



**RNSG 1030B Maternal-Child Nursing
COURSE SYLLABUS
Spring Semester 2019**

COURSE INFORMATION

Credit Hours/Minutes: 6/7500

Didactic: 4 (3000 minutes)

Clinical: 2 (4500 minutes)

Campus/Class Location: Swainsboro Campus/Building 8 Room 8136

Class Meets: On Tuesdays beginning 1/8-2/28 from 9:00am-6:00pm; excluding one hour for lunch

Clinical: Clinical hours will vary

Course Reference Number (CRN): 40255

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Beth Hendrix, Master of Public Health (MPH), Master of Science in Nursing (MSN), Registered Nurse (RN), Lead Instructor

Campus/Office Location: Swainsboro Campus/Building 8 Room 8121

Office Hours: Wednesdays from 9:00 am-11:00am & 1:00 pm-4:00 pm

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Tutoring Hours: Please schedule an appointment

Instructor Name: Shannon Veal, Master of Science in Nursing (MSN), Registered Nurse (RN)

Campus/Office Location: Swainsboro Campus/Building 8 Room 8119

Office Hours: Wednesdays from 9:00 am-11:00am & 1:00 pm-4:00 pm

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Fax Number: 478-289-2336

Tutoring Hours: Please schedule an appointment

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND STUDENT HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Student Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

REQUIRED TEXT

1. Durham, R. & Chapman, L. (2019). *Maternal-Newborn Nursing (3rd ed.)*. Philadelphia, PA: F.A. Davis.
2. Durham, R. & Chapman, L. (2019). *Pediatric Nursing (2nd ed.)*. Philadelphia, PA: F.A. Davis.
3. Doenges, M., Moorhouse, M., & Murr, A. (2010). *Nursing care plans: Guidelines for individualizing client care across the life span (9th ed.)*. Philadelphia, PA: F. A. Davis Company.
4. Assessment Technologies Institute (ATI) testing web service

REQUIRED SUPPLIES & SOFTWARE

Pen, pencil, paper, large 3 ring binder, highlighter, laptop, computer access, ear phones for ATI skills modules, large spiral notebook, calculator, 2 folders, and clinical supplies

Students should not share login credentials with others and should change passwords periodically to maintain security.

Laptop computers are REQUIRED with the following suggested specification:

Processor i5 or i7

Memory 8GB or higher

Hard drive 250GB or larger

Get a DVD Drive either internal or external

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 clients. 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: client-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 client care to women, newborns, and children in selected settings.

MAJOR COURSE OUTCOMES

1. Perform a focused health assessment of women, newborns, and children that identifies deviations from normal, as well as health risks.
2. Develop an individualized, evidence based plan of care that demonstrates an appreciation of the diverse backgrounds and developmental variations of women, newborns, and children while making recommendations for the adoption of health-promoting behaviors.
3. Act as a client advocate when collaborating with members of the inter-professional healthcare team in the provision of safe, quality care for women, newborns, and children.
4. Demonstrate clinical judgment when managing the care of women, newborns and children.
5. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices and concepts from previous nursing courses when caring for women, newborns, and children.
6. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with women, newborns, and children, as well as professional relationships with members of the health care team.
7. Use healthcare information systems and client care technology to manage the care of women, newborns, and children, mitigate error, and communicate relevant client information with members of the healthcare team.
8. Integrate evidence-based knowledge into the management of care provided to women, newborns, and children.
9. Evaluate the efficacy of health-related education that has been provided to women, newborns, and children.
10. Use organizational, time management, and priority setting skills when making care-related clinical judgments about the management of women, newborns, and children.
11. Evaluate the effectiveness of quality improvement strategies using client outcome data.
12. Adhere to ethical, legal, and professional standards while managing the care of women, newborns, and children.

PREREQUISITES

Program admission, RNSG 1018B, RNSG 1019B

CO-REQUISITES

None

CONTENT OUTLINE/UNIT OUTCOMES

Trends in Maternal Health Care

Order	Description	Learning Domain	Level of Learning
1	Discuss the effect of current trends on maternal health care.	Cognitive	Understanding
2	Describe the role of the nurse in women's/maternal health care.	Cognitive	Understanding
3	Describe the role of the family during the perinatal experience.	Cognitive	Understanding

Legal/Ethical Issues

Order	Description	Learning Domain	Level of Learning
1	Identify current legal/ethical issues in reproductive health.	Cognitive	Remembering

Reproductive Health Care

Order	Description	Learning Domain	Level of Learning
1	Discuss advantages and disadvantages of contraception.	Cognitive	Understanding
2	Discuss the pathophysiology, clinical manifestations, medical management and nursing care of clients who have common Sexually Transmitted Infection (STIs).	Cognitive	Remembering
3	Identify the diseases known as TORCH (toxoplasmosis, rubella, cytomegalovirus, herpes virus, hepatitis and syphilis) infections.	Cognitive	Understanding
4	Describe the implications TORCH infections may have on the mother and fetus/infant during the perinatal experience.	Cognitive	Understanding
5	Describe the potential effects of Group B streptococcus on the mother and fetus/infant.	Cognitive	Understanding
6	Discuss the medical and nursing management of mothers/babies affected with TORCH infections or Group B streptococcus.	Cognitive	Understanding

Alteration in Reproduction - Maternal

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on women who have an alteration in reproduction.	Cognitive	Remembering
2	Discuss knowledge of anatomy, physiology, pathophysiology, and nutrition variations when helping to plan care for women who have an	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
	alteration in reproduction.		
3	Identify priority actions for women who have an alteration in reproduction.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to women who have an alteration in reproduction.	Cognitive	Applying
5	Recognize alterations in laboratory values related to alterations in reproduction.	Cognitive	Remembering
6	Describe the role of the nurse in providing quality care to women who have an alteration in reproduction.	Cognitive	Understanding
7	Identify health care education and safety needs for women who have an alteration in reproduction.		Remembering

Antepartum Care

Order	Description	Learning Domain	Level of Learning
1	Discuss the components in the physical and psychosocial assessment of the pregnant woman.	Cognitive	Understanding
2	Describe physiological changes that occur in the pregnant woman during the normal antepartum period.	Cognitive	Understanding
3	Discuss nutritional needs of the pregnant woman and the effects of poor nutrition on the mother and baby.	Cognitive	Understanding
4	Describe common diagnostic procedures/tests that may be used during the antepartum experience.	Cognitive	Understanding
5	Identify commonly prescribed and over-the-counter medications used during the antepartum period.	Cognitive	Remembering
6	Discuss the effects of medications used during the antepartum period and their nursing implications.	Cognitive	Understanding
7	Describe health education needs of the pregnant woman during the antepartum period.	Cognitive	Understanding
8	8. Describe common complications of pregnancy identified during the antepartum experience and appropriate nursing interventions.	Cognitive	Understanding
	<u>Demonstration/Skill Performance:</u>	Psychomotor	Guided Response
	a. Calculation of delivery date		
	b. Auscultation of fetal heart rate		
	c. Assessment of fundal height		

Intrapartum Care

Order	Description	Learning Domain	Level of Learning
1	Describe the four stages of labor.	Cognitive	Understanding
2	Describe the nursing assessment components for	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
	each stage of labor.		
3	Discuss the nursing interventions for each stage of labor.	Cognitive	Understanding
4	Discuss fluid and nutritional needs during active labor.	Cognitive	Analyzing
5	Differentiate between internal and external fetal monitoring during active labor.	Cognitive	Understanding
6	Discuss fetal monitoring during active labor.	Cognitive	Understanding
7	Discuss the use of common medications during labor, their actions, potential side effects, and related nursing interventions.	Cognitive	Understanding
8	Discuss common methods of anesthesia used during labor, side effects, and related nursing interventions.	Cognitive	Understanding
9	Discuss the potential use of imagery and hypnosis during labor.	Cognitive	Understanding
10	Discuss potential complications of labor and delivery and appropriate nursing interventions.	Cognitive	Understanding
11	Describe nursing interventions in the care of a client following a Cesarean Section.	Cognitive	Understanding
12	Discuss the nurse's role in providing comfort and support to family during the intrapartum experience.	Cognitive	Understanding
	<u>Demonstration/Skill Performance:</u>	Psychomotor	Guided Response
	a. Monitor fetal heart rate		
	b. Monitor uterine contractions		

Postpartum Care

Order	Description	Learning Domain	Level of Learning
1	Describe the physiological changes that occur with the postpartum client.	Cognitive	Understanding
2	Describe the nursing assessment components and interventions appropriate for the care of the postpartum client.	Cognitive	Remembering
3	Discuss the use of medications commonly used by the postpartum client, their actions, potential side effects, and related nursing interventions.	Cognitive	Understanding
4	Identify complications that may occur during the postpartum experience.	Cognitive	Remembering
5	Discuss appropriate nursing interventions while caring for clients experiencing complications.	Cognitive	Understanding
6	Describe the role of the nurse in promoting the bonding experience between mother and baby.	Cognitive	Understanding
7	. Discuss health education needs of the mother and family, as well as the role of the nurse in providing the teaching.	Cognitive	Understanding
	<u>Demonstration/Skill Performance:</u>	Psychomotor	Guided Response
	a. Perform maternal and newborn assessment		

Order	Description	Learning Domain	Level of Learning
	b. Teach how to give a baby bath		
	c. Teach breast feeding techniques		
	d. Teach umbilical cord and circumcision care		
	e. Perform discharge teaching		

Alteration in Cardiac Output and Tissue Perfusion - Maternal

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on women who have an alteration in cardiac output and tissue perfusion.	Cognitive	Remembering
2	Discuss knowledge of anatomy, physiology, pathophysiology, and nutrition when helping to plan care for women who have an alteration in cardiac output and tissue perfusion.	Cognitive	Understanding
3	Identify priority actions for women who have an alteration in cardiac output and tissue perfusion.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to women who have an alteration in cardiac output and tissue perfusion.	Cognitive	Applying
5	Recognize alterations in laboratory values related to alterations in cardiac output and tissue perfusion.	Cognitive	Remembering
6	Describe the role of the nurse in providing quality care to women who have an alteration in cardiac output and tissue perfusion.	Cognitive	Understanding
7	Identify health care education and safety needs for women who have an alteration in cardiac output and tissue perfusion.		Remembering

Alteration in Regulation and Metabolism - Maternal

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on women who have an alteration in regulation and metabolism.	Cognitive	Remembering
2	Discuss knowledge of anatomy, physiology, pathophysiology, and nutrition when helping to plan care for women who have an alteration in regulation and metabolism.	Cognitive	Understanding
3	Identify priority actions for women who that have an alteration in regulation and metabolism.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to women who have an alteration in regulation and metabolism.	Cognitive	Applying
5	Recognize alterations in laboratory values related	Cognitive	Remembering

Order	Description	Learning Domain	Level of Learning
	to alterations in regulation and metabolism.		
6	Describe the role of the nurse in providing quality care to women who have an alteration in regulation and metabolism.	Cognitive	Understanding
7	Identify health care education and safety needs for women who have an alteration in regulation and metabolism.		Remembering

Alteration in Ingestion, Digestion, Absorption, and Elimination - Maternal

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on women who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
2	Discuss knowledge of anatomy, physiology, pathophysiology, and nutrition when helping to plan care for women who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
3	Identify priority actions for women who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to women who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Applying
5	Recognize alterations in laboratory values related to alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
6	Describe the role of the nurse in providing quality care to women who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
7	Identify health care education and safety needs for women who have an alteration in ingestion, digestion, absorption, and elimination.		Remembering

Newborn Care

Order	Description	Learning Domain	Level of Learning
1	Describe the physiological needs of the normal newborn.	Cognitive	Understanding
2	Discuss newborn assessment, including use of Apgar scores and the importance of testing reflexes.	Cognitive	Understanding
3	Describe physical criteria for determining gestational age.	Cognitive	Understanding
4	Describe common diagnostic tests used for newborns including the purpose of the tests and nursing implications.	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
5	Discuss care of the normal newborn.	Cognitive	Understanding
6	Discuss nutritional needs of the newborn.	Cognitive	Understanding
7	Explain advantages of breast feeding versus bottle feeding.	Cognitive	Understanding
8	Describe characteristics of preterm, post-term, and low birth weight infants.	Cognitive	Understanding
9	Describe the role of the nurse in providing support to parents of preterm or low birth weight infants, as well as term infants who may be in special care nurseries.	Cognitive	Understanding
10	Describe common potential complications that may occur during the neonatal period and nursing implications.	Cognitive	Understanding
11	Discuss the use, actions, potential side effects, and nursing interventions for common medications given to newborns.	Cognitive	Understanding
12	Describe the role of the nurse in promoting bonding of the parents with special needs newborns.	Cognitive	Understanding

Basic Concepts of Pediatric Nursing

Order	Description	Learning Domain	Level of Learning
1	Discuss the principles of growth and development and nursing implications in caring for children of all age groups.	Cognitive	Understanding
2	Describe physical and psychosocial assessments for children of all age groups.	Cognitive	Understanding
3	Describe the role of play for children of all age groups.	Cognitive	Understanding
4	Describe the role of the nurse in caring for children and their families of different cultures and ethnicities.	Cognitive	Understanding
5	Identify types of families, their purpose, and implications in caring for children.	Cognitive	Understanding
6	Identify the most common safety issues for children of all age groups.	Cognitive	Understanding
7	Identify methods of communication with children of all age groups and their families.	Cognitive	Understanding
8	Describe well-child and preventive care provided for children of all age groups.	Cognitive	Understanding
9	Demonstrate techniques for safe administration of medications to children of all age groups.	Psychomotor	Guided Response
10	Discuss principles of pain management for children of all age groups.	Cognitive	Understanding
11	Discuss the child and family's response to illness and ability to cope with the stressor of hospitalization.	Cognitive	Understanding
12	Discuss the child and family's response to illness	Cognitive	Applying

Order	Description	Learning Domain	Level of Learning
	and ability to cope with the stressor of hospitalization.		

Communicable Diseases - Pediatric

Order	Description	Learning Domain	Level of Learning
1	Discuss common communicable diseases of childhood, signs and symptoms, and appropriate nursing interventions.	Cognitive	Understanding
2	Review the Center for Disease's (CDC's) schedule for immunizations to protect against communicable diseases.	Cognitive	Understanding
3	Describe the nurses' role in promoting scheduled immunizations of children.	Cognitive	Understanding

Pediatric Emergencies and Accident Prevention

Order	Description	Learning Domain	Level of Learning
1	Identify risk factors and injuries consistent with child and sexual abuse and neglect.	Cognitive	Remembering
2	Identify appropriate persons/agencies to who suspected abuse and neglect should be reported.	Cognitive	Remembering
3	Identify health education and safety needs for children.	Cognitive	Remembering
4	Discuss the pathophysiology, clinical manifestations, emergency management and nursing interventions for children involved in injuries/accidents.	Cognitive	Understanding

Dehydration and Overhydration - Pediatrics

Order	Description	Learning Domain	Level of Learning
1	Recognize alterations in the laboratory values of electrolytes, significant weight change parameters, physiologic manifestations, and changes in child's behavior that indicate dehydration or overhydration.	Cognitive	Remembering
2	Compare and contrast the amount of body surface of newborns, infants, and children.	Cognitive	Analyzing
3	Discuss knowledge of pathophysiology when planning care for clients with dehydration or overhydration.	Cognitive	Understanding
4	Identify priority actions for clients with dehydration or overhydration.	Cognitive	Remembering

Alterations in Oxygenation - Pediatrics

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in oxygenation.	Cognitive	Remembering
2	Discuss knowledge of anatomy, physiology,	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
	pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in oxygenation.		
3	Identify priority actions for children who have an alteration in oxygenation.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in oxygenation.	Cognitive	Applying
5	Recognize alterations in pulse oximetry and other laboratory values related to alterations in oxygenation.	Cognitive	Remembering
6	Discuss the correct use and functioning of therapeutic devices that support oxygenation.	Cognitive	Understanding
7	Describe the role of the nurse in providing quality care to children who have an alteration in oxygenation.		Understanding
8	Identify health care education and safety needs for children who have an alteration in oxygenation.		Remembering

Alterations in Cardiac Output and Tissue Perfusion - Pediatrics

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in cardiac output and tissue perfusion.	Cognitive	Remembering
2	Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in cardiac output and tissue perfusion.	Cognitive	Understanding
3	Identify priority actions for children who have an alteration in cardiac output and tissue perfusion.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in cardiac output and tissue perfusion.	Cognitive	Applying
5	Recognize alterations in laboratory values related to alterations in cardiac output and tissue perfusion.	Cognitive	Remembering
6	Discuss the correct use and functioning of therapeutic devices that support cardiac output and tissue perfusion.	Cognitive	Understanding
7	Describe the role of the nurse in providing quality care to children who have an alteration in cardiac output and tissue perfusion.	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
8	Identify health care education and safety needs for children who have an alteration in cardiac output and tissue perfusion.	Cognitive	Remembering

Alterations in Regulation and Metabolism - Pediatrics

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in regulation and metabolism.	Cognitive	Remembering
2	Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in regulation and metabolism.	Cognitive	Understanding
3	Identify priority actions for children who have an alteration in regulation and metabolism.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in regulation and metabolism.	Cognitive	Applying
5	Recognize alterations in laboratory values related to alterations in regulation and metabolism.	Cognitive	Remembering
6	Discuss the correct use and functioning of therapeutic devices that support regulation and metabolism.	Cognitive	Understanding
7	Describe the role of the nurse in providing quality care to children who have an alteration in regulation and metabolism.	Cognitive	Understanding
8	Identify health care education and safety needs for children who have an alteration in regulation and metabolism.	Cognitive	Remembering

Alterations in Cognition and Sensation - Pediatrics

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in cognition and sensation.	Cognitive	Remembering
2	Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in cognition and sensation.	Cognitive	Understanding
3	Identify priority actions for children who have an alteration in cognition and sensation.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have	Cognitive	Applying

Order	Description	Learning Domain	Level of Learning
	an alteration in cognition and sensation.		
5	Recognize alterations in laboratory values related to alterations in cognition and sensation.	Cognitive	Remembering
6	Describe the role of the nurse in providing quality care to children who have an alteration in cognition and sensation.	Cognitive	Understanding
7	Identify health care education and safety needs for children who have an alteration in cognition and sensation.	Cognitive	Understanding

Alterations in Immunity - Pediatrics

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in immunity.	Cognitive	Remembering
2	Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in immunity.	Cognitive	Understanding
3	Identify priority actions for children who have an alteration in immunity.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in immunity.	Cognitive	Applying
5	Recognize alterations in laboratory values related to alterations in immunity.	Cognitive	Remembering
6	Describe the role of the nurse in providing quality care to children who have an alteration in immunity.	Cognitive	Understanding
7	Identify health care education and safety needs for children who have an alteration in immunity.	Cognitive	Understanding

Alterations in Integument - Pediatrics

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in integument.	Cognitive	Remembering
2	Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in integument.	Cognitive	Understanding
3	Identify priority actions for children who have an alteration in integument.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in integument.	Cognitive	Applying

Order	Description	Learning Domain	Level of Learning
5	Recognize alterations in laboratory values related to alterations in integument.	Cognitive	Remembering
6	Discuss the correct use and functioning of therapeutic devices that support integument.	Cognitive	Understanding
7	Describe the role of the nurse in providing quality care to children who have an alteration in integument.	Cognitive	Understanding
8	Identify health care education and safety needs for children who have an alteration in integument.	Cognitive	Understanding

Alterations in Ingestion, Digestion, Absorption, and Elimination - Pediatrics

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
2	Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
3	Identify priority actions for children who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Applying
5	Recognize alterations in laboratory values related to alterations in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering
6	Discuss the correct use and functioning of therapeutic devices that support ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
7	Describe the role of the nurse in providing quality care to children who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Understanding
8	Identify health care education and safety needs for children who have an alteration in ingestion, digestion, absorption, and elimination.	Cognitive	Remembering

Alterations in Excretion - Pediatrics

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in excretion.	Cognitive	Remembering
2	Discuss knowledge of anatomy, physiology,	Cognitive	Understanding

Order	Description	Learning Domain	Level of Learning
	pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in excretion.		
3	Identify priority actions for children who have an alteration in excretion.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in excretion.	Cognitive	Applying
5	Recognize alterations in laboratory values related to alterations in excretion.	Cognitive	Remembering
6	Discuss the correct use and functioning of therapeutic devices that support excretion.	Cognitive	Understanding
7	Describe the role of the nurse in providing quality care to children who have an alteration in excretion.	Cognitive	Understanding
8	Identify health care education and safety needs for children who have an alteration in excretion.	Cognitive	Remembering

Alterations in Mental Health - Pediatrics

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in mental health.	Cognitive	Remembering
2	Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in mental health.	Cognitive	Understanding
3	Identify priority actions for children who have an alteration in mental health.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in mental health.	Cognitive	Applying
5	Recognize alterations in laboratory values related to alterations in mental health.	Cognitive	Remembering
6	Describe the role of the nurse in providing quality care to children who have an alteration in mental health.	Cognitive	Understanding
7	Identify health care education and safety needs for children who have an alteration in mental health.	Cognitive	Remembering

Alterations in Genetic Development - Pediatrics

Order	Description	Learning Domain	Level of Learning
1	Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in genetic	Cognitive	Remembering

Order	Description	Learning Domain	Level of Learning
	development.		
2	Discuss knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in genetic development.	Cognitive	Understanding
3	Identify priority actions for children who have an alteration in genetic development.	Cognitive	Remembering
4	Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in genetic development.	Cognitive	Applying
5	Recognize alterations in laboratory values related to alterations in genetic development.	Cognitive	Remembering
6	Describe the role of the nurse in providing quality care to children who have an alteration in genetic development.	Cognitive	Understanding
7	Identify health care education and safety needs for children who have an alteration in genetic development.	Cognitive	Remembering

CLINICAL OUTCOMES: LEVEL I

- A. Implement nursing care to clients and their families from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a client's preferences, values, and needs.**

Quality and Safety Education for Nurses (QSEN) CONCEPT: CLIENT CENTERED CARE

Order	Description	Learning Domain	Level of Learning
a.	Perform a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing basic health alterations in a variety of settings.	Psychomotor	Guided Response
b.	Utilize the nursing process to guide the delivery of client care to achieve optimal outcomes.	Cognitive	Applying
c.	Provide culturally sensitive care to clients and families from diverse backgrounds.	Cognitive	Applying
d.	Practice clinical decision making when providing nursing care based on evaluation of client needs.	Cognitive	Applying
e.	Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	Cognitive	Applying
f.	Provide a health-related teaching plan developed to address an identified education need for clients.	Cognitive	Creating

- B. Participate as a member of the inter-professional healthcare team in the provision of safe, quality client-centered care.**

QSEN CONCEPT: TEAMWORK AND COLLABORATION

Order	Description	Learning Domain	Level of Learning
a.	Participate as a member of the healthcare team.	Cognitive	Creating
b.	Utilize communication techniques that support sharing client-related information with members of the healthcare team.	Cognitive	Applying
c.	Report identified issues that may negatively affect client care to members of the healthcare team.	Cognitive	Applying

C. Identify best current evidence from scientific and other credible sources as a basis for developing individualized client-centered plans of care.

QSEN CONCEPT: EVIDENCE BASED PRACTICE

Order	Description	Learning Domain	Level of Learning
a.	Identify reliable sources for locating best current evidence and clinical practice guidelines.	Cognitive	Understanding
b.	Utilize best practice resources when developing individualized client-centered plans of care.	Cognitive	Applying

D. Participate in data collection processes that support established quality improvement initiatives.

QSEN CONCEPT: QUALITY IMPROVEMENT

Order	Description	Learning Domain	Level of Learning
a.	Identify client care issues that can impact quality of care.	Cognitive	Understanding
b.	Identify gaps between current client outcomes and desired client outcomes.	Cognitive	Understanding
c.	Contrast the macrosystems and microsystems that exist in healthcare.	Cognitive	Understanding
d.	Identify human and material resources needed by the work unit to provide safe, quality client-centered care.	Cognitive	Understanding

E. Implement strategies that minimize risk and provide a safe environment for clients, self, and others.

QSEN CONCEPT: SAFETY

Order	Description	Learning Domain	Level of Learning
a.	Identify safety risks and environmental hazards in healthcare settings.	Cognitive	Understanding
b.	Practice performance of psychomotor skills that minimize safety risks and environmental hazards.	Psychomotor	Guided Response
c.	List National Client (Patient) Safety Goals that promote safety in healthcare settings.	Cognitive	Understanding

F. Utilize evidence-based information and client care technology in the provision of safe, quality client-centered care.

QSEN CONCEPT: INFORMATICS

Order	Description	Learning Domain	Level of Learning
a.	Describe the effect that computerized information management systems have on the role of the nurse.	Cognitive	Remembering
b.	Implement strategies that protect the integrity of client information when providing client-centered care.	Cognitive	Applying

G. Practice nursing in a professional, ethical, and legal manner while providing client-centered, standard-based nursing care.

PROFESSIONALISM

Order	Description	Learning Domain	Level of Learning
a.	Identify professional standards of nursing practice that guide practice.	Cognitive	Understanding
b.	Display professional accountability and responsibility in classroom and laboratory settings.	Cognitive	Applying
c.	Describe how ethical principles and legal tenets guide nursing practice.	Cognitive	Remembering
d.	Describe how regulatory guidelines and institution policies guide nursing practice.	Cognitive	Remembering

H. Describe how leadership, management, and priority-setting skills are used to support safe, quality client-centered care.

LEADERSHIP

Order	Description	Learning Domain	Level of Learning
a.	Identify organizational, time management and priority setting skills necessary to provide safe, quality client-centered care.	Cognitive	Understanding
b.	Identify the nurse's role in regard to delegating tasks to appropriate members of the healthcare team.	Cognitive	Understanding

GENERAL EDUCATION CORE COMPETENCIES

Southeastern Technical College 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 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 progress.

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.

A final clinical average grade of at least 70% must be obtained in order to pass the course.

A FINAL CUMULATIVE AVERAGE OF AT LEAST 70% MUST BE OBTAINED IN ORDER TO PROGRESS TO FUTURE NURSING COURSES

No assignment opportunities will be given for extra credit. Any unit exam grade will be entered as is to the nearest 10th. No scores will be rounded (up or down). For example: exam has 60 questions and each question will be worth 1.66 (points) pts. The student misses 7 questions $\times 1.66 - 100 = 88.38$. 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 as directed by the instructor. Students may be separated in different classrooms, assigned different seats, and/or provided desk dividers during testing as informed by 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 and/or turned into the instructor. Smart watches, cell phones, or any other electronic devices will not allowed during exams. Students found with electronic/communication devices 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 giving medications at clinical. Students may take the drug calculation exam a maximum of THREE attempts. Each attempt will be a different but similar version. For this exam, students will be allowed 3 minutes per question. The first attempt drug calculation exam for this semester will be given the **first day of class** of the semester. If the student is unsuccessful on any attempt, the student is strongly encouraged to schedule tutoring with an ASN instructor before the next attempt. If a student misses an attempt due to an absence, the student forfeits that attempt and will take the next scheduled attempt. Absences on the third attempt may be evaluated on an individual basis.

EXAMS

If a student shows up late for class on a test date, the student will not be allowed to take the exam once the faculty has shut the door. The student will have to make up the test and this will be counted as their opportunity for a make-up exam. Students may 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.

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) ACTIVITIES

All ATI activities must be completed as outlined on ATI Activities calendar. Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The ATI Module Report for each assignment is due at the beginning of the class period as indicated on the calendar. Failure to turn in the Module Report will result in the student not being eligible to take the unit exam. This may count for the student's one unit make-up if not already used. Please note that only one make-up exam is allowed.

*ATI ASSESSMENTS (PRACTICE and PROCTOR) are due on specified dates and will be issued points according

the ATI Rubric. This will account for the ATI percentage of the course grade. * For RNSG 1030B, you will have 4 ATI Practice Assessments and 2 Proctored Assessments to complete.

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. Students may be required to wait until the class takes a break before they are allowed to enter as not to interrupt class.

SELF-ASSESSMENT JOURNAL-LIFELONG LEARNING ASSESSMENT:

As part of your curriculum and in accordance with the Georgia Nursing Board Rule 410.-8-.04, you are required to keep a journal of your experiences during all didactic and clinical courses; you will continue to make entries until you graduate. By doing so, it is hoped that the entries made in this journal will provide insight into your strengths and weaknesses and assist in your learning experience. The purpose of the journal is to give you a written record of your experiences and professional and personal growth as a nursing student to a registered nurse.

This self-assessment should help you in determining what you may need to focus on improving, while allowing you to gain a sense of accomplishment at tasks well-done. Re-reading of your journal at intervals during your education should reveal the depth of knowledge you have gained and allow you to see the development of the clinical skills and critical thinking skills required to be an outstanding registered nurse, as well as successful member of the workforce.

Each week, you should write an entry in your journal. You may include your feelings about the week's experiences. If you felt a sense of accomplishment at learning new information, a skill or participating in patient care, then that feeling may be recorded. If you felt a sense of frustration, that may be recorded as well. Your instructors will read your journal! It would be prudent to omit non-constructive personal comments about your instructors or classmates. If there is an issue with a course, clinical, instructor, classmate, etc., the student should discuss these issues with the program director and follow protocol for grievances.

The journal will be in an online format through Blackboard. The journals will be due, as outlined in your course syllabi, every Monday by 12 midnight. The journal will be linked to the following courses: RNSG 1019B, 2000B and 2020B. A point per week deduction for not submitting your journal by the date/time due will result in points being taken off your **FINAL AVERAGE**. For example, there will be 16 journal entries due for Fall Semester. If no journal entries were completed, then 16 points will be deducted from your **FINAL AVERAGE**.

CLINICAL SIMULATION LAB

This course may include a clinical simulation lab. Clinical simulation lab prepares students with the evidence-based principles and clinical skills they will need in real world clinical environments. This simulation will help reduce errors, improve safety, and elevate the quality of patient care. With this assignment, the goal is to develop clinical judgment skills that are necessary to function as a professionally trained nurse. The student will sign up for ONE clinical simulation lab day. A pre-simulation assignment will be given prior to lab day. To successfully complete the simulation activity, the student must turn in his/her pre-assignment as well as a post-simulation evaluation form after completion of activity. This assignment is mandatory. Failure to complete the clinical simulation lab will leave the student ineligible to attend clinical. If the student is planning to be absent on his/her simulation lab day, it is his/her responsibility to notify the instructor and to find another student to swap lab days. Tardiness to simulation lab will be counted as an absence. Be sure to review page 54 in the student handbook regarding simulation lab regulations.

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" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

ADDITIONAL ATTENDANCE PROVISIONS

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.

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 clinical portion of this course requires 75 clinical hours (4500 minutes) during the semester. **A student is allowed to miss a maximum of 1 clinical day.** A clinical absence will require a makeup day and must be made up prior to beginning the next clinical course and at the discretion of the instructor. 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.

Students are informed at the beginning of the semester the proposed dates for clinical. Dates are nonnegotiable. If you are required to be absent from clinical for special circumstances like military training or jury duty, you must email the instructor as soon as possible. An individual student schedule will be provided for clinical.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1208

Vidalia Campus: [Helen Thomas](mailto:hthomas@southeasterntech.edu) hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 108

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 make appropriate arrangements with the appropriate campus coordinator.

Swainsboro Campus: Macy Gay mgay@southeasterntech.edu, 478-289-2274, Building 1, Room 1208

Vidalia Campus: [Helen Thomas](mailto:Helen.Thomas@southeasterntech.edu) hthomas@southeasterntech.edu, 912-538-3126, Building A, Room 108

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **may not** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (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 for the course(s) when the student completes the withdrawal form.

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester will receive a "W" for the course.

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance after the 65% point will receive either a "WP" or "WF" for the semester. Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

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. A grade of 'W' will count in attempted hour calculations for the purpose of Financial Aid.

MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)

A student will only be allowed to make-up one unit exam which may be given at the discretion of the instructor. A physician's excuse/appropriate documentation may 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 and fails to provide appropriate documentation. 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.

STUDENT SUCCESS PLAN (SSP):

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 SSP documents deficiencies and provides a means for improvement. A SSP

should be initiated for the following reasons:

- if the student has (1) a cumulative unit exam average of < 70% after the completion of 25% of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session and complete the Student Success Plan.
- if the student has (1) a cumulative unit exam average of < 70% after the completion of 50 % of the unit exams or (2) a skill(s) performance deficiency. The faculty will initiate individual counseling session, as well as review and update the Student Success Plan and submit an Early Alert.
- if the student exhibits behavior outside the expected:
 - codes of conduct outlined in professional codes of ethics, professional standards,
 - all procedures/requirements/policies outlined in program handbooks/documents,
 - STC e Catalog and Student Handbook, and/or
 - clinical facility policies and procedures.

The faculty will initiate an individual counseling session and complete an Academic Occurrence Notice and the SSP. Students are required to submit the SSP within 48 hours and are responsible for meeting with the instructor by the next class meeting.

(T)echnical College System of Georgia (E)arly (A)lert (M)anagement (S)ystem (TEAMS) & The Student Success Plan are designed to ensure that students are well informed about strategies for success, including college resources and assistance. One of the responsibilities of the Program faculty is to monitor the academic progression of students throughout the curriculum. The faculty believes that the student is ultimately responsible for seeking assistance; however, faculty will meet or refer students who are having academic difficulties.

- TEAMS is designed to provide assistance for students who may need help with academics, attendance, personal hardships, etc.

ACADEMIC DISHONESTY POLICY

The STC Academic Dishonesty Policy 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 policy 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:

1. First Offense

Student will be assigned a grade of "O" 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.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) 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.

3. 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 third 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:

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 Email: Lanie Jonas ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the 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 [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](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.

GRADING POLICY

Assessment/Assignment	Percentage
Unit Exams-This percentage is based on 6 unit exams	50
Final Exam	25
ATI Activities-See attached rubric	5

Assessment/Assignment	Percentage
Clinical-See clinical evaluation tool	20

***Clinical requirements for assignments/paperwork will be distributed prior to clinical**

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

SUBJECT TO CHANGE
RNSG 1030B Maternal-Child Nursing
Spring Semester 2019 Lesson Plan

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
1/8/19 Week 1	Chapters 1-7, 18-19	<p>100% Drug Competency Exam Attempt 1</p> <p>ATI Fees Due</p> <p>Introduction to the Course and Review Syllabus</p> <p>Lecture: Chapter 1: Trends and Issues Chapter 2: Ethics and Standards of Practice Issues Chapter 18: Well Women’s Health Chapter 19: Alterations in Women’s Health Chapter 3: Genetics, Conception, Fetal Development, and Reproductive Technology Chapter 4: Physiological Aspects of Antepartum Care Chapter 5: Physiological Aspects of Antepartum Care Chapter 6: Antepartal Tests Chapter 7: High-Risk Antepartum Nursing Care</p>	<p>Read assigned chapters</p> <p>ATI: 1. Real Life RN Maternal Newborn: Gestational Diabetes, Pre-eclampsia & Preterm Labor 2. Dosages and Calculations 2.0 Case Study: Preeclampsia due before Test 1</p>	<p>Competency Areas: 1-12</p> <p>General Core Educational Competencies: a-c</p>
1/10/19	Lab Day	<p>100% Drug Competency Exam Attempt 2</p> <p>Clinical Assignments/Orientation</p> <p>1/9 is Last Day of Drop/Add for this class</p>		<p>Competency Areas: 1-12</p> <p>General Core Educational Competencies: a-c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
1/15/19 Week 2	TEST 1 Chapters 8-11	TEST 1 (Chapters 1-7, 18-19) 100% Drug Competency Exam Attempt 3 Lecture: Chapter 8: Intrapartum Assessment and Interventions Chapter 9: Fetal Heart Rate Assessment Chapter 10: High-Risk Labor and Birth Chapter 11: Intrapartum and Postpartum Care of the Cesarean Birth Families	Read assigned chapters ATI: 1. Skills Module: Maternal Newborn Care due before Test 2	Competency Areas: 1-12 General Core Educational Competencies: a-c
1/22/19 Week 3	TEST 2 Chapters 12-17	TEST 2 (Chapters 8-11) 25% Student Success Plan Lecture: Chapter 12: Postpartum Physiological Assessments and Nursing Care Chapter 13: Transition to Parenthood Chapter 14: High-Risk Postpartum Nursing Care Chapter 15: Physiological and Behavioral Responses of the Neonate Chapter 16: Discharge Planning and Teaching Chapter 17: High-Risk Neonatal Nursing Care	Read assigned chapters ATI: 1. Real Life: Postpartum Hemorrhage 2. Real Life: Thermoregulation and Care of a Newborn due before Test 3 ATI Maternal/ Newborn online Practice Assessment 2016 A & B (due by 1/29/19 @ 0900)	Competency Areas: 1-11 General Core Educational Competencies: a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
1/29/19 Week 4	<p align="center">TEST 3</p> <p align="center">Pediatric Chapters 1-10</p>	<p>TEST 3 (Chapters 12-17)</p> <p>50% Student Success Plan</p> <p>START Pediatrics Lecture: Chapter 1: Issues and Trends in Pediatric Nursing Chapter 2: Standards of Practice and Ethical Considerations Chapter 3: Family Dynamics and Communicating with Children and Families Chapter 4: Cultural, Spiritual, and Environmental Influences on the Child Chapter 5: End-of-Life Care Chapter 6: Growth and Development Chapter 7: Newborns and Infants (will cover only parts of this chapter since most info was covered in Maternal-Newborn) Chapter 8: From Toddlers to Preschoolers Chapter 9: School-Age Children Chapter 10: Adolescents</p>	<p>Read assigned chapters</p> <p>ATI: 1. Real Life: Nursing Care of Children: Well Child 2. Skills Modules Physical Assessment-Child due before Test 4</p>	<p>Competency Areas: 1-12</p> <p>General Core Educational Competencies: a-c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
2/5/19 Week 5	<p align="center">TEST 4</p> <p align="center">Pediatric Chapters 11-16</p>	<p>TEST 4 (Pediatric Chapters 1-10)</p> <p>2/12/18 is the 65% point for this class</p> <p>Lecture: Chapter 11: Respiratory Disorders Chapter 12: Cardiovascular Disorders Chapter 13: Neurologic and Sensory Disorders Chapter 14: Mental Health Disorders Chapter 15: Gastrointestinal Disorders Chapter 16: Renal Disorders</p>	<p>Read assigned chapters</p> <p>ATI:</p> <p>1. Real Life: Cystic Fibrosis Inpatient Care and Cystic Fibrosis Community Care 2. Real Life: Gastroenteritis and Dehydration 3. Dosages and Calculations 2.0 Case Study: Pediatric Asthma 4. Dosages and Calculations 2.0 Case Study: Pediatric Ear Infection/Dehydration 5. The Communicator: Technique Identifier 7 (9-year-old/Asthma) due before Test 5</p>	<p>Competency Areas: 1-11</p> <p>General Core Educational Competencies: a-c</p>
2/12/19 Week 6	<p align="center">TEST 5</p> <p align="center">Pediatric Chapters 17-22</p>	<p>TEST 5 (Pediatric Chapters 11-16)</p> <p>Lecture: Chapter 17: Endocrine Disorders Chapter 18: Reproductive and Genetic Disorders Chapter 19: Hematologic, Immunologic, and Neoplastic Disorders Chapter 20: Musculoskeletal Disorders Chapter 21: Dermatologic Disorders Chapter 22: Communicable Disorders</p>	<p>Read assigned chapters</p> <p>ATI:</p> <p>1. ATI Real Life: Type I Diabetes due before Test 6</p> <p>ATI Child Online Practice Assessment 2016 A & B (due by 2/19/19 at 0900)</p> <p>ATI Practice Assessment Maternal/Newborn and Child Focused Review (due by 2/19/19 at 0900)</p>	<p>Competency Areas: 1-11</p> <p>General Core Educational Competencies: a-c</p>

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
2/19/19 Week 7	TEST 6	TEST 6 (Pediatric Chapters 17-22) PROCTORED Maternal Newborn and Child Exams	ATI: 1. Learning Systems RN Practice Assessments: Maternal Newborn 1 2. Learning Systems RN Practice Assessments: Maternal Newborn 2 3. Learning Systems RN Practice Assessments: Nursing Care of Children 1 4. Learning Systems RN Practice Assessments: Nursing Care of Children 2 5. Learning Systems RN Finals: Maternal Newborn 6. Learning Systems RN Finals: Nursing Care of Children due before Final Exam ATI PROCTORED Maternal-Newborn and Child Focused Reviews (due by 2/26/19 at 0900)	Competency Areas: 1-12 General Core Educational Competencies: a-c
2/26/19 Week 8	FINAL	COMPRHENSIVE FINAL EXAM ATI PROCTORED Maternal- Newborn and Child Focused Reviews DUE at 0900		Competency Areas: 1-12 General Core Educational Competencies: a-c

Date/Week	Chapter/Lesson	Content	Assignments & Tests Due Dates	Competency Area
1/11/19- 2/28/19	Clinical	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	Competency Areas: 1-12 General Core Educational Competencies: a-c

COMPETENCY AREAS/UNIT OUTCOMES:

1. Perform a focused health assessment of women, newborns, and children that identifies deviations from normal, as well as health risks.
2. Develop an individualized, evidence based plan of care that demonstrates an appreciation of the diverse backgrounds and developmental variations of women, newborns, and children while making recommendations for the adoption of health-promoting behaviors.
3. Act as a client advocate when collaborating with members of the inter-professional healthcare team in the provision of safe, quality care for women, newborns, and children.
4. Demonstrate clinical judgment when managing the care of women, newborns and children.
5. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices and concepts from previous nursing courses when caring for women, newborns, and children.
6. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with women, newborns, and children, as well as professional relationships with members of the health care team.
7. Use healthcare information systems and client care technology to manage the care of women, newborns, and children, mitigate error, and communicate relevant client information with members of the healthcare team.
8. Integrate evidence-based knowledge into the management of care provided to women, newborns, and children.
9. Evaluate the efficacy of health-related education that has been provided to women, newborns, and children.
10. Use organizational, time management, and priority setting skills when making care-related clinical judgments about the management of women, newborns, and children.
11. Evaluate the effectiveness of quality improvement strategies using client outcome data.
12. Adhere to ethical, legal, and professional standards while managing the care of women, newborns, and children.

GENERAL CORE EDUCATIONAL COMPETENCIES:

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

SUBJECT TO CHANGE**RNSG 1030B ATI ACTIVITIES****Due Before Taking Exams**

Date Due	Activity Title
1/15/19	Real Life Maternal-Newborn Tutorial: Gestational Diabetes Real Life Maternal-Newborn Tutorial: Pre-eclampsia Real Life Maternal-Newborn Tutorial: Preterm Labor Dosages and Calculations 2.0 Case Study: Preeclampsia
1/22/19	Skills Module: Maternal-Newborn Care
1/29/19	Real Life Maternal-Newborn Tutorial: Postpartum Hemorrhage ATI MATERNAL/NEWBORN ONLINE PRACTICE ASSESSMENT 2016 A & B (See attached rubric) IS DUE BY 0900. Remediation & Focused Review due 2/19/19 at 0900. Real Life: Thermoregulation and Care of a Newborn
2/5/19	Real Life Nursing Care of Children: Well Child Skills Module: Physical Assessment-Child
2/12/19	Real Life Nursing Care of Children: Cystic Fibrosis-Inpatient Care Real Life Nursing Care of Children: Cystic Fibrosis Community Care Real Life Nursing Care of Children: Gastroenteritis and Dehydration Dosages and Calculations 2.0 Case Study: Pediatric Asthma Dosages and Calculations 2.0 Case Study: Pediatric Ear Infection/Dehydration The Communicator: Technique Identifier 7 (9-year-old/Asthma)
2/19/19	ATI CHILD ONLINE PRACTICE ASSESSMENT 2016 A & B (See attached rubric) IS DUE BY 0900. Remediation & Focused Review due 2/19/19 at 0900.
2/19/19	ATI PROCTORED MATERNAL NEWBORN AND CHILD EXAMS (See attached rubric). Remediation & Focused Review due 2/26/18 at 0900. Real Life Nursing Care of Children: Type I Diabetes
2/26/19	Learning Systems RN Practice Assessments: Maternal Newborn 1 Learning Systems RN Practice Assessments: Maternal Newborn 2 Learning Systems RN Practice Assessments: Nursing Care of Children 1 Learning Systems RN Practice Assessments: Nursing Care of Children 2

Date Due	Activity Title
	Learning Systems RN Finals: Maternal Newborn Learning Systems RN Finals: Nursing Care of Children

All ATI activities must be completed as outlined above on the ATI Activities calendar. Students are required to meet the benchmark (most are 85% or Satisfactory) for each assignment. The ATI Module Report for each assignment is due at the beginning of the class period as indicated on the calendar. Failure to turn in the Module Report will result in the student not being eligible to take the unit exam. This may count for the student's one unit make-up if not already used. Please note that only one make-up exam is allowed.

*ATI ASSESSMENTS (PRACTICE and PROCTOR) are due on specified dates and will be issued points according to the ATI Rubric. This will account for the ATI percentage of the course grade. * For RNSG 1030B, you will have 4 ATI Practice Assessments and 2 Proctored Assessments to complete.

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 1030B ATI CONTENT MASTERY SERIES RUBRIC-MATERNAL-CHILD NURSING

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 ____/50



MATERNAL NEWBORN PROCTORED ASSESSMENT

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

Total Points: ____/50

1. Completion of the Practice Assessment A 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 is 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 1030B ATI CONTENT MASTERY SERIES RUBRIC-MATERNAL-CHILD NURSING

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 ____/50



CHILD PROCTORED ASSESSMENT

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

Total Points: ____/50

3. **Completion of the Practice Assessment A 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 is 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**

Student Name _____ Date _____ Clinical Site _____

LEVEL I PRECEPTOR EVALUATION TOOL

RNSG 1030B

If a score of 1,2 or 4 is given, please provide comments

4 (Outstanding): Student **exceeds** expectations. Demonstrates comprehensive understanding of concepts and applies them to client care, is safe, shows initiative. No supportive cues needed.

3(Satisfactory): Student **meets** expectations. Demonstrates fundamental level of understanding of concepts and applies them to client care, is save, periodically shows initiative. Occasional cues needed.

2 (Needs Improvement): Student **does not meet** expectations. Requires frequent guidance when applying concepts to client care, is usually safe, infrequently shows initiative. Frequent supportive cues needed.

1 (Unsatisfactory): Student **does not meet** expectations. Requires consistent guidance when applying concepts to client care, is not save, lacks initiative. Continuous supportive cues needed.

NO: Not observed/No opportunity

QSEN Concept and Performance Outcomes:	See Grading Rubric
QSEN Concept: Client Centered Care:	Preceptor Score:
A. Implement nursing care to clients and their families from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a client's preferences, values and needs.	
a. Perform a health assessment including physiological, psychological, sociological, and spiritual needs of clients and their families experiencing basic health alterations in a variety of settings.	
b. Utilize the nursing process to guide the delivery of client care to achieve optimal outcomes.	
c. Provide culturally sensitive care to clients and families from diverse backgrounds.	
d. Practice clinical decision making when providing nursing care based on evaluation of client needs.	
e. Utilize verbal and nonverbal communication techniques that promote caring, therapeutic relationships with clients and their families.	
f. Provide a health-related teaching plan developed to address an identified education need for clients.	
QSEN Concept: Teamwork and Collaboration:	Preceptor Score:
B. Participate as a member of the inter-professional healthcare team in the provision of safe, quality client-centered care.	
a. Participate as a member of the healthcare team.	
b. Utilize communication techniques that support sharing client-related information with members of the healthcare team.	
c. Report identified issues that may negatively affect client care to members of the healthcare team.	

QSEN Concept and Performance Outcomes:	See Grading Rubric
QSEN Concept: Evidence Based Practice: C. Identify best current evidence from scientific and other credible sources as a basis for developing individualized client-centered plans of care.	Preceptor Score:
a. Identify reliable sources for locating best current evidence and clinical practice guidelines.	
b. Utilize best practice resources when developing individualized client-centered plans of care.	
QSEN Concept: Quality Improvement: D. Participate in data collection processes that support established quality improvement initiatives.	Preceptor Score:
a. Identify client care issues that can impact quality of care.	
b. Identify gaps between current client outcomes and desired client outcomes.	
c. Contrast the macrosystems and microsystems that exist in healthcare.	
d. Identify human and material resources needed by the work unit to provide safe, quality client-centered care.	
QSEN Concept: Safety E. Implement strategies that minimize risk and provide a safe environment for clients, self, and others.	Preceptor Score:
a. Identify safety risks and environmental hazards in healthcare settings.	
b. Practice performance of psychomotor skills that minimize safety risks and environmental hazards.	
c. List National Client Safety Goals that promote safety in healthcare settings.	
QSEN Concept: Informatics F. Utilize evidence-based information and client care technology in the provision of safe, quality client-centered care.	Preceptor Score:
a. Describe the effect that computerized information management systems have on the role of the nurse.	
b. Implement strategies that protect the integrity of client information when providing client-centered care.	
Professionalism G. Practice nursing in a professional, ethical, and legal manner while providing client-centered, standard-based nursing care.	Preceptor Score:
a. Identify professional standards of nursing practice that guide practice.	
b. Display professional accountability and responsibility in classroom and laboratory settings.	
c. Describe how ethical principles and legal tenets guide nursing practice.	
d. Describe how regulatory guidelines and institution policies guide nursing practice.	
Leadership H. Describe how leadership, management, and priority-setting skills are used to support safe, quality client-centered care.	Preceptor Score:
a. Identify organizational, time management and priority setting skills necessary to provide safe, quality client-centered care.	
b. Identify the nurse's role in regard to delegating tasks to appropriate members of the healthcare team.	

Comments: _____

Preceptor Signature _____ **Date** _____

Instructor Signature _____ **Date** _____