

## COURSE SYLLABUS

COURSE TITLE: RNSG 1412 Nursing Care of the Childbearing and Childrearing of Family

INSTRUCTORS: Jill Pitts, MSN, RNC (Course Leader OB)  
Mandie Cole, MSN, RN (Course Leader, Pediatrics)  
Denise Glab MSN, RN

OFFICE LOCATION AND PHONE/E-MAIL:

Jill Pitts 806	716-2385 (office), <a href="mailto:jpitts@southplainscollege.edu">jpitts@southplainscollege.edu</a> 806-787-0997 (Cell) Office AH107F
Denise Glab 806	716-2384 (office) <a href="mailto:dglab@southplainscollege.edu">dglab@southplainscollege.edu</a> 806-773-2017 (cell) Office AH107E
Mandie Cole	806-716-2194 (Office). <a href="mailto:acole@southplainscollege.edu">acole@southplainscollege.edu</a> 806-470-8230 (cell) Office AH107C

OFFICE HOURS: Mondays, 0800 to 1600 and by appointment

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### I. GENERAL COURSE INFORMATION

#### FACE COVERING COURSE SYLLABUS STATEMENT

It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

#### COURSE DESCRIPTION

RNSG 1412 is the study of the concepts related to the provision of nursing care for childbearing and childrearing families within the four roles of nursing (member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team). This course includes the 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. Upon completion of this course, the student will show competency in knowledge, judgment, skill and professional values within a legal/ethical framework focused on childbearing and childrearing families. This course must be taken and passed concurrently with RNSG 2462.

Supportive foundation knowledge needed to care for the childbearing/childrearing individual, family and community includes physical and emotional aspects of nursing care, integrating developmental, nutritional, and pharmacological concepts. Additionally, essential in success are concepts of communication, safety, legal ethical issues, current technology, economics, humanities and biological, social and behavioral sciences.

1. Meet all requirements for admission into the Associate Degree Nursing Program.
2. Prerequisites: RNSG 1413, 1105, 1160, 1115, 1144, 1443, 2460, 2213, 2261, 1443, & 2461. BIOL 2401, 2402, 2420. PSYC 2314, ENGL 1301, & Humanities course.
3. Teaching Strategies: Demonstrations, independent assignment, nursing laboratory, simulated lab, audiovisual media, student presentations, and group discussion, selected presentations, and group discussion, selected case presentation material, review of journal articles, study guides, and lecture seminars.

#### COURSE LEARNING OUTCOMES

Upon successful completion of RNSG 1412 the student will meet the Course Student Learning Outcomes (SLO'S) and will meet all End-of-Program Student Learning Outcomes (EPSLOs). Additional specific information and objectives are found in the course description and each unit's objectives (Appendix A). In addition to the program educational objectives, all SCANS and FOUNDATIONS skills and DECS (Differentiated Essential Competencies, 2010) are found throughout the syllabus. The DECS are designated by their letters and numbers in the numbered role columns in each unit.

#### SPC ADN End-of-Program STUDENT LEARNING OUTCOMES (EPSLOs)

1. CLINICAL DECISION MAKING – Provides competent nursing interventions based on application of the nursing process and demonstration of critical thinking, independent judgment, and self-direction while caring for patients and their families.
2. COMMUNICATION AND INFORMATION MANAGEMENT – Communicates effectively utilizing technology, written documentation and verbal expression with members of the health care team, patients and their families.
3. LEADERSHIP – Demonstrates knowledge of basic delegation, leadership management skills and coordinates resources to assure optimal levels of health care for patients and their families.

4. SAFETY – Implements appropriate interventions to promote a quality and safe environment for patients and their families.

5. PROFESSIONALISM – Demonstrates knowledge of professional development and incorporates evidenced based practice in the nursing profession. Incorporates concepts of caring, including moral, ethical, legal standards while embracing the spiritual, cultural and religious influences on patients and their families.

## **COURSE STUDENT LEARNING OUTCOMES (SLOs) RNSG 1412/2462 CLINICAL DECISION MAKING**

1. Analyze and utilize assessment and reassessment data to plan and provide individualized care for the childbearing/childrearing patient and family.

2. Demonstrate the orderly collection of information from multiple sources to establish a foundation of holistic nursing care to meet the needs of the childbearing/childrearing patient and family.

3. Manage and prioritize nursing care of the childbearing/childrearing patient and family.

## **COMMUNICATION**

4. Demonstrate effective communication through caring, compassion, and cultural awareness for the childbearing/childrearing patient and family.

5. Develop, implement, and evaluate individualized teaching plans for the childbearing/childrearing patient and family.

## **LEADERSHIP**

6. Demonstrates shared planning, decision making, problem solving, goal setting, cooperation and communication with the childbearing/childrearing patient, family and members of the healthcare team.

7. Coordinate and evaluate the effectiveness of the healthcare team and community resources in the delivery of health care to the childbearing/childrearing patient and family.

## **SAFETY**

8. Provide safe, cost-effective nursing care in collaboration with members of the health care team using critical thinking, problem solving, and the nursing process in a variety of settings through direct care, assignment or delegation of care.

## **PROFESSIONALISM**

9. Integrate ethical, legal, evidence based and regulatory standards of professional nursing practice in caring for the childbearing/childrearing patient and family.
10. Demonstrate caring behaviors that are nurturing, protective, safe, compassionate and person-centered where patient choices related to cultural values, beliefs and lifestyle are respected in the childbearing/childrearing patient and family.
11. Assume responsibility for professional and personal growth and development.

UNIT OBJECTIVES (see Appendix A) located at the end of the syllabus.

## EVALUATION METHODS

Successful completion of this course requires a grade of “C” or better; satisfactory total grade point average on examinations and assignments, satisfactory achievement of unit objectives; completion of pediatric math competency exam with a grade of 90% or better, completion of standardized tests as applicable to the curriculum, and regular classroom attendance. Upon successful completion of this course, each student will have demonstrated accomplishment of the level objectives for the course, through a variety of modes (exams, role-play, case studies, individual presentation, and group presentation).

## ACADEMIC INTEGRITY

Please refer to the SPC ADN Nursing student handbook “Honesty Policy”. This policy covers testing violations, record falsification violations and plagiarism violations for the ADN Program. Plagiarism violations may result in dismissal from the ADN Program.

### Examples of student plagiarism<sup>1</sup>

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another’s paper in whole or in part
- Allowing another student to use one’s work
- Claiming someone else’s work is one’s own
- Resubmitting one’s own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

Smith, L. (2016), Nursing 2016, 46 (7) p. 17

COLLEGE HANDBOOK INFORMATION ON ACADEMIC INTEGRITY: It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has

not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

**Cheating** - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

**Plagiarism** - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

## **VERIFICATION OF WORKPLACE COMPETENCIES**

Successful completion of the SCANS; DECS; Graduate Outcomes at the semester four level; and RNSG 1412 Student Learning Outcomes will allow the student to graduate from the program. Upon successful completion of the program students will be eligible to apply to take the state board exam (NCLEX) for registered nurse licensure.

## **BLACKBOARD**

Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

## **FACEBOOK**

The nursing program has a Facebook page at <https://www.facebook.com/SPCNursing17/>

## **SCANS AND FOUNDATIONS SKILLS**

Scans and foundation skills found within this course are listed below the unit title and above the content column of each unit.

## **SPECIFIC COURSE REQUIREMENTS**

### **TEXTBOOKS AND OTHER MATERIALS**

#### **Required Texts**

Murray, McKinney, Holub & Jones (2019). Maternal-Newborn and Women's Health Nursing (7<sup>th</sup> Edition)

Ball, Bindler & Cowan (2019). Child Health Nursing (3<sup>rd</sup> Edition, Update).

Taketome, Hodding, & Kraus (2019 or 2020). Lexicomp's Pediatric Dosage Handbook. (26th or 27<sup>th</sup> Edition)

- \* \* Drug Book of Choice
- \* \* Medical Dictionary of Choice

## ATTENDANCE POLICY

The SPC ADNP policy must be followed. Refer to the SPC ADNP Student Nurse handbook to review this policy. In addition, refer to the attendance policy found in the South Plains College Catalog ([http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class\\_Attendance](http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class_Attendance)).

Lecture by face to face or virtual attendance is mandatory as scheduled. The instructor will initiate a student's withdrawal if a student misses 8 hours or more of class. The student is encouraged to review and follow the attendance policy in the SPC Student Handbook.

### Dropping a class

Students should submit a [Student Initiated Drop Form](#) online.

**Students will not be required to obtain an instructor signature to drop**, however, we do encourage students to communicate with instructors or advisors prior to dropping a course when they are able. **There will be no charge for drops for the fall or spring semesters.**

### Withdrawing from all classes

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php> or by calling 806-716-2366.

### Schedule Change (after late registration and before census date)

To make a schedule change after late registration (August 28) and before the census date (September 9), students should submit a [Schedule Change Form](#).

After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email [registrar@southplainscollege.edu](mailto:registrar@southplainscollege.edu) with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

For additional information regarding schedule changes, drops and withdrawals, [click here](#).

## ASSIGNMENT POLICY

1. All required work must be in on time. Assigned outside work is due on the dates

specified by the instructor. Assignments turned in later than the due date will not be accepted unless the instructors clear the circumstances with the student. Regardless of the circumstance, late work will be assessed penalty points by the instructor. The assignment will be docked five (5) points per day for each late day. **The assignment will be docked 2.5 points if turned in on the date but after the time it is due.** An assignment will not be accepted after one week past the due date; therefore, the grade will be a zero if the assignment more than 1 week late.

2. All testing will be administered in the computer lab if possible. In the event of computer scheduling problems, a paper & pencil test may be utilized.

**The exam policy includes the following:**

\*Personal belongings are not allowed in the lab during testing.

\*Pencils, calculators and scratch paper will be issued to students prior to exam.

These items must be returned to the instructor prior to exiting the testing lab.

\*Cell phones and/or smart watches are not allowed in the lab during testing.

\*Students must adhere to lab rules.

\*Hats or hoodies may not be worn.

\*Talking will not be permitted; questions will be answered by an instructor.

\*Any action interpreted as cheating by the facilitating instructor may result in immediate removal from testing lab, a zero recorded for the test grade and possible removal from SPC nursing program.

- a. There will be 6 exams scheduled throughout the semester that will comprise 70 % of the course grade. If an exam is missed due to an excused absence, an alternate make-up exam may be given or the exam following the missed exam may be counted in its place (this may be allowed once during the semester for an excused absence).
- b. The Midterm exam (OB content) comprises 12.5% of the final grade and must be taken by all students. The Final Exam (Pediatric content) comprises 12.5% of the final grade and must be taken by all of the students. The midterm and final exams must be taken when scheduled or the student may be given an alternate make-up exam.
- c. The Maternity and Pediatric ATI Tests will be taken during the semester. The two scores will be averaged together & counted as 5 % of the final grade. (Assigned scores for each ATI reported level are : < level 1 = 60, level 1=70, level 2 = 85, level 3 = 95.)
- d. Satisfactory completion of a pediatric medication administration exam with a grade of 90% or above. The exam may be retaken twice if not passed the first time. If a student does not pass the exam by the third attempt, they will be dropped from both RNSG1412 and RNSG2462 (these courses must be passed concurrently) and it is considered a failed attempt at completing the courses.

## **GRADING POLICY**

1. The course grade will be compiled of 6 Exams (70 %); Midterm Exam (12.5%)  
Final Exam (12.5 %); and ATI test average (5 % of final grade).
2. A course grade worksheet for student use can be found in the Appendix.
3. The course grade must be 77% or better to pass the course.
4. A student must have received a minimum course grade of "C" or above to progress to the next nursing course or graduate.  
Grading Scale:       A = 90% - 100%  
                              B = 80% - 89.99%  
                              C = 77% - 79.99%  
                              D = 60% - 76.99%  
                              F = below 60.00%
5. Failure or an incomplete in either theory or clinical will necessitate repeating both RNSG1412 and RNSG2462 as they must be passed concurrently. When repeating any course, the student is required to retake all aspects of the course, including the required written work.

## **COMPUTER USAGE**

As computer technology in the field of health occupations continues to become more popular, computers will be used in this course for several assignments. All students have access to computers and printers on the South Plains College campus. Students will be expected to utilize computers to access assignments and classroom resources. All registered students are supplied with a working email account from South Plains College. In order to take exams, the student must know their student identification number.

## **COMPUTER LAB USAGE**

**Printing will not be allowed in the Health Sciences Computer Lab due to COVID 19 Restrictions. Students will be notified if these restrictions are lifted.**

**ALL STUDENTS ARE EXPECTED TO KNOW THEIR SPC STUDENT USERNAME AND PASSWORD.**

## **COURSE SCHEDULE**

Class will meet weekly on Tuesdays or Mondays from 0900 to 1600 for 16 weeks during the semester. Please see detailed calendar on Blackboard course RNSG 1412.



## **COMMUNICATION POLICY**

Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC” and email systems. We will also utilize text messaging, Blackboard messages and phone calls for communication. The instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email and Blackboard messages/announcements on a regular basis each week of class. Students will also have access to assignments, web-links, handouts, and other vital material which will be delivered via Blackboard. Any student having difficulty accessing Blackboard or their email should immediately contact the IT Help Desk or an instructor for direction.

## **EMERGENCY MESSAGES**

The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Nursing Office at (806)716-2391 or (806)716-2193. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action.

The student should notify his/her family that in the case of an emergency during clinical rotations, they should call and leave a message or text (who they are and who they need to get in touch with for an emergency) to the number or numbers provided to them in the clinical course syllabus and/or on the clinical course schedule..

## **CAMPUS CARRY**

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.

## **PREGNANCY ACCOMMODATIONS STATEMENT**

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 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

## **STUDENT CONDUCT**

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development.

A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity and common sense guide the actions of each member of the college community both in and out of the classroom. Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students. Any student who fails to perform according to expected standards may be asked to withdraw. Rules and regulations regarding student conduct appear in the current Student Guide.

## **ACCOMMODATIONS**

### **DIVERSITY STATEMENT**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### **DISABILITIES STATEMENT**

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 Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

## SCANS COMPETENCIES

### **RESOURCES: Identifies, organizes, plans and allocates resources.**

- C-1 **TIME**--Selects goal--relevant activities, ranks them, allocates time, and prepares and follows schedules.
- C-2 **MONEY**--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C-3 **MATERIALS & 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 from 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 Correct Performance--Distinguishes trends, predicts impacts on system operations, diagnoses systems' performance and corrects 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.

## 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, and evaluates and chooses best alternative.
- F-9 Problem Solving--Recognizes problems and 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 preservers 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.

Student Course Grade Worksheet

RNSG 1412  
NURSING CARE OF THE CHILDBEARING AND CHILDREARING FAMILY

NAME \_\_\_\_\_

Grade . \_\_\_\_\_ Exam 1 \_\_\_\_\_

Exam 2 \_\_\_\_\_

Exam 3 \_\_\_\_\_

Exam 4 \_\_\_\_\_

Exam 5 \_\_\_\_\_

Exam 6 \_\_\_\_\_

Total for Exams \_\_\_\_\_ divided by 6 = \_\_\_\_\_ (Exam average)

Exam Average \_\_\_\_\_ X .70 = \_\_\_\_\_

Midterm Exam \_\_\_\_\_ X .12.5 = \_\_\_\_\_

Final Exam \_\_\_\_\_ X .12.5 = \_\_\_\_\_

ATI Test Average \_\_\_\_\_ X .05 = \_\_\_\_\_

1412 Course grade = \_\_\_\_\_

# Appendix

# Appendix A: Unit Objectives for SEMESTER 4 (RNSG 1412)

## Explanation of Syllabus Numbering System

Upon satisfactory completion of the course, the student will meet the Student Learning Outcomes (SLO) for semester 4: meet the SPC ADN End of Program Student Learning Outcomes (EPSLOs), and the Texas BON "Differentiated Essential Competencies" 2010 (DECS). The Course SLOs and EPSLOs are designated by letters and/or numbers under the unit title. The DECS are listed by letters and numbers in the corresponding role column on the right side of the page. (Roles are designated by the following numbers: 1=Member of the Profession; 2=Provider of Patient-Centered Care; 3=Patient Safety Advocate; and 4=Member of the Health Care Team).













**Unit: OB I - THE FAMILY BEFORE BIRTH (CONTINUED)**

RNSC 1412

Course SLOs: 1, 2, 3, 5, 7

EPSLOs: 1, 2, 3

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)				
			1	2	3	4	
F. Adaptations to Pregnancy. Antepartum assessment Care & Education	Describe the psychological and physiologic changes that occur with pregnancy, the underlying principles for these changes and the relationship of the changes to pregnancy diagnosis.  Identify the most common problems and discomforts of pregnancy.  Identify the process of role transition.  Promote multidisciplinary health care planning within the health care structure and use critical thinking to analyze ways that the family can be included in prenatal care to the keep the care family centered.	<b>Required:</b> OB: ch. 6 & 7  <b>Learning Activities:</b> Powerpoint pres. Class discussion Schuchardt charts for illustration	A1,3,4			A5	
			B4,5,6			B1,2	
			B9,11			C1,3	
			B12			C5,6	
			C1,3,4			D1,3	
			C5,8				
	G. Nutrition for Childbearing	Describe the requirements of healthy pregnancy nutrition.  Plan health teaching for nutritional intake during pregnancy, including ways a woman can increase healthy intake.  Collaborate with members of other health care areas to achieve healthy nutrition for pregnant patients.  Facilitate within the health care community appropriate nutrition referrals for the pregnant client and their families.	<b>Required:</b> OB: ch. 8  <b>Learning Activities:</b> Powerpoint pres. Completion of the "Antepartal Study Guide" found in the RNSG 2462 Clinical Packet Discussion  <b>Evaluation:</b> Exam	A2,3,4			A5
				B4,5,6			B1,2
				B9,12			C1,3
				C1,3,4			C5,6
				C5,6			D1,3
				E1,4,5			



**Unit: OB II - THE FAMILY DURING BIRTH**

RNSG \_ 1412

Course SLOs: 3, 4, 5, 6, 9, 10, EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES EVALUATION	DECS (Knowledge)			
			1	2	3	4
I. Nursing Care During Labor and Birth	<p>Compare each stage of labor and the phases within the first stage.</p> <p>Explain how each component of the bith process affects the course of labor and birth and how the components are interrelated.</p> <p>Use critical thinking to determine whether current nursing care measures truly meet the needs of the woman and her family in labor.</p> <p>Relate therapeutic communication skills to the care of the intrapartal family.</p> <p>Advocate on behalf of the patient to be sure the AWHONN standards of care are being followed for the laboring patient and analyze issues that may face a new nurse who cares for women during labor.</p>	<p><b>Required:</b> OB: 12 &amp; 15 "Stages of Labor Study Guide" (found in Blackboard)</p> <p><b>Learning Activities:</b> Powerpoint pres. Visual aids: Infant and pelvis models</p>	A1,A2	A1,A2	A1,A3	A1,A2
			A3	A3,A4	A4	A3,A4
			B1,B2	B1,B2	B1,B2	A5
			B3,B7	B3,B4	B3,B4	B1,B2
			C1,C2	B5,B9	C2	C1,C3
			C3,C4	B10,B11	D1	C4,C6
			D1,D2	B12	E1,E2	C7,C8
				C1-8		D1,D2
				D1-5		D3,D4
				E1-13		E1,E2
				F1-3		
				G1-3		
			J. Pain Management During Childbirth	<p>Examine how physical and psychological forces interact in the laboring woman's pain experience and plan nursing interventions to relieve pain in labor.</p> <p>Evaluate outcome criteria to be certain that labor is a satisfying experience for the woman and her family.</p> <p>Compare pain in childbirth with other types of pain.</p> <p>Describe how medications may affect a pregnant woman and the fetus or neonate.</p>	<p><b>Required:</b> OB: ch. 13</p> <p><b>Learning Activities:</b> Powerpoint pres. Examples of pain administration equipment</p> <p><b>Evaluation:</b> Exam</p>	A1,A2
B1,B2	B1,B2	B1-4				A4,A5
B3,B7	B4,B5	C2				B1,B2
C1,C2	B7-12	D1				C3,C4
D1,D2	C1-6,	E1,E2				C7,C8
	C8					D1,D3
	D1-5					D4
	E2-13					E1,E2
	F1-3					
	G1-3					



**Unit: OB III - THE FAMILY FOLLOWING BIRTH**

RNSG \_\_ 1412

Course Course SLOs: 1, 2, 3, 4, 5, 6, 8, 9, 10

EPSLOs: 1, 2, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES EVALUATION	DECS (Knowledge)			
			1	2	3	4
M. Postpartum Adaptations & Nursing Care	<p>Assess a woman and her family for physiologic and psychological changes following childbirth.</p> <p>Implement nursing care such as helping aid the progression of physiologic changes or psychological family changes.</p> <p>Facilitates the family role transitions as a result of this new family addition.</p> <p>Initiate a discharge teaching plan to provide for self and infant care.</p> <p>Utilizes knowledge of the Texas BON rules of delegation when directing others in the care of the postpartal patient and family.</p> <p>Selects human resources that are optimum and cost effective to achieve care of the postpartal patient and family.</p>	<p><b>Required:</b> OB: ch. 17</p> <p><b>Learning Activities:</b> Powerpoint pres. Discussion</p>	A1,A2	A1,A2	A1,A3	A1,A2
			B1,B2	A3,A4	A4,A6	A3,A4
			B3,B7	B1-12	B1,B2	A5
			C2,C3	C1-8	B3,B4	B1,B2
			C4	D1-5	B5	B3,B4
			D2	E1-13	C1,C2	C1,C3
				F1,F2	D1	C4,C5
				F3	E1,E2	C6,C7
				G1,G2	F1,F2	C8
				G3		D1-4
						E1,E2
						F1-4
						G2-4
			N. Postpartum Maternal Complications	<p>Describe common deviations from the normal that can occur during the postpartum period.</p> <p>Describe postpartum hemorrhage in terms of predisposing factors, causes, clinical signs and therapeutic management.</p> <p>Describe the role of the nurse in coordination of care during a complication, including education of the patient and family.</p> <p>Evaluate outcome criteria to be certain that nursing EPSLOs established for care are achieved.</p>	<p><b>Required:</b> OB: ch. 18</p> <p><b>Learning Activities:</b> Powerpoint pres. Examples of lochia assessment on chux and peri pads</p> <p><b>Evaluation:</b> Exam</p>	A1,A2
B1,B2	B1-12	A4,A6				A3,A4
B3,B7	C1-8	B1-5				A5
C2,C3	D1-5	C1,C2				B1-4
C4	E1-13	D1				C1,C3
D2	F1-3	E1,E2				C4-8
	G1-3	F1,F2				D1-4
						E1,E2
						F1-4
						G2-4



**Unit: OB III - THE FAMILY FOLLOWING BIRTH (CONTINUED)**

RNSG ####

Course SLOs: 1, 3, 5, 6, 7, 8, 9, 10

EPSLOs: 1, 2, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
O. Care of the Newborn & Family	Describe initial assessment parameters and norms of the newborn.  Explain the physiologic changes that occur in the respiratory and cardiac systems during the transition from fetal to neonatal life.  Describe methods of safe practice with newborns by proper identification and safety practices during hospitalization.  Implement national standards in regards to newborn medications and immunizations.  Provide the new parents any institutional and community assistance for proper infant nutrition.  Describe methods of circumcision and associated risks and benefits.	<b>Required:</b> OB: ch. 19, 20, 21 & 22 "Newborn Study Guide" (found in the clinical packet)  <b>Learning Activities:</b> Powerpoint pres. "Newborn Study Guide" discussion Role play with newborn model "Norms Assessment Packet for Computer Charting"	A3,4	A2,3	A3	A4
			B3	B2,4,5	B1,2	B1,2
				B6,7,9		C5
				C1,2,3		D1
				C6,7,8		
				D1		
				E1,3		
				E8,11		
				G2,3		
P. Care of the High Risk Newborn	Define the terms SGA; LGA; Term; Preterm; Near Term; Postterm and describe common illnesses and conditions that occur in these groups.  Identify roles of families and significant others in response to the birth of a high risk newborn.  Develop teaching plans to assist parents and families in the care of the high risk newborn, including postdischarge nursing care.  Review the ethical concerns related to a high risk newborn requiring long term care and answer common questions the parents may have related to the care of the infant.	<b>Required:</b> OB: ch. 23 & 24  <b>Learning Activities:</b> Case study completion & student led discussion  <b>Evaluation:</b> Exam Newborn Assessment completed during clinical rotations	A4B1	B4,5,10	A4B1	A1A5
			B3B5	B11,12	B2	B1B2
			B6B7	C1,2,3	C2	B3B4
				C4,5,6	E2	C1C2
				C7,8,9		C3C4
				D1,2		C5C6
				D4,5		C7C8
				E1,2,3		
				E4,5,6		
				E12,13		
	F1					
	G1,2,3					

Unit: OB IV - FAMILIES AT RISK DURING THE CHILDBEARING PERIOD

RNSG 1412

EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES EVALUATION	DECS (Knowledge)			
			1	2	3	4
Q. Intrapartum Complications	<p>Explain abnormalities that may result in dysfunctional labor, common intrapartum emergencies and problems that occur in post term pregnancies.</p> <p>Describe maternal and fetal risks associated with premature ROM.</p> <p>Analyze factors that increase a woman's risk for preterm labor.</p> <p>Explain therapeutic management of each intrapartum complication and apply the delegation rules to the care of the intrapartum patient.</p>	<p><b>Required:</b> OB: ch. 16</p> <p><b>Learning Activities:</b> Powerpoint pres. Discussion</p>	A1,A2	A1-4	A1,A3	A1,A2
			B1,B2	B1-12	A4	A4,A5
			B3,B7	C1-8	B1-5	B1-4
			C2,C3	D1-5	C1,C2	C1,C3
			C7	E1-6,	D1	C4-8
			D2	E8-13	E1,E2	D1,D3
				F2	F1,F2	D4
				G1-3		E1,E2
R. The Childbearing Family with Special Needs	<p>Describe the effects of substance abuse for the mother and infant, and identify nursing interventions to reduce or minimize the effects in the antepartum, intrapartum and postpartum periods.</p> <p>Discuss the incidence and identify the factors that contribute to adolescent pregnancy.</p> <p>Relate the major implications of delayed childbearing in terms of maternal and fetal health.</p> <p>Identify factors that promote violence against women, and describe the role of the nurse in terms of assessment, prevention and interventions.</p>	<p><b>Required:</b> OB: ch. 11</p> <p><b>Learning Activities:</b> Powerpoint pres. Discussion</p> <p><b>Evaluation:</b> Exam</p>	A1,A2	A1-4	A1,A3	A1,A2
			B1,B2	B1-12	A4	A4,A5
			B3,B7	C1-8	B1-5	B1-4
			C2,C3	D1-5	C1,C2	C1,C3
			C7	E1-6,	D1	C4-8
			D2	E8-13	E1,E2	D1,D3
				F2	F1,F2	D4
				G1-3		E1,E2

**Unit: OB IV - FAMILIES AT RISK DURING THE CHILDBEARING PERIOD (CONTINUED)**

RNSC 1412

Course SLOs: 1, 2, 3, 6, 8, 10      1, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
S. Complications of Pregnancy	<p>Describe the hemorrhagic conditions of early pregnancy, including spontaneous abortion, ectopic pregnancy and hydatidiform mole.</p> <p>Explain disorders of the placenta, such as placenta previa and abruption that result in hemorrhagic conditions in mid to late pregnancy.</p> <p>Discuss the effects and management of hyperemesis gravidarum and hypertensive disorders of pregnancy.</p> <p>Compare Rh and ABO incompatibility in terms of the etiology, fetal and neonatal complications and management.</p>	<p><b>Required:</b> OB: pp. 200-232</p> <p><b>Learning Activities:</b> Powerpoint pres. Discussion</p>		A1,2,3	B1	A1,4
				B1,2,3		B1,
				B6,7		C3,4,5
				B11		C6,7
				C3,4,		D2
				C5,6		
				D1,2,3		
				E1,8		
				E12,13		
				F2		
T. Concurrent Disorders During Pregnancy	<p>Discuss the effects and management of preexisting diabetes mellitus and anemias during pregnancy.</p> <p>Describe the major effects of pregnancy on the woman who has heart disease and identify EPSLOs of therapies.</p> <p>Identify the major causes of trauma &amp; infection during pregnancy and describe therapeutic management.</p> <p>Identify the effects, management and nursing considerations of specific preexisting conditions, such as lupus erythematosus, epilepsy, and rheumatoid arthritis.</p>	<p><b>Required:</b> OB: pp. 232-265</p> <p><b>Learning Activities:</b> Powerpoint pres. Discussion</p> <p><b>Evaluation:</b> Exam</p>		A1,2,3	B1	A1,4
				B1,2,3		B1
				B6,7		C3.4.5
				B11		C6,7
				C3,4,		D2
				C5,6		
				D1,2,3		
				E1,6,8		
				E12,13		
				F2		

**Unit: OB V OTHER REPRODUCTIVE ISSUES**

Course SLOs: 4, 7, 9, 10

EPSLOs: 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
U. Family Planning	<p>Implement nursing care related to reproductive life planning such as educating adolescents about the use of condoms to promote safe sex practices as well as prevent unwanted pregnancies.</p> <p>Describe the currently available contraceptive methods and discuss the nurse's role in helping patients choose an appropriate method.</p> <p>Identify the National Health guidelines related to reproductive life planning and identify areas that could benefit from additional nursing research.</p>	<p><b>Required:</b> OB: ch. 25</p> <p><b>Learning Activities:</b> Powerpoint pres. Examples of most of the common contraceptives</p> <p>Student led discussion</p>	A1,A2	A1,A2	A1,A3	A2,A4
			B1,B2	A3,A4	B1,B2	A5
			B3,B7	B1-12	C2	B1,B2
			C2,C3	C1-6,	D1	B4
			D2,D4	C8	E1,E2	C1,C3
				D1-4		C5,C6
				E1-12		C7,C8
				F1,F2		D1
				G1,G2		E1,E2
				G3		
V. Infertility	<p>Describe common assessments and treatments for infertility.</p> <p>Analyze community referrals that can be used to support a patient or couple through fertility assessment.</p>	<p><b>Required:</b> OB: ch. 26</p> <p><b>Learning Activities:</b> Powerpoint pres. Discussion</p>	A1,A2	A1-4	A1,A3	A2,A4
			B1,B3	B1-12	B1,B2	A5
			B7	C1-6,	C2	B1,B2
			C2	C8	D1	C1,C3
			D2	D1-4	E1,E2	C5-8
				E1-12		D1
				G1-3		E1,E2
W. Women's Health	<p>Discuss the four common menstrual cycle disorders.</p> <p>Describe the physical and psychological changes associated with menopause &amp; the risks versus benefits of hormone replacement.</p> <p>Explain examinations and various screening procedures that are recommended to maintain the health of women.</p>	<p><b>Required:</b> OB: ch. 27</p> <p><b>Learning Activities:</b> Powerpoint pres. Discussion</p> <p><b>Evaluation:</b> Exam</p>	A1,A2	A1-4	A1,A3	A2,A4
			B1,B3	B1,B3	B1,B2	A5
			B7	B4-12	C2	B1,B2
			C2	C1-6,	D1	C1,C3
			D2,D4	C8	E1,E2	C5-8
				D1-4		D1
				E1-12		E1,E2
				G1-3		







**Unit: Pedi I - NURSING ROLE IN HEALTH PROMOTION FOR THE CHILDREARING FAMILY (CONTINUED)**

Course SLOs: 1, 2, 4, 5, 7, 9, 10

EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowlec	
			1	2
D. Health Promotion for the School Aged Child	<p>Describe normal growth and development of the school aged child and assess the child for normal developmental milestones.</p> <p>Describe common parental concerns about growth and development that are likely to arise with a school age child.</p> <p>Analyze the maturational changes that take place during the school age period and discuss implications for health care.</p> <p>Promote advanced nursing practice and alternative nursing roles in the health promotion for the school age child.</p>	<p><b>Required:</b> Ball and Binder Ch 12, 13, 19, 20</p> <p><b>Learning Activities:</b> Lecture Group discussion Roll play</p> <p><b>Evaluation:</b> Exam</p>	A4B3	A1A2
			B5B6	A3A4
			B7C1	B1B2
				B3B4
				B5B6
				B8B9
				B11,12
				C1C2
				C3C4
				C5C6
E. Health Promotion of the Adolescent	<p>Describe the developmental tasks of adolescence.</p> <p>Analyze the principles of disease prevention and health promotion and/or restoration for the adolescent and their family.</p> <p>Identify the sexual maturity rating (Tanner Stages) and recognize the deviations from normal.</p> <p>Involve the adolescent patient in planning their optimal health EPSLOsals with appropriate community agencies.</p>			C7C8
				D1D2
				D4D5
				E1E2
				E3E4
				E5E6
				E12
				E13F1
				G1G2
				G3



**Unit: Pedi II – NURSING ROLE IN RESTORING AND MAINTAINING THE HEALTH OF CHILDREN AND FAMILIES EXPERIENCING RESPIRATORY, IMMUNE, AND INFECTIOUS DISORDERS.**

RNSG 1412

Course SLOs: 1, 2, 3, 4, 5, 8, 9, 10

EPSLOs: 1, 2, 4, & 5

CONTENT	OBJECTIVES	Learning Activities/ Evaluation	DECS (Knowledge)			
			1	2	3	4
G. Respiratory Disorders	<p>Describe common respiratory illnesses in children.</p> <p>Display an understanding of the pathophysiology, clinical manifestations and therapeutic management of common acute respiratory alterations.</p> <p>Develop guidelines for the care of a child with an acute respiratory alteration.</p>	<p><b>Required:</b> Ball &amp; Binder Ch 25</p> <p><b>Learning Activities:</b> Lecture Group Discussion Role Play Virtual game</p>	C2	A3A4	A4	A5
				B1B4	B1B2	B1B2
				B6B7	C2	B3B4
				B11		C1C4
				C3C4		C5C6
				C7		C7C8
				E4E5		
				E6		
				F1F2		
				G3		
H. Immune Disorders	<p>Evaluate the immune process as it relates to childhood illnesses.</p> <p>Utilize critical thinking to analyze ways that nursing care for the child with an immune disorder can be more family centered.</p> <p>Describe how to care for and support HIV affected children and their families throughout the entire spectrum of illness.</p> <p>Outline what to teach and reinforce with families about long-term corticosteroid therapy for immune disorders.</p>	<p><b>Required:</b> Ball &amp; Binder Ch 27</p> <p><b>Learning Activities:</b> Lecture Group discussion What am I game</p> <p><b>Evaluation:</b> Exam</p>	A4	A2A3	A4	A5
			B6,B7	A4	B1B2	B1B2
				B1B2	B3B4	B3B4
				B4B5	C2	C1C3
				B6B7		C4C5
				B8B9		C6C7
				B11		C8
				B12		
				C3C4		
				C5C8		
				D2		
				E1E3		
				E5E6		
				E11,12		
				F2G3		

**Unit: Pedi II –NURSING ROLE IN RESTORING AND MAINTAINING THE HEALTH OF CHILDREN AND FAMILIES EXPERIENCING RESPIRATORY, IMMUNE, AND INFECTIOUS DISORDERS (CONTINUED)**

RNSG 1412

Course SLOs: 1, 2, 3, 8, 9, 10      EPSLOs: 1, 4, & 5

CONTENT	OBJECTIVES	Learning Activities/ Evaluation	DECS (Knowledge)			
			1	2	3	4
I. Child with an Infectious Disorder	<p>Describe the causes and disease course of common infectious disorders of childhood.</p> <p>Identify measures to prevent exposure to and transmission of pathogens.</p> <p>Discuss the current recommendations for scheduled vaccines and act as an advocate for the use of basic immunization among children.</p> <p>Utilize organizational skills to apply community resources in the treatment and prevention of infectious disorders</p>	<p><b>Required:</b> Ball &amp; Binder Ch 22</p> <p><b>Learning Activities:</b> Lecture Group Discussion Game Role Play</p> <p><b>Evaluation:</b> Exam</p>	B7	A1	A4	A5
			C2C3	A3A4	B1B2	B1B2
			C4	B3B4	B4	B3B4
				B6B7	C2	C1C3
				B9B11		C4C5
				B12		C6C7
				C3C5		C8
				E1E2		
				E3E4		
				E5E6		
				E11,12		
				F1F2		
				G2G3		

Unit: Pedi III - NURSING CARE OF CHILDREN WITH CIRCULATORY ALTERATIONS

Course SLOs: 1, 3, 5, 7, 8, 10      EPSLOs:1, 2, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
J. Child with Cardiovascular Alteration	Differentiate between cyanotic and acyanotic heart disease.  Identify the shunts associated with fetal circulation and the associated disorders when the shunts fail to close.  Differentiate between the most common congenital defects and acquired cardiovascular disorders.  Discuss the role of the nurse in assisting the child and family cope with a cardiovascular alteration.  Implement a teaching plan for the cardiovascular patient and their family anticipating a cardiac catheterization.  Develop awareness of referral agencies for patients with a cardiovascular alteration and appropriate community resources.	<b>Required:</b> Binder & Ball Ch 26  <b>Learning Activities:</b> Lecture Group Discussion Demonstration	A4	A1,2,4		C3,5
				B4,6		
				B7,11		
				C3,5		
				C6,7		
				E1,5,6		
				E12,13		
				F2		
				G1,2		
K. Emergency Care of the Child	Differentiate between hypovolemic; distributive and cardiogenic shock.  Discuss the role of the nurse in preventing traumatic injuries, poison ingestion, and environmental injuries.  Identify concepts related to family centered care in pediatric emergencies.	<b>Required:</b> Binder & Ball Ch 27  <b>Learning Activities:</b> Lecture What am I game Group discussion  <b>Evaluation:</b> Exam	A2,4	A1,2,4	A3,4	A2,4,5
			B6,7	B4,5,6	B1,3	B1,4
			C2	B8,9		C3,5
				B12		C6,7
				C3,5		D1,3
				E1,5,6		
				E12,13		
				F2		
				G1,2		

**Unit: Pedi III - NURSING CARE OF CHILDREN WITH CIRCULATORY ALTERATIONS (CONTINUED)**

Course SLOs: 1, 3, 7, 8, 9, 10, 11

EPSLOs: 1, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
L. Child with a Hematologic Alteration	<p>Discuss pediatric differences related to the hematologic system.</p> <p>Implement nursing care of a child with a blood disorder (e.g. sickle cell anemia; hemophilia; DIC; aplastic anemia and ITP)</p> <p>Discuss the pathophysiology, clinical manifestations and therapeutic management of DIC.</p> <p>Facilitate communication between family members and the school nurse caring for a child with a blood alteration.</p> <p>Analyze current literature and clinical data as a basis for decision making in the care of the child with a hematologic alteration.</p>	<p><b>Required:</b> Binder &amp; Ball Ch 28</p> <p><b>Learning Activities:</b> Lecture Group discussion Demonstration Role Play</p>	A4B6	A2A3	A4B1	A5B1
				B1B2	B2C2	B2B3
				B3B4	D1	B4C1
				B10		C2C3
				C1		C4C5
				C2C3		
				C5C8		
				D2E1		
				E3E5		
				E6E11		
				E12F2		
				G3		
			M. The Child with Cancer	<p>Analyze the physical alterations that occur in a child with cancer.</p> <p>Discuss the impact of the diagnosis on the family and child with cancer.</p> <p>Demonstrate an understanding of the rationale associated with therapies for neoplastic disease.</p> <p>Assume accountability in maintaining current continuing education in the field of pediatric oncology nursing.</p> <p>Promote multi-disciplinary health care planning within the structured health care setting for the child with cancer.</p>	<p><b>Required:</b> Binder &amp; Ball Ch 29</p> <p><b>Learning Activities:</b> Lecture Role Play Group discussion</p> <p><b>Evaluation:</b> Exam</p>	A2,4
B4	A4	B1				C3,5
C2,3	B1,2,4	C2				C7,8
D3	B5,6,7					D1
	B9,11					
	C3,4,5					
	C6,8					
	D1,5					
	E1,2,5					
	E6,7,10					

**Unit: Pedi IV - THE NURSING ROLE IN RESTORING AND MAINTAINING HEALTH OF CHILDREN AND FAMILIES EXPERIENCING GASTROINTESTINAL, FLUID AND ELECTROLYTE, RENAL OR ENDOCRINE ALTERATIONS**

RNSG \_\_

Course SLOs: 1, 2, 3, 5, 6, 7, 8, 9, 10

EPSLOs:1, 2, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)		
			1	2	3
N. Child with a Gastrointestinal Alteration	<p>Analyze common gastrointestinal disorders in children (e.g. appendicitis, vomiting and diarrhea)</p> <p>Plan nursing EPSLOsals for the child with a gastrointestinal alteration (i.e. a plan that teaches the patient and family about a special diet)</p> <p>Describe ways that nursing care of the child with a gastrointestinal alteration can be more family centered.</p> <p>Evaluate the quality of care and additional learning needs regarding the child with a gastrointestinal alteration.</p> <p>Observe methods a charge nurse uses to evaluate care administered by other members of the nursing team in caring for children with gastrointestinal disorders.</p> <p>Develop guidelines for home care of the child with a GI alteration.</p>	<p><b>Required:</b> Binder &amp; Ball Ch 30</p> <p><b>Learning Activities:</b> Lecture Group discussion Game Role Play</p>	A4B6	A2A3	A4B1
				B1B2	B2C2
				B3B4	
				B10	
				C1	
				C2C3	
				C5C8	
				D2E1	
				E3E5	
				E6E11	
				E12F2	
				G3	
			O. Child with a Fluid and Electrolyte Alteration	<p>Discuss nursing assessment and interventions when caring for a child with a fluid and electrolyte imbalance.</p> <p>Describe the pediatric differences related to fluid and electrolyte alterations.</p>	<p><b>Required:</b> Binder &amp; Ball Ch 23</p> <p><b>Learning Activities:</b> Lecture Group discussion</p> <p><b>Evaluation:</b> Exam</p>
	C1	B2C2			
	C2C3				
	C5C8				
	D2E1				
	E3E5				
	E6E11				
	E12F2				
	G3				
	A2A3				
	B1B2				
	B3B4				

**Unit: Pedi IV - THE NURSING ROLE IN RESTORING AND MAINTAINING HEALTH OF CHILDREN AND FAMILIES EXPERIENCING**

RNSG \_\_ 1412

Course SLOs: 1, 2, 3, 5, 6, 7, 8, 9, 10

EPSLOs:1, 2, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
P. Child with a Genitourinary Alteration	Review anatomical structures and physiological functioning of the genitourinary system.	<b>Required:</b> Binder & Ball Ch 31	C2	A3A4	A4	A5
			B1B4	B1B2	B1B2	
			B6B7	C2	B3B4	
			B11		C1C4	
	Identify assessment, planning and nursing implications utilized in caring for a child with a genitourinary alteration.	<b>Learning Activities:</b> Lecture Group discussion Demonstration	C3C4		C5C6	
			C7		C7C8	
			E4E5			
			E6			
			F1F2			
			G3			
Q. Child with Endocrine or Metabolic Alterations	Analyze the different endocrine glands and their functions.	<b>Required:</b> Binder & Ball Ch 32	A4B6	A2A3	A4B1	A5B1
			B1B2	B2C2	B2B3	
			B3B4		B4C1	
	Differentiate between the disorders caused by hypopituitary and hyperpituitary dysfunction.	<b>Learning Activities:</b> Lecture Group discussion	B5B11		C2C3	
			C1		C4C5	
	Plan nursing care and devise a teaching plan for a child with an endocrine or metabolic alteration.	<b>Learning Activities:</b> Lecture Group discussion	C2C3			
			C5C8			
			D2E1			
	Examine the characteristics that differentiate a hyperglycemic and hypoglycemic reaction.	<b>Learning Activities:</b> Lecture Group discussion	E3E5			
			E6E11			
	Promote multidisciplinary health care planning to provide the child with an endocrine or metabolic alteration consistent outpatient care.	<b>Evaluation:</b> Exam	E12F2			
			G3			



**Unit: Pedi V - NURSING CARE OF THE CHILD EXPERIENCING A NEUROLOGIC, MUSCULOSKELETAL, INTELLECTUAL OR DEVELOPMENTAL, SENSORY OR INTEGUMENTARY ALTERATION (CONTINUED)**

RNSG \_\_ 1412

Course SLOs: 3, 4, 5, 7, 9, 10      EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES, EVALUATION	DECS (Knowledge)			
			1	2	3	4
S. Child with a Musculoskeletal Alteration	<p>Review the signs of impaired motor functioning.</p> <p>Discuss the physiological and psychologic effects of immobilization.</p> <p>Identify types of fractures and traction and plan age appropriate diversional activities for the child with a musculoskeletal alteration.</p> <p>Evaluate the therapeutic management and nursing care of a child with scoliosis.</p> <p>Understand the importance of collaboration among various providers so those patients with musculoskeletal alterations receive high quality care.</p>	<p><b>Required:</b> Binder &amp; Ball Ch 35</p> <p><b>Learning Activities:</b> Lecture Group Discussion Virtual game Role Play Demonstration</p>	A4B6	A2A3	A4B1	A4A5
				B1B2	B2C2	B1
				B3B4		B2B3
				B10		B4C1
				B12		C2C3
				C1		C4C5
				C2C3		
				C5C8		
				D2E1		
				E3E5		
				E6E11		
				E12F2		
				G3		
			T. Child with a EENT Alteration	<p>Evaluate the structure and function of the eyes and ears and disorders of these organs that affect children.</p> <p>Discuss methods a nurse would use to identify a vision or hearing alteration in each developmental level of children.</p> <p>Identify specific interventions required to correct vision and hearing problems.</p> <p>Identify providers and community resources available to meet the needs of patients and their families experiencing a sensory alteration.</p>	<p><b>Required:</b> Binder &amp; Ball Ch 24</p> <p><b>Learning Activities:</b> Lecture Group Discussion Demonstration Role Play Ear drum visualization</p> <p><b>Evaluation:</b> Exam</p>	A4B3
B6B7	B2B3	B2C2				B1
	B4B5					B2B3
	B9					B4C1
	B11					C2C3
	B12					C4C5
	C1					C6C7
	C2C3					C8
	C5C8					
	D2E1					
	E3E5					
	E6E11					
	E12F2					



Unit: **Pedi V - NURSING CARE OF THE CHILD EXPERIENCING A NEUROLOGIC, MUSCULOSKELETAL, INTELLECTUAL OR DEVELOPMENTAL, SENSORY OR INTEGUMENTARY ALTERATION (CONTINUED)**

RNSG \_\_ 1412

Course SLOs: 1, 2, 3, 4, 5, 6, 8, 9, 10

EPSLOs: 1, 2, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
U. Child with a Integumentary Alteration	<p>Describe the anatomy and physiology of a normal integumentary system.</p> <p>Describe the differences among the skin of the newborn, child and adult.</p> <p>Examine the treatments for common skin disorders.</p> <p>Describe the classifications, implications and prevention of burn injuries in a pediatric patient.</p> <p>Formulate and apply the nursing process in the care of children with an integumentary alteration.</p>	<p><b>Required:</b> Binder &amp; Ball Ch 36</p> <p><b>Learning Activities:</b> Lecture Group discussion What am I game</p>	A1,A2	A1,A2	A1,A3	A1,A2
			B1,B2	A3,A4	B1,B2	A4,A5
			B3,B7	B1-12	B3,B4	B1,B2
			C4	C1-8	C1,C2	C1,C3
			D2	D1,D2	D1	C4,C6
				D3,D4	E1,E2	D1,D3
				E1-6,		D4
				E8,E9		E1,E2
				E10-13		
				F2		
				G1,G3		
			V. Alteration in Mental Health and Cognition	<p>Identify behavioral characteristics and nursing interventions for a child with Down Syndrome.</p> <p>Examine causes of intellectual or developmental disabilities.</p> <p>Explore the legal and ethical implications of caring for a child with intellectual or developmental alterations.</p> <p>Develop nursing strategies for supporting the family and child with intellectual or developmental disabilities.</p>	<p><b>Required:</b> Binder &amp; Ball Ch 34</p> <p><b>Learning Activities:</b> Lecture Group discussion Video</p> <p><b>Evaluation:</b> Exam</p>	A4B3
B6B7	B2B3	B2				A4A5
	B4B5					B1
	B9					B2B3
	B11					B4C1
	B12					C2C3
	C1					C4C5
	C2C3					C6C7
	C5C8					C8
	D2E1					
	E3E5					
	E6E11					
	E12F2					
	G3					

