ANGELO STATE UNIVERSITY

Bachelor of Science in Nursing

NUR 4412
Obstetric and Pediatric Nursing

Spring 2018

Ashley Jones, MSN, RN
Makensie McCormick, MSN, RN
COURSE NUMBER
NUR 4412

COURSE TITLE
Obstetric and Pediatric Nursing

CREDITS (4-0-0)

PREREQUISITE COURSES
NUR 3410 Adult Health Nursing I, NUR 3320 Adult Health Nursing Practicum, NUR 3305 Research in Nursing, NUR 3301 Health Policy and Professional Issues

CO-REQUISITES
4212 – Obstetrics and Pediatric Nursing

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer requirements are further delineated in the Department of Nursing Undergraduate Student Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course (http://www.angelo.edu/dept/nursing/handbook/index.html).

COURSE DELIVERY
The majority of course meetings will occur face-to-face on Mondays & Wednesdays from 9:30-11:20 AM in HHS #130. There are a few days when this course will be delivered in an online format using the Blackboard (Bb) course management system. This course is managed via Bb on the Angelo State University web platform.

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the “Technology Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu). Then select “Test your Browser” option located under the Browser Test header.

Please see computer requirements for BSN classes at this link:

http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php
FACULTY & OFFICE HOURS:

Mrs. Ashley Jones, MSN, RN
Clinical Instructor of Nursing
Office: 318W  Phone (325) 234-8233
E-mail: acorp@angelo.edu
Office Hours:
M: (In OB/Peds Lec 9:30-11:20 AM) **11:30AM-4:00PM**
T: (Clinical) Call/email for appointment
W: (In NUR 3305 Skills 8:00-10:50 AM) **11:00AM-2:00PM**
TH: (Clinical) Call/email for appointment
F: (Meetings) Call/email for appointment
*Appointments may be scheduled for alternate times if prescheduled.

Mrs. Makensie McCormick, MSN, RN
Clinical Instructor of Nursing
Office: 318R  Phone (325) 486-6879
E-mail: lparker8@angelo.edu
Office Hours:
M: **9:15AM-1:10PM**
T: (Clinical) Call/email for appointment
W: **9:00-9:25AM;** (In OB/Peds Lec. 9:30-11:20 AM); **11:20 AM- 1:10 PM**
TH: (Clinical) Call/email for appointment
F: (Meetings) Call/email for appointment
*Appointments may be scheduled for alternate times if prescheduled. To schedule an appointment, please email (This is best!) or call my office phone and leave a message.

COURSE DESCRIPTION
This course focuses on research-based care of childbearing and childrearing families. Students learn processes, concepts and standards of care related to pregnancy, labor, childbirth, newborns, infants, children, adolescents, and their families. Students review common acute, chronic, and behavioral pediatric and obstetric conditions and complications.

COURSE OVERVIEW
We have designed this course (in conjunction with the NUR 4212 clinical course) to follow a framework of learning so as to support your individual learning needs. The design intentions follow four basic design principles of learning including being Learner-Centered (i.e. offering autonomy, putting the student in charge of his/her learning, etc.), Community-Centered (i.e. realizing the benefit of learning in groups), Knowledge-Centered (i.e. realizing that a basic command of knowledge in OB and PEDS content is essential to functioning in this unique area of the nursing field), and Assessment-Centered (i.e. striving to identify and help students develop the ability to identify learning gaps and needs). We have designed a series of classes and assignments to address each of the areas noted in the course description in a meaningful and real-life way.

BSN PROGRAM OUTCOMES
Upon completion of the program of study for the Generic BSN, the graduate will be prepared to:

1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives
3. Identify and appraise best research evidence to improve and promote quality patient outcomes
4. Utilize technology to access information, evaluate patient data, and/or document care
5. Participate in political/legislative processes to influence healthcare policy
6. Engage in effective collaboration and communication within interdisciplinary teams
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care
8. Demonstrate standards of professional, ethical, and legal conduct
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care

**STUDENT LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to BSN Program Outcomes</th>
<th>Mapping to BSN Essentials</th>
<th>Mapping to QSEN</th>
</tr>
</thead>
</table>
| 1. Differentiate normal developmental and physiological findings from abnormal development and pathophysiologic variations in obstetric and pediatric clients and their families. | • Quizzes  
• Unit Tests  
• ATI Exams | 1;3;4;9 | 1;3;4;9 | *T&C-S |
| 2. Integrate theory, research, ethical principles and legal regulations to promote health and plan care for obstetric and pediatric clients and their families. | • Quizzes  
• Unit Tests  
• ATI Exams | 1;7;8;9 | 1;7;8;9 | *PCC-K |
| 3. Evaluate protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations. | • Genetics ten-minute paper* | 9 | 9 | *EBP-K |
| 4. Employ assessment strategies of learning readiness, developmental level, and cultural/spiritual beliefs in the care of obstetric and pediatric clients and their families. | • Quizzes  
• Lecture/Discussion | 1;9 | 1;9 | *PCC-S |
| 5. Utilize evidence-based information in planning care for obstetric and pediatric clients and their families. | • Online Immunization Quiz  
• Pedi Death & Dying Reflection | 3;4;7;9 | 3;4;7;9 | *EBP-KS |
| 6. Employ advocacy measures to implement change aimed at enhancing effectiveness, safety, and quality of care in obstetric and pediatric clients and their families. | • Lecture/Discussion | 3 | 3 | EBP-KS |

**NOTE:** Q=QSEN; K=KNOWLEDGE; S=SKILLS; A=ATTITUDES

**REQUIRED TEXTS AND MATERIALS**


**Optional Textbooks:**

Drug guide of choice  
Medical dictionary of choice  
Manual of diagnostic labs of choice  
Nursing care planning book of choice

**OTHER REQUIRED MATERIALS**

- Computer with MAC or Windows Operating System  
- High Speed Internet Access
GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. The following grading scale is in use for this course:

- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points  (Grades are not rounded up)

Course grades will be dependent upon meeting the learning objectives and completing course requirements.

*Students must successfully complete NUR 4412 and NUR 4222 simultaneously to receive credit in either course.

EVALUATION AND GRADES
Graded assignments, activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Grade %</th>
</tr>
</thead>
<tbody>
<tr>
<td>OB Content – 50%</td>
<td></td>
</tr>
<tr>
<td>OB 3 Unit Tests (all over OB content)</td>
<td>30 % (10 % each)</td>
</tr>
<tr>
<td>OB Topic Quizzes</td>
<td>7 % (7 quizzes at 1 % each)</td>
</tr>
<tr>
<td>OB Genetics Ten-Minute Paper</td>
<td>3 %</td>
</tr>
<tr>
<td>OB Daily Classroom Participation</td>
<td>5 %</td>
</tr>
<tr>
<td>ATI Maternal Newborn – Practice Tests/ Comprehensive Test/Remediation</td>
<td>5 %</td>
</tr>
<tr>
<td>Pediatric Content – 50%</td>
<td></td>
</tr>
<tr>
<td>Peds 3 Unit Tests (all over PEDI content)</td>
<td>33 % (11 % each)</td>
</tr>
<tr>
<td>Peds Immunization Quiz</td>
<td>3 %</td>
</tr>
<tr>
<td>Peds Developmental Screening Tools Quiz</td>
<td>3 %</td>
</tr>
<tr>
<td>Peds Death and Dying Reflection Paper</td>
<td>2 %</td>
</tr>
<tr>
<td>Peds Daily Classroom Participation</td>
<td>4 %</td>
</tr>
<tr>
<td>ATI Nursing Care of Children - Practice Tests/ Comprehensive Test/Remediation</td>
<td>5 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 %</td>
</tr>
</tbody>
</table>

TEACHING STRATEGIES
- Readings (Textbooks/ Handouts/ Internet resources)
- Lecture/Discussions/Online modules
- Individual, Pair and Group activities
- NCLEX practice questions/tests
• Case studies/Demonstrations
• Written assignments
• Tests / Quizzes

Students are expected to be “active learners.” Because of limited time in the classroom setting, it is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) in discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the internet, and discussing course material and clinical experiences with their peers.

ASSIGNMENT/ACTIVITY DESCRIPTIONS
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Assignment Details/Grading Criteria:
Learning outcomes will be assessed by student performance on tests, the guidebook, group presentation and ATI assessments.

1. **OB & Pedi Unit Tests:** The purpose of these tests/exams is to evaluate the student’s mastery of assigned reading material and competence in meeting course objectives. There are three (3) unit tests for the OB section and three (3) unit tests for the pedi sections of this course. Tests are time limited. If a student arrives late for a test, (s)he will only be allowed the remaining time to complete the test. Please see policies below on LATE WORK OR MISSED ASSIGNMENTS POLICY, EXAM COUNSELING, and POLICY ON EXAM REVIEWS.

2. **OB Topic Quizzes:** The purpose of these quizzes is to allow you to check your retention of the assigned readings for that specific class day. There are seven quizzes, each scored at 1% of your course grade (for a total of 7% overall). The quizzes are ONLINE in Blackboard. Each quiz will open the week before the specific lecture on Monday at 11:30 AM and will be available until 5 PM the Sunday before the designated lecture, which means you will receive a “0” as a grade if you do not complete the quiz before it closes. You must complete the quiz once started and each quiz has a 15 minute time limit. These quizzes consist of questions to best assess learning objectives and are based on material from assigned readings from the course text.

3. **OB Genetics Ten-Minute Paper:** The purpose of this short assignment is to gauge students’ awareness of how innovative technology can have great influence on personal and healthcare-related decisions related to fetal genetic testing. It also serves as a reflection regarding the thoughts/feelings/attitudes towards this matter and how it will shape nursing practice accordingly. This assignment counts as an OB topic quiz grade. This assignment is worth 3 % of the course grade.

4. **PEDS Death & Dying Reflection Paper:** The purpose of this assignment is to introduce you to caring for a child who is dying and their family during and after this sensitive time. Our hope is you will develop a broader understanding of what to expect, how to communicate, and explore your own feelings during this process. During class, we will watch a video. After the program, the class will participate in a short discussion followed by students writing a brief response/reflection addressing specific questions related to the movie. The responses will be due by 2359 on April 20th. Assignment submission will be electronic via blackboard.

5. **Classroom Participation:** The purpose of classroom participation is to allow you the opportunity to engage in class content i.e. asking questions, offering ideas to the group, listening actively to discussions, etc. as a way to help you develop a broader understanding of obstetric and pediatric nursing content. This part of the course will entail your active engagement during classroom times. Your classroom participation grade will also be based on attendance. Failure to attend either a PEDI or OB class (unless it is due to a mandatory school-related event) will result in points deducted. Exceptions can be made at the discretion of the instructor/academic departmental team.

6. **ATI Tests:** The purpose of these tests is to evaluate the student’s mastery of assigned material and competence in meeting course objectives. ATI tests evaluate student level of competence in obstetrics and pediatric nursing material using the ATI system. There are several requirements for this part of the course grading system. See below for details.
GENERAL POLICIES RELATED TO THIS COURSE

All students are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook located on the ASU website: http://www.angelo.edu/student-handbook/
- ASU Undergraduate Catalog located on the ASU website https://www.angelo.edu/catalogs/documents/catalogs/2015-16_Catalog.pdf
- ASU Nursing Program Undergraduate Student Handbook, located on the Nursing website http://www.angelo.edu/dept/nursing/handbook/index.html

IMPORTANT UNIVERSITY DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>January 15th</td>
<td>MLK Holiday</td>
</tr>
<tr>
<td>January 16th</td>
<td>Spring classes officially begin</td>
</tr>
<tr>
<td>March 12-16th</td>
<td>Spring Break Holiday</td>
</tr>
<tr>
<td>March 30th</td>
<td>University closed for spring holiday</td>
</tr>
<tr>
<td>April 2nd</td>
<td>Last day to drop a class or withdraw from</td>
</tr>
<tr>
<td></td>
<td>the University for spring semester</td>
</tr>
<tr>
<td>April 30th-May 4th</td>
<td>Dead Week</td>
</tr>
<tr>
<td>May 7th-11th</td>
<td>Final Exams Week</td>
</tr>
<tr>
<td>May 11th</td>
<td>Last Day of Spring Semester</td>
</tr>
<tr>
<td>May 12th</td>
<td>Spring Graduation</td>
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</tbody>
</table>

ATI PRACTICE EXAMS, COMPREHENSIVE EXAM, AND TEST REMEDIATION POLICY

1. Complete RN Maternal Newborn Online Practice 2016A AND RN Nursing Care of Children Online Practice 2016A through ATI Testing. Once you have taken the assessment, you will complete the allotted time (see rubric below) within the focused review based on your score. As you complete the focused review provided by ATI, you will complete the active learning template(s) (ALTs) provided. The active learning templates are due via blackboard by Monday, April 9, 2018 by 1700 (ALL ALTs specified within the focused review must be completed in order to receive credit).

2. Complete RN Maternal Newborn Online Practice 2016B AND RN Nursing Care of Children Online Practice 2016B through ATI Testing. Once you have taken the assessment, you will complete the allotted time (see rubric below) within the focused review based on your score. As you complete the focused review provided by ATI, you will complete the active learning template(s) (ALTs) provided. The active learning templates are due via blackboard by Monday, April 23, 2018 by 1700 (ALL ALTs specified within the focused review must be completed in order to receive credit).

3. You will take the ATI RN Maternal Newborn and RN Nursing Care of Children 2016 Proctored Exams on Monday, April 30th from 0900-1200 in the Vincent Testing Center. Depending on the level received, you will complete the allotted time (see rubric below) within the focused review. As you complete the focused review, you will complete the active learning template(s) provided. The active learning templates are due via blackboard by Monday, May 7th, 2018 by 1700 (ALL ALTs specified within the focused review must be completed in order to receive credit).

4. This ATI assignment is 10% of your course grade (The RN Maternal Newborn practice exams, proctored exam, and remediations account for 5% and the RN Nursing Care of Children practice exams, proctored exam, and remediations account for 5%).
## Practice Assessment (for both RN Maternal Newborn & Nursing Care of Children)

### 4 Points (2 points for each practice remediation)

<table>
<thead>
<tr>
<th>Complete Practice Assessment A Remediation:</th>
<th>Complete Practice Assessment B Remediation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum amount of time spent in your focused review over your FIRST exam attempt is dependent on your score:</td>
<td>Minimum amount of time spent in your focused review over your FIRST exam attempt is dependent on your score:</td>
</tr>
<tr>
<td>&lt; 90% requires a minimum of 1 hour spent in the focused review</td>
<td>&lt; 90% requires a minimum of 1 hour spent in the focused review</td>
</tr>
<tr>
<td>90-95% requires 40 minutes spent in the focused review</td>
<td>90-95% requires 40 minutes spent in the focused review</td>
</tr>
<tr>
<td>95-99% requires 20 minutes spent in the focused review</td>
<td>95-99% requires 20 minutes spent in the focused review</td>
</tr>
<tr>
<td>100% requires no time spent in the focused review</td>
<td>100% requires no time spent in the focused review</td>
</tr>
</tbody>
</table>

*For each topic missed, complete the active learning template provided in the focused review from your FIRST exam attempt.*

## Proctored Assessment

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Below Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Points</td>
<td>3 Points</td>
<td>1 Point</td>
<td>0 Points</td>
</tr>
</tbody>
</table>

Remediation:

| Minimum of 30 minutes spent in focused review | Minimum of 1 hour spent in focused review | Minimum of 2 hours spent in focused review | Minimum of 3 hours spent in focused review |

*For each topic missed, complete the active learning template.*

2 Points 2 Points 2 Points 2 Points

## STUDENT RESPONSIBILITY & ATTENDANCE

Class attendance is necessary and required for successful and satisfactory completion of all course objectives; therefore, students must attend all course sessions. If a situation arises that prevents the student from attending, he or she should contact the instructor ASAP, preferably before lecture begins. **PLEASE DO NOT SCHEDULE APPOINTMENTS, WORK HOURS, ETC. DURING CLASS TIME.**

According to the undergraduate handbook, a week’s worth of cumulative absences in any one course will result in faculty evaluation of the student’s ability to meet course objectives and may result in failure of the course. Three tardies (over 5 minutes late for lecture, campus laboratory, or clinical) will equal 1 hour of absence. Failure to meet these requirements hinders the student’s ability to complete the course. Attendance will be checked for each lecture.

## COMMUNICATION

Faculty will respond to email and/or telephone messages within 24-36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- **Written communication via Blackboard:** It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.
- **Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.
• Virtual communication: Office hours with K. Michael may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else’s messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as 😃 or :) to let others know you are being humorous.
(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSIGNMENT SUBMISSION
For grading purposes in this class, the OB genetics 10 minute paper and all pediatric assignments need to be submitted through the Assignments link in the Blackboard course site.

Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email lparker8@angelo.edu or acorp@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSIGNMENTS POLICY
• Due dates and times for assignments are posted.
• If you miss an exam or quiz, you will receive a zero for the missed exam or quiz. There are no make-up exams/quizzes. If you are late to an exam, then you will only be allowed the remaining dedicated time for that exam.
• Late Work: Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in a ten percent deduction (or more as determined by the instructor) for each day past the posted deadline. Assignments submitted more than three days past the deadline will result in a score of 0 as the assignment grade followed by a revised deadline due date, if the instructor so chooses.
• Revisions of Assignments: If a new submission deadline is given to the student by the instructor for submitting substandard work, there will be an automatic 15 point deduction taken (i.e. all revised assignments will start at an 85% as the maximum grade). Further revisions are at the discretion of the instructor.

EXAM COUNSELING:
A student receiving a grade of 75% or below on a test must receive test counseling. This counseling shall occur within one week after the exam unless otherwise noted by the instructor. Students are responsible for making appointments with their instructor for counseling. During this appointment, the student and faculty member will outline a written plan for improvement. Students in jeopardy of non-progression (performing below 70%) will be advised regarding their status before the last drop date. Readmission criteria are outlined in the current University Catalog.

POLICY ON EXAM REVIEWS:
Exam reviews provide students the opportunity to review exam content. An in-class OR online exam review (as indicated by the instructor) and the opportunity for an individual exam review (requested by the student) will be provided after each exam. The time, duration, place, and day of the review is determined by the course instructor. During in-class exam reviews, the instructor will review only the questions on the exam that were missed by the majority of the class.
Regarding individual exam reviews, the student will be allowed to review questions, options, and correct answers on the respective exam with the instructor present and following along with them. Professional behavior will be expected throughout the process. Faculty will be present to answer questions during the exam review. If incivility occurs, then the student will be asked to leave the exam review at that time. Once a student has completed an exam review, no further request to review the same exam will be granted.

ACADEMIC INTEGRITY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their educational experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the University Student Handbook of Angelo State University http://www.angelo.edu/student-handbook/ as well as the Department of Nursing Undergraduate Student Handbook http://www.angelo.edu/dept/nursing/handbook/index.html.

PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.
In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.
### Weekly Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday (9:30-11:20 AM)</th>
<th>Wednesday (9:30-11:20 AM)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> January 15&lt;sup&gt;th&lt;/sup&gt; &amp; 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>OB: Changes during pregnancy, prenatal assessment, and promoting a healthy pregnancy</strong>&lt;br&gt;Chapters 8, 9, &amp; 10 (all)&lt;br&gt;Objectives:&lt;br&gt;1. Describe the physiological changes that occur during pregnancy and their etiologies.&lt;br&gt;2. Describe the psychosocial changes that occur during pregnancy and the factors that influence these changes.&lt;br&gt;3. Link the anatomical and physiological changes of pregnancy to signs and symptoms and common discomforts of pregnancy.&lt;br&gt;4. Describe appropriate interventions to relieve common discomforts of pregnancy.&lt;br&gt;5. Summarize the components of the first and subsequent prenatal visits in relation to history taking, physical assessment, and risk assessment and plan appropriate prenatal care accordingly.&lt;br&gt;6. Calculate estimated date of birth, gravidity, and parity.&lt;br&gt;7. Differentiate presumptive, probable, and <strong>PEDS: Course Overview &amp; Introduction; Caring for the Developing Child -- Ch20 pages 755-769.</strong>&lt;br&gt;Objectives:&lt;br&gt;1. Describe the principles inherent in the developmental process.&lt;br&gt;2. Identify and explain the theories of growth and development.&lt;br&gt;3. Explore purposes of Immunizations / Vaccines&lt;br&gt;Assessments/Activities:&lt;br&gt;Lecture / Classroom Participation – Discussion / Immunization Quiz <a href="http://www.txhealthsteps.com/146-immunization">http://www.txhealthsteps.com/146-immunization</a>&lt;br&gt;Due January 24&lt;sup&gt;th&lt;/sup&gt; by 0930&lt;br&gt;*Turn in PDF certificate to blackboard under “Assignments”</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> January 22&lt;sup&gt;nd&lt;/sup&gt; &amp; 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>OB: Course Overview &amp; Introduction; Prenatal Care ONLINE</strong>&lt;br&gt;Ward &amp; Hisley:&lt;br&gt;Chapter 5 please read if you need a thorough review of reproductive A&amp;P&lt;br&gt;Chapter 6 pages: 162-164; 178-184&lt;br&gt;Chapter 7 (all)&lt;br&gt;Objectives:&lt;br&gt;1. Explore current trends, legal issues, research and standards of perinatal care.&lt;br&gt;2. Discussed current maternal and infant health issues.&lt;br&gt;3. Describe legal issues in maternity nursing.&lt;br&gt;4. Identify the time intervals and critical components of conception, embryonic development, and fetal development.&lt;br&gt;5. Trace a drop of blood through the fetal circulatory system.&lt;br&gt;6. Discuss the structure and function of the placenta, amniotic fluid, and umbilical cord.&lt;br&gt;7. Discuss the threats to embryonic/fetal well-being and development and explain the nurse’s role in minimizing threats to the developing fetus.&lt;br&gt;Assessments/Activities:&lt;br&gt;Lecture / Online Participation&lt;br&gt;<strong>WEEK 2 QUIZ OPENS</strong>&lt;br&gt;<strong>PEDS: Caring for the Developing Child -- Ch20 (cont.) pages 770-783.</strong>&lt;br&gt;Caring for the Child in the Hospital, the Community, &amp; Across Care Settings -- Ch 21&lt;br&gt;Objectives:&lt;br&gt;1. Discuss the components of each developmental stage.&lt;br&gt;2. Discuss a developmental approach to gathering the history and physical assessment of the child.&lt;br&gt;3. Explore nurse care-related practices related to Immunizations / Vaccines&lt;br&gt;Assessments/Activities:&lt;br&gt;Lecture / Classroom Participation – Discussion / Video Response Paper / Using Developmental Screening Tools Quiz <a href="http://www.txhealthsteps.com/136-developmental-surveillance-and-screening-birth-through-6-years">http://www.txhealthsteps.com/136-developmental-surveillance-and-screening-birth-through-6-years</a>&lt;br&gt;Due January 31&lt;sup&gt;st&lt;/sup&gt; by 0930&lt;br&gt;*Turn in PDF certificate to blackboard under “Assignments”</td>
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1. Describe the purpose, indicators, procedures, and nursing actions for antepartal fetal tests (amniocentesis, chorionic villus sampling, ultrasound, non-stress tests, contraction stress tests, biophysical profile, etc).
2. Describe the primary complications of pregnancy and the related nursing and medical care, especially with the following conditions: cervical incompetence, hyperemesis Gravidarum, placenta previa, placental abruption, preterm labor, premature rupture of the membranes, preeclampsia/eclampsia/gestational hypertension, HELLP syndrome, GBS infection, Rh isoimmunization, ABO incompatibilities, diabetes in pregnancy, substance abuse in pregnancy.
3. Identify potential antenatal complications for the woman, the fetus, and the newborn related to high risk pregnancy issues.
4. Plan nursing assessments and interventions for the woman experiencing complications of pregnancy (pre-eclampsia/ eclampsia, placental disorders, preterm labor, PROM, etc).
5. Discuss the importance of complete and accurate documentation in caring for the patient experiencing an obstetric emergency.

**Assessments/Activities:**
Lecture / Classroom Participation—Discussion
WEEK 3 QUIZ DUE SUNDAY BEFORE LECTURE WEEK 4 QUIZ OPENS

**OB: Complications during pregnancy**
**Chapter 11**

**OBJECTIVES:**
1. Describe the four stages of labor and the related nursing and medical care.
2. Explore key terms, processes, phases, physiological mechanisms, and fetal and maternal responses to labor.

**Assessments/Activities:**
Lecture / Classroom Participation—Discussion
WEEK 3 QUIZ DUE SUNDAY BEFORE LECTURE WEEK 4 QUIZ OPENS

**OB: Intrapartum 1: The process of labor & birth / promoting comfort during labor and birth**
**Chapter 12, pages: 411-437; 454-469**
**Chapter 13 (all)**

**OBJECTIVES:**
1. Describe the four stages of labor and the related nursing and medical care.
2. Explore key terms, processes, phases, physiological mechanisms, and fetal and maternal responses to labor.

**Assessments/Activities:**
Lecture / Classroom Participation—Discussion
WEEK 3 QUIZ DUE SUNDAY BEFORE LECTURE WEEK 4 QUIZ OPENS

**PEDS: Caring for the Child with a Psychosocial or Cognitive Condition – Ch 22; Caring for the Child with a Respiratory Condition – Ch 23**

**Psych/Cognitive Topics:** ADHD / Maltreatment of children / Substance Use and abuse / Sleep disorders / learning abilities & Cognitive disorders

**Respiratory Topics:** Esophageal atresia & Tracheoesophageal fistula / Cystic Fibrosis / Croup / epiglottitis / Bronchiolitis & RSV / Asthma

**OBJECTIVES:**
1. Examine the conditions related to various psychological and cognitive conditions.
2. Explore the risk factors that contribute to various psychological and cognitive conditions.
3. Prioritize developmentally appropriate and holistic nursing care for various psychological and cognitive conditions.
4. Demonstrate awareness of issues impacting access and referral to appropriate community resources.
5. Develop teaching plans and discharge criteria.
6. Describe the anatomy and physiology of the respiratory system.
7. Examine common conditions of the respiratory system.
8. Prioritize developmentally appropriate and holistic nursing care measures for common conditions of the respiratory system.
9. Explore diagnostic and laboratory testing and medications for common conditions of the respiratory system.
10. Develop teaching plans and discharge criteria for parents whose children have common respiratory conditions.

**Assessments/Activities:**
Lecture / Classroom Participation—Discussion
WEEK 3 QUIZ DUE SUNDAY BEFORE LECTURE WEEK 4 QUIZ OPENS

**PEDS: Caring for the Child with a Gastrointestinal Condition – Ch 24; Caring for the Child with an Immunological or Infectious Condition – Ch 25**

**GI Topics:** Inguinal & Umbilical hernia / hypertrophic pyloric stenosis / Intussusception / Failure to thrive / Constipation and Hirschsprung’s disease

**Immune Topics:** Fifth’s Disease (erythema infectiosum) / Cytomegalovirus (CMV) / Herpes Simplex Virus (HSV) / Herpes Zoster (Shingles) /
3. Compare the symptoms of false versus true labor.
4. Demonstrate understanding of supportive care of the laboring woman.
5. Describe the “5 Ps” and how each influences labor and birth.
6. Compare and contrast pharmacological and non-pharmacological strategies to relieve pain and provide comfort during the different stages of labor.
7. Describe the unique characteristics of pain associated with childbirth.
8. Discuss the nurse’s role in ensuring maternal–fetal safety while promoting comfort during labor and birth.

Assessments/Activities:
Lecture / Classroom Participation—Discussion

WEEK 4 QUIZ DUE SUNDAY BEFORE LECTURE

Objectives:
1. Describe the anatomy and physiology and developmental aspects of the gastrointestinal system.
2. Examine common conditions of the gastrointestinal system.
3. Prioritize developmentally appropriate and holistic nursing care for common conditions of the gastrointestinal system.
4. Explore diagnostic and laboratory testing and medications for common conditions of the gastrointestinal system.
5. Develop teaching plans and discharge criteria for parents whose children have common gastrointestinal conditions.

6. Describe the anatomy and physiology and developmental aspects of the immunological and infectious systems.
7. Examine the common conditions of the immunological and infectious systems.
8. Prioritize developmentally appropriate and holistic nursing care measures for common conditions of the immunological and infectious systems.
9. Explore diagnostic and laboratory testing and medications for common conditions of the immunological and infectious systems.
10. Develop teaching plans and discharge criteria for parents whose children have common immunological and infectious conditions.

Assessments/Activities:
Lecture / Classroom Participation—Discussion

5 February 12th & 14th

OB: Intrapartum 2: Assessment of the fetus during the labor and birth
Chapter 12, pages: 437-453

Objectives:
1. Define the terms used in electronic fetal monitoring.
2. Describe the components of fetal heart rate patterns essential to interpretation of monitor strips.
3. Identify the modes of fetal monitoring and auscultation in electronic fetal monitoring.
4. Articulate the physiology of fetal heart rate accelerations and decelerations and nursing interventions necessary to protect the mother and fetus when discovered.

Assessments/Activities:
Lecture / Classroom Participation—Discussion

PEDS EXAM 1 (HHS 130)
Exam covers:
Growth and development
Care of the hospitalized child
Psychosocial/Cognitive conditions
Respiratory conditions

6 February 19th & 21st

OB: Intrapartum 3: Complications during labor and birth
Chapter 14 (all)

Objectives:
1. Analyze controversies, methods, complications, and interventions related to

Assessments/Activities:
Lecture / Classroom Participation

PEDS: Caring for the Child with a Cardiovascular Condition – Ch 26; Caring for the Child with an Endocrinological or Metabolic Condition – Ch 27
Cardio Topics: CHF / Congenital Heart Disorders / Kawasaki Disease
Endocrine Topics: Hypothyroidism /
<table>
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<th>Date</th>
<th>Activities</th>
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| 26th & 28th February | **OB Exam 1 (HHS 130)**  
Exam Covers:  
Prenatal Care  
Changes during pregnancy  
Complications during pregnancy  
Intrapartum 1-3 (process of labor and birth, assessment of fetus during labor and birth, complications during labor and birth) |
| 5th & 7th March | **ONLINE ASSIGNMENT**  
OB-Genetics paper  
*Assignment: Genetics Ten-Minute  
**PEDIATRICS**: Caring for the Child with a Hematological Condition – Ch 32  
Topics: Anemia / Fe deficiency anemia / Sickle cell disease / Thalassemia / Hemophilia / von Willebrand’s Disease  
**Objectives:**  
1. Describe the anatomy and physiology and developmental aspects of the hematological system.  
2. Examine common conditions of the hematological system.  
3. Prioritize developmentally appropriate and holistic nursing care measures for common conditions of the hematological system.  
4. Explore diagnostic and laboratory testing as well as medications for common conditions of the hematological system.  
5. Develop teaching plans and discharge criteria for parents whose children have common hematological conditions.  
**Assessments/Activities:**  
Lecture / Classroom Participation – Discussion |

**Hypermethionism / Type 1 & 2 Diabetes**  
**Objectives:**  
1. Describe the anatomy and physiology and developmental aspects of the cardiac system.  
2. Discuss congenital heart disease (heart defects) and its effect on children.  
3. Examine the conditions related to cardiac diseases.  
4. Prioritize developmentally appropriate and holistic nursing care for cardiac conditions.  
5. Explore diagnostic and laboratory testing, including the importance of interventional cardiac catheterization procedures and medications for cardiac conditions.  
6. Develop teaching plans and discharge criteria for parents whose children have cardiac conditions.  
7. Describe the anatomy and physiology and developmental aspects of the endocrine system.  
8. Examine the common conditions of the endocrine system.  
9. Prioritize developmentally appropriate and holistic nursing care measures for common conditions of the endocrine system.  
10. Explore diagnostic and laboratory testing and medications for common conditions of the endocrine system.  
11. Develop teaching plans and discharge criteria for parents whose children have common endocrine conditions.  
**Assessments/Activities:**  
Lecture / Classroom Participation – Discussion
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<tr>
<td>March 9th</td>
<td>Paper due at 2300</td>
<td>Due by March 9th at 2300.</td>
<td>Evaluate the influence innovative technology related to fetal genetic testing has on healthcare-related decision-making and the effect it has on providing family-centered care.</td>
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<td>Summarize how this technological influence shapes nursing practice.</td>
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<td>March 9th</td>
<td>Increased ICP / Seizure Disorders &amp; epilepsy / meningitis / Cerebral Palsy / Abusive head trauma</td>
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<td>March 12th</td>
<td><strong>SPRING BREAK</strong></td>
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<td>March 16th</td>
<td><strong>WEEK 10 QUIZ OPENS</strong></td>
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<td>March 19th</td>
<td>OB: Postpartum: Caring for the well woman and woman with complications during the postpartal period: Chapters 15 &amp; 16 (all)</td>
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<td><strong>WEEK 10 QUIZ DUE SUNDAY BEFORE LECTURE WEEK 11 QUIZ OPENS</strong></td>
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<td>March 26th</td>
<td>OB: Physiological transition of the newborn and caring for the normal newborn: Chapters 17 &amp; 18 (all)</td>
<td>Caring for the Child with an Integumentary Condition – Ch 30 Skin Topics: Acne Vulgaris / Impetigo / Cellulitis / HPV / Fungal Skin infections / Dermatitis / Infestations / animal bites / Tick borne diseases</td>
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| Transition from intrauterine to extrauterine life in planning care for immediate and normal newborn care. | 3. Demonstrate how to perform a newborn physical assessment.
4. List the critical elements of neonatal and gestational age assessment.
5. Integrate knowledge of newborn physical, gestational, and behavioral findings and variations into planning interventions, procedures, discharge and family teaching.
6. Discuss methods used in neonatal pain management.
7. Describe common medications and laboratory/diagnostic tests administered to or performed on neonates.
8. Discuss strategies to prevent neonatal infection and injury.
9. Discuss activities which foster early infant attachment.
10. Develop a discharge teaching plan for the mother and her infant.
11. Provide parents with information regarding newborn care that reflects their individualized learning needs. |
|---|---|
| **Assessments/Activities:**
Lecture / Classroom Participation—Discussion | **Assessments/Activities:**
Lecture / Classroom Participation—Discussion

**WEEK 11 QUIZ DUE SUNDAY BEFORE LECTURE**

**WEEK 12 QUIZ OPENS** |

| **Assessments/Activities:** Lecture / Classroom Participation—Discussion | **WEEK 12 QUIZ DUE SUNDAY BEFORE LECTURE**
**WEEK 13 QUIZ OPENS** |

| 12 | OB: High Risk Newborn: Chapter 19 (all)
**Objectives:**
1. Describe the physiology and pathophysiology associated with selected complications within the neonatal period.
2. Explain common complications affecting the preterm and postterm newborn.
3. Examine conditions related to the SGA and LGA infant.
4. Identify critical elements of assessment in nursing care of the high-risk neonate.
5. Describe the loss and grieving process experienced by parents whose infant has died. | Peds: Caring for the Child with a Musculoskeletal Condition – Ch 29

**Musculo. Topics:** Club foot / Legg-calve Perthes / Slipped Capital Femoral Epiphysis (SCFE) / Fractures / Syndactyly & polydactyly / Osgood-Schlatter / Torticollis / osteomyelitis / Juvenile arthritis / Osteogenesis imperfecta

**Objectives:**
1. Describe the anatomy and physiology and developmental aspects of the musculoskeletal system.
2. Examine the conditions related to various musculoskeletal conditions.
3. Prioritize developmentally appropriate and holistic nursing care for musculoskeletal conditions.
4. Explore diagnostic and laboratory testing and medications for various musculoskeletal conditions.
5. Develop teaching plans and discharge criteria for parents whose children have various musculoskeletal conditions.

**Assessments/Activities:**
Lecture / Classroom Participation—Discussion

**WEEK 12 QUIZ DUE SUNDAY BEFORE LECTURE**

**WEEK 13 QUIZ OPENS** |

| Reminder: ATI practice exams A and active learning templates due by April 9th at 1700 |

| 13 | OB: Breastfeeding & Nutrition Chapter 15, pages 585-587 (Breastfeeding Handout) **ONLINE LECTURE**
**Objectives:** | Peds: Caring for the Child with a Genitourinary Condition – Ch 31;

**GU Topics:** Reproductive disorders affecting females & males / Dehydration / UTI / Vesicoureteral reflux / |
1. Use research findings and standards of care in planning breastfeeding interventions and teaching.
2. Discuss the pros and cons of breast-feeding versus formula feeding.
3. Discuss the nutritional needs of newborns and infants.

**Assessments/Activities:**
Lecture / Online Participation

**WEEK 13 QUIZ DUE SUNDAY BEFORE LECTURE**

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1. Describe the anatomy and physiology of the genitourinary system.
2. Examine common conditions of the genitourinary system.
3. Prioritize developmentally appropriate and holistic nursing care measures for common conditions of the genitourinary system.
4. Explore diagnostic and laboratory testing and medications for common conditions of the genitourinary system.
5. Develop teaching plans and discharge criteria for parents whose children have common genitourinary conditions.

**Assessments/Activities:**
Lecture / Classroom Participation—Discussion

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**14 April 16th & 18th**

**OB Exam 2 (HHS 130)**

**Exam covers:**
- Postpartum care
- Care of the normal newborn
- Care of the high risk newborn

**Peds Death & Dying Reflection**
**Activity/Assignment**
**Reflection Assignment due by 4/20 at 2359**

**Reminder:** ATI practice exams B and active learning templates due by April 23rd at 1700

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1. Identify factors that place a woman at risk for adverse health conditions.
2. Discuss preventative screenings for women across the lifespan.
3. Discuss health promotion and disease prevention strategies related to adolescents, young and older adults, including health promotion screening, sexual behavior, and menstrual disorders.
4. Discuss health promotion and disease prevention strategies related to young and older adults, including perimenopause, menopause, and gynecological disorders.
5. Describe how lifestyle factors such as diet exercise and cigarette smoking influence the health of women.
6. Discuss the physical and emotional changes related to perimenopause menopause.
7. Discuss various causes and treatments of menstrual disorders, breast cancer, and reproductive cancers.

**Assessments/Activities:**
Lecture / Classroom Participation—Discussion

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**15 April 23rd & 25th**

**OB: Women’s Health and Alterations in WH**
**Textbook: Chapter 4, pages 92-121**
**Companion text: Chapters 3, 4, 6, & 7**

**Objectives:**
1. Identify factors that place a woman at risk for adverse health conditions.
2. Discuss preventative screenings for women across the lifespan.
3. Discuss health promotion and disease prevention strategies related to adolescents, young and older adults, including health promotion screening, sexual behavior, and menstrual disorders.
4. Discuss health promotion and disease prevention strategies related to young and older adults, including perimenopause, menopause, and gynecological disorders.
5. Describe how lifestyle factors such as diet exercise and cigarette smoking influence the health of women.
6. Discuss the physical and emotional changes related to perimenopause menopause.
7. Discuss various causes and treatments of menstrual disorders, breast cancer, and reproductive cancers.

**Assessments/Activities:**
Lecture / Classroom Participation—Discussion

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**16 April 30th & May 2nd**

**ATI Comp Exam (Pedi & OB) (VINCENT Testing Center 0900-1200)**

**OFF (Study for Finals) 😊**
PERSONS WITH DISABILITIES AND SPECIAL ACCOMMODATIONS REQUEST

“Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State’s Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities.”

For more information on learning disabilities and how to apply for accommodations through the ASU Disability Services visit [http://www.angelo.edu/services/disability-services/](http://www.angelo.edu/services/disability-services/)

The following includes contact information for Disability Services at ASU:

- ada@angelo.edu
- Phone: 325-942-2047
- Fax: 325-942-2211
- Address: Houston Harte University Center, 112, ASU Station #11047, San Angelo, TX 76909

**Social Media Policy:** The Angelo State University Nursing Program supports the use of social media in personal/nonacademic or non-professional contexts. Students may encounter confidential information within the academic or patient care environment during clinical practicum and must demonstrate professional behaviors and communication. Consistent with Code of Ethics for Nurses with Interpretive Statements [ANA, 2001], Nursing: Scope and Standards of Practice [ANA, 2nd ed., 2010], Nursing’s Social Policy Statement [ANA, 2010] and the ASU Confidentiality Statement all students sign at the beginning of their program, it is the Students’ responsibility to refrain from the following:

- Uploading images/videos of yourself in a clinical environment or uniform*
- Discussing patients, visitors, vendors, or organizational partners
- Talking about physicians, hospital/facility/clinical staff
- Discussing clinical events or news stories involving clinical partners
- Giving medical advice online
- ‘Friending’ or requesting to friend patients (even when they are no longer patients), Department/College faculty, or staff.
- *The only exceptions are individual or group photos of the clinical group and faculty.

ASU nursing faculty reserves the right to order the immediate removal of inappropriate items (HIPPA violations, etc.) that are posted on a student’s social media site. Students preparing to enter the nursing workforce have a professional obligation to understand the nature and consequences of participating in social networking of all types [blogs, Twitter, Facebook, etc.]. Patient privacy is a fundamental ethical and legal obligation of nurses. Although social networking venues offer opportunities for mentoring and sharing needed health related education and information among colleagues and the lay public it also presents risk. The use of privacy settings and the separation of personal from
professional information is not guaranteed from being shared or made public in less protected forums. Online content and behavior has the potential to enhance or undermine the individual student’s career and/or the academic institution they attend. Students should consider the ‘unintended consequences’ of any information they share outside the context in which it was learned. [adapted from Principles: Social Networking and the Nurse [Draft 25 April 2011], American Nurses Association]

**INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

**STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**

“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

**COPYRIGHT POLICY**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**SYLLABUS CHANGES**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**COURSE EVALUATION**

In order to ensure consistent, sufficient student feedback regarding programs and services provided for students by the Department of Nursing, as required by our accreditation agency, opportunities for students to evaluate both their courses and course instructors will be provided. Student opinions and feedback are valued and are part of each Course and Instructor’s evaluation process.

Areas on the IDEA evaluation include:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**COURSE DISCLAIMER:**

Although it is never the intention of course instructors to offend anyone, we find that on rare occasions students do become offended during discussions. The nature of the content of obstetric and pediatric nursing may lead to someone being offended by ideas read or presented, or someone’s ideas or opinions shared. Our purpose is to encourage you to consider, objectively, the viewpoints reflected in other’s works as you examine your own views, assumptions, and preconceptions in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to “indoctrinate” you into any particular point of view, persuade you to adopt any specific position, or even “challenge” your personal beliefs. Our hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.
WEBLINKS:
Board of Nursing for the State of Texas http://www.bne.state.tx.us/
BSN Student Resources http://www.angelo.edu/dept/nursing/student_resources/

RUBRICS FOR ASSIGNMENTS (see following pages)
NUR 4412 OB: Genetics Ten Minute Paper

Meets Course Student Learning Outcome: 3

Due by March 9th at 2300

Instructions:

The purpose of this assignment is to gauge your awareness of how innovative technology can have great influence on personal and healthcare-related decisions related to fetal genetic testing. It also serves as a reflection regarding your thoughts/feelings/attitudes towards this matter and how you will shape your nursing practice accordingly.

Please create a 1-2 page (double-spaced) response addressing the questions below. As the title implies, this assignment is intended to only take around 10 minutes or less and to serve as a reflection, not a research paper. This assignment does NOT require references or the use of APA formatting. Please make sure to follow the guidelines listed within the grading rubric and use correct spelling/grammar throughout your response. Turn in your assignment via blackboard under the “Assignments” tab. This assignment counts as an OB Topic Quiz Grade.

Questions:

1. Do you feel emerging and contemporary technology relating to the ability to screen for genetic mutations prior to a child being born serves as a RESOURCE OR BARRIER in regards to providing family-centered care? (In other words, do you feel that emerging technology in genetic screening serves as a resource when providing family-centered care or a barrier when providing family-centered care?). WHY?

2. How might technology assist a parent’s decision to electively terminate the pregnancy if a fetal genetic mutation is discovered?

3. Based on your decision of technology allowing genetic testing to be a RESOURCE or a BARRIER to providing family-centered care, how do you feel this will (a) shape nursing practice in general and more specifically (b) shape your nursing practice?

Rubric

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<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student’s Score</th>
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<tbody>
<tr>
<td>Question 1: The student chooses whether advancements in technology related to genetic testing serve as a RESOURCE or BARRIER in providing family-centered care and gives appropriate rationale.</td>
<td>90 (30 points per question)</td>
<td>Q1:</td>
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<td>Question 2: The student provides a thoughtful and rational argument to this question</td>
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<td>Q2:</td>
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<tr>
<td>Question 3: The student relates their choice of RESOURCE or BARRIER to (a) nursing practice in general &amp; (b) their future nursing practice.</td>
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<td>Q3:</td>
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<tr>
<td>Appropriate grammar/spelling is used throughout the paper.</td>
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### Classroom Participation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Participation</strong></td>
<td>Asks questions, offers ideas to the group, listens to discussions, participates in class activities, etc.</td>
<td>Is absent from class. If in class, then does not ask questions, offer ideas to the group, listen to discussions, participate in class activities etc.</td>
</tr>
<tr>
<td></td>
<td>1 point</td>
<td></td>
</tr>
</tbody>
</table>

### Pedi Death and Dying Reflection Paper Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 1</strong></td>
<td>Provides well-developed answer to question</td>
<td>Provides minimal answer to question</td>
<td>Provides superficial answer or does not answer question</td>
</tr>
<tr>
<td></td>
<td>3 Points</td>
<td>2 Points</td>
<td>0-1 point</td>
</tr>
<tr>
<td><strong>Question 2</strong></td>
<td>Provides well-developed answer to question</td>
<td>Provides minimal answer to question</td>
<td>Provides superficial answer or does not answer question</td>
</tr>
<tr>
<td></td>
<td>3 Points</td>
<td>2 Points</td>
<td>0-1 point</td>
</tr>
<tr>
<td><strong>Question 3a</strong></td>
<td>Provides well-developed answer to question</td>
<td>Provides minimal answer to question</td>
<td>Provides superficial answer or does not answer question</td>
</tr>
<tr>
<td></td>
<td>3 Points</td>
<td>2 Points</td>
<td>0-1 point</td>
</tr>
<tr>
<td><strong>Question 3b</strong></td>
<td>Provides well-developed answer to question</td>
<td>Provides minimal answer to question</td>
<td>Provides superficial answer or does not answer question</td>
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<td>3 Points</td>
<td>2 Points</td>
<td>0-1 point</td>
</tr>
<tr>
<td><strong>Question 4</strong></td>
<td>Provides well-developed answer to question</td>
<td>Provides minimal answer to question</td>
<td>Provides superficial answer or does not answer question</td>
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<td>3 Points</td>
<td>2 Points</td>
<td>0-1 point</td>
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<tr>
<td><strong>Question 5</strong></td>
<td>Provides well-developed answer to question</td>
<td>Provides minimal answer to question</td>
<td>Provides superficial answer or does not answer question</td>
</tr>
<tr>
<td></td>
<td>3 Points</td>
<td>2 Points</td>
<td>0-1 point</td>
</tr>
<tr>
<td><strong>Grammar / Length</strong></td>
<td>Less than two grammar/spelling mistakes throughout the paper; Length of answers equals required length</td>
<td>More than two but less than four grammar/spelling mistakes noted throughout the paper; Length of answers equals required length</td>
<td>More than four grammar/spelling mistakes noted throughout the paper; Length of answers equals required length</td>
</tr>
<tr>
<td></td>
<td>2 Points</td>
<td>1 Point</td>
<td>0 point</td>
</tr>
</tbody>
</table>

**Total Points_____ / 20**