ANGELO STATE UNIVERSITY

Bachelor of Science in Nursing

NUR 4412
Obstetric and Pediatric Nursing

Fall 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 8:00-12:00 PM) **12:00-3:00PM**
TH: (Clinical) Call/email for appointment
F: (Meetings) Call/email for appointment

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. | • OB Quizzes  
• Unit Tests  
• ATI Exams  
• Lecture/Discussion | 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. | • OB Quizzes  
• Unit Tests  
• ATI Exams  
• Lecture/Discussion  
• Pedi Real-life ATI Video Assignments | 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  
• Pedi Death & Dying Reflection  
• Pedi Real-life ATI Video Assignments | 1;9 | 1;9 | *PCC-S |
| 5. Utilize evidence-based information in planning care for obstetric and pediatric clients and their families. | • Online Immunization/Developmental Screening Tools Quizzes  
• 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  
• Pedi Real-life ATI Video Assignments | 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><strong>OB Content – 50%</strong></td>
<td></td>
</tr>
<tr>
<td>OB 3 Unit Tests (all over OB content)</td>
<td>30 % (10 % each)</td>
</tr>
<tr>
<td>OB ATI 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><strong>ATI Maternal Newborn – Practice Tests/ Comprehensive Test/Remediation</strong></td>
<td>5%</td>
</tr>
<tr>
<td><strong>Pediatric Content – 50%</strong></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>2 %</td>
</tr>
<tr>
<td>PEDS Developmental Screening Tools Quiz</td>
<td>2 %</td>
</tr>
<tr>
<td>PEDS ATI Real Life Video Assignments</td>
<td>2 %</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><strong>ATI Nursing Care of Children - Practice Tests/ Comprehensive Test/Remediation</strong></td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></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 ATI Topic Quizzes:** The purpose of these quizzes is to engage the students into the ATI learning resource and allow the students and instructor to assess retention of the assigned ATI readings for that specific class day. These quizzes consist of questions pulled from the assigned ATI readings outlined in the “Weekly Schedule” of the syllabus. The quizzes are ONLINE in Blackboard. Each quiz will open the Wednesday before the specified lecture at 11:30 AM and will be available until 11 PM the Sunday before the designated lecture. A grade of “zero” will be given if a student does not complete the quiz within the open timeframe. The quiz must be completed once started and each quiz has a **15 minute time limit**.

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

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. After viewing the video “Making Every Moment Count” and listening to the online recorded powerpoint, students will write a brief response/reflection addressing specific questions related to the movie/lecture. The due date for this assignment is listed below.

5. **Peds Developmental Screening/Immunization Quizzes and ATI Real-Life Video Assignments:** The purpose of these quizzes and assignments is to expand your knowledge and retention of lecture topics by being able to apply information learned within an interactive module format. Due dates are posted below.

6. **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.

7. **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 Nursing Program Undergraduate Student Handbook, located on the Nursing website http://www.angelo.edu/dept/nursing/handbook/index.html

IMPORTANT UNIVERSITY DATES

August 27th            Fall classes officially begin
September 3rd          Labor Day Holiday
November 1st           Last day to drop a class or withdraw from the University for Fall Semester
November 21st - 23rd   University closed for Thanksgiving Holiday
December 3rd - 7th     Dead Week
December 10th - 14th   Final Exams Week
December 14th          Last Day of Fall Semester
December 15th          Fall Graduation

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. ALL ALTs MUST BE HANDWRITTEN (handwriting must be legible), scanned in, and submitted via blackboard by Monday, November 12, 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. ALL ALTs MUST BE HANDWRITTEN (handwriting must be legible), scanned in, and submitted via blackboard by Monday, November 28, 2018 by 1700 (ALL ALTs specified within the focused review must be completed in order to receive credit).
***For more practice prior to taking the proctored comprehensive exams, you are encouraged to complete the “Learning Systems RN 2.0” practice quizzes found under the “Tutorials, simulations, and quiz banks” tab on the ATI website (the quizzes are titled “Maternal Newborn 1 & 2” and “Nursing Care of Children 1 & 2”)***
3. You will take the ATI RN Maternal Newborn and RN Nursing Care of Children 2016 Proctored Exams on December 3rd, 2018 in the HHS Testing Center (HHS 126). 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. ALL ALTs MUST BE HANDWRITTEN (handwriting must be legible), scanned in, and submitted via blackboard by Wednesday, December 12, 2018 by 2359 (See rubric below with how many ALTs 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%).

Active Learning Template Guidelines:
-All ALTs MUST be handwritten in order to receive credit.
-Make sure your ALT topic and category matches what is identified in your focused review or it will not be accepted.
-DOUBLE CHECK your submission to ensure all ALTs required are completed, accounted for, and are submitted to the correct link or you will not receive credit.
Practice Assessment (for both RN Maternal Newborn & Nursing Care of Children)

<table>
<thead>
<tr>
<th>4 Points (2 points for each practice remediation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Practice Assessment A</td>
</tr>
<tr>
<td>Remediation:</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>100% requires no time spent in the focused review</td>
</tr>
<tr>
<td>*For each topic missed, complete the active learning template provided in the focused review from your FIRST exam attempt.</td>
</tr>
<tr>
<td>Complete Practice Assessment B</td>
</tr>
<tr>
<td>Remediation:</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>100% requires no time spent in the focused review</td>
</tr>
<tr>
<td>*For each topic missed, complete the active learning template provided in the focused review from your FIRST exam attempt.</td>
</tr>
</tbody>
</table>

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>
<tr>
<td>Remediation: Minimum of 30 minutes spent in focused review</td>
<td>Remediation: Minimum of 1 hour spent in focused review</td>
<td>Remediation: Minimum of 2 hours spent in focused review</td>
<td>Remediation: Minimum of 3 hours spent in focused review</td>
</tr>
<tr>
<td>*2 ALTs required to complete from focused review</td>
<td>*5 ALTs required to complete from focused review</td>
<td>*8 ALTs required to complete from focused review</td>
<td>*12 ALTs required to complete from focused review</td>
</tr>
<tr>
<td>2 Points</td>
<td>2 Points</td>
<td>2 Points</td>
<td>2 Points</td>
</tr>
</tbody>
</table>

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.

**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 J 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 Jparker8@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/](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](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](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>
</table>
| 1    | OB: Course Overview & Introduction; Prenatal Care  
WARD & HISLEY-  
Chapter 5 - please read if you need a thorough review of reproductive A&P  
Chapter 6 pages 162-184  
Chapter 7 (all)  
ATI-RN MATERNAL NEWBORN NURSING 10.0-  
Chapters 1, 2 & 4 (all)  
Objectives:  
2. Discuss current maternal and infant health issues.  
3. Identify the time intervals and critical components of conception, embryonic development, and fetal development.  
4. Trace a drop of blood through the fetal circulatory system.  
5. Discuss the structure and function of the placenta, amniotic fluid, and umbilical cord.  
6. Discuss the threats to embryonic/fetal well-being and development and explain the nurse’s role in minimizing threats to the developing fetus.  
Assessments/Activities:  
Lecture / Classroom Participation | PEDS: Course Overview & Introduction; Caring for the Developing Child -- Ch20 pages 755-769.  
Objectives:  
1. Describe the principles inherent in the developmental process.  
2. Identify and explain the theories of growth and development.  
Assessments/Activities:  
Lecture / Classroom Participation – Discussion / Due September 5th by 0930:  
Immunization Quiz  
http://www.txhealthsteps.com/146-immunization  
*Turn in PDF certificate to blackboard under “Assignments” |
| 2    | LABOR DAY HOLIDAY  
ONLINE ASSIGNMENT  
*Assignment - Genetics Ten Minute Paper  
Due by September 7th at 2300.  
Objectives:  
1. Evaluate the influence of innovative technology on healthcare-related decision-making and the effect it has on providing family-centered care.  
2. Summarize how this technological influence shapes nursing practice.  
Assessments/Activities:  
Online Participation/Response  
*WEEK 3 ATI TOPIC QUIZ OPENS | PEDS: Caring for the Developing Child -- Ch20 (cont.) pages 770 -783.  
Caring for the Child in the Hospital, the Community, & Across Care Settings -- Ch 21 (To be discussed in clinical)  
Objectives:  
1. Discuss the components of each developmental stage.  
2. Compare how each developmental stage differs and how parental guidance will be affected.  
3. Discuss discipline strategies for parents dependent on a child’s developmental stage.  
4. Describe developmental surveillance and screening during preventive medical checkups for children birth through 6 years.  
5. Explore purposes of Immunizations/vaccines and the recommended administration schedule.  
6. Describe recommended car seat safety rules.  
Assessments/Activities: |
<table>
<thead>
<tr>
<th>Date</th>
<th>Objectives</th>
<th>Assessments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 10th &amp; Sept. 12th</td>
<td><strong>Objectives:</strong>&lt;br&gt;1. Describe the physiological changes that occur during pregnancy, the etiologies, and influencing factors.&lt;br&gt;2. Link the anatomical and physiological changes of pregnancy to signs, symptoms, and common discomforts of pregnancy.&lt;br&gt;3. Describe appropriate interventions to relieve common discomforts of pregnancy.&lt;br&gt;4. 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;5. Calculate estimated date of birth, gravidity, and parity.&lt;br&gt;6. Differentiate presumptive, probable, and positive signs of pregnancy.&lt;br&gt;7. Describe factors that must be integrated to achieve optimal nutrition and weight gain during pregnancy.&lt;br&gt;8. Recognize signs of impending complications of pregnancy and discuss interventions to decrease morbidity and mortality.</td>
<td><strong>Assessments/Activities:</strong>&lt;br&gt;Lecture/Classroom Participation&lt;br&gt;*WEEK 3 ATI TOPIC QUIZ DUE SUNDAY BEFORE LECTURE&lt;br&gt;*WEEK 4 ATI TOPIC QUIZ OPENS</td>
</tr>
<tr>
<td>Sept. 17th &amp; Sept. 19th</td>
<td><strong>Objectives:</strong>&lt;br&gt;1. Describe the purpose, indicators, procedures, and nursing actions for</td>
<td><strong>Assessments/Activities:</strong>&lt;br&gt;PEDS: Caring for the Child with a Psychosocial or Cognitive Condition – Ch 22; Caring for the Child with a Respiratory Condition – Ch 23&lt;br&gt;Pysch/Cognitive Topics: ADHD / Maltreatment of children / Substance Use and abuse / learning abilities &amp; Cognitive disorders&lt;br&gt;Respiratory Topics: Esophageal atresia &amp; Tracheoesophageal fistula / Cystic Fibrosis / Croup / Epiglottitis / Bronchiolitis &amp; RSV / Asthma&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;1. Examine the conditions related to various pediatric psychological and cognitive conditions.&lt;br&gt;2. Explore the risk factors that contribute to various pediatric psychological and cognitive conditions.&lt;br&gt;3. Prioritize developmentally appropriate and holistic nursing care for various pediatric psychological and cognitive conditions.&lt;br&gt;4. Discuss the impact of mental health/psychological issues amongst youth and their families.&lt;br&gt;5. Identify signs of child maltreatment and the protocol for nurses for reporting and treating victims and their families.&lt;br&gt;6. Examine common conditions of the respiratory system within pediatric patients.&lt;br&gt;7. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the respiratory system.&lt;br&gt;8. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the respiratory system.&lt;br&gt;9. Develop teaching plans and discharge criteria for pediatric patients and their families who have common respiratory conditions.</td>
</tr>
</tbody>
</table>
2. Describe the primary complications of pregnancy and the related nursing and medical care
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
5. Discuss the importance of complete and accurate documentation in caring for the patient experiencing an obstetric emergency

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

*WEEK 4 ATI TOPIC QUIZ DUE SUNDAY BEFORE LECTURE
*WEEK 5 ATI TOPIC QUIZ OPENS

### OB: Intrapartum 1: The Process of Labor & Birth / Promoting Comfort During Labor and Birth
WARD & HISLEY
Chapter 12 pages 411-437; 454-469
Chapter 13 (all)

**ATI-RN MATERNAL NEWBORN NURSING 10.0**
Chapter 11, 12 & 14 (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.
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.

### PEDS EXAM 1 (HHS 130)
**Exam covers:**
- Growth and development
- Care of the hospitalized child
- Psychosocial/Cognitive conditions
- Respiratory conditions
| 6 Oct. 1\(^{st}\) & 3\(^{rd}\) | OB: Intrapartum 2: Assessment of the Fetus During Labor and Birth  
WARD & HISLEY  
Chapter 12 pages 437-453  
ATI-RN MATERNAL NEWBORN NURSING 10.0  
Chapter 13 (all)  
**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.  
**Assessments/Activities:**  
Lecture / Classroom Participation  
*WEEK 5 ATI TOPIC QUIZ DUE SUNDAY BEFORE LECTURE* | 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 / Hyperthyroidism / 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 pediatric cardiac conditions.  
5. Explore diagnostic, laboratory testing, and medications for pediatric cardiac conditions.  
6. Develop teaching plans and discharge criteria for pediatric patients and their families who have cardiac conditions.  
7. Describe the anatomy and physiology and developmental aspects of the endocrine system.  
8. Examine the common pediatric conditions of the endocrine system.  
9. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the endocrine system.  
10. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the endocrine system.  
11. Develop teaching plans and discharge criteria for pediatric patients and their families who have common endocrine conditions.  
**Assessments/Activities:**  
Lecture / Classroom Participation—Discussion  
Due by October 10\(^{th}\) at 0930: ATI Real Life Video (Real Life RN Nursing Care of Children 2.0)—Type 1 Diabetes Mellitus (complete after class) |
| 7 Oct. 8\(^{th}\) and 10\(^{th}\) | OB: Intrapartum 3: Complications During Labor and Birth  
WARD & HISLEY  
Chapter 14 (all)  
ATI-RN MATERNAL NEWBORN NURSING 10.0  
Chapter 15 & 16 (all)  
**Objectives:** | Peds: 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
1. Analyze controversies, methods, and complications related to fetal assessment and birth-related procedures.
2. Describe emergency nursing care for various uterine, placental, umbilical, and amniotic complications during labor and birth to promote healthy outcomes for the mother and infant.
3. Demonstrate understanding of knowledge related to induction of labor and augmentation of labor.
4. Plan, prioritize, and evaluate care for fetal heart rate problems.
5. Plan appropriate nursing care for a family experiencing a fetal loss.
6. Discuss maternal and fetal factors associated with cesarean birth.

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

*WEEK 7 ATI TOPIC QUIZ DUE SUNDAY BEFORE LECTURE*

---

**8 Oct. 15th & 17th**

**OB Exam 1 (HHS 130)**
Exam Covers OB Material from Weeks 1-7

*WEEK 9 ATI TOPIC QUIZ OPENS*

---

**9 Oct. 22nd & 24th**

**OB: Postpartum: Caring for the Well Woman and Woman with Complications During the Postpartum Period**
WARD & HISLEY
Chapters 15 & 16 (all)
ATI-RN MATERNAL NEWBORN NURSING 10.0 - Chapters 17, 20 & 22 (all)

**Objectives:**
1. Describe the physiological and psychological changes that occur during the postpartum period.
2. Identify the critical elements of assessment and nursing care during the postpartum period.
3. Prioritize and plan research-based care.
4. Plan appropriate care for a family experiencing a postpartum loss.
5. Develop teaching plans and discharge criteria for patients experiencing a postpartum loss.

---

**PEDS EXAM 2 (HHS 130)**
Exam covers:
GI conditions
Immunological/infectious conditions
Cardiovascular conditions
Endocrine/metabolic conditions
Hematological Conditions
postpartum and post-op care, including health promotion, pain management, parental role transition, attachment/bonding, and teaching.

4. Describe the causes and signs and symptoms of postpartum hemorrhage.

5. Integrate pathophysiology, clinical therapy, assessment and care for common postpartum complications (hemorrhage, infection, thromboembolic and psychiatric disorders).

**Assessments/Activities:**
Lecture / Classroom Participation
*WEEK 9 ATI TOPIC QUIZ DUE SUNDAY BEFORE LECTURE
*WEEK 10 ATI TOPIC QUIZ OPENS

| 10 Oct. 29th & 31st | OB: Physiological Transition of the Newborn and Caring for the Normal Newborn  
WARD & HISLEY  
Chapters 17 & 18 (all)  
ATI-RN MATERNAL NEWBORN NURSING 10.0-  
Chapters 23 & 24 (all)  
Objectives:  
1. Describe normal neonatal patterns of behavior during the first several hours after birth.  
2. Analyze oxygenation, perfusion, thermoregulation and other aspects of 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 |
| --- | --- |
| | 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  
1. Describe the anatomy and physiology and normal function of the skin.  
2. Examine the conditions related to various pediatric skin conditions.  
3. Prioritize developmentally appropriate and holistic nursing care for various pediatric skin and burn conditions.  
4. Explore diagnostic and laboratory testing and medications for various pediatric skin and burn conditions.  
5. Develop teaching plans and discharge criteria for pediatric patients and their families who have various skin and burn conditions.  
**Assessments/Activities:**  
Lecture / Classroom Participation-- Discussion |
<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Objectives</th>
<th>Assessments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>OB: Breastfeeding &amp; Newborn Nutrition, Caring for the High Risk Newborn</td>
<td>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 4. Describe the physiology and pathophysiology associated with selected complications within the neonatal period. 5. Explain common complications affecting the preterm and postterm newborn. 6. Examine conditions related to the SGA and LGA infant. 7. Identify critical elements of assessment in nursing care of the high-risk neonate. 8. Describe the loss and grieving process experienced by parents whose infant has died.</td>
<td>Lecture / Classroom Participation</td>
</tr>
<tr>
<td>11</td>
<td>OB: Breastfeeding &amp; Newborn Nutrition, Caring for the High Risk Newborn</td>
<td>11 Nov. 5th &amp; 7th</td>
<td>Reminder: ATI practice exams A and active learning templates due by November 12th at 1700</td>
</tr>
<tr>
<td>11</td>
<td>OB: Breastfeeding &amp; Newborn Nutrition, Caring for the High Risk Newborn</td>
<td>ATI-RN MATERNAL NEWBORN NURSING 10.0</td>
<td>Chapter 15 pages 575-587 Chapter 19 (all)</td>
</tr>
<tr>
<td>11</td>
<td>OB: Breastfeeding &amp; Newborn Nutrition, Caring for the High Risk Newborn</td>
<td>Chapter 25 &amp; 27 (all)</td>
<td><strong>WEEK 11 ATI TOPIC QUIZ OPENS</strong></td>
</tr>
<tr>
<td>11</td>
<td>Peds: Caring for the Child with a Musculoskeletal Condition – Ch 29</td>
<td><strong>Musculo. Topics</strong>: Club foot / Legg-calve Perthes / Slipped Capital Femoral Epiphysis (SCFE) / Fractures / Syndactyly &amp; polydactyly / Osgood-Schlatter / Torticollis / osteomyelitis / Juvenile arthritis / Osteogenesis imperfecta</td>
<td><strong>Objectives</strong>: 1. Describe the anatomy and physiology of the musculoskeletal system. 2. Examine the conditions related to various pediatric musculoskeletal conditions. 3. Prioritize developmentally appropriate and holistic nursing care for pediatric musculoskeletal conditions. 4. Explore diagnostic and laboratory testing and medications for various pediatric musculoskeletal conditions. 5. Develop teaching plans and discharge criteria for pediatric patients and their families who have various musculoskeletal conditions.</td>
</tr>
<tr>
<td>12</td>
<td>OB Exam 2 (HHS 130)</td>
<td>Exam Covers OB Material from Weeks 9-11</td>
<td>Peds: Caring for the Child with a Genitourinary Condition – Ch 31; GU Topics: Reproductive disorders affecting females &amp; males / Dehydration / UTI / Vescicoureteral reflux / glomerulonephritis / nephrotic syndrome / Enuresis 1. Describe the anatomy and physiology of the genitourinary system. 2. Examine common pediatric conditions of the genitourinary system. 3. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the genitourinary system. 4. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the genitourinary system. 5. Develop teaching plans and discharge criteria for pediatric patients and their families who have common genitourinary conditions.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>13 Nov. 19th &amp; 21st</td>
<td>In-Class Critical Thinking Cases</td>
<td>WINTER BREAK HOLIDAY ONLINE ASSIGNMENT: Peds Death &amp; Dying Powerpoint Reflection Activity/Assignment Reflection Assignment due by 11/29 at 2359</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Thanksgiving Brunch</em></td>
<td>Reminder: ATI practice exams B and active learning templates due by November 28th at 1700</td>
<td></td>
</tr>
<tr>
<td>14 Nov. 26th &amp; Nov. 28th</td>
<td>ONLINE LECTURE OB: Women's Health WARD &amp; HISLEY Chapter 4 pages 92-121 HISLEY COMPANION TEXT Chapters 3, 4, 6, &amp; 7 (all)</td>
<td>PEDS EXAM 3 (HHS 130) Exam covers: Neurological conditions Integumentary conditions Genitourinary conditions Musculoskeletal conditions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Objectives:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Identify factors that place a woman at risk for adverse health conditions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Discuss health promotion and preventative screenings for women across the lifespan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Describe how lifestyle factors influence the health of women.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Discuss the physical and emotional changes related to perimenopause and menopause.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Discuss various causes and treatments of menstrual disorders, breast cancer, and reproductive cancers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessments/Activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture / Online Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Dec. 3rd &amp; 5th</td>
<td>ATI Comp Exam (Pedi &amp; OB) HHS 126-Testing Center 0900-1200</td>
<td>OFF (Study for Finals) 😊</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reminder: ATI comprehensive exam active learning templates due by December 12th at 2359</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Dec. 10th &amp; 12th</td>
<td>OB Final Exam (HHS 130) 0800-1000 Comprehensive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 September 7th at 2300

Instructions:

The purpose of this assignment is to gauge your awareness of how innovative technology can have a great influence on healthcare 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.

Questions:

1. Do you feel emerging and contemporary technology able 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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student’s Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 1:</strong> 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>
</tr>
<tr>
<td><strong>Question 2:</strong> The student provides a thoughtful and rational argument to this question</td>
<td></td>
<td>Q2:</td>
</tr>
<tr>
<td><strong>Question 3:</strong> The student relates their choice of RESOURCE or BARRIER to (a) nursing practice in general &amp; (b) their future nursing practice.</td>
<td></td>
<td>Q3:</td>
</tr>
<tr>
<td>Appropriate grammar/spelling is used throughout the paper.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
### Classroom Participation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Participation</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>0 Point</td>
</tr>
</tbody>
</table>

### Pedi Death and Dying Reflection Paper Rubric

**Due by November 29th at 2359**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</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>Question 2</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>Question 3a</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>Question 3b</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>Question 4</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>Grammar / Length</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 ____ / 17