

SOUTH PLAINS COLLEGE-REESE  
VOCATIONAL NURSING PROGRAM  
COURSE SYLLABUS

COURSE TITLE: VNSG 1330 200 MATERNAL – NEONATAL NURSING

PRE-REQUISITES: Approval of Program Director

SEMESTER/YEAR: Summer 2020

INSTRUCTOR: Kristie Buchanan BSN, RN-BC

OFFICE: 505/Online

OFFICE PHONE: 716-4655

OFFICE HOURS: By appointment only

COURSE DESCRIPTION: This course addresses the utilization of the nursing process in the assessment and management of the childbearing family. This course places emphasis on the bio-Psycho-socio-cultural needs of the family during the phases of pregnancy, childbirth, and the neonatal period. This course also includes the study of abnormal conditions that may be found in each phase.

1. GENERAL COURSE INFORMATION

- A. Textbook: Safe Maternity and Pediatric Nursing Care: Davis 1<sup>st</sup> Ed., ISBN 978-0-8036-2494-8  
Study Guide: Safe Maternity and Pediatric Nursing Care: Davis 1<sup>st</sup> Ed., ISBN 978-0-8036-2495-5
- B. **No cell phones or electronic devices** area allowed in the classroom during lectures, video's, or test. The following penalties applies to students who choose to sneak in their cell phone:
  - (1) Should a cell phone go off during an exam, that student's test will end right there with a "50" recorded for that test grade even if you are on the last question.
  - (2) If a cell phone goes off during lecture, **the cell phone will be taken up and left in the Director's office until 4:00 pm.**
- C. If you wish to record a lecture, you must ask the instructor first and then place the recording device on the front table. (A cell phone can not to be used as a recording device.)
- D. The student is allowed to use the cell phone during breaks. Please keep your cell phone in your locker or vehicle.
- E. Class Attendance Policy:

**There are no excused absences in the Vocational Nursing Program** Absences are recorded for the whole day. (If the class is scheduled for the entire day {8-4}). If a student leaves before the end of the class period, the student is marked "absent" for the day.

A student who misses the morning session may attend the afternoon session to get the information, but the student is still marked as "absent" for the day. There are no "half-day" absences. If the student is asked to leave the classroom for any reason (sleeping, talking or other inappropriate behavior), the student is given an absence and the subsequent point deduction. Attendance is most often taken by a sign in sheet. Students who "forget" to sign in are counted as absent. Students are given numerous days off for holidays and Spring/Fall breaks, not including weekends. In addition, classes are over by 4:30 p.m. This should give students ample time to take care of business, schedule medical and other necessary appointments. As a matter of courtesy and professional behavior, a student who is going to be absent should **email or call** the

course instructor (806-716-4655) and inform the instructor of the pending absence.

**Attendance: Tardiness**— It is disruptive to students who are on time for a tardy student to enter the classroom with books and backpacks. It also demonstrates a lack of caring and lack of respect to classmates for the tardy student to disrupt class. Students who are (1) tardy to the start of class or (2) tardy following a break or lunch are counted as tardy within the first 5 minutes of the class starting (after that, students are “absent”). Two tardies count as one absence. {\*Students who are tardy to class for an examination are not allowed to come in to class once the exam has begun and are counted as absent. These students may come in to class after the examination is over to hear the information.} Tardy students should sit at the back of the class until after a break when they can then return to their normal seat.

**Allowable absences for this class is two (2).** Students who exceed the allowable absences no longer meet the course criteria and must withdraw. Absences are recorded for the whole day, if a class is scheduled for the whole day.

\*On exam days, the student is not allowed to come in the room once the exam has started. If a student leaves the classroom after an exam and does not return at the designated time or prior to class being dismissed, the student will be counted absent.

### **Grading Policy:**

Example of Grading:

Obstetrics

Unit Exams =	70%
Final Exam =	<u>30%</u>
	100%

In the interest of consistency, all grades will be recorded as made.

**No exams will be rounded up or down; i.e., 79.7 = 79.**

Failure to comply with any of the instructions for an exam, will result in a 10 point deduction on that exam.

**The grading scale for this course is the same as for all other vocational nursing courses:**

90 -100 = A  
80 – 89.9 = B  
75 – 79.9. = C  
70 – 74.9 = D  
69.9 and below = F

1. Grades are recorded on an excel program that calculates the average of grades.
2. Each student should know current course averages for all classes.
3. Students must earn a “C” or better in this class for progression.
4. Students have the opportunity to review all unit test grades. Should the student have any questions about a specific grade or specific test question, the student must discuss this with the instructor within 48 hours of notification of grade assignment. Once the 48 hours have passed without the student questioning the grade, **the assigned grade is final and may not be challenged at the end of the course.**
5. **The final exam may not be reviewed.**
6. **Grades will be posted on blackboard. Grades will be posted within 72 hours after the exam or as soon as instructor has finished grading the exam. No grades will be given out via email or phone.**

*Please refer to your SVN handbook for additional comments about grades.*

#### **MISSED EXAMS/MAKEUP WORK:**

Students are expected to take all examinations for each nursing course. There are **NO** make-up exams for this course. Since the final exam is comprehensive (meaning that it covers the entire course), the final exam grade will also count as the missed exam grade. A grade of a “0” will be recorded on the grade sheet where the missed exam is. After you take the final exam, example: you make an 80 on the final, then an 80 will be recorded where the missed exam grade would go and for the final. If any additional exams are missed, a grade of “0” will be recorded. You can only use the final exam grade to replace one “0”.

#### **E. Assignment Policy:**

##### **RECOMMENDATIONS ON HOW TO STUDY:**

1. COMMIT to your career choice—which means committing to this class. Decide you WANT to learn this information and you will.
2. Study at least an hour every day! Do not wait until Tuesday night or Wednesday morning and expect to learn all of the information presented! Daily study helps you understand and place information in long-term memory.
3. Read the chapters prior to class—don’t let the lecture be the first time you become acquainted with the information. If you do this, it is like hearing a foreign language and you are already behind. Reading assignments prepare you for the lecture and help the student form a basis on which to effectively listen to the lecture and to participate actively in class discussion.
4. Plan weekly reviews of old material. Set aside some time (maybe on a Saturday) and quickly go through your old notes from previous units—remember there will be a comprehensive final. Remember, you have to know the body parts and how they work as long as you are a nurse!
5. USE all of the resources listed above!
6. Take NOTES in class!
7. The first time you have less than a desirable grade, make an appointment with me to discuss what you are doing! Don’t wait until it’s almost the final—it’s too late then.

**If you FAIL this class, it is because you *chose* to fail it!**

You choose your attitude. . . . *positive or negative!*

You choose to study daily. . . . *or wait until the last minute!*

You choose to read the chapters. . . . *or to wait and try to skim after class or before a test!*

You choose to use the available resources . . . *or not!*

You choose to attend class and arrive on time. . . . *or not!*

You choose to review weekly . . . . *or not!*

You choose to seek help. . . . *or not!*

*It really is up to you!*

It is the student’s responsibility to **know the vocabulary words and to do the learning objectives** at the beginning of each chapter. The vocabulary words will appear in the tests as part of the question or part of an answer. The learning objectives will help you remember important information that test questions will derive from.

#### **F. Additional Information:**

The student is responsible for reading and abiding by the policies in this Syllabus, the Student

Methods of Instruction:

Lecture-Discussion

Required Reading

Written Examinations

Audio Visual Aids

South Plains College strives to accommodate the individual needs of all students in order to enhance their opportunities for success in the context of a comprehensive community college setting. It is the policy of South Plains College to offer all educational and employment opportunities without regard to race, color, national origin, religion, gender, disability or age.

It is the intent of South Plains College to be in full compliance with the Civil Rights Act of 1964, as amended, the Rehabilitation Act of 1973 (Section 503, 504), the Vietnam Era Veterans Assistance Act of 1974, Texas Statutes 6252-14-V.A.T.S. and 6252-16-V.A.T.S., and Executive Orders 11246 and 11758

2. **COURSE OBJECTIVES:** This course meets the Differentiated Essential Competencies (DECS) as

1. Member of a Profession
2. Provider of Patient Centered Care
3. Patient Safety Advocate
4. Member of the Health Care team

This course does this through the following objectives:

Objective	Method of instruction And Evaluation	1	2	3	4
1. Discuss the principles of maternity care.	Lecture, videos, class discussion, Examination, & OB Case Study	x	x	x	x
2. Discuss the principles of newborn care.	Lecture, videos, class discussion, Examination, & OB Case Study	x	x	x	x
3. Discuss the implementation of nursing care of the maternal patient	Lecture, videos, class discussion, Examination, & OB Case Study	x	x	x	
4. Discuss the implementation of nursing care of the newborn patient.	Lecture, videos, class discussion, Examination, & OB Case Study	x	x	x	
5. Evaluate the effect of treatment modalities of the maternal patient.	Lecture, videos, class discussion, Examination, & OB Case Study	x	x	x	
6. Evaluate the effect of treatment modalities of the newborn patient.	Lecture, videos, class discussion, Examination, & OB Case Study	x	x	x	
7. Identify the fundamental stages of the laboring patient,	Lecture, videos, class	x	x	x	

post-partum care and newborn care.	discussion, Examination, & OB Case Study				
8. Identify pertinent medical and surgical conditions of the maternal patient.	Lecture, videos, class discussion, Examination, & OB Case Study	x	x	x	
9. Recognize the uniqueness of the maternal patient because of the physical and emotional developmental process.	Lecture, videos, class discussion, Examination, & OB Case Study	x	x	x	
10. Demonstrate the importance of effective teaching of anti-partum and post-partum health care.	Lecture, videos, class discussion, Examination, & OB Case Study	x	x	x	
11. Demonstrate the importance of effective teaching of newborn care and safety.	Lecture, videos, class discussion, Examination, & OB Case Study	x	x	x	

South Plains College – Lubbock  
Vocational Nursing Program

## **Review Study Guide for Maternal and Child Health Nursing Final Exam**

Obstetrics  
Prematurity  
Perinatal Mortality  
Menarche  
Menopause  
Menstruation  
Ovulation  
Follicle  
Primordial Follicle  
Graafian Follicle  
Corpus Luteum  
Amenorrhea  
Mittelschmerz  
Conception  
Fertilization  
Zygote  
Morula  
Fetus  
Implantation  
Chorionic Villi  
Decidua  
HCG  
Placenta  
Blastocyst  
Chorion  
Amnion  
Amniotic Fluid  
Membranes  
Teratogenic

Linea Nigra  
Chadwick's Sign  
Striae Gravidarum  
Hegar's Sign  
Lightening  
Goodell's Sign  
Lanugo  
Vernix  
Wharton's Jelly  
Lunar Month  
Dirty Duncan  
Shiny Schultz  
Gravida  
Para  
Nul  
Prim  
Multi  
Nulligravida  
Nullipara  
Viable  
Primigravida  
Primipara  
Multigravida  
Multipara  
Grand Multips  
Trimester  
Suture  
Fontanel  
Presentation

Dilatation  
Show  
Engagement  
Internal Rotation  
Extension  
Restitution  
Labor  
Delivery  
Braxton Hicks  
Premonitory Signs of Labor  
False Labor  
True Labor  
FHT  
Frequency  
Duration  
Intensity  
Interval  
External Monitor  
Internal Monitor  
Transition  
APGAR  
Involution  
Lochia  
Serosa  
Rubra  
Alba  
Fundus  
Peri Care  
Areola/Colostrum

Gestation  
Quickening  
Foramen Ovale  
Ductus Venosus  
Ductus Arteriosus  
Leopold Maneuver  
Chloasma

Lie  
Presenting Part  
Vertex  
Breech  
Position  
Nagele's Rule  
Station

Post Partum/Puerperium  
Toxemia  
Precipitate Delivery  
Dystocia  
Amniocentesis  
Attitude  
Effacement

## **The OB Case Study**

**This grade is part of your clinical case studies and which is 20% of your clinical grade.**

The student will select one patient during their **Post-Partum** rotation to use for the case study. You must ask the patient for permission to do the case study on them. Inform the patient that only you and your OB Instructor will be reading the study and that only their initials, no name, will be on the paper work.

The OB Case Study is to be completed no later than 2 weeks after the OB rotation at the hospital. The OB rotation includes Nursery or NICU, L&D, and Postpartum. Ten points will be deducted for each day the paper is late. This Case Study is part of the clinical grade. The format to be used for the OB Case Study is posted on blackboard.

**Twenty-four medication cards (24) and 2 diagnosis/procedure cards (vaginal & cesarean births), are to be included with this case study.**

These medications are used in L&D, Nursery/NICU, and Postpartum. The following information should be included:

Name of Drug  
Classification  
Route of Administration  
Dosage Ordered  
Usual Dosage  
Indications/Usages  
Side Effects/Adverse Reactions  
Nursing Implications  
References

## **MATERNITY NURSING OBJECTIVES**

### **The Past, Present, and Future an introduction to Maternity Nursing**

Following completion of these chapters, the student should be able to:

1. Contrast present-day concepts of maternity and child care with those of the past.
2. Recall the contributions of persons in history to the fields of maternity and pediatric care.
3. List the organizations concerned with setting standards for the nursing care of maternity and pediatric patients.
4. Name two international organizations concerned with maternity and pediatric care.
5. List three federal programs that assist mothers and infants.
6. State the influence of the federal government on maternity and pediatric care.
7. Discuss how culture affects childbirth and child care.
8. List four reasons why statistics are important.
9. Discuss common terms used in expressing vital statistics.
10. State two types of health care delivery systems in the United States.
11. Discuss the role of the advanced practice nurse.
12. List the five steps of the nursing process.
13. Understand the legal responsibilities of the nurse to report certain diseases or conditions to the public health authorities.
14. Contrast a nursing care plan with a clinical pathway.
15. Define the Nursing Interventions Classification (NIC) and its relationship to the nursing process.
16. Describe the Nursing Outcomes Classification (NOC) and its influence on the nursing process.
17. Compare and contrast nursing and medical diagnosis frameworks with focus on North American Nursing Diagnosis Association International (NANDA-I) taxonomy.
18. Define critical thinking.
19. Discuss the role of critical thinking in the nursing process and in clinical judgment.
20. Discuss the role of critical thinking as it relates to test taking and lifelong learning.
21. Discuss the objectives of *Healthy People 2020* as it relates to maternity and pediatric care.
22. Examine the importance of documentation as a nursing responsibility.
23. Describe the role of the community health nurse as a health care provider.

### **Human Reproductive**

Following completion of these chapters, the student should be able to:

24. Define all key terms.
25. Describe changes of puberty in males and females.
26. Identify the anatomy of the male reproductive system.
27. Explain the functions of the external and internal male organs in human reproduction.
28. Describe the influence of hormones in male reproductive processes.
29. Identify the anatomy of the female reproductive system.
30. Explain the functions of the external and internal female organs in human reproduction.
31. Discuss the importance of the pelvic bones to the birth process.
32. Explain the menstrual cycle and the female hormones involved in the cycle.

### **Fetal Development**

Following completion of these chapters, the student should be able to:

33. Define all key terms.
34. Describe the process of gametogenesis in human reproduction.
35. Explain human fertilization and implantation.
36. Describe embryonic development.
37. Describe fetal development and the maturation of body systems.
38. Describe the development and functions of the placenta, the umbilical cord, and the amniotic fluid.

39. Compare the fetal circulation to circulation after birth.
40. Explain the similarities and differences in the two types of twins.

### **Physical and Psychological Adaptations to Pregnancy**

Following completion of these chapters, the student should be able to:

41. Define all key terms.
42. List the goals of prenatal care.
43. Discuss prenatal care for a normal pregnancy.
44. Explain the nurse's role in prenatal care.
45. Calculate the expected date of delivery and duration of pregnancy.
46. Differentiate among the presumptive, probable, and positive signs of pregnancy.
47. Describe the physiological changes that occur during pregnancy.
48. Identify nutritional needs for pregnancy and lactation.
49. Discuss the importance and limitations of exercise in pregnancy.
50. Describe patient education related to travel and common discomforts of pregnancy.
51. Discuss nursing support for emotional changes that occur in a family during pregnancy.
52. Identify special needs of the pregnant adolescent, the single parent, and the older couple.
53. Apply the nursing process in developing a prenatal teaching plan.
54. Identify the effects of medication ingestion on pregnancy and lactation.
55. Review immunization administration during pregnancy.

### **Nursing Assessment and Care of Women with Complications During Pregnancy**

Following completion of this chapter, the student should be able to:

56. Define each key term.
57. Explain the use of fetal diagnostic tests in women with complicated pregnancies.
58. Describe antepartum complications, their treatment, and their nursing care.
59. Identify methods to reduce a woman's risk for antepartum complications.
60. Discuss the management of concurrent medical conditions during pregnancy.
61. Describe environmental hazards that may adversely affect the outcome of pregnancy.
62. Describe how pregnancy affects care of the trauma victim.
63. Describe psychosocial nursing interventions for the woman who has a high-risk pregnancy and for her family.

### **Nursing Assessment and Care of Mother and Infant During Labor and Birth**

Following completion of this chapter, the student should be able to:

64. Define all key terms.
65. Discuss specific cultural beliefs the nurse may encounter when providing care to a woman in labor.
66. Compare the advantages and disadvantages for each type of childbearing setting: hospital, freestanding birth center, and home.
67. Describe the four components ("four Ps") of the birth process: powers, passage, passenger, and psyche.
68. Describe how the four *Ps* of labor interrelate to result in the birth of an infant.
69. Explain the normal processes of childbirth: premonitory signs, mechanisms of birth, and stages and phases of labor.
70. Explain common nursing responsibilities during the labor and birth.
71. Explain how false labor differs from true labor.
72. Determine appropriate nursing care for the intrapartum patient, including the woman in false labor and the woman having a vaginal birth after cesarean (VBAC).
73. Describe the care of the newborn immediately after birth.

### **Nursing Management of Pain During Labor and Birth**

Following completion of this chapter, the student should be able to:



74. Define all key terms.
75. List the common types of classes offered to childbearing families.
76. Describe factors that influence a woman's comfort during labor.
77. Describe the methods of childbirth preparation.
78. Discuss the advantages and limitations of nonpharmacological methods of pain management during labor.
79. Explain nonpharmacological methods of pain management for labor, including the nursing role for each.
80. Discuss the advantages and limitations of pharmacological methods of pain management.
81. Explain each type of pharmacological pain management, including the nursing role for each.

### **Nursing Care of Women with Complications During Labor and Birth**

Following completion of these chapters, the student should be able to:

82. Define all key terms.
83. Discuss each obstetric procedure discussed in this chapter.
84. Illustrate the nurse's role in each obstetric procedure.
85. Analyze the nurse's role in a cesarean birth.
86. Describe factors that contribute to an abnormal labor.
87. Explain each intrapartum complication discussed in this chapter.
88. Discuss the nurse's role in caring for women with each intrapartum complication.
89. Review the nurse's role in obstetric emergencies.

### **The Family after Birth**

Following completion of this chapter, the student should be able to:

90. Define all key terms.
91. Describe how to individualize postpartum and newborn nursing care for different patients.
92. Describe specific cultural beliefs that the nurse may encounter when providing postpartum and newborn care.
93. Describe postpartum changes in maternal systems and the nurse care associated with those changes.
94. Modify nursing assessments and interventions for the woman who has a cesarean birth.
95. Explain the emotional needs of postpartum women and their families.
96. Recognize the needs of a grieving parent.
97. Identify signs and symptoms that may indicate a complication in the postpartum mother or newborn.
98. Describe the nursing care of the normal newborn.
99. Describe nursing interventions to promote optimal infant nutrition.
100. Discuss the influences related to the choice of breastfeeding or bottle feeding the newborn.
101. Explain the physiological characteristics of lactation.
102. Compare various maternal and newborn positions used during breastfeeding.
103. Identify principles of breast pumping and milk storage.
104. Illustrate techniques of formula feeding.
105. Compare the nutrients of human milk with those of infant formulas.
106. Discuss the dietary needs of the lactating mother.
107. Discuss the principles of weaning the infant from the breast.
108. Plan appropriate discharge teaching for the postpartum woman and her newborn.

### **Nursing Care of Women with Complications after Birth**

Following completion of these chapters, the student should be able to:

109. Define all key terms.
110. Describe signs and symptoms for each postpartum complication.
111. Identify factors that increase a woman's risk for developing each complication.
112. Explain nursing measures that reduce a woman's risk for developing specific postpartum complications.
113. Describe the medical and nursing management of postpartum complications.

114. Explain general and specific nursing care for each complication.
115. Compare and contrast mood disorders in the postpartum period.

### **The Nurse's Role in Women's Health Care**

Following completion of this chapter, the student should be able to:

116. Define all key terms.
117. Explain aspects of preventive health care for women.
118. Describe each menstrual disorder and its care.
119. Explain each gynecological infection in terms of cause, transmission, treatment, and care.
120. Describe the various methods of birth control, including side effects and contraindications of each.
121. Describe how to use natural family planning methods for contraception or infertility management.
122. Describe possible causes and treatment of infertility.
123. Explain the changes that occur during the premenopausal period and after menopause.
124. Explain the medical and nursing care of women who are nearing or have completed menopause.
125. Discuss the medical and nursing care of women with pelvic floor dysfunction, or problems related to benign growths in the reproductive tract.
126. Describe the nursing care and treatment of a woman with leiomyoma.

### **The Term Newborn**

Following completion of these chapters, the student should be able to:

127. Define all key terms.
128. Briefly describe three normal reflexes of the newborn, including the approximate age of their disappearance.
129. Demonstrate the steps in the physical assessment of the newborn.
130. State four methods of maintaining the body temperature of a newborn.
131. State the cause and describe the appearance of physiological jaundice in the newborn.
132. Define the following skin manifestations in the newborn: lanugo, vernix caseosa, mongolian spots, milia, acrocyanosis, and desquamation.
133. State the methods of preventing infection in newborns.
134. Interpret discharge teaching for the mother and her newborn.

### **Preterm and Post term Newborns**

Following completion of this chapter, the student should be able to:

135. Define all key terms.
136. Differentiate between the preterm and the low-birth-weight newborn.
137. List three causes of preterm birth.
138. Describe selected problems and needs of preterm newborns and the nursing goals associated with each problem.
139. Describe the symptoms of cold stress and methods of maintaining thermoregulation.
140. Contrast the techniques for feeding preterm and full-term newborns.
141. Discuss two ways to help facilitate maternal-infant bonding for a preterm newborn.
142. Describe the family reaction to preterm infants and nursing interventions.
143. List three characteristics of the poster infant.

## The Newborn with a Perinatal Injury or Congenital Malformation

Following completion of this chapter, the student should be able to:

144. Define all key terms.
145. List and define the more common disorders of the newborn.
146. Describe the classifications of birth defects.
147. Outline the nursing care for the newborn with hydrocephalus.
148. Describe the symptoms of increased intracranial pressure.
149. Discuss the prevention of neural tube anomalies.
150. Outline the preoperative and postoperative nursing care of a newborn with spina bifida cystica.
151. Differentiate between cleft lip and cleft palate.
152. Discuss the dietary needs of a newborn with phenylketonuria.
153. Discuss the early signs of developmental hip dysplasia.
154. Discuss the care of the newborn with Down syndrome.
155. Outline the causes and treatment of hemolytic disease of the newborn (erythroblastosis fetalis).
156. Devise a plan for a newborn receiving phototherapy.
157. Describe home phototherapy.
158. Discuss the assessment and nursing care of a newborn with macrosomia.

## SCANS COMPETENCIES

- C-1 **TIME** – Selects goal – relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 **MONEY** – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 **MATERIALS AND FACILITIES** – Acquires, stores, allocates, and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES** – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

### **INFORMATION – Acquires and Uses Information**

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

### **INTERPERSONAL – Works with Others**

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients / Customers – works to satisfy customer's expectations.
- C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works with Diversity – works well with men and women of diverse backgrounds.

### **SYSTEMS – Understands Complex Interrelationships**

- C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.
- C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and correct malfunctions.
- C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

### **TECHNOLOGY – Works with a Variety of Technologies**

- C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related

- technologies.
- C-19 Applies Technology to Task – understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

(C-5, F-1, F-2, F-5, F-6, F-7, F-8, F-9, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17)

## FOUNDATION SKILLS

- BASIC SKILLS – Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks**
- F-1 Reading – Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing – Communicates thoughts, ideas, information, and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic – Performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics – Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening – Receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking – Organizes ideas and communicates orally.

- THINKING SKILLS – Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason**
- F-7 Creative Thinking – Generates new ideas.
- F-8 Decision-Making – Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving – Recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind’s Eye – Organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn – Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning – Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

- PERSONAL QUALITIES – Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty**
- F-13 Responsibility – Exerts a high level of effort and perseveres towards goal attainment.
- F-14 Self-Esteem – Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability – Demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management – Assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
- F-17 Integrity/Honesty – Chooses ethical courses of action.

(C-5, F-1, F-2, F-5, F-6, F-7, F-8, F-9, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17)

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

*For more information about SPC Disability Services, please click on the following link:* <https://myspc.southplainscollege.edu/ICS/Students/FYI/>

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 for assistance.

South Plains College strives to accommodate the individual needs of all students in order to enhance their opportunities for success in the context of a comprehensive community college setting. It is the policy of South Plains College to offer all educational and employment opportunities without regard to race, color, national origin, religion, gender, disability or age.

It is the intent of South Plains College to be in full compliance with the Civil Rights Act of 1964, as amended, the Rehabilitation Act of 1973 (Section 503, 504), the Vietnam Era Veterans Assistance Act of 1974, Texas Statutes 6252-14-V.A.T.S. and 6252-16-V.A.T.S., and Executive Orders 11246 and 11758

#### Campus Concealed Carry Statement:

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at:

[http://www.southplainscollege.edu/human\\_resources/policy\\_procedure/hhc.php](http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.