COURSE INFORMATION

College Year: 2013-2014  
Semester: Spring 2014  
Pre-requisites: RNSG 1160, 1201, 1413, 1300,  
                PSYC 2301, (CHEM 1406-Degree plan only)

Concurrent: RNSG 1441, RNSG 1261  
PSYC 2314 and BIOL 2420 (AAS Nursing Degree plan ONLY) must be completed before enrolling in Level III nursing courses.

Credit/Contact Hours:  
4 Semester Credit Hours  
3 lecture hours per week  
3 skills laboratory hours per week

Course Placement: Semester 2, Year 1 (REM R3, E3, M3)

FACULTY CONTACT INFORMATION

Sarah Clark, MS, RN (Level 2 and RNSG 1412 Course Coordinator)  
Office: HS3.250  
Phone: 361-698-2869  
E-mail : sclark15@delmar.edu

Cate Duggan MSN, RN  
Office : HS3.244  
Phone : 361-698-2870  
E-mail : cduggan@delmar.edu

COURSE DESCRIPTION

Study of the 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 childbearing family from birth to adolescence; and competency in knowledge, judgment, skill, and professional values within a legal/ethical framework.  
This includes the study of the role of the professional nurse as a provider of patient-centered care, patient advocate, member of the health care team, and member of the profession in perinatal and pediatric settings. The student will be expected to utilize a systematic problem-solving approach and
critical thinking skills when providing nursing care for the childbearing and childrearing family. Students will be expected to integrate knowledge of pharmacology, nutrition, math proficiency, and communication skills.

The teaching/learning philosophy for this course, as for any course in the DMC/Nurse Education, is delineated in the program philosophy printed in the Handbook for Nursing Students (see www.delmar.edu/rn). The DMC/Nursing Education organizing structure serves as the framework for this course. The nursing process is the method used to plan and implement care to the client.

**STUDENT LEARNING OUTCOMES**

Upon successful completion of RNSG 1412 the student will demonstrate competencies as follows:

**Member of the Profession:** Exhibit caring behaviors that reflect commitment to growth and development of the role and function of the nurse.
1. Explain the therapeutic role of the nurse necessary to establish trusting, interpersonal relationships with childbearing and childrearing families with identified problems in a multidisciplinary approach.
2. Discuss the patient’s physical, social and spiritual responses to illness.
3. Identify rules and regulations affecting nursing practice.

**Provider of Patient Centered Care:** Demonstrate competency by accepting responsibility for the provision of safe, compassionate, evidence-based care to patients, families, and significant others across the lifespan.
1. Recognize therapeutic communication skills in the nurse-patient relationship.
2. Determine the priority needs of childbearing and childrearing families.
3. Outline the plan of care utilizing the nursing process.
4. Identify the appropriate nursing diagnosis as it relates to childbearing and childrearing families.
5. Describe the basic concepts of nursing including healthcare delivery, community-based nursing, critical thinking, ethical decision making, the nursing process, health education, health promotion, and health assessment.
6. Utilize appropriate medical terminology, approved abbreviation and symbols in written and oral communication.
7. Discuss the childbearing and childrearing family’s physical, social and spiritual responses to illness.

**Patient Safety Advocate:** Advocate for a quality and safe environment for patients/families/significant others across the lifespan.
1. Interpret diagnostic lab values.
2. Explain the rationale for the various pharmacological and treatment modalities utilized in the nursing care of childbearing and childrearing families.
3. Identify safe, effective nursing care for childbearing and childrearing families.

**Member of the Health Care Team:** Participate in care to childbearing and childrearing families in perinatal and pediatric settings administered by the interdisciplinary healthcare team.
1. Describe the structure, function, and interdisciplinary relationships within the healthcare delivery system.
2. Examine the role of the professional nurse as a member of the health team.

**SCANS and DECs Curriculum Statement**
This course involves the interplay among The Secretary’s Commission on Achieving Necessary Skills (SCANS) and the Texas Board of Nursing Differentiated Essential Competencies (DECs) to effectively prepare graduates who will provide safe competent, compassionate care. These competencies are fully described in the Handbook for Nursing Students [http://www.delmar.edu/rn](http://www.delmar.edu/rn).

**Course Outline**

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Math Exam</td>
<td>IV therapy lab</td>
<td>IV therapy lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Holiday</td>
<td>Math Exam</td>
<td>Math Exam</td>
<td>Math Exam</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Preconception, Conception, Abortion, Genetics, STDs</td>
<td></td>
<td></td>
<td>Antepartum Intrapartum Fetal Monitoring</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>MCH Exam 1 Preconception, Intrapartum Fetal Monitoring</td>
<td></td>
<td></td>
<td>Noelle Lab</td>
<td>Noelle Lab</td>
</tr>
<tr>
<td>Week 7</td>
<td>MCH Exam 2 Preconception, Intrapartum Fetal Monitoring</td>
<td></td>
<td></td>
<td>PP/Newborn Lab</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>MCH Exam 3 Preconception, Intrapartum Fetal Monitoring</td>
<td></td>
<td></td>
<td>Pedi Assessment Lab</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>MCH Exam 4 Preconception, Intrapartum Fetal Monitoring</td>
<td></td>
<td></td>
<td>Alteration in Children’s Health Part 1</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>MCH Exam 5 Alteration in Children’s Health Part 2</td>
<td></td>
<td></td>
<td>Alteration in Children’s Health Part 2</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>MCH Exam 6 Alteration in Children’s Health Part 1</td>
<td></td>
<td></td>
<td>Alteration in Children’s Health Part 2</td>
<td></td>
</tr>
</tbody>
</table>
REQUIRED TEXTBOOKS and EQUIPMENT

Required Textbooks


Required Reference Books
Students must have access to one of the reference books in each of the categories listed below as required by the Nursing Education Department:

Nursing Diagnosis Handbook
Health Assessment
Medical Dictionary
Drug Guide
Laboratory Diagnostic

Other Resources
http://evolve.elsevier.com

ATI Comprehensive Assessment and Review Program (CARP) www.atitesting.com

ADDITIONAL MATERIALS AND SUPPLIES REQUIRED
Students will need the Department of Nurse Education lab kit prior to attending labs. It is the students’ responsibility to bring lab kits during scheduled labs and campus open labs as practice supplies will not always be made available. (Purchase prior to program start). Uniform for lab will be as directed by the DMC Student Nurse Handbook which currently allows the student to wear their clinical uniform or approved lab t-shirt with uniform pant.
TECHNOLOGY REQUIREMENTS

Canvas Learning Management System: Each unit contains notes and lecture materials, along with assignments and games to facilitate the students’ learning. Computer knowledge is required for successful completion of course. http://delmar.instructure.com

The student is required to login to the course on a daily basis to complete assignments that include i.e., quizzes, discussions and case studies. The student is to secure proper configuration of personal computers that support the Canvas Learning System in order to complete assignments by scheduled due dates. Additional online resources are available through www.delmar.edu

METHODS OF ACCOMPLISHING COURSE OBJECTIVES

Methods of instruction may include but are not limited to lectures/presentations, small group discussion, audio-visual media, written assignments, case studies, computer-assisted programs, games, demonstrations; directed practice and simulation-learning activities. The laboratory experience is correlated with theory, which emphasizes the application of the nursing process in caring for clients in childbearing and childrearing situations. Computer knowledge is required for successful completion of course

In a strong effort to ensure student success the components of the ATI’s Comprehensive Assessment and Review Program (CARP) will be sued in this course. Students have access to the following components of ATI’s CARP: Nurse Logic, Real Life Nursing, Pharmacology Made Easy, Content Mastery series, Focused Reviews and Remediation Plans. An orientation to these resources is provided during the course orientation. Faculty will identify specific ATI CARP components that must be completed in order to receive credit per this course grading requirement. Additional resources may be utilized at the discretion of the faculty for further remediation as indicated by individual student performance.

STUDENT EVALUATION and COURSE REQUIREMENTS

Student Evaluation
Evaluation includes computerized examinations, quizzes, and written assignments. Reliable sources such as nursing journals and medlineplus.com must be used to reference healthcare information. APA format is required for references when necessary.
Grading Scale
The grading scale for RNSG 1412 is consistent with the nursing program grading scale listed in the student nursing handbook.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 90</td>
</tr>
<tr>
<td>B</td>
<td>89 – 83</td>
</tr>
<tr>
<td>C</td>
<td>82 – 75</td>
</tr>
<tr>
<td>D</td>
<td>74 – 70</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

Grading Policy

100% of the final course grade is based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Exams (6)</td>
<td>60%</td>
</tr>
<tr>
<td>Final Exam (Comprehensive)</td>
<td>20%</td>
</tr>
<tr>
<td>Pediatric Teaching Project</td>
<td>10%</td>
</tr>
<tr>
<td>ATI Maternal Newborn 5%</td>
<td>10%</td>
</tr>
<tr>
<td>Nursing Care of Children 5%</td>
<td></td>
</tr>
<tr>
<td>Quizzes and other lab or classroom activities</td>
<td>Completion may be required as “tickets” to lab</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

The average of the exam grades, before weighted calculation is performed, must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5 – 74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.

A minimum grade of 75% and a letter grade of “C” or higher is required to receive credit for this nursing course.

Failure or withdrawal in RNSG 1412 course will require student to transition to the new Concept Based Curriculum. Students eligible for readmission must successfully complete RNSG 1170 and 1171 in the new curriculum prior to enrolling in Level 2 courses RNSG 2172, RNSG 2572, and RNSG 2362.
Progression to Level 3 of the program is contingent upon successful completion of RNSG 1441, RNSG 1412, the clinical component RNSG 1261 (clinical grade (P/F), and ATI’s CARP assigned activities.

**STUDENT TEST POLICY**

**In order to test the student must adhere to the following testing policy.**

1. Attendance is required and students will not be allowed entry to classroom after exam has started.

2. All student possessions (backpacks, cell-phones, beverages, hats, study materials etc.) must be left at the front of the room or designated area 10 minutes prior to the start of the exam. The student may have a pen or pencil during the testing period. Only a “Basic Function” calculator is permissible and if necessary, paper will be provided by faculty.

3. If you are going to be absent you must contact your instructor by phone or email prior to the scheduled exam.

4. Make-up exams must be taken within 24-48 hours of absence. Make up exams will only be given at the discretion of the faculty member and can be a different version than that of the scheduled exam. Maximum one make up exam per course.

5. Students are allotted one tardy without penalty. On the second tardy a 5-point deduction will be applied to the exam score; any subsequent tardies will receive a 10-point deduction to the exam score. Students will take the exam within the allotted scheduled time. If another nursing student has completed the exam, the student who is tardy will not be admitted to the exam.

6. Exams or quizzes can be delivered in a written, online, or “clicker response system”. In the use of the “Clicker response system” or “scantron” grades will only reflect answers entered into the clicker response pad or scantron answer sheet.

7. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review and desks must be cleared.

8. Individual exam reviews may be scheduled with the faculty during office hours and within 7 calendar days from the return of exam grades.

9. Any student achieving an examination grade of less than 75% must schedule an appointment with faculty within 7 calendar days from the return of exam grades.

10. Students must pass a dosage calculation test at 100% per level prior to the date of scheduled clinical. Failure to obtain a 100% will result in failure of the course.

11. The average of the exam grades, before weighted calculation is performed must be 75% or above to pass the course.
Grades will not be rounded when calculating the average (74.5 – 74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.

12. Failure to follow policies can result in a zero for an exam. A common form of cheating involves exams. Copying from someone else’s paper or computer screen, using notes, altering an exam for re-grading, getting an advance copy of the examination, or hiring a surrogate test-taker are all forms of misconduct. The Del Mar College Handbook stipulates that unauthorized possession, or misuse of College documents and or equipment are forms of a student’s breach of conduct. Students are not authorized to take or copy any written or computerized exam in this course. A clear violation of this is the copying and pasting of completed or uncompleted exams even when there is no intent to share this document. Students are not allowed to visit or open any sites or programs on their computers at any time during the testing period.

This information should help you avoid unintentional misconduct and clarify that the consequences of not adhering to the policy can result in a suspension or dismissal from the Del Mar Nurse Education program.

REV 12/12/13

The Handbook for Nursing Students (http://www.delmar.edu/rn) details the Progression Policy for the department in case of a failure.

LABORATORY EXPERIENCES

The laboratory experience requires the student to perform as in the clinical setting; therefore, students are required to attend these labs in DNE dress code as outlined in the student handbook located at on the RN homepage, http://www.delmar.edu/rn.

Students in certain laboratory settings will work in groups to achieve delineated outcomes. If the lab is graded, the grade earned by the group is dependent upon the team nursing performance of the group.

Each student is responsible for personal preparation related to the laboratory experience prior to skills practice and or simulation-learning. Students will not be permitted into the laboratory experience after the scheduled time. Labs missed due to tardiness or absences will be subject to a zero grade for scheduled lab grade. Faculty will refer students to an open campus lab for labs missed.

EXPECTED STUDENT BEHAVIOR

1. Attendance is expected to be regular and punctual. In accordance with the Del Mar College Attendance Policy students are subject to withdrawal due to lack of attendance. Refer to DMC Catalog for attendance policy and student conduct on the following
websites:  
http://www.delmar.edu/sthandbook/rights.php#3  
http://hb2504.delmar.edu/AcademicClassroomPolicy.pdf

2. Cell phones are to be off or on vibrate during class or lab. It is not permissible to text during class or lab.

3. Classroom Assignments: Each unit contains assignments that guide the student toward meeting specified course objective. The student is expected to do the required preparation prior to class.

4. Completion of required ATI CARP activities as outlined by faculty.

5. Multi-media Assignments: The student is expected to view all assigned AV/Computer material as designated and scheduled.

6. Students are required to review the DMC catalog and the DMC Department of Nursing Education Handbook located on the homepage, http://www.delmar.edu/rn

7. No student use of video/audio recordings, WEBCAMS or social networking media are allowed during classroom, laboratory or clinical activities.

DEPARTMENTAL GRIEVANCE POLICY

The departmental grievance policy is designed to support the college wide policy as an auxiliary avenue to handle grievances efficiently at the level closest to the problem and to maintain a problem-solving environment. A student’s grievance (non-academic or academic) that originates through the Department of Nurse Education must adhere to the following procedure: See Appendix E to determine who to contact during this process.

1. The formal or informal grievance must first be presented to the source of the concern for discussion, consideration and resolution within 5 business days of occurrence. In the case of a complaint about an instructor, for example, each point of complaint must be aired with that instructor before the process may continue.

2. If the grievance is not successfully resolved at the first level of contact, the student will proceed to contact the course coordinator. If not resolved the Level Coordinator will be contacted.

3. If the grievance is not satisfactorily resolved at the level of the program it will then continue with involvement of the Program Director followed by the Department Chair.

If the complaint cannot be resolved within the DNE then the student will be referred to the formal grievance process through the Dean of Student Engagement and Retention.  
http://www.delmar.edu/sthandbook/rights.php#5

OTHER INFORMATION

DMC Safety
The student is required to register with DMC Alert found on their WebDMC account page. This alert system will notify students of any emergency or campus closure via the students’ method of
notification. Visit the website www.delmar.edu/webdmc/
Dial 698-1600 when obtaining information regarding campus closures.
In the event of fire or other emergency, you should cautiously exit the classroom/building through nearest exit(s). In the event of fire, elevators should not be used. It is the instructor’s responsibility to insure that assistance is given to those students who need help in exiting the classroom/building. Fire extinguishers are located in hallways on each floor of the health science buildings.

Dial 1199 when using campus telephone.
Dial 911 when using pay telephone.

American Disabilities Act Statement
If you have a disability, including a learning disability for which you can request an accommodation please refer to the link below. A student requesting accommodation must provide documentation of disability to the Counseling and Advising Centers Special Services office at 361-698-1741. If you require additional assistance such as for testing you must provide the course coordinator documentation that indicates the necessary accommodations within the first week of class.

www.delmar.edu/disability/
Additional expectations will be discussed by faculty.

The course syllabus is a general plan for the course; the instructor reserves the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means. This disclaimer does not abrogate any student rights as described by College rules and regulations.
Module - Preconception, Conception, Fertility, Infertility, Sexually Transmitted Infections, Abortion, Fetal Development, and Genetics

Student Learning Outcomes
Upon successful completion of the unit the student will:

1. State the advantages and disadvantages of methods of contraception.
2. Explain common nursing interventions that facilitate contraceptive use.
3. List common causes of infertility.
4. Discuss the psychologic impact of infertility.
5. List common diagnoses and treatments for infertility.
6. Compare reproductive alternatives for couples experiencing infertility.
7. Describe factors that can cause repeated pregnancy losses.
8. Explain issues surrounding use of complementary and alternative therapies.
9. Explain how important families are for the provision of effective nursing care.
10. Describe different family structures and their effect on family functioning.
11. Compare Western cultural values with values of other cultural groups.
12. Describe the structure and function of normal human genes and chromosomes.
13. Relate chromosome abnormalities to spontaneous abortion and to birth defects in the infant.
14. Identify environmental factors that can interfere with prenatal development, and explain how they can be avoided or reduced.
15. Describe the process of genetic counseling.
16. Describe normal prenatal development.
17. Explain structure and function of the placenta, umbilical cord, and fetal membranes.
18. Describe how common deviations from usual conception and prenatal development occur.
19. Explain mechanisms and trends in multifetal pregnancies.

Learning Activities


<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CHAPTER</th>
<th>PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Perspectives and Legal Issues</td>
<td>1</td>
<td>14, 17</td>
</tr>
<tr>
<td>Complementary and Alternative Medicine</td>
<td>2</td>
<td>35,36</td>
</tr>
<tr>
<td>Family Centered Care</td>
<td>3</td>
<td>38-52</td>
</tr>
<tr>
<td>Fertility and Infertility</td>
<td>31</td>
<td>Entire chapter</td>
</tr>
<tr>
<td>Genetics</td>
<td>10</td>
<td>186-198</td>
</tr>
<tr>
<td>Fetal development</td>
<td>12</td>
<td>220-232</td>
</tr>
<tr>
<td>Sexually Transmitted Infections</td>
<td>41</td>
<td>797-801</td>
</tr>
</tbody>
</table>

Other Resources:
Lecture handouts

**Lab Performance Objectives**
No lab component to this unit.

**Assessment**
Faculty Developed Unit Exam
ATI Practice Exam: Maternal Newborn Nursing
ATI Proctored Exam: Maternal Newborn Nursing
Module - Antepartum

Student Learning Outcomes
Upon successful completion of the unit the student will:

1. Compute gravity, parity, and estimated date of delivery.
2. Explain the expected maternal anatomic and physiologic adaptations to pregnancy.
3. Differentiate among presumptive, probable, and positive signs of pregnancy.
4. Identify maternal hormones produced during pregnancy, their target organs, and their major effects on pregnancy.
5. Explain the maternal tasks of pregnancy.
6. Discuss the benefits of prenatal care and problems of accessibility for some women.
7. Discuss factors that influence psychosocial adaptation to pregnancy.
8. Apply the nursing process in providing care for the pregnant woman.
9. Discuss education needed by pregnant women to understand the physical discomforts related to pregnancy and recognize the signs and symptoms of potential complications.
10. Explain the impact of culture, age, parity, and number of fetuses on the response of the family to the pregnancy and on the prenatal care provided.
11. Compare the philosophies underlying maternal choices for childbirth.
12. Explain recommended maternal weight gain during pregnancy.
13. Compare the recommended level of intake of energy sources, protein, and key vitamins and minerals during pregnancy and lactation.
14. Give examples of the food sources that provide the nutrients required for optimal maternal nutrition during pregnancy and lactation.
15. List five nutritional risk factors during pregnancy.
16. Compare the dietary needs of adolescent and mature pregnant women.
17. Analyze examples of eating patterns of women from two different ethnic or cultural backgrounds and identify potential dietary problems.
18. Describe the role and responsibilities of the nurse in an emergency childbirth situation.
19. Evaluate the impact of perineal trauma on the woman’s reproductive and sexual health.
20. Describe hemorrhagic conditions of early pregnancy or delivery.
21. Explain disorders of the placenta.
22. Discuss nursing management of hyperemesis gravidarum.
23. Describe management of hypertensive disorders of pregnancy.
24. Compare Rh and ABO incompatibility in terms of etiology, fetal and neonatal complications and management.
Learning Activities


<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CHAPTER</th>
<th>PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiologic responses</td>
<td>13</td>
<td>234-245</td>
</tr>
<tr>
<td>Antepartum Assessment</td>
<td>13</td>
<td>246-249</td>
</tr>
<tr>
<td>Common discomforts</td>
<td>13</td>
<td>252-258</td>
</tr>
<tr>
<td>Role transition</td>
<td>13</td>
<td>262-263</td>
</tr>
<tr>
<td>Cultural Influences</td>
<td>13</td>
<td>268-271</td>
</tr>
<tr>
<td>Nutrition</td>
<td>14</td>
<td>279,280</td>
</tr>
<tr>
<td>Dietary intake examples</td>
<td>14</td>
<td>Tables</td>
</tr>
<tr>
<td>Cultural influences on diet and risk factors</td>
<td>14</td>
<td>288-293</td>
</tr>
<tr>
<td>High risk pregnancies and complications</td>
<td>25</td>
<td>576-606</td>
</tr>
</tbody>
</table>

**Lab Performance Objectives:**
No lab component to this unit.

**Assessment**
Faculty Developed Unit Exam
ATI Practice Exam: Maternal Newborn Nursing
ATI Proctored Exam: Maternal Newborn Nursing
Module - Intrapartum, Fetal Monitoring, and High Risk Maternity Care

Student Learning Outcomes

Upon successful completion of the unit the student will:

1. Explain the five factors that affect the labor process.
2. Explain the significance of the size and position of the fetal head during labor and birth.
3. Summarize the cardinal movements of the mechanism of labor for a vertex presentation.
4. Assess the maternal anatomic and physiologic adaptations to labor.
5. Describe fetal adaptations to labor.
6. Compare various childbirth preparation methods.
7. Identify nonpharmacologic strategies to enhance relaxation and decrease discomfort during labor.
8. Discuss types of analgesia and anesthesia used during labor.
9. Describe nursing responsibilities appropriate for a woman receiving analgesia and anesthesia during labor.
10. Explain baseline fetal heart rate (FHR) and evaluate periodic changes.
11. Identify typical signs of nonreassuring FHR patterns.
12. Compare FHR monitoring done by intermittent auscultation with external and internal electronic methods.
13. Describe nursing measures that can be used to maintain reassuring FHR patterns.
14. Differentiate among the nursing interventions used for managing specific FHR patterns, including tachycardia and bradycardia, increased and decreased variability, and late and variable decelerations.
15. Review the factors included in the initial assessment of the woman in labor.
16. Describe the ongoing assessment of maternal progress during the first, second, and third stages of labor.
17. Recognize the physical and psychosocial findings that indicate maternal progress during labor.
18. Identify signs of developing complications during labor and birth.
19. Develop a comprehensive plan of care for the woman and her significant others (support person[s], family) relevant to each stage of labor.
20. Analyze the influence of cultural and religious beliefs and practices on the process of labor and birth.
21. Discuss ways in which the nurse can use evidence-based practices to enhance the quality of care a woman receives during labor and birth.
22. Explain factors that may result in dysfunctional labor.
23. Describe maternal and fetal risks associated with premature rupture of membranes.
24. Analyze factors that increase a woman’s risk for preterm labor.
25. Explain maternal and fetal problems that may occur if pregnancy persists beyond 42 weeks.
26. Describe common intrapartum emergencies.
Learning Activities

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CHAPTER</th>
<th>PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prenatal diagnostic tests</td>
<td>15</td>
<td>301-308</td>
</tr>
<tr>
<td>Diagnostic Fetal Monitoring</td>
<td>15</td>
<td>309-315</td>
</tr>
<tr>
<td>Physiologic effects of birth</td>
<td>16</td>
<td>318-316</td>
</tr>
<tr>
<td>Factors effecting the birth process</td>
<td>16</td>
<td>321-327</td>
</tr>
<tr>
<td>Labor process</td>
<td>16</td>
<td>328-335</td>
</tr>
<tr>
<td>Leopold’s Maneuvers</td>
<td>16</td>
<td>342-343</td>
</tr>
<tr>
<td>Nursing management</td>
<td>16</td>
<td>346-352</td>
</tr>
<tr>
<td>Intrapartum Fetal Monitoring</td>
<td>17</td>
<td>364-386</td>
</tr>
<tr>
<td>Pain Management</td>
<td>18</td>
<td>388-410</td>
</tr>
<tr>
<td>Intrapartum Complications</td>
<td>27</td>
<td>636-664</td>
</tr>
</tbody>
</table>

Socratic Questions/Activities to promote active learning among the students
1. Using monitor tracings, illustrate the characteristics of reassuring and nonreassuring FHR patterns. Describe the nursing care management required when a nonreassuring FHR pattern occurs.

2. Debate this issue: Should all laboring women be electronically monitored, given the fact that the majority of labors progress normally without signs of fetal compromise?

3. Debate these issues:

4. Episiotomy vs. no episiotomy
5. Traditional vs. nontraditional settings for childbirth
6. A nurse midwife’s approach to childbirth compared with an obstetrician's approach

Other Resources:
Noelle clinical simulation
Fetal Monitor simulation

Lab Performance Objectives:
Upon successful completion of the Noelle Simulated Lab Experience the student will:
1. Recognize admission guidelines for labor and delivery.
2. Implement the admission procedure for a laboring patient.
3. Demonstrate the use of Leopold’s maneuvers in determining fetal lie, position, and presentation.
4. Recognize and discuss the difference between internal and external fetal monitoring.
5. Define the terms used to interpret fetal monitoring patterns.
6. Recognize and respond to common fetal monitoring pattern changes.
7. Implement the nursing care given during labor and delivery.
8. Recognize and respond to changes in maternal and fetal status through each phase
   and stage of labor.
9. Identify the fetal and maternal physiologic effects of labor.
10. Identify causes of labor pain.
11. Identify and implement nursing goals for pain management throughout labor.
12. Implement teaching considerations for the woman undergoing epidural anesthesia.
13. Implement the nursing interventions for the immediate postpartum period including
   physical and psychosocial assessments.

Assessment
Faculty Developed Unit Exam
ATI Practice Exam: Maternal Newborn Nursing
ATI Proctored Exam: Maternal Newborn Nursing
Module - Postpartum, Newborn Assessment

Student Learning Outcomes
Upon successful completion of the unit the student will:

1. Describe the anatomic and physiologic changes that occur during the postpartum period.
2. Identify characteristics of uterine involution and lochia flow and describe ways to measure them.
3. List expected values for vital signs and blood pressure, deviations from normal findings, and probable causes of the deviations.
4. Discuss postpartum care and discharge teaching.
5. Summarize nursing interventions to prevent infection and excessive bleeding, promote normal bladder and bowel patterns, and care for the breasts of women who are breastfeeding or bottle-feeding.
6. Identify common selection criteria for safe early postpartum discharge.
7. Explain the influence of cultural expectations on postpartum adjustment.
8. Describe the nurse’s role in these postpartum follow-up strategies: home visits, telephone follow-up, warm lines and help lines, support groups, and referrals to community resources.
9. Identify parental and infant behaviors that facilitate and those that inhibit parental attachment.
10. Describe sensual responses that strengthen attachment.
11. Compare maternal and paternal adjustment to parenthood.
12. Describe ways to facilitate parent-infant adjustment.
13. Examine the effects of the following on parental response: parental age (i.e., adolescence and older than 35 years), social support, culture, socioeconomic conditions, personal aspirations, and sensory impairment.
14. Describe sibling adjustment.
15. Describe grandparent adaptation.
16. Describe thermoregulation in the newborn.
17. Explain cause and effects of hypoglycemia.
18. Describe the effects of normal bilirubin excretion and the physiologic, nonphysiologic, breastfeeding and true breast milk jaundice.
19. Describe the nursing assessment of the newborn.
20. Explain the importance and components of gestational-age assessment.
21. Describe the purpose and use of routine prophylactic medications for the normal newborn.
22. Discuss prevention and parent teaching for jaundice.
23. Explain risks and benefits of circumcision.
24. Explain the types and importance of newborn screening tests.
25. Compare and contrast the benefits of breastfeeding vs formula feeding.
Learning Activities

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CHAPTER</th>
<th>PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postpartum recovery assessment and Apgar</td>
<td>16</td>
<td>357-361</td>
</tr>
<tr>
<td>Postpartum adaptations</td>
<td>20</td>
<td>433-449</td>
</tr>
<tr>
<td>Postpartum bonding</td>
<td>20</td>
<td>452-459</td>
</tr>
<tr>
<td>Postpartum complications</td>
<td>28</td>
<td>666-687</td>
</tr>
<tr>
<td>Newborn Assessment</td>
<td>21</td>
<td>467-472</td>
</tr>
<tr>
<td>Table</td>
<td>21</td>
<td>479-483, 484</td>
</tr>
<tr>
<td>Assessing anomalies</td>
<td>21</td>
<td>486-490</td>
</tr>
<tr>
<td>Reflexes</td>
<td>21</td>
<td>491-493</td>
</tr>
<tr>
<td>Gestational age</td>
<td>21</td>
<td>499-500</td>
</tr>
<tr>
<td>Prophylactics, Immunization and screening</td>
<td>22</td>
<td>509-521; 524</td>
</tr>
<tr>
<td>Nutrition: Breast feeding vs Bottle feeding</td>
<td>23</td>
<td>529-547</td>
</tr>
</tbody>
</table>

Discussion topics: Cultural influences and nursing implications; Societal factors that influence attachment.

Other Resources:
High fidelity mannequin for postpartum assessment
High fidelity newborn mannequin

Lab Performance Objectives:
Upon successful completion of this lab the student will:
1. Perform a comprehensive assessment on a postpartum patient using the BUBBLEHEE format.
2. Perform a newborn assessment using a high fidelity newborn mannequin.
3. Demonstrate the APGAR and Ballard Scale for Gestational Assessment using a newborn mannequin.
4. Document a newborn and postpartum assessment using DocuCare (an electronic medical record).

Assessment:
Faculty Developed Unit Exam
ATI Practice Exam: Maternal Newborn Nursing
ATI Proctored Exam: Maternal Newborn Nursing
Module—Introduction to Pediatric Nursing

Student Learning Outcomes
Upon successful completion of the module the student will:
1. Describe the nurse’s role in providing family-centered child care to the pediatric patient.
2. Describe the nurse’s role in promoting optimal growth and development.
3. Identify the major biologic, psychosocial, cognitive, and social developments during infancy, early childhood, school age and adolescent years.
4. Identify common health problems and parental concerns during infancy, early childhood, school age, and adolescence.
5. Discuss anticipatory guidance to parents regarding common parental concerns during childhood such as nutrition, elimination, sleep, hygiene, safety, and play.
6. Outline immunization requirements during infancy, early childhood, and adolescence.
7. Demonstrate an understanding of the types, causes, and prevention of injuries in childhood.

Learning Activities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Chapter</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Promotion for the Developing Child</td>
<td>5</td>
<td>68-91</td>
</tr>
<tr>
<td>Health Promotion for the Infant</td>
<td>6</td>
<td>92-116</td>
</tr>
<tr>
<td>Health Promotion During Early Childhood</td>
<td>7</td>
<td>117-143</td>
</tr>
<tr>
<td>Health Promotion for School Aged Child</td>
<td>8</td>
<td>144-165</td>
</tr>
<tr>
<td>Health Promotion for the Adolescent</td>
<td>9</td>
<td>166-185</td>
</tr>
</tbody>
</table>

Other Resources:
ATI Nursing Care of Children Review Modules
Lecture handouts

Lab Performance Objectives
Complete a modified Denver Developmental Assessment II

Assessment
Pediatric Teaching Project
Faculty Developed Unit Exam
ATI Practice Exam: Nursing Care of Children
ATI Proctored Exam: Nursing Care of Children
Module - Pediatric Assessment

Student Learning Outcomes
Upon successful completion of the course the student will:
1. State the components of a pediatric health history.
2. Prepare a child for a physical examination on the basis of developmental needs.
3. Recognize expected physical assessment findings for children of various ages.
5. Identify stressors associated with illness and hospitalization in the pediatric population.
6. Recognize pediatric adaptations to selected procedures.
7. Describe safe methods of administering oral, parenteral, rectal, optic, otic, and nasal medications to children.
8. List various types of pain assessment tools for use with children.
9. Using the nursing process formulate a plan of care using pharmacologic and non-pharmacologic interventions to manage a child’s pain.

Learning Activities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Chapter</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Assessment of Children</td>
<td>33</td>
<td>804-840</td>
</tr>
<tr>
<td>The Ill Child in the Hospital and Other Settings</td>
<td>35</td>
<td>874-893</td>
</tr>
<tr>
<td>Principles and Procedures for Nursing Care of Children</td>
<td>37</td>
<td>916-947</td>
</tr>
<tr>
<td>Medication Administration and Safety for Infants and Children</td>
<td>38</td>
<td>948-968</td>
</tr>
<tr>
<td>Pain Management for Children</td>
<td>39</td>
<td>969-987</td>
</tr>
</tbody>
</table>

Other Resources:
ATI Nursing Care of Children Review Modules
ATI Pediatric Assessment Skills Series
Assigned Videos and DVD’s
Lecture handouts

Lab Performance Objectives
Demonstrate an appropriate pediatric assessment.
Document a pediatric assessment using DocuCare (an electronic medical record).

Assessment
Faculty Developed Unit Exam
ATI Practice Exam: Nursing Care of Children
ATI Proctored Exam: Nursing Care of Children
Module – Alterations in Children’s Health (Part 1)

Student Learning Outcomes
Upon successful completion of the module the student will:

Respiratory Alterations
1. Identify nursing responsibilities in maintaining fluid balance
2. Describe the differences in the anatomy and physiology of the pediatric patient’s respiratory system that increase the risk for respiratory disease.
3. Discuss the pathophysiology, clinical manifestations, and therapeutic management of common acute and chronic respiratory alterations.
4. Identify the nursing care needs of infants and children with acute and chronic respiratory alterations.
5. Identify teaching needs for children with acute and chronic respiratory alterations and their families.
6. Describe the nursing care of the child with cystic fibrosis.

Cardiovascular Alterations
1. Describe the major circulatory changes that occur in the fetus during the transition from intrauterine to extrauterine life.
2. Discuss the nursing process used for an infant or child with congestive heart failure.
3. Discuss the major physiologic features and the therapeutic management of a child with a heart defect, including left-to-right shunting lesions, right-to-left shunting lesions, and obstructive or stenotic lesions.

Hematologic Alterations
1. Discuss the role of the nurse in the prevention and management of iron deficiency anemia
2. Describe the nursing care of the child with sickle disease, and hemophilia.

The Child with Cancer
1. List common signs of childhood cancer
2. Describe the treatments available for children with cancer
3. Discuss the nursing care for a child with acute lymphocytic leukemia

Fluid and Electrolyte Alterations
1. Compare the differences in body fluid and electrolyte composition and regulation between infants, children, and adults that make children more susceptible to imbalances.
2. Describe the care of the child with vomiting and diarrhea.
3. Describe nursing interventions to prevent or minimize dehydration in the pediatric patient.
Gastrointestinal Alterations
1. Demonstrate an understanding of the pathophysiology, cause, clinical symptoms, diagnostic studies, and therapeutic management of pediatric alterations of the gastrointestinal system.
2. Develop a nursing plan of care for a child with a pediatric alteration of the gastrointestinal system (cleft lip and palate, TE fistula, gastroesophageal reflux disease, encopresis, infectious gastroenteritis - rotavirus, pyloric stenosis, intussusception, Hirschsprung disease, and biliary atresia).

Genitourinary Alterations
1. Demonstrate an understanding of the pathophysiology, cause, clinical symptoms, diagnostic studies, and therapeutic management of pediatric alterations of the genitourinary system.
2. Develop a nursing plan of care for a child with a pediatric alteration of the genitourinary system (enuresis, urinary tract infection, cryptorchidism, hypospadias and epispadias, APSGN, and nephrotic syndrome).

Learning Activities

<table>
<thead>
<tr>
<th>Topic</th>
<th>Chapter</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Child with Respiratory Alteration</td>
<td>45</td>
<td>1151-1191</td>
</tr>
<tr>
<td>The Child with Cardiovascular Alteration</td>
<td>46</td>
<td>1197-1224 1229-1223</td>
</tr>
<tr>
<td>The Child with a Hematologic Alteration</td>
<td>47</td>
<td>1242-1244; 1250-1256</td>
</tr>
<tr>
<td>The Child with Cancer</td>
<td>48</td>
<td>1264-1280</td>
</tr>
<tr>
<td>The Child with a Fluid and Electrolyte Disorder</td>
<td>40</td>
<td>989-1005</td>
</tr>
<tr>
<td>The Child with a Gastrointestinal Disorder</td>
<td>43</td>
<td>1064-1084; 1086-1090; 1095-1102; 1110-1112</td>
</tr>
<tr>
<td>The Child with a Genitourinary Disorder</td>
<td>44</td>
<td>1116-1136</td>
</tr>
</tbody>
</table>

Other Resources:
ATI Nursing Care of Children Review Modules
Assigned Videos and DVD’s
Lecture handouts

Lab Performance Objectives
Complete a focused respiratory assessment in a simulated setting on a patient with a common pediatric respiratory disorder.

Assessment
Faculty Developed Unit Exam
Module – Alterations in Children’s Health (Part 2)

Student Learning Outcomes
Upon successful completion of the module the student will:

Infectious Disorders
1. Compare the mode of transmission, pathophysiology, cause, clinical symptoms, diagnostic studies, and therapeutic management of common pediatric infectious diseases.
2. Use the nursing process to formulate a plan of care for a child with an infectious disease.

Alterations in Tissue Integrity
1. Identify symptoms of common skin disorders in children.
2. Apply the nursing process to care for children with selected skin disorders (seborrheic dermatitis, contact dermatitis, atopic dermatitis, impetigo, candidiasis, tinea infection, and acne vulgaris).

Musculoskeletal Alterations
1. Demonstrate an understanding of the pathophysiology, cause, clinical symptoms, diagnostic studies, and therapeutic management of pediatric alterations of the musculoskeletal system.
2. Develop a nursing plan of care for a child with selected pediatric alteration of the musculoskeletal system (osteomyelitis, scoliosis, developmental dysplasia of the hip, Legg-Calve-Perthes Disease, clubfoot, muscular dystrophy, and juvenile idiopathic arthritis).

Endocrine or Metabolic Alterations
1. Demonstrate an understanding of the pathophysiology, cause, clinical symptoms, diagnostic studies, and therapeutic management of pediatric endocrine or metabolic alterations.
2. Develop a nursing plan of care for a child with selected pediatric endocrine or metabolic alterations (phenylketonuria, congenital adrenal hyperplasia, congenital hypothyroidism, precocious puberty, growth hormone deficiency, and type 1 diabetes mellitus).

Neurologic Alterations
1. Demonstrate an understanding of the pathophysiology, cause, clinical symptoms, diagnostic studies, and therapeutic management of pediatric neurologic alterations.
2. Develop a nursing plan of care for a child with selected pediatric neurologic alterations (increased intracranial pressure, spina bifida, hydrocephalus, cerebral palsy, seizures, meningitis,).

Childhood Physical and Emotional Abuse and Child Neglect
1. Describe the major types of abuse and neglect seen in children, the contributing factors, and nursing care for abused children and their families.

The Child with a Developmental Disability
1. Identify the various causes and types of selected developmental disabilities.
2. Develop nursing strategies for supporting the child and family with a developmental disability.

Learning Activities

<table>
<thead>
<tr>
<th>Topiczell</th>
<th>Chapter</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Child with Infectious Disease</td>
<td>41</td>
<td>1007-1025</td>
</tr>
<tr>
<td>The Child with an Alteration in Tissue Integrity</td>
<td>49</td>
<td>1296-1312; 1317-1319</td>
</tr>
<tr>
<td>The Child with Musculoskeletal Alteration</td>
<td>50</td>
<td>1335-1356; 1358-1373</td>
</tr>
<tr>
<td>The Child with an Endocrine or Metabolic Alteration</td>
<td>51</td>
<td>1337-1385; 1390-1407</td>
</tr>
<tr>
<td>The Child with a Neurologic Alteration</td>
<td>52</td>
<td>1411-1427; 1433-1441</td>
</tr>
<tr>
<td>Psychosocial Problems in Children and Families</td>
<td>53</td>
<td>1468-1473(Childhood Physical and Emotional Abuse and Child Neglect)</td>
</tr>
<tr>
<td>The Child with a Developmental Disability</td>
<td>54</td>
<td>1477-1498</td>
</tr>
</tbody>
</table>

Other Resources:
ATI Nursing Care of Children Review Modules
Assigned Videos and DVD's
Lecture handouts

Lab Performance Objectives
Complete a focused neurologic assessment in a simulated setting on a patient with a common pediatric neurologic disorder.

Assessment
Faculty Developed Unit Exam
ATI Practice Exam: Nursing Care of Children
ATI Proctored Exam: Nursing Care of Children
DEL MAR COLLEGE
DEPARTMENT of NURSING EDUCATION
Nursing Care of the Childbearing and Childrearing Family
RNSG 1412 Spring 2014
Syllabus Acceptance Statement

_____ I have read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75 or higher in order to attain a passing grade for the course.

_____ I will maintain and uphold the academic integrity policy of the Department of Nurse Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

_____ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the Department of Nurse Education.

_____ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the Department of Nurse Education.

_____ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.

_____ I will not allow any other student access to any of my paperwork for the purpose of copying.

__________________________________________________  __________________________
Student Signature                                      Date

__________________________________________________
Printed Name