be legible)**

**Date**