
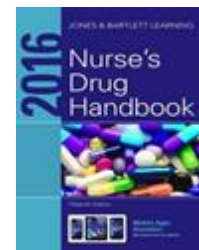
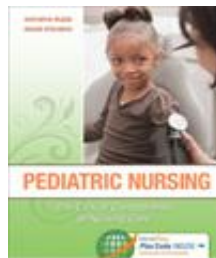
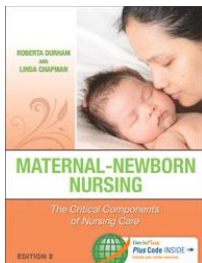


**SUBJECT TO CHANGE** 01/04/17

	<b>RNSG 1030 Maternal-Child Nursing COURSE SYLLABUS Spring Semester 2017</b>
<b>Semester: Spring 2017</b>	<b>Instructor: Donna Jean Braddy MSN, RN (Another ASN instructor may fill in and teach at any time)</b>
<b>Course Title: Maternal-Child Nursing</b>	<b>Office Hours: M,T,W,R: 7am-8:30am; 3:00-5pm</b>
<b>Course Number: RNSG 1030</b>	<b>Office Location: Gillis Building Room 832</b>
<b>Credit Hours/ Minutes: 6/7500 3000 minutes didactic/4500 minutes clinical</b>	<b>Email Address: dbraddy@southeasterntech.edu</b>
<b>Class Location: 836</b>	<b>Phone: 912-538-3172</b>
<b>Class Meets: 8:30 – 11:30 Monday and Tuesday beginning 1/09/17 until 3/21/17. Please see clinical calendar for specifications.</b>	<b>Fax Number: 912-538-3106</b>
<b>CRN: 40205</b>	<b>Tutoring Hours: please schedule an appointment</b>

**REQUIRED TEXT:**

1. Durham, R. & Chapman, L. *Maternal-Newborn Nursing* (2<sup>th</sup> ed.). Philadelphia, PA: FA. Davis.
2. Durham, R. & Chapman, L. *Pediatric Nursing* (2<sup>th</sup> ed.). Philadelphia, PA: FA. Davis.
3. *2016 Nurse's Drug Handbook* (15<sup>th</sup> ed.). Burlington, MA: Jones and Bartlett Learning
4. ATI testing web service



**REQUIRED SUPPLIES & SOFTWARE:** pen, pencil, paper, large 3 ring binder, highlighter, computer access, ear phones (for ATI skills Modules), large spiral notebook, calculator, 2 folders, and clinical supplies

**COURSE DESCRIPTION:** This course provides an integrative, family-centered approach to the care of women, newborns, and children. Emphasis is placed on normal and high-risk pregnancies, normal growth and development, family dynamics, common pediatric disorders and the promotion of healthy behaviors

in patients. Management and planning of the nursing process will include concepts from a variety of culturally diverse settings and nursing in the community and acute care setting. The role of the nurse as a provider will include: patient-centered care; teamwork and collaboration; evidence-based practice; quality improvement; safety; informatics; professionalism; and leadership. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to women, newborns, and children in selected settings.

**COURSE OUTCOMES:**

1. **Discuss Perspectives and Core Concepts of Maternity and Pediatric Nursing**
2. **Describe Management of Women’s Health Care Throughout the Life Span**
3. **Describe Management of Nursing Care during Pregnancy**
4. **Describe Management of Nursing Care during Labor and Birth**
5. **Describe Management of Nursing Care during the Postpartum Period**
6. **Describe Management of Nursing Care for the Newborn**
7. **Describe Management of Nursing Care of the Childbearing at risk**
8. **Describe Management of Nursing Care of the Newborn at risk**
9. **Describe Management of Health Promotion of the Growing Child and Family**
10. **Describe Management of Nursing Care of Children and their Families**
11. **Describe Management of Nursing Care of the Child with a Health Disorder**

**PREREQUISITE (S): Program Admission, RNSG 1005, RNSG 1018**

**COREQUISITE (S): RNSG 1020**

**COURSE OUTLINE:**

**Discuss Perspectives and Core Concepts of Maternity and Pediatric Nursing**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Analyze the key milestones in the history of maternal, newborn, and child health and health care	Cognitive	Analyzing
2	Examine the evolution of maternal, newborn, and pediatric nursing	Cognitive	Analyzing
3	Compare the past definitions of health and illness to the current definitions, as well as the measurements used to assess health and illness in children	Cognitive	Analyzing
4	Describe the factors that affect maternal, child, and family health	Cognitive	Understanding
5	Discuss the key components and importance of providing culturally competent care	Cognitive	Understanding
6	Identify how society and culture can influence the health of women, children, and families	Cognitive	Understanding
7	Discuss examples of legal and ethical issues in women’s health today	Cognitive	Understanding
8	Identify the core concepts associated with the nursing management of women, children, and families	Cognitive	Understanding
9	List the major components and key elements of family-centered care	Cognitive	Remembering
10	Explain the different levels of prevention in nursing, providing examples of each	Cognitive	Understanding
11	Demonstrate the ability to use excellent therapeutic communication skills when interacting with women, children, and families	Cognitive	Applying

12	Explain the process of health teaching as it relates to women, children, and families	Cognitive	Understanding
13	Examine the importance of discharge planning and case management in providing nursing care	Cognitive	Analyzing
14	Differentiate community-based nursing from nursing in acute care settings and identify the variety of settings where community-based care can be provided to women, children, and families	Cognitive	Analyzing

### **Describe Management of Women's Health throughout the Lifespan**

1	Contrast the structure and function of the major external and internal female genital organs	Cognitive	Analyzing
2	List the phases of the menstrual cycle, the dominant hormones involved, and the changes taking place in each phase	Cognitive	Remembering
3	Classify external and internal male reproductive structures and the function of each in hormonal regulation	Cognitive	Understanding
4	Discuss care and assessment of the well woman as a client	Cognitive	Understanding
5	Compare reproductive disorders and introduce menopause	Cognitive	Analyzing
6	Discuss methods of contraception and abortion	Cognitive	Understanding
7	Delineate the nursing management needed for women experiencing common reproductive disorders and/or sexually transmitted infections	Cognitive	Remembering
8	Evaluate the spread and control of sexually transmitted infections	Cognitive	Evaluating
9	Discuss care of the woman with sexually transmitted infections	Cognitive	Understanding
10	Identify risk factors and outline appropriate client education needed in common sexually transmitted infections	Cognitive	Understanding
11	Describe problems and structural disorders of the breast and neoplasms of the reproductive system	Cognitive	Understanding
12	Identify the incidence, risk factors, screening methods, treatment modalities, and nursing considerations for benign breast conditions and breast cancer	Cognitive	Understanding
13	Explain preventive strategies for breast cancer through lifestyle changes and health screening	Cognitive	Understanding
14	Identify the major pelvic relaxation disorders in terms of etiology, management, and nursing interventions	Cognitive	Understanding
15	Explain the nursing management needed for the most common benign reproductive disorders in women	Cognitive	Understanding
16	Recognize urinary incontinence in terms of pathology, clinical manifestations, treatment options, and effect on quality of life	Cognitive	Understanding
17	Compare the various benign growths in terms of their symptoms and management	Cognitive	Analyzing
18	Identify the major modifiable risk factors for reproductive tract cancers	Cognitive	Understanding
19	Discuss the nursing management needed for the most common malignant reproductive tract	Cognitive	Understanding

	cancers in women		
20	Identify lifestyle changes and health screenings that can reduce the risk of or prevent reproductive tract cancers	Cognitive	Understanding
21	Examine the incidence of violence in women	Cognitive	Analyzing

### Describe Management of Nursing Care during Pregnancy

Order	Description	Learning Domain	Level of Learning
1	Differentiate the process of fertilization, implantation, and cell differentiation	Cognitive	Analyzing
2	Examine the functions of the placenta, umbilical cord, and amniotic fluid	Cognitive	Analyzing
3	Identify the physiological and psychosocial changes during pregnancy	Cognitive	Understanding
4	Describe screen and diagnostic tests used during pregnancy	Cognitive	Understanding
5	Discuss preparation for a healthy pregnancy and parenthood	Cognitive	Understanding
6	Identify the nutritional needs of the pregnant woman and her fetus	Cognitive	Understanding
3	Perform a prenatal assessment	Psychomotor	Guided-Response
5	Describe the prenatal nursing care for special populations (adolescents & women over 35)	Cognitive	Understanding
6	Identify ways to promote a healthy pregnancy	Cognitive	Understanding
7	Identify common disorders during pregnancy	Cognitive	Understanding
8	Recognize signs and symptoms of danger during pregnancy	Cognitive	Understanding
9	Compare tests used to assess maternal and fetal well-being and identify potential pregnancy complications in the pregnant female	Cognitive	Understanding
10	Use the current NANDA list of appropriate nursing diagnoses in providing care for the antepartum patient	Cognitive	Applying
11	Discuss nursing interventions for the women experiencing complications during pregnancy	Cognitive	Understanding

### Describe Management of Nursing Care during Labor and Birth

Order	Description	Learning Domain	Level of Learning
1	Compare and contrast true versus false labor	Cognitive	Analyzing
2	Discuss premonitory signs of labor	Cognitive	Understanding
3	Discuss labor and the birth processes	Cognitive	Understanding
4	Demonstrate fetal assessment monitoring techniques	Psychomotor	Guided-Response

5	Distinguish the critical factors affecting labor and birth	Cognitive	Analyzing
6	Discuss the four stages of labor and nursing care of the family during labor and birth	Cognitive	Understanding
7	Characterize the normal physiologic/psychological changes occurring during all four stages of labor	Cognitive	Analyzing

### **Describe Management of Nursing Care during the Postpartum Period**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Recall physiology and body systems related to the postpartum period	Cognitive	Remembering
2	Discuss nursing interventions for the family during the postpartum period	Cognitive	Understanding
3	Describe the transition to parenthood, parental role after birth, and diversity in transitions to parenthood	Cognitive	Understanding
4	Compare postpartum complications including postpartum hemorrhage, hemorrhagic shock, coagulopathies, thromboembolic disease, and postpartum infections	Cognitive	Analyzing
5	Discuss the physiologic and psychological adaptations occurring in the mother's partner after childbirth	Cognitive	Understanding
6	Compare and contrast bonding to the attachment process	Cognitive	Analyzing
7	Examine the role of the nurse in promoting successful breast-feeding	Cognitive	Analyzing
8	Recognize areas of health education needed for discharge planning, home care, and follow-up	Cognitive	Understanding

### **Describe Management of Nursing Care for the Newborn**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Describe physiologic and behavioral adaptations that the neonate must make during the transition to extra-uterine life	Cognitive	Remembering
2	Discuss physiologic adaptations and behavioral characteristics of the newborn	Cognitive	Understanding
3	Describe the method for estimating the gestational age of a newborn and Apgar scoring	Cognitive	Understanding
4	Explain the procedure for assessment of the newborn	Cognitive	Understanding
5	Discuss common variations and concerns that can be noted during a newborn's physical examination.	Cognitive	Understanding
6	Discuss the importance of newborn screening tests	Cognitive	Understanding
7	List common interventions that are appropriate during the early newborn period	Cognitive	Remembering
8	Discuss indicators and benefits of breastfeeding for infants, mothers, and families	Cognitive	Understanding
9	Examine nursing interventions to promote successful breastfeeding	Cognitive	Analyzing
10	Examine formula feeding educational needs for parents	Cognitive	Analyzing
11	Summarize the care and assessment of the newborn with birth trauma, soft tissue injuries, skeletal injuries, nervous	Cognitive	Understanding

	system injuries, and infections		
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### Describe Management of Nursing Care for the Childbearing at Risk

Order	Description	Learning Domain	Level of Learning
1	Define the term “high-risk pregnancy” and determine the common factors that might place a pregnancy at high risk	Cognitive	Remembering
2	Discuss the causes of vaginal bleeding during early and late pregnancy and nurse management of vaginal bleeding	Cognitive	Understanding
3	Develop a plan of care for the woman experiencing preeclampsia, eclampsia, and HELLP syndrome	Cognitive	Creating
4	Examine the pathophysiology of hydramnios and subsequent management.	Cognitive	Analyzing
5	Identify factors in a woman’s prenatal history that place her at risk for premature rupture of membranes (PROM)	Cognitive	Understanding
6	Formulate a teaching plan for maintaining the health of pregnant women experiencing a high-risk pregnancy	Cognitive	Creating
7	Discuss care of infants of mothers with diabetes, an autoimmune disorder, HIV, anemias, and congenital/acquired heart conditions.	Cognitive	Understanding
8	Design the nursing assessment and management of a pregnant woman with cardiovascular disorders and respiratory conditions	Cognitive	Creating
9	Discuss the effects of substance abuse on the neonate	Cognitive	Understanding
10	Discuss assessment and management of the newborn with hemolytic disorders and congenital anomalies	Cognitive	Understanding
11	Discuss the nursing care of the high risk newborn	Cognitive	Understanding
12	Compare the most common infections that can jeopardize a pregnancy, and propose possible preventive strategies		
13	Recognize the needed nursing interventions for dealing with perinatal loss and grief	Cognitive	Understanding
14	Outline the nurse’s role in the prevention and management of adolescent pregnancy.	Cognitive	Analyzing
15	Discuss the impact of pregnancy on a woman over the age of 35	Cognitive	Understanding
16	Differentiate the four major abnormalities or problems associated with dysfunctional labor patterns	Cognitive	Analyzing
17	Devise a plan of care for the woman experiencing preterm labor or postterm pregnancy	Cognitive	Creating
18	Compare and contrast the nursing management for the woman undergoing labor induction or augmentation, forceps- and vacuum-assisted birth	Cognitive	Analyzing
19	Summarize the plan of care for a woman who is to undergo a cesarean birth or vaginal birth after cesarean (VBAC)	Cognitive	Understanding
20	Examine the major conditions that place the postpartum woman at risk and nursing management of common postpartum complications	Cognitive	Analyzing
21	Characterize the nursing management of a woman who	Cognitive	Understanding

	develops a postpartum infection		
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### Describe Management of Nursing Care for the Newborn at Risk

Order	Description	Learning Domain	Level of Learning
1	Examine factors that assist in identifying a newborn at risk due to variations in birth weight and gestational age	Cognitive	Analyzing
2	Compare and contrast a small-for-gestational-age newborn and a large-for-gestational-age newborn; a postterm and preterm newborn	Cognitive	Analyzing
3	Differentiate associated conditions that affect the newborn with variations in birth weight and gestational age, including appropriate management	Cognitive	Analyzing
4	Recognize the needed nursing interventions for dealing with perinatal loss and grief	Cognitive	Understanding

### Describe Management of Health Promotion of the Growing Child and Family

Order	Description	Learning Domain	Level of Learning
1	Identify normal developmental , physiologic, psychosocial, and cognitive changes occurring in the newborn and infant, toddler, preschooler, school-age child, and adolescent	Cognitive	Understanding
2	Identify the gross and fine motor milestones of the newborn and infant, toddler, preschooler, school-age child, and adolescent	Cognitive	Understanding
3	Discuss language development in newborns and infants, toddlers, preschoolers, school-age children, and adolescents	Cognitive	Understanding
4	Describe nutritional requirements of the newborn and infant, toddler, preschooler, school-age child, and adolescent	Cognitive	Understanding
5	Identify common issues related to growth and development for the newborn and infant, toddler, preschooler, school-age child, and adolescent	Cognitive	Understanding
6	Design a nursing care plan that addresses common concerns or delays in the growth and development of the newborn and infant, toddler, preschooler, school-age child, and adolescent	Cognitive	Creating
7	Describe interventions to promote safety during the newborn and infant, toddler, preschooler, school-age child, and adolescent years	Cognitive	Understanding
8	Describe the role of peers and schools in the development and socialization of the school-age child	Cognitive	Understanding
9	Identify changes in relationships with peers, family, teachers, and community during adolescence	Cognitive	Understanding
10	Demonstrate knowledge of the development of sexuality and its influence on dating during adolescence	Cognitive	Analyzing

11	Explain the role of the pediatric nurse and the nursing process in providing nursing care to children and families	Cognitive	Understanding
12	Describe family, cultural, social, religious, developmental, and genetic influences on child health promotion	Cognitive	Understanding
13	Explain the physical and emotional growth and development of children and complete development assessments	Cognitive/ Psychomotor	Understanding/ Guided response

**Describe Management of Nursing Care of Children and their Families**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Describe the major principles and concepts of atraumatic care	Cognitive	Understanding
2	Discuss the major components and concepts of family-centered care	Cognitive	Understanding
3	Discuss the importance of therapeutic and culturally competent communication when working with children and their families	Cognitive	Understanding
4	Describe the principles of health supervision and promotion	Cognitive	Understanding
5	Discuss health promotion for children and importance of childhood vaccinations	Cognitive	Understanding
6	Identify barriers to immunization	Cognitive	Understanding
7	Identify the key components of health promotion	Cognitive	Understanding
8	Demonstrate an understanding of the appropriate health history to obtain from the child and the parent or primary caregiver	Cognitive	Analyzing
9	Perform a health assessment using approaches that relate to the age and developmental stage of the child	Psychomotor	Guided-response
10	Discuss preparation for hospitalization and the nursing care of the child (and family) who is hospitalized	Cognitive	Understanding
11	Identify nursing interventions and variations for the hospitalized child	Cognitive	Understanding
12	Distinguish normal variations in the physical examination from differences that may indicate serious alterations in health status	Cognitive	Analyzing
13	Identify the major stressors, reactions, and responses of children and their families during illness and hospitalization for children	Cognitive	Understanding
14	Discuss the variety of settings in which community-based care occurs	Cognitive	Understanding
15	Discuss the advantages and disadvantages of home health care	Cognitive	Understanding
16	Discuss quality of life for children living with chronic or complex diseases	Cognitive	Understanding
17	Discuss nursing care and assessment of the family and child with a chronic or complex condition	Cognitive	Understanding
18	Identify the impact that cognitive or sensory impairments can have on the child and family	Cognitive	Understanding



19	Discuss the nursing process within family-centered home care	Cognitive	Understanding
20	Discuss key elements related to pediatric end-of-life care	Cognitive	Understanding
21	Describe the “eight rights” of pediatric medication administration	Cognitive	Understanding
22	Explain the physiologic differences in children affecting a medication’s pharmacodynamic and pharmacokinetic properties	Cognitive	Understanding
23	Accurately determine recommended pediatric medication doses	Cognitive	Understanding
24	Demonstrate the proper technique for administering medication to children via the oral, rectal, ophthalmic, otic, intravenous, intramuscular, and subcutaneous routes	Psychomotor	Guided-response
25	Describe nursing management related to maintenance of intravenous infusions in children, as well as prevention of complications	Cognitive	Understanding
26	Explain nursing care related to enteral tube feedings and total parenteral nutrition	Cognitive	Understanding
27	Discuss the major physiologic events associated with the perception of pain and the factors that influence the pain response	Cognitive	Understanding
28	Identify the developmental considerations of the effects and management of pain in the infant, toddler, preschooler, school-age child, and adolescent	Cognitive	Understanding
29	Explain the principles of pain assessment as they relate to children and use of various pain rating scales	Cognitive	Understanding

### **Describe Management of Nursing Care of the Child with Health Problems**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
1	Discuss anatomic and physiologic differences in children versus adults in relation to the infectious process	Cognitive	Understanding
2	Identify nursing interventions related to infectious illnesses occurring in childhood and the common laboratory and diagnostic tests used in the diagnosis and management of infectious conditions	Cognitive	Understanding
3	Distinguish various infectious illnesses occurring in childhood	Cognitive	Analyzing
4	Explain care for the child with neurological disorder	Cognitive	Understanding
5	Explain care of the child with a disorder of the eyes or ears	Cognitive	Understanding
6	Explain care of the child with a respiratory disorder	Cognitive	Understanding
7	Explain care of the child with a cardiovascular disorder	Cognitive	Understanding
8	Explain care of the child with gastrointestinal disorder	Cognitive	Understanding
9	Explain care for the child a genitourinary disorder	Cognitive	Understanding
10	Explain care for the child with a musculoskeletal or articular disorder	Cognitive	Understanding
11	Explain care for the child with an integumentary disorder	Cognitive	Understanding

12	Explain care for the child with a hematologic disorder	Cognitive	Understanding
13	Explain care for the child with an immunologic disorder	Cognitive	Understanding
14	Explain care for the child with an endocrine disorder	Cognitive	Understanding
15	Explain care for the child with a neoplastic disorder	Cognitive	Understanding
16	Explain care for the child with a genetic disorder	Cognitive	Understanding
17	Explain care for the child with a cognitive or mental health disorder	Cognitive	Understanding
18	Explain care for the child with cerebral dysfunction	Cognitive	Understanding
19	Identify various factors contributing to emergency situations among infants and children	Cognitive	Understanding
20	Discuss common treatments, medications, and diagnostic tests used during pediatric emergencies	Cognitive	Understanding
21	Integrate the principles of the American Heart Association and Pediatric Advanced Life Support in the comprehensive management of pediatric emergencies, such as respiratory arrest, shock, cardiac arrest, near drowning, poisoning, and trauma	Cognitive	Creating

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

**STUDENT REQUIREMENTS:** Students are expected to complete all exams and daily assignments. **A unit exam average of 70% or above for the unit exams must be obtained in order to take the final exam.** An **average grade of 70% between unit exams and the final** must be obtained in order to advance to the clinical setting and into future nursing courses.

*For example, if the unit exam average is 72.5 and accounts for 60% of the course grade and the final exam grade is 65.6 and accounts 20% for the course grade, the average before progressing to clinical will be calculated as follows:*

*Unit Exam Average:  $72.5 \times .60 = 43.5$*

*Final Exam Grade:  $65.5 \times .20 = 13.1$ .*

*Average grade for progression to clinical:  $43.5 + 13.1 = 56.6$*

*$56.6 / 80 = 70.7$  average grade and student will be allowed to progress to the clinical portion of the course.*

No assignment opportunities will be given for extra credit. Any unit test grade will be entered as is to the nearest 10<sup>th</sup>. No scores will be rounded (up or down). *For example: exam has 60 questions and each question will be worth 1.66 pts. The student misses 7 questions  $X 1.66 - 100 = 88.38$ . Grade will be recorded as 88.3.* This rule applies to every grade issued during this semester. All final averages will be recorded as is (ie a 69.9 is a 69.9).

During an examination, students are required to place all textbooks and personal property on the floor in the front of the classroom. Students will be required to rotate seats prior to testing per instructions from

the instructor. No talking is allowed once the exam begins. Once the exam begins, students will not be allowed to exit the classroom until the exam is completed. Students found with their cell phone or any other personal communication device during the exam will be considered cheating; which will result in a zero for the exam. All exams are timed with students receiving one minute to answer each examination question. An additional minute will be added per calculation exam question.

Students must make a **100% on a calculation exam before attending clinical**. Students may take the drug calculation exam a maximum of **THREE** attempts. Each attempt will be a different but similar version. Time for remediation will be allowed between attempts.

Power Points for RNSG 1030 will be available on the M drive: M:\Associate of Science Degree in Nursing\RNSG 1030\PowerPoints

**EXAMS:** Students will be provided time to look at their exam score in class and a general discussion may occur; however, due to time constraints students are encouraged to schedule an appointment with their instructor or another ASN faculty member to view and get further explanation on the missed concepts.

In addition, if a student believes a test question needs to be challenged, the student must email their instructor the rationale for consideration. This request must be received via email within 24 hours of the examination. No verbal or text message requests will be granted. The test question and rationale will go before a panel of nursing faculty for decision.

**ATI ACTIVITIES:** All ATI activities must be completed as outlined on ATI rubric. Failure to do so will result in zero points for the missed activity. No points will be awarded if the activity is not completed on time or the benchmark (most are 85%) is not met. ATI assignments will be checked at **7:00 am** on the morning the assignment is due. If assignment is not satisfactorily completed by this time it will be considered incomplete and points will not be awarded.

**TICKET TO CLASS:** Assignments *may* be given as homework which will serve as the student's ticket into class. The student will not be allowed in class if they fail to complete the ticket to class assignment. This will count as an absence and the student will not be allowed to return to class until the assignment is completed in its entirety.

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

## **ADDITIONAL ATTENDANCE PROVISIONS**

### ***Health Sciences***

Requirements for instructional hours within Health Science programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, a class that meets from 9:00-11:30 will be considered absent if he/she is not in class by 9:30.

The didactic portion of the class will meet for 60 hours. A student is allowed to miss a maximum of 6 hours. Students missing more than 6 hours will be dropped for exceeding the attendance procedure. The 75 clinical hours are non-negotiable; missed clinical hours must be made up at the discretion of the instructor.

The clinical portion of this course requires 75 clinical hours (4500 minutes) during the semester. A student is allowed to miss a **maximum** of 1 one clinical day. **A clinical absence will require a makeup day and must be made up prior to beginning the next nursing course.** An excuse from a physician must be presented to the instructor. Students missing more than 1 day will be dropped for exceeding the attendance policy. Students that do not make up all clinical time missed will be issued a final clinical grade of "F". The date and site for makeup time will be specified by the instructor and are non-negotiable. See Clinical Rules for further attendance policies.

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), to coordinate reasonable accommodations.

**SPECIFIC ABSENCES:** Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

**PREGNANCY:** Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, (912) 538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu).

**WITHDRAWAL PROCEDURE:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the

Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):** A student will only be allowed to make-up one unit exam which will be given at the discretion of the instructor. **A physician's excuse/appropriate documentation will be required for the student to be eligible to take a make-up exam. A 10 point deduction will be issued if the student misses a unit exam due to an unexcused absence.** A grade of "0" will be given to all subsequent unit exams missed. The make-up exam may or may not be the same as the original exam. It may also be a different test format. If a student misses the final exam and has already used their ONE time make-up, the student will NOT be allowed to make-up the final exam; which will result in a zero for the final exam.

**STRATEGIC REMEDIATION PLAN:** Our purpose is to educate safe entry level health care professionals. At times, this may mean there are areas that must be improved upon. The Strategic Remediation Plan for Success documents deficiencies and provides a means for improvement. A remediation plan should be initiated for the following reasons:

- ❖ If the student has a cumulative unit exam average of  $\leq 70\%$  after the completion of 25% of the unit exams or skills deficiency, the faculty will initiate individual counseling session and complete Academic Deficiency Notice/Strategic Remediation Plan for Success.
- ❖ If the student has a cumulative unit exam average of  $\leq 70\%$  after the completion of 50 % of the unit exams or skills deficiency, the faculty will initiate individual counseling session, as well as review and update Academic Deficiency Notice/Strategic Remediation Plan for Success and submit an Early Alert.

**ACADEMIC DISHONESTY PROCEDURE:** The STC Academic Dishonesty Procedure states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The procedure can also be found in the *STC Catalog and Student Handbook.*

#### **Procedure for Academic Misconduct**

The procedure for dealing with academic misconduct and dishonesty is as follows:

##### **--First Offense--**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

##### **--Second Offense--**

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

##### **--Third Offense--**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION:** The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<b>ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer</b>	<b>Title VI - Title IX (Employees) - EEOC Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the e-Catalog and Handbook located on STC's website.

**ACCESS TO TECHNOLOGY:** Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**TCSG GUARANTEE/WARRANTY STATEMENT:** The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

<b>Grading Scale</b>	<b>Grading Procedure</b>
A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 0-59	Unit Exam 50% Final Exam 20% ATI Activities 10% (as outlined on RNSG 1030 ATI Activities Rubric) Clinical 20% (as outlined on RNSG 1030 Clinical Grading Rubric)

**Each student's final course grade will be determined as follows:**

**Each student's final course grade will be determined as follows:**

<b>Unit exam grade</b>	<b>x 0.50</b>	<b>= + _____</b>
<b>Final exam grade</b>	<b>x 0.20</b>	<b>= + _____</b>
<b>ATI Activities</b>	<b>x 0.05</b>	<b>= + _____</b>

ATI Mastery Series Maternal	x 0.025	= + _____
ATI Mastery Series Child	x 0.025	= + _____
Clinical	x 0.20	= + _____
<b>TOTAL</b>		= _____

**RNSG 1030**  
**Maternal-Child Nursing**  
**\*\*\*This lesson plan is subject to change if necessary at the instructor's discretion.**  
**SPRING Semester 2017-Lesson Plan**

Date	Chap / Lesson	Content	Assignments & Tests Due	* Area ** Core
1/9	INTRO	Introduction to the Course	Read assigned chapters Review assigned PowerPoints	* 1, **1-3
	Ch. 1	Trends and Issues		
	Ch. 2	Ethics and Standards of Practice Issues		
1/10	Ch. 18	Well Women's Health	Read assigned chapters Review assigned PowerPoints	* 1, 2 **1-3
	Ch. 19	Alterations in Women's Health		
1/16		<b>HOLIDAY</b>		
1/17	<b>TEST 1</b>	<b>Test 1 (Ch. 1, 2,18,19)</b>	Read assigned chapters Review assigned PowerPoints	*1,3,7 **1-3
	Ch. 3	Genetics, Conception, Fetal Development, and Reproductive Technology		
	Ch. 4	Physiological Aspects of Antepartum Care		
1/23	Ch. 5	The Psycho-Social-Cultural Aspects of the Antepartum Period	Read assigned chapters Review assigned PowerPoints  <b>ATI: Real Life RN Maternal Newborn: Gestational Diabetes, Pre-eclampsia &amp; Preterm Labor</b>	*1,3,7 **1-3
	Ch. 6	Antepartal Tests		
	Ch. 7	High-Risk Antepartum Nursing Care		
1/24	<b>TEST 2</b>	<b>Test 2 (Ch. 3-7)</b> <b>(25% REMEDIATION MARK)</b>	Read assigned chapters Review assigned PowerPoints  <b>ATI Skills Module: Maternal Newborn Care</b>	*1,3,4,7, **1-3
	Ch. 8	Intrapartum Assessment and Interventions		
1/30	Ch. 9	Fetal Heart Rate Assessment	Read assigned chapters Review assigned PowerPoints	*1,3,4,7,8 **1-3
	Ch. 10	High-Risk Labor and Birth		

Date	Chap / Lesson	Content	Assignments & Tests Due	* Area ** Core
1/31	Ch. 11	Intrapartum and Postpartum Care of the Cesarean Birth Families	Read assigned chapters Review assigned PowerPoints	*1,3,4,7 **1-3
2/6	<b>TEST 3</b>	<b>Test 3 (Ch 8-11)</b>	Read assigned chapters Review assigned PowerPoints	*1,5,7 **1-3
	Ch. 12	Postpartum Physiological Assessments and Nursing Care		
	Ch. 13	Transition to Parenthood		
2/7	Ch. 14	High-Risk Neonatal Nursing Care	Read assigned chapters Review assigned PowerPoints  <b>ATI Real Life: Postpartum Hemorrhage</b>	*1,5,6,8 **1-3
2/13	<b>TEST 4</b>	<b>Test 4 (Ch 12-14)</b> <b>(50% REMEDIATION MARK)</b>	Read assigned chapters Review assigned PowerPoints  <b>ATI Real Life: Thermoregulation of Newborn</b>	*1,6,7,8 **1-3
	Ch. 15	Physiological and Behavioral Responses of the Neonate		
	Ch. 16	Discharge Planning and Teaching		
2/14	Ch. 17	High-Risk Neonatal Nursing Care	Read assigned chapters Review assigned PowerPoints  <b>ATI Maternal / Newborn online Practice Assessment 2016 A (due by 2/15/17 @ 1700)</b>	*1,6,7,8 **1-3
2/20	<b>TEST 5</b>	<b>Test 5 (Ch 15-17)</b>	Read assigned chapters Review assigned PowerPoints	*1,9,10 **1-3
	Ch. P1	Issues and Trends in Pediatric Nursing		
	Ch. P2	Standards of Practice and Ethical Considerations		
2/21	Ch. P3	Family Dynamics and Communicating with Children and Families	Read assigned chapters Review assigned PowerPoints	*1,9,10 **1-3
	Ch. P4	Cultural, Spiritual, and Environmental Influences on the Child		
	Ch. P5	End-of-Life Care		
2/27	<b>TEST 6</b>	<b>Test 6 (Ch P 1-5)</b>	Read assigned chapters Review assigned PowerPoints	*1,9,10 **1-3
	Ch. P6	Growth and Development		
	Ch. P7	Newborns and Infants ( <i>will cover only parts of this chapter since most info was covered in Maternal-Newborn</i> )		



Date	Chap / Lesson	Content	Assignments & Tests Due	* Area ** Core
2/28	Ch. P8	From Toddlers to Preschoolers	Read assigned chapters Review assigned PowerPoints	*1,9,10 **1-3
	Ch. P9	School-Age Children	<b>ATI Real Life: Nursing Care of Children: Well Child</b> <b>ATI Skills Modules Physical Assessment-Child</b>	
	Ch. P10	Adolescents		
3/6	<b>TEST 7</b>	<b>Test 7 (Ch P 6-10)</b>	Read assigned chapters Review assigned PowerPoints	*1,9,10, 11 **1-3
	Ch. P11	Respiratory Disorders	<b>ATI Real Life: Cystic Fibrosis Inpatient Care and Cystic Fibrosis Community Care</b>	
	Ch. P12	Cardiovascular Disorders		
3/7 <i>Class may go over normal time</i>	Ch. P13	Neurologic and Sensory Disorders	Read assigned chapters Review assigned PowerPoints <b>Study for Test 8</b>	*1,9,10, 11 **1-3
	Ch. P14	Mental Health Disorders	<b>ATI Real Life: Gastroenteritis and Dehydration</b>	
	Ch. P15	Gastrointestinal Disorders		
	Ch. P16	Renal Disorders		
3/13	<b>TEST 8</b>	<b>Test 8 (Ch P 11-16)</b>	<b>Review /Study for Final</b> <b>ATI Real Life: Type I Diabetes</b>	*1,9,10, 11 **1-3
	Ch. P17	Endocrine Disorders		
	Ch. P 18	Reproductive and Genetic Disorders		
3/14	Ch. P19	Hematologic, Immunologic, and Neoplastic Disorders	<b>ATI Child Online Practice Assessment 2016 A (due by 3/15/17 @ 1700)</b>	*1,9,10, 11 **1-3
	Ch. P20	Musculoskeletal Disorders		
	Ch. P 21	Dermatologic Disorders		
	Ch. P22	Communicable Disorders		
3/20		<b>PROCTORED Maternal Newborn and Child Exams</b> <b>0900- Main Building</b>	<b>ATI Practice Assessment Maternal-Newborn and Child Focused Reviews DUE at 0900</b>	
3/21	<b>TEST 9</b>	<b>Test 9 (Ch P 17-22)</b>		
3/27	<b>FINAL</b>	<b>COMPRHENSIVE FINAL EXAM</b> <b>ATI PROCTORED Maternal-Newborn and Child Focused Reviews DUE at 0900</b>		*1-11 **1-3
4/3-5/3	<b>Clinical</b>	<b>Clinical Practice-Based Learning Activities and Interactions</b>	1. Develop professional practice through praxis, reflection, critical thinking, problem-	*1-11 **1-3

Date	Chap / Lesson	Content	Assignments & Tests Due	* Area ** Core
			solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration	
5/4	Clinical	Make-up Day Clinical Practice-Based Learning Activities and Interactions	1. Develop professional practice through praxis, reflection, critical thinking, problem-solving, decision-making, accountability, provision and coordination of care, advocacy, and collaboration	*1-11  **1-3

**\* Course Outcomes:**

1. Discuss Perspectives and Core Concepts of Maternity and Pediatric Nursing
2. Describe Management of Women's Health Care Throughout the Life Span
3. Describe Management of Nursing Care during Pregnancy
4. Describe Management of Nursing Care during Labor and Birth
5. Describe Management of Nursing Care during the Postpartum Period
6. Describe Management of Nursing Care for the Newborn
7. Describe Management of Nursing Care of the Childbearing at risk
8. Describe Management of Nursing Care of the Newborn at risk
9. Describe Management of Health Promotion of the Growing Child and Family
10. Describe Management of Nursing Care of Children and their Families
11. Describe Management of Nursing Care of the Child with a Health Disorder

**\*\*General Core Educational Competencies**

1. The ability to utilize standard written English
2. The ability to solve practical mathematical problems
3. The ability to read, analyze, and interpret information

### RNSG 1030 ATI Activities

Date Due 0700 each day unless specified	Activity Title	Points Possible	Points Earned
01/24/17	Real Life Maternal-Newborn Tutorial: Gestational Diabetes	10	
	Real Life Maternal-Newborn Tutorial: Pre-eclampsia	10	
	Real Life Maternal-Newborn Tutorial: Preterm Labor	10	
02/06/17	Skills Module: Maternal-Newborn Care	20	
2/13/17	Real Life Maternal-Newborn Tutorial: Postpartum Hemorrhage	10	
02/15/17 1700	<i>ATI MATERNAL/NEWBORN ONLINE PRACTICE ASSESSMENT 2016 A IS DUE BY 1700</i>	<i>See Rubric Focus Review due 03/20 at 0900</i>	
2/20/17	Real Life: Thermoregulation of Newborn	10	
03/06/17	Real Life Nursing Care of Children: Well Child	10	
	Skills Module: Physical Assessment-Child	20	
03/13/17	Real Life Nursing Care of Children: Cystic Fibrosis-Inpatient	10	
	Real Life Nursing Care of Children: Cystic Fibrosis Community Care	10	
	Real Life Nursing Care of Children: Gastroenteritis and Dehydration	10	
03/15/2017 1700	<i>ATI CHILD ONLINE PRACTICE ASSESSMENT 2016 A IS DUE BY 1700</i>	<i>See Rubric Focus Review due 03/20 at 0900</i>	
03/20/2017	<i>ATI PROCTORED MATERNAL NEWBORN and CHILD EXAMS 0900</i>	<i>See Rubric Focused Reviews due 03/27 at 0900</i>	
03/21/17	Real Life Nursing Care of Children: Type I Diabetes	10	
	<b>Total Possible Points</b>	<b>140</b>	

**There are a total of 140 points assigned for all completed ATI activities which account for 5% towards your final grade. In order for you to receive the full 140 points, you must complete all assignments (this includes watching videos in a timely fashion and completing tutorials per section) and score at least an 85% benchmark if applicable. All ATI assignments are due by 7:00 am on the specified due date. Failure to complete assignments by this time will result in a grade of zero for that assignment. To provide evidence of completion, please print "Module Time Summary" record and present to you instructor.**

*There are several videos that will be beneficial for you to view on ATI: **RN Review Modules 2016 Media Index***

**RN Maternal Newborn Nursing**

**RN Nursing Care of Children**

**RNSG 1030 ATI Content Mastery Series Rubric**

**Complete Practice Assessment: RN Maternal-Newborn Online Practice 2016 A**

Remediation:

- Three hours focused review
- Three critical points to remember for each question topic to review-must be handwritten

/4 points

Total Points \_\_\_\_\_



**Maternal Newborn Proctored Assessment**

Level 3 (4 points)	Level 2 (3 points)	Level 1 (2 points)	Below Level 1 (0 points)
<b>1 hour Focused Review</b> Three critical points to remember for each questions topic to review /2 points	<b>2 hours Focused Review</b> Three critical points to remember for each question topic to review /2 points	<b>3 hours Focused Review</b> Three critical points to remember for each topic to review /2 points	<b>4 hours Focused Review</b> Three critical points to remember for each question topic to review /2 points

Total Points: \_\_\_\_\_

1. Completion of the Practice assessment is worth a total score of 50
  - a. Completion of the Practice assessment and remediation in its entirety will result in a score of 50.
  - b. Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.
2. Completion of the Proctored Assessment worth a total score of 50
  - a. Proctored Assessment
    - i. 6 Points = a total score of 50
    - ii. 5 Points = a total score of 41.6
    - iii. 4 Points = a total score of 33.3
    - iv. 3 Points = a total score of 25
    - v. 2 Points = a total score of 16.7

**RNSG 1030 ATI Content Mastery Series Rubric**

**Complete Practice Assessment: RN Nursing Care of Children Online Practice 2016 A**

Remediation:

- Three hours focused review
- Three critical points to remember for each question topic to review-must be handwritten

/4 points

Total Points \_\_\_\_\_



**Children Proctored Assessment**

<b>Level 3 (4 points)</b>	<b>Level 2 (3 points)</b>	<b>Level 1 (2 points)</b>	<b>Below Level 1 (0 points)</b>
<b>1 hour Focused Review</b> Three critical points to remember for each questions topic to review /2 points	<b>2 hours Focused Review</b> Three critical points to remember for each question topic to review /2 points	<b>3 hours Focused Review</b> Three critical points to remember for each topic to review /2 points	<b>4 hours Focused Review</b> Three critical points to remember for each question topic to review /2 points

Total Points: \_\_\_\_\_

3. Completion of the Practice assessment is worth a total score of 50
  - a. Completion of the Practice assessment and remediation in its entirety will result in a score of 50.
  - b. Failure to complete the Practice assessment and remediation in its entirety will result in a score of 0.
4. Completion of the Proctored Assessment worth a total score of 50
  - a. Proctored Assessment
    - i. 6 Points = a total score of 50
    - ii. 5 Points = a total score of 41.6
    - iii. 4 Points = a total score of 33.3
    - iv. 3 Points = a total score of 25
    - v. 2 Points = a total score of 16.7

**Spring 2017 RNSG 1030  
Level I Clinical Evaluation Tool**

<b>A. Implement nursing care provided to patients and their families from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Patient-centered care</b>					
a. Perform a focused health assessment including physiological, psychological, sociological, and spiritual needs of patients and their families experiencing common health alterations in a variety of settings.					
b. Use the nursing process to prioritize the delivery of patient care, for patients and their families, to achieve optimal outcomes.					
c. Model culturally sensitive care for patients and their families from diverse backgrounds.					
d. Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes.					
e. Advocate for patients and their families regarding nursing care issues and health care decisions.					
Student Comments:					
Faculty Comments:					
<b>B. Participate with members of the inter-professional health care team to manage and coordinate the provision of safe, quality care for patients and their families.</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Teamwork and Collaboration</b>					
a. Coordinate care for patients and their families with members of the inter-professional healthcare team.					
b. Integrate input from other members of the healthcare team to improve individual and team performance.					
Student Comments:					
Faculty Comments:					
<b>C. Participate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Evidence based practice</b>					
a. Analyze best current evidence for its application to practice when providing and managing patient-centered care.					
b. Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.					
Student Comments:					

Faculty Comments:					
<b>D. Identify evidence-based quality improvement processes to effect change in the delivery of patient-centered care.</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Quality improvement</b>					
a. Use recognized nursing standards to improve and advance the quality of health care services.					
b. Use measurement tools to gather data related to the gap between current and desired patient outcomes.					
c. Participate in the collection of data related to a Nurse Sensitive Indicator.					
Student Comments:					
Faculty Comments:					
<b>E Implement effective use of strategies to mitigate errors and reduce the risk of harm to patients, self, and others in healthcare, home, and community settings.</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Safety</b>					
a. Anticipate safety risks to patients and their families in healthcare, home, and community settings.					
b. Implement actions that minimize safety risks and environmental hazards in healthcare settings.					
Student Comments:					
Faculty Comments:					
<b>F. Use evidence-based information and patient care technology to communicate relevant patient information manage care and mitigate error in the provision of safe, quality patient-centered care.</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Informatics</b>					
a. Use patient care technologies effectively when assessing and monitoring patients.					
b. Implement strategies that protect the integrity of patient information when managing patient- centered care.					
Student Comments:					
Faculty Comments:					
<b>G Practice integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care.</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>
a. Maintain professional standards of nursing practice in the delivery of patient-centered care.					

b. Maintain professional accountability and responsibility in the delivery of patient-centered care.					
c. Maintain nursing practice that supports ethical decision making and tort law in the delivery of patient-centered care.					
d. Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of patient-centered care.					
Student Comments:					
Faculty Comments:					
<b>H. Describe leadership, management and priority-setting skills in the provision and management of safe, quality patient-centered care.</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Leadership</b>					
a. Use organizational, time management, and priority setting skills in the provision and management of safe, quality patient-centered care.					
b. Practice delegating patient care tasks to appropriate members of the health care team.					
Student Comments:					
Faculty Comments:					
<b>I. Identify the impact that the macrosystem has on the provision of safe, quality patient-centered care in the microsystem of the work unit.</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Systems-Based Practice</b>					
a. Articulate the impact that the macrosystem has on the microsystem of the work unit.					
b. Report work unit inefficiencies encountered in the practice setting to the appropriate personnel.					
c. Use human and material resources in an efficient manner in the provision of safe, quality patient care on the work unit.					
Student Comments:					
Faculty Comments:					
<b>J. Use verbal and nonverbal communication strategies with patients and their families from diverse backgrounds that promote an effective exchange of information, development of therapeutic relationships.</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Communication</b>					
a. Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients and their families.					
b. Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients and their families.					
c. Communicate effectively with members of the healthcare team and demonstrate appropriate conflict resolution skills as needed.					



Student Comments:					
Faculty Comments:					
<b>K. Provide health-related information to patients and their families using varying teaching methods, which facilitate the acquisition of new knowledge and skills.</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 (Midterm)</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Patient education</b>					
a. Assess the learning needs of patients and their families.					
b. Assess learning style and preferences of patients and their families to guide the selection and delivery of teaching methods.					
c. Provide health-related education to patients and their families that include the use of varying teaching methods.					
Student Comments:					
Faculty Comments:					
<b>Weekly Average</b>					
<b>4 (Outstanding)</b> <ul style="list-style-type: none"> <li>Exceeds expectations (as identified on clinical evaluation tool)</li> <li>Is safe</li> <li>Consistently shows initiative.</li> <li>Demonstrates a comprehensive level of understanding of concepts and applies them to patient care.</li> <li>Consistently identifies patient care situations that need attention.</li> <li>No supportive cues needed.</li> </ul>					
<b>3 (Satisfactory)</b> <ul style="list-style-type: none"> <li>Meets expectations (as identified on clinical evaluation tool)</li> <li>Is safe</li> <li>Periodically shows initiative.</li> <li>Demonstrates a fundamental level of understanding of concepts and applies them to patient care.</li> <li>Usually identifies patient care situations that need attention.</li> <li>Occasional supportive cues needed.</li> </ul>					
<b>2 (Needs Improvement)</b> <ul style="list-style-type: none"> <li>Does not meet expectations (as identified on clinical evaluation tool)</li> <li>Is usually safe</li> <li>Infrequently shows initiative.</li> <li>Requires frequent guidance when applying concepts to patient care situations.</li> <li>Inconsistently identifies patient care situations that need attention.</li> <li>Frequent supportive cues needed.</li> </ul>					
<b>1 (Unsatisfactory)</b> <ul style="list-style-type: none"> <li>Does not meet expectations (as identified on clinical evaluation tool)</li> <li>Is unsafe</li> <li>Lacks initiative.</li> <li>Requires consistent guidance when applying concepts to patient care situations.</li> </ul>					

- Fails to identify patient care situations that need attention.
- Continuous supportive cues needed.

**NO = Not Observed/No Opportunity**

**Level 1: Demonstrates clinical competency for maternal child level nursing students.**

It is expected of the student to improve throughout the clinical rotation. At the summative (final) point of evaluation, the rating for each will be added and divided by the number of applicable items.

Example :  $80/25=3.2$  This will equal a 92. This will be calculated as 20% of your grade for RNSG 1005.

Then see the scale below to find numerical average on 100 point scale:

100=4							
99=3.9	94=3.4	89=2.9	84=2.4	79=1.9	74=1.4	69=0.9	64=0.4
98=3.8	93=3.3	88=2.8	83=2.3	78=1.8	73=1.3	68=0.8	63=0.3
97=3.7	92=3.2	87=2.7	82=2.2	77=1.7	72=1.2	67=0.7	62=0.2
96=3.6	91=3.1	86=2.6	81=2.1	76=1.6	71=1.1	66=0.6	61=0.1
95=3.5	90=3.0	85=2.5	80=2.0	75=1.5	70=1.0	65=0.5	≤60=0.0