



CLARENDON COLLEGE
PROFESSIONAL NURSING PROGRAM

RNSG 1412 – Nursing Care of the Childbearing and Childrearing Family

Division of Workforce:

Course: RNSG 1412 – Nursing Care of the Childbearing and Childrearing Family

Credit Hours: 4 Hours

Semester: Fall 2024

Classroom Location:

Pampa - Center: 1601 W. Kentucky, Pampa, 79065 - Room 101

Phone: (806) 665-8801 Pampa

Childress Campus: 1902 Ave G NW, Childress, TX 79201 - Mesquite Room

Phone: (940) 937-2201 Childress

Instructors:

Pampa Campus: Sherrie Denham, MSN, RN

Office Location: Auvenshine Bldg. 1601 W. Kentucky Ave., Pampa, TX 79065

Phone: (806) 665-8801 ext. 137

Email: sherrie.denham@clarendoncollege.edu

Childress Campus: Sherrie Denham, MSN, RN

Office Location: 1902 Ave G NW, Childress, TX 79201

Phone: (940) 937-2201

Email: sherrie.denham@clarendoncollege.edu

Office Hours: As posted or by appointment.

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. The course lends itself to a blocked approach.

Statement of Purpose:

RNSG 1412 – Care of the Childbearing and Childrearing Family partially satisfies the requirement for the Associate Degree Program at Clarendon College.

Prerequisites: Completion of all Level I courses.

Co-requisite: RNSG 2261 – Clinical (Childbearing and Childrearing Family)

****Note: Students must successfully complete RNSG 1412 & RNSG 2261 simultaneously to receive credit in either course. RNSG 1412 must be successfully completed to progress.***

Audio/Video/Photography/Distribution of Course Materials:

All course materials are only for the use of students enrolled in this course for purposes associated with this course. Audio/Video recording or photography of courses in session is strictly prohibited by students unless previous permission has been granted by the faculty. Duplication and/or distribution of any classroom materials via print, email, or other electronic means to individuals who are not currently enrolled in this course are prohibited.

Electronic Communication:

Clarendon College Allied Health Department faculty and staff will send official correspondence to a student via Microsoft TEAMS or e-mail using the student's email address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College Microsoft TEAMS or bulldog email address for all official communication.

Syllabus Disclaimer:

Although every effort will be made NOT to change schedules, unforeseen events may cause changes to the scheduling of campus classes/labs/activities, exams, etc. Class topic and exam schedule may change with notice. Faculty reserve 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 of communication. It is the responsibility of each student to know what changes if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

***Syllabi/Schedules subject to change.**

End-of-Course Outcomes: (WECM)

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

Course Outcomes: (DEC)

The DEC competencies are fully integrated throughout the curriculum for the ADN student. The DEC relates to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

Learning Outcomes: (DEC)

I. Member of the Profession:

- A. Function within the nurse's legal scope of practice and in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

- C. Participate in activities that promote the development and practice of professional nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care:

- A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidenced-based practice outcomes as a basis for decision-making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
- C. Analyze comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
- E. Implement the plan of care for patients and their families with legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
- F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
- H. Coordinate human, information, and physical resources in providing care for patients and their families.

III. Patient Safety Advocate:

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using evidence-based data to reduce patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

IV. Member of the Health Care Team:

- A. Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.
- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. Communicate and manage information using technology to support decision-making to improve patient care.
- E. Assign and/or delegate nursing activities to other members of the health care team based upon an analysis of patient or work place need.
- F. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.
- G. Participate with health care teams during local or global health emergencies or pandemics to promote health and safety, and prevent disease.



Reference

Texas Board of Nursing, (2021, January). *Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors*. Retrieved from https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf

Program: Professional Nursing Education					Credential: AAS
Competencies				Course ID	Course Title
1	2	3	4		

<p>A –Knowledge: 1abc, 2, 3, & 4</p> <p>B –Knowledge: 1abcde, 2ab, 3, 4, 5, 6ab,7abc, & 8</p> <p>C –Knowledge: 1, 2, 3, 4, & 5abc</p> <p>D –Knowledge: 1, 2, 3, 4, & 5</p>	<p>A –Knowledge: 1ab, 2abc, 3, & 4</p> <p>B –Knowledge: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, & 12</p> <p>C –Knowledge: 1ab, 2ab, 3, 4ab, 5, 6, 7, & 8</p> <p>D –Knowledge: 1abcde, 2, 3ab, 4abc, & 5ab</p> <p>E –Knowledge: 1ab, 2, 3ab, 4ab, 5, 6ab, 7, 8, 9, 10, 11abc, 12, & 13</p> <p>H –Knowledge: 1, 2, 3abc, 4ab, 5, 6, & 7</p>	<p>A –Knowledge: 1, 2, 3, 4, 5, & 6</p> <p>B –Knowledge: 1ab, 2, 3abc, 4, & 5</p> <p>E –Knowledge: 1abc & 2</p>	<p>A –Knowledge: 1ab, 2, 3ab, 4ab, & 5ab</p> <p>B –Knowledge: 1ab, 2ab, 3ab, & 4</p> <p>D –Knowledge: 1ab, 2, & 3</p>	<p>RNSG 1412</p>	<p>Care of the Childbearing & Childrearing Family</p>
<p>Competency References</p>					
			<p>4 – Member of the Health Care Team</p>		
		<p>3 – Patient Safety Advocate</p>			
	<p>2 – Provider of Patient-Centered Care</p>				
<p>1 – Member of the Profession</p>					

SCANS COMPETENCIES:

The individual SCANS Foundation Skills and competencies have been identified and are located on file in the nursing office. Demonstration of SCANS is documented by the student's ability to provide evidence that the skill has been mastered.

Texas Higher Education Coordinating Board: (THECB):

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board (THECB). The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills** – including application of scientific and mathematical concepts.
- **Teamwork** – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making.
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Instructional Materials:

Textbook:

Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., Cashion, K., Alden, K. R., Wilson, D., & Rodgers, C. C. (2023). *Maternal child nursing care* (7th ed.). Elsevier. ISBN: 9780323776714

Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., Cashion, K., Alden, K. R., Wilson, D., & Rodgers, C. C. (2023). *Maternal child nursing care study guide* (7th ed.). Elsevier. ISBN: 9780323809092

Other Relevant Materials:

Pens, pencils, paper, highlighters, laptop, ATI, Nurse Practice Act, Scantron answer sheets, Nurse Practice Act, and Scope of Practice.

Methods of Instruction:

Lectures	Required Reading	Written Assignments	Quizzes
Classroom Discussions	Small Group Work	Audio-Visual Aids	Demonstrations
Return Demonstrations	ATI Modules	Projects	Concept Maps

*Lectures may be in-class, via zoom, or recorded and uploaded to TEAMS.

Requirements & Evaluation Methods:

Exams	Percentage
Exam 1	20
Exam 2	20
Exam 3	20
ATI Adaptive Quizzing – 500 Questions	5
ATI CMS Maternal Newborn (EOC)	5
ATI CMS Nursing Care of Children (EOC)	5
Final Exam	25
TOTAL for COURSE GRADE	100

Grading Scale:

The following grading scale is utilized for the ADN Nursing Program

A	90-100
B	81-89
C	78-80
D	68-77
F	Below 68

Students must achieve an overall course grade at or above 78 to pass all courses in the LVN-to-RN Bridge Nursing Program.

1. All grades will be posted by the instructor on the Clarendon College online grade book.
2. Grades **will not** be given out by phone, email, or text.
3. **THERE ARE NO OPTIONS FOR EXTRA-CREDIT WORK OR REPEATING EXAMS OR PAPERWORK TO RAISE COURSE GRADES, EITHER DURING OR AT THE END OF A COURSE.**
4. No late work will be accepted.
5. Refer to individual course syllabi for additional grading criteria.

6. Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

ATI CMS Maternal Newborn and Nursing Care of Children EOC Grading Rubric:

A combination of the practice and proctored assessments to achieve 10% of the course grade.

Practice Assessment (4 Points)			
<ul style="list-style-type: none">Complete Practice Assessment A.Complete Remediation – Minimum 1 Hour Focused Review on Initial Attempt.For each topic missed, complete a handwritten active learning template.Take Post Study Quiz (if available) and complete an active learning template for each topic missed		<ul style="list-style-type: none">Complete Practice Assessment B.Complete Remediation – Minimum 1 Hour Focused Review on Initial Attempt.For each topic missed, complete a handwritten active learning template.Take Post Study Quiz (if available) and complete an active learning template for each topic missed.	
Standardized Proctored Assessment			
Level 3 (4 Points)	Level 2 (3 Points)	Level 1 (1 Point)	Below Level 1 (0 Points)
Remediation (2 Points) - All Levels			
<ul style="list-style-type: none">Minimum 1 Hour Focused Review.For each topic missed, complete a handwritten active learning template.			
10/10 Points	9/10 Points	7/10 Points	6/10 Points
Proctored Assessment Retake			
No retake required.	No retake required.	*Retake required.	*Retake required.

*If student is required to retake a proctored assessment and student meets the program's benchmark of Level 2 on the retake, the student can earn an additional 1 point.

Rounding Policy:

In order to successfully complete a nursing course and progress in the nursing program, students are required to achieve an exam average of 78% or greater. The exam average will include all unit exams and the final exam. Students not attaining a major exam average of 78% or greater will not pass the course. Students must achieve a final overall course grade of 78% to pass any RNSG course in the nursing program. Each quiz/exam/project grade will be calculated to two decimal points. At the end of the semester, actual percentages will be used to determine letter grades.

****NOTE: GRADES WILL NOT BE ROUNDED.** (Example: A grade of 77.5 to 77.99 will not be considered as passing).

No late work will be accepted!!

Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

Student Testing Policy:

1. Exam schedules will be given to students at the beginning of the course each semester;
2. Examination attendance: Examinations will be given on dates noted on the course syllabus and course schedule. If a student cannot attend an examination, the course instructor/professor must be notified at their office number, Microsoft TEAMS, or by email ***before the examination begins***. It is the student's responsibility and a requirement to notify the instructor/professor in advance of any absence.
3. On examination days no late entry into the classroom or laboratory will be permitted to eliminate distractions for other students. In the event a student is going to be late they must notify their course instructor/professor through Microsoft TEAMS or by e-mail ***before the examination begins***. The student will receive an absence for the course for the day. It is the student's responsibility to contact the instructor to reschedule their make-up exam. The instructor has the discretion to administer a different version of the exam content.
4. Make-up exams will only be given at the discretion of the faculty member and can be a different version or alternate format than the scheduled exam.
5. All major exams include multiple-choice and alternate format questions based on the NCLEX-RN Test Plan;
6. All exams are timed; the Time allotted for a Final Exam is two (2) hours and will follow Clarendon College's policy.
7. Assigned seating may be used during any exam;
8. Grades will be available within one week following an exam;
9. Basic function calculators will be provided for exams with dosage calculation questions;
10. If the exam is given in paper format: SCANTRON[®] forms and exam booklets are turned in to the proctor who is monitoring the exam and will be counted at the end of the testing period. Students must NOT remove exams from the testing room; the answer recorded on the Scantron[®] will be the official answer sheet or submitted electronically if the test is a computerized test;
11. If the exam is given in electronic format, the student will need to bring a laptop or utilize a laptop/computer from Clarendon College. The device utilized will need the capability of connecting to the internet. It is the student's responsibility to ensure the device is charged or plugged into a power source during the duration of the examination.
12. Scratch paper, if used, will be provided by the instructor/professor and must be turned in immediately following the exam;
13. 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 all personal belongings must be left at the back of the classroom;
14. Students who score an eighty (80) or below will need to schedule an appointment with their instructor to complete a Student Action Report and be assigned required remediation.
15. Individual review of exams by a student with the instructor/professor must be scheduled within one (1) week of the exam being administered. Individual test reviews will be performed only in the faculty member's office. Students may review only the most recent test (In other words, exam one (1) cannot be reviewed after exam two (2) has been administered). Review of all tests taken by a student at one time will not be allowed;

Test Taking Etiquette

1. Arrive at least 15 minutes early to prepare for the exam so that it may begin on time;
2. All belongings (book bags, books, caps, hats, purses, study guides, beverages, etc.) must be stored at the back of the classroom 10 minutes before the exam, this will allow the exam to begin on time;
3. You are not allowed to wear a cap, hat, or sunglasses during testing situations;
4. The student may have only a pencil during the testing period;
5. After the exam begins, there will be absolutely NO talking;

6. When you are finished with your exam, please submit the test and answer sheet to the proctor and quietly leave the room. **Do not re-enter the classroom until all students have completed the exam;**
7. Leave the classroom area – **DO NOT** congregate outside the classroom door; remain quiet as not to disrupt the classroom area.
8. It is the responsibility of all students to maintain test security. Do not discuss test content in the presence of students who have not tested. Students who have not tested are expected to remove themselves from the area if such conversations occur.

Remediation:

Remediation will be required for students scoring an eighty (80) and below on Exams 1-3.

Remediation will be determined by the Course Instructor with consideration to the student's individual needs. It is the student's responsibility to schedule an appointment with their instructor to complete a Student Action Report and assigned required remediation. Remediation is the responsibility of the student and must be completed by the date assigned.

Attendance:

Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes. It is the responsibility of the student to consult with all instructors when an absence occurs. The student will notify the instructor each day the student will not be in attendance for class, lab, or clinical.

To evaluate attainment of course objectives, students are expected to attend and participate in all scheduled classroom/clinical experiences. Failure to meet course objectives, due to lack of attendance, will result in unsatisfactory evaluation, and may result in failure of the course.

Absence Policy:

Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes;

1. Any absences more than two absences or any class absences in excess of two absences in one semester will be grounds for dismissal.
2. Documentation of an absence must be submitted by the student immediately upon return or prior to if expected absence (**see Documentation of Student Action Report Form*);
3. If a student is to be absent from class or clinical, the student must notify his/her instructor thirty (30) minutes prior to the start of the scheduled experience. Notification will occur according to instructor through Microsoft TEAMS.

Tardiness:

Students are required to be in the classroom and at clinical on time and remain the full time as scheduled. Excessive tardiness is disruptive to the educational process and may result in disciplinary action. Students who have three (3) tardies in an individual course will be counted as one (1) absence. Due process and the right to appeal will be provided to students subject to disciplinary action. Details can be found in the Student Handbook.

1. Tardiness: Defined as time away from classroom teaching and/or clinical laboratory/simulation teaching for up to 15 minutes. This includes:
 - a. arriving late in the morning;

- b. returning late from provided breaks and lunch periods; and
- c. Leaving early.
- 2. In order to prevent class disruptions, the course faculty member(s) may prohibit tardy students from entering the classroom or laboratory until the next break occurs.

Student Academic Integrity and Classroom Ethics:

Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class.

Cheating violations include, but are not limited to:

- (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion.
- (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given.
- (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment.
- (4) entering an office or building to obtain unfair advantage.
- (5) taking an examination for another person.
- (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person.
- (7) altering grade records.
- (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise.
- (9) Plagiarism. Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit.
- (10) Students are required to dress in a manner as deemed appropriate for the classroom setting and should not disrupt the learning process.

Disciplinary actions for cheating or plagiarism in any course are at the discretion of the individual instructor. The instructor of that course will file a report with the Director of Nursing and/or the Dean of Students when a student is caught cheating or for plagiarism in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. Students who are reported for cheating or plagiarism to the Director of Nursing and the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

American with Disabilities Act Statement:

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / janean.reish@clarendoncollege.edu or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

Nondiscrimination Policy:

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

Withdrawal:

If a student decides that they are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript. Withdrawal must occur on or before the official Withdrawal Date posted by Clarendon College. Withdrawal from a course is a formal procedure that must be initiated by the student. If the student does not go through the formal withdrawal procedure, the student will receive a grade of "F" on their transcript.

Grievance/Appeals:

If you have a dispute concerning your grade or policies in this class, it is the student's responsibility to contact the instructor to discuss the matter. Should things remain unresolved, please follow the procedures described in the Clarendon College Student Handbook or College Policy Manual.

Cell Phone Policy, Classroom Etiquette, and Academic Honesty:

See Vocational Nursing Handbook for policies.

Student Rights and Responsibilities are listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your instructor or the Vice President of Academic Affairs. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

Syllabus and Schedule Subject to Change

WEEK	COURSE OBJECTIVES	LEARNING ACTIVITIES
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<p>1: 8/29/24</p>	<p>Chapter 1: 21st Century Maternity Nursing</p> <ol style="list-style-type: none"> 1. Discuss advances in the care of mothers and infants. 2. Compare contemporary issues and trends. 3. Discuss interprofessional education and problems with the US Healthcare System. 4. Identify Evidence-Based Practice, Standards of Practice, and legal issues for women's health and perinatal nursing. <p>Chapter 2: The Family, Culture, Spirituality, and Home Care</p> <ol style="list-style-type: none"> 1. Discuss the family in cultural and spiritual context. 2. Identify theoretic approaches to understanding families. 3. Compare and contrast family roles. <p>Chapter 3: Assessment and Health Promotion</p> <ol style="list-style-type: none"> 1. Identify external and internal structures of the female reproductive system. 2. Discuss the menarche and puberty, menstrual cycle, and climacteric and menopause. 3. Identify barriers to entering the healthcare system. 4. Discuss caring for the well woman across the lifespan with an emphasis for the need of health promotion and disease prevention. 5. Identify components of an assessment of the woman. <p>Chapter 4: Reproductive Concerns</p> <ol style="list-style-type: none"> 1. Identify menstrual disorders. 2. Describe the pathophysiology, clinical manifestations, interprofessional, and nursing management of endometriosis, alterations of cyclic bleeding, sexually transmitted infections, and vaginal infections. 3. Discuss concerns of lesbian, gay, bisexual, transexual, queer (LGBT) community. 4. Discuss problems of the breast including cancer. 	<p>Syllabus Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts Case Studies</p>
<p>2: 9/5/24</p>	<p>Chapter 5: Infertility, Contraception, and Abortion</p> <ol style="list-style-type: none"> 1. Identify factors associated with infertility. 2. Discuss methods of contraception. 3. Discuss care management of abortion. <p>Chapter 6: Genetics, Conception, and Fetal Development</p> <ol style="list-style-type: none"> 1. Outline the nursing care for genetics and the multiple roles for nurses. 2. Discuss chromosomal abnormalities and patterns of genetic transmission. 3. Discuss conception, fertilization, implantation, along with the development of the embryo, amniotic fluid, yolk sac, umbilical cord, and placenta. 4. Identify the pathophysiology of fetal maturation including the fetal circulatory system, hematopoietic system, respiratory system, gastrointestinal system, hepatic system, renal system, neurologic system, endocrine system, reproductive system, musculoskeletal system, integumentary system, and immunologic system. 5. Discuss multifetal pregnancies. <p>Chapter 7: Anatomy and Physiology of Pregnancy</p> <ol style="list-style-type: none"> 1. Identify gravidity and parity in the care of the pregnant patient. 2. Discuss pregnancy tests. 3. Identify the woman's physiological adaptations to pregnancy. <p>Chapter 8: Nursing Care of the Family During Pregnancy</p>	<p>Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts Case Studies</p>

	<ol style="list-style-type: none"> 1. Identify interprofessional and nursing care related to the diagnosis of pregnancy and adaptation to pregnancy. 2. Discuss the nursing responsibilities for the patient's initial visit and follow-up visits to the healthcare system. 3. Discuss patient concerns for discomfort during pregnancy. 	
3: 9/12/24	<p>Chapter 9: Maternal and Fetal Nutrition</p> <ol style="list-style-type: none"> 1. Identify energy needs for the pregnant patient along with hazards or restricting/excessive weight gain. 2. Discuss the interprofessional and nursing management of nutrition care for the pregnant patient. <ol style="list-style-type: none"> 1. Discuss the etiology, clinical manifestations, and care management of hyperemesis gravidarum. <p>Identify the etiology, types, clinical manifestations, and care management of hemorrhagic disorders, cervical insufficiency, ectopic pregnancy, placenta previa, and abruptio placentae during pregnancy</p> <p>Chapter 10: Assessment of High-Risk Pregnancy</p> <ol style="list-style-type: none"> 1. Discuss the nursing management of the biophysical assessment, ultrasonography, amniocentesis, nonstress test. 2. Discuss the nurse's role in assessment and management of the high-risk pregnancy. 2. . <p>Chapter 11: High-Risk Perinatal Care: Preexisting Conditions</p> <ol style="list-style-type: none"> 1. Discuss the disease processes diabetes mellitus throughout the stages of pregnancy. 2. Identify the components of screening for gestational diabetes mellitus. 3. Compare and contrast hyperthyroidism and hypothyroidism during pregnancy. 4. Identify cardiovascular disorders and interprofessional and nursing management for the pregnant patient. 5. Compare and contrast the types of anemia and management/treatment options for the pregnant patient. 6. Discuss pulmonary, neurologic, integumentary, and autoimmune disorders and interprofessional and nursing management for the pregnant patient. <p>Chapter 12: High-Risk Perinatal Care: Gestational Conditions</p> <ol style="list-style-type: none"> 3. Discuss the significance and nursing management of hypertension in pregnancy including gestational hypertension, preeclampsia, and eclampsia. 	
4: 9/19/24	<p style="text-align: center;">EXAM : Chapters 1-12</p> <p>Chapter 13: Labor and Birth Processes</p> <ol style="list-style-type: none"> 1. Identify the factors affecting labor including the passenger (fetus and placenta), passageway (birth canal), powers (contractions), position of the mother, and psychologic responses. 2. Identify the physiologic adaptations to labor. <p>Chapter 14: Maximizing Comfort for the Laboring Woman</p> <ol style="list-style-type: none"> 1. Discuss the pain and the interprofessional and nursing role in pain management including pharmacologic interventions and nonpharmacologic techniques. 	<p>Read Chapters</p> <p>Review</p> <p>PowerPoint</p> <p>Lecture/Discussion</p> <p>Discussion Posts</p> <p>Case Studies</p>

5: 9/26/24	<p>Chapter 15: Fetal Assessment During Labor</p> <ol style="list-style-type: none"> 1. Identify the basis for fetal monitoring and the nurse's role. 2. Compare and contrast fetal heart rate including variability, tachycardia, bradycardia, accelerations, and decelerations. 3. Recognize and interpretate electronic fetal monitoring patterns. <p>Chapter 16: Nursing Care of the Family During Labor and Birth</p> <ol style="list-style-type: none"> 1. Discuss interprofessional and nursing management of the patient and family during labor and birth. 2. Identify diagnostic testing during labor and birth. 3. Discuss supportive care during labor and birth. <p>Chapter 17: Labor and Birth Complications</p> <ol style="list-style-type: none"> 1. Identify preterm labor and birth complications along with nursing management and interventions. 2. Discuss postterm pregnancy, labor, and birth complications along with nursing management and interventions. 3. Identify techniques for augmentation of labor and intervention assisted births. 4. Identify causes for meconium-stained amniotic fluid. 5. Discuss the pathophysiology of shoulder dystocia and nursing management and interventions. <p>Chapter 18: Postpartum Physiologic Changes</p> <ol style="list-style-type: none"> 1. Identify postpartum physiological changes of the uterus, cervix, vagina, perineum, and pelvic muscular support. <p>Chapter 19: Nursing Care of the Family During the Postpartum Period</p> <ol style="list-style-type: none"> 1. Discuss interprofessional and nursing management of care for the patient and family during the postpartum period. 	<p>Read Chapters</p> <p>Review</p> <p>PowerPoint</p> <p>Lecture/Discussion</p> <p>Discussion Posts</p> <p>Case Studies</p>
6: 10/3/24	<p>Chapter 20: Transition to Parenthood</p> <ol style="list-style-type: none"> 1. Identify appropriate patient behaviors and nursing intervention for attachment, bonding, and acquaintance during the transition to parenthood. 2. Discuss the importance of parent-infant contact, communication between the parent and infant, and the parental role after birth. 3. Compare and contrast the diversity in transitions to parenthood in relation to age, family dynamics, social support, culture, socioeconomic status, disability, sibling adaptation, and care management. <p>Chapter 21: Postpartum Complication</p> <ol style="list-style-type: none"> 1. Discuss etiology, clinical manifestation, and interprofessional and nursing interventions in postpartum hemorrhage. 2. Identify the etiology, clinical manifestation, and nursing management of coagulopathies, venous thromboembolic disorders, postpartum infection, postpartum mood disorders, and maternal death. <p>Chapter 22: Physiologic and Behavioral Adaptations of the Newborn</p> <ol style="list-style-type: none"> 1. Identify nursing care and management of the after birth including the physical assessment, APGAR scoring, classification, and classification of gestational age and birth weight. 2. Discuss immediate nursing interventions for the newborn after birth such as airway management, maintaining body temperature, eye 	

	<p>prophylaxis, vitamin K prophylaxis, and promoting parent-infant interaction.</p> <ol style="list-style-type: none"> Identify nursing care and management common newborn problems such as birth injuries, physiologic problems such as hyperbilirubinemia, hypoglycemia, and hypocalcemia. Discuss the nurse's role in laboratory and diagnostic tests for newborn screening. Identify interventions to provide the newborn a protective environment. Discuss neonatal pain and identify neonatal responses to pain. <p>Chapter 23: Nursing Care of the Newborn and Family</p> <ol style="list-style-type: none"> Discuss the physiological adjustments of the newborn during the transition to extrauterine life. Discuss the newborn assessment and identify normal versus abnormal responses to newborn reflexes. Identify factors influencing newborn behavior. 	
7: 10/10/24	<p>Chapter 24: Newborn Nutrition and Feeding</p> <ol style="list-style-type: none"> Discuss interprofessional and nursing management for recommended infant nutrition. Discuss the nurse's role in patient teaching of breastfeeding techniques and infant formulas. <p>Chapter 25: The High-Risk Newborn</p> <ol style="list-style-type: none"> Discuss the etiology and clinical manifestations of birth injuries. Identify nursing management and intervention for birth injuries Identify clinical manifestations and care management of drug-exposed infants, hemolytic disorders, infants of diabetic mothers, congenital anomalies, preterm and post-term infants. <p>Chapter 26: 21st Century Pediatric Nursing</p> <ol style="list-style-type: none"> Discuss health care for children including health promotion, childhood health problems, and mortality. Discuss the art of pediatric nursing and the role of interprofessional and nursing management. Identify the process of providing nursing care to children and families. <p>Chapter 27: Family, Social, Cultural, and Religious Influences on Child Health Promotion</p> <ol style="list-style-type: none"> Define family and family structures. Discuss family theories. Discuss parenting and the nurse's role in patient teaching and support. Discuss sociocultural influences upon the child and family. Identify influences in the surrounding environment for the child and family. Discuss dynamics of understanding culture in the healthcare system. <p>Chapter 28: Developmental and Genetic Influences on Child Health Promotion</p> <ol style="list-style-type: none"> Identify the stages of development including patterns of growth, biological growth, physical development, physiologic changes, nutritional needs, personality, cognitive function, and cognitive development. Identify the role of play in development. Discuss interprofessional and nursing management of a developmental assessment. 	<p>Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts</p>

	Chapter 29: Communication and Physical Assessment of the Child and Family <ol style="list-style-type: none"> 1. Discuss nursing guidelines for communication and interviewing the child and family. 2. Identify techniques for communicating and assessing children. 	
8: 10/17/24	<p style="text-align: center;">Exam 2: Chapters 13-29</p> Chapter 30: Pain Assessment and Management in Children <ol style="list-style-type: none"> 1. Discuss interprofessional and nursing management in conducting a pain assessment in children. 2. Identify pharmacologic and nonpharmacologic management of pain in children. Chapter 31: The Infant and Family <ol style="list-style-type: none"> 1. Identify strategies to promote optimal growth and development for the infant. 2. Discuss biologic development of the infant. 3. Discuss interventions and nursing management for infant immunizations. 4. Discuss safety and infant risk factors. 	Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts
9: 10/24/24	<p style="text-align: center;">ATI CMS Maternal Newborn EOC</p> Chapter 32: The Toddler and Family <ol style="list-style-type: none"> 1. Identify strategies to promote optimal growth and development for the toddler. 2. Discuss biologic development of the toddler. 3. Discuss safety and toddler risk factors.. 1. Identify the diagnosis/classification, etiology, clinical manifestations, interprofessional and nursing management of communication impairment in the child. Chapter 33: The Preschooler and Family <ol style="list-style-type: none"> 1. Identify strategies to promote optimal growth and development for the preschooler. 2. Discuss biologic, psychosocial, and cognitive development of the preschooler. 3. Discuss safety and preschooler risk factors. 	EXAM Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts Case Studies
10: 10/31/24	<p style="text-align: center;">ATI Nursing Care of Children EOC</p> Chapter 34: The School-Age Child and Family <ol style="list-style-type: none"> 1. Identify strategies to promote optimal growth and development for the school-age child. 2. Discuss biologic and cognitive development of the school-age child. 3. Discuss safety and school-aged child risk factors. Chapter 35: The Adolescent and Family <ol style="list-style-type: none"> 4. Identify strategies to promote optimal growth and development for the adolescent. 5. Discuss biologic, psychosocial, and cognitive development of the adolescent. Discuss safety and adolescent risk factors 	EXAM Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts Case Studies

	<p>Chapter 36: Impact of Chronic Illness, Disability, or End-of-Life Care for the Child and Family</p> <ol style="list-style-type: none"> 1. Discuss the interprofessional and nursing role in the care of children and families living with or dying from chronic or complex diseases. 2. Discuss the nursing care of the family and child with a chronic or complex condition. 3. Discuss perspectives on the care of children at the end of life. 4. Discuss the nursing care of the child and family at the end of life. 	
11: 11/7/24	<p>Chapter 37: Impact of Cognitive or Sensory Impairment on the Child and Family</p> <ol style="list-style-type: none"> 1. Identify the diagnosis/classification, etiology, clinical manifestations, interprofessional and nursing management of cognitive impairment in the child. 2. Identify the diagnosis/classification, etiology, clinical manifestations, interprofessional and nursing management of sensory impairment in the child. <p>Chapter 38: Family-Centered Care of the Child During Illness and Hospitalization</p> <ol style="list-style-type: none"> 3. Identify stressors of hospitalization and the child's reactions to hospitalization. 4. Discuss nursing care of the child and family who is hospitalized. <p>Chapter 39: Pediatric Variations of Nursing Interventions</p> <ol style="list-style-type: none"> 5. Identify techniques for administration of medication with pediatric patients. 6. Discuss the importance of maintaining fluid balance in the pediatric patient. 7. Discuss general concepts and nursing management related to pediatric procedures. 8. Identify skin care and general hygiene. 9. Discuss safety <p>Chapter 40: The Child with Respiratory Dysfunction</p> <ol style="list-style-type: none"> 10. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with infections. 11. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with long-term respiratory dysfunction. 12. Discuss respiratory emergencies and identify therapeutic management techniques. <p>Chapter 41: The Child with Gastrointestinal Dysfunction</p> <ol style="list-style-type: none"> 13. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with distribution of body fluids and gastrointestinal dysfunction. 14. Discuss disorders and therapeutic management of motility such as diarrhea and constipation. 15. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with nutritional disorders and malabsorption syndromes. 16. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with hepatic disorders. 17. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with structural defects. 	<p>Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts Case Studies</p>

12: 11/14/24	<p style="text-align: center;">ATI CMS Maternal Newborn EOC retake</p> <p>Chapter 42: The Child with Cardiovascular Dysfunction</p> <ol style="list-style-type: none"> 1. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with cardiovascular dysfunction, congenital and acquired heart disease. 2. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with heart transplants. <p>Chapter 43: The Child with Hematologic or Immunologic Dysfunction</p> <ol style="list-style-type: none"> 1. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with immunologic dysfunction. 2. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with hematologic or immunologic deficiency disorders. <p>Chapter 44: The Child with Cancer</p> <ol style="list-style-type: none"> 1. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with cancer. 	EXAM
13: 11/21/24	<p style="text-align: center;">ATI CMS Nursing Care of Children (EOC) Retake</p> <p>Chapter 45: The Child with Genitourinary Dysfunction</p> <ol style="list-style-type: none"> 1. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with genitourinary dysfunction. 2. Identify problems related to elimination and external defects of the genitourinary tract with pediatric patients. <p>Chapter 46: The Child with Cerebral Dysfunction</p> <ol style="list-style-type: none"> 1. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with cerebral dysfunction. 2. Identify components of the neurologic examination with a pediatric patient. 3. Discuss nursing care of the unconscious child. 4. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with cerebral trauma and intracranial infections. <p>Chapter 47: The Child with Endocrine Dysfunction</p> <ol style="list-style-type: none"> 1. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with endocrine dysfunction. <p>Chapter 48: The Child with Musculoskeletal or Articular Dysfunction</p> <ol style="list-style-type: none"> 1. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with immobilization. 2. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with traumatic injury. 3. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with birth, developmental, and acquired defects. <p>Chapter 49: The Child with Neuromuscular or Muscular Dysfunction</p>	EXAM

	1. Discuss the etiology, clinical manifestation, and interprofessional and nursing management of pediatric patients with neuromuscular or muscular disorders.	
14: 11/28/24	Thanksgiving Holiday	No School
15: 12/5/24	EXAM 3: Chapters 30-49	EXAM
16	Finals December 9-11. 2024 Times and dates to be announced	TBA