COURSE NUMBER
NUR 4322

COURSE TITLE
Obstetric and Pediatric Nursing

CREDITS (3-0-0)

PREREQUISITE COURSES
NUR 3410 Adult Health Nursing I, NUR 3320 Adult Health Nursing Practicum, NUR 3301 Health Policy and Professional Issues, & NUR 3307 Pharmacology.

CO-REQUISITES
NUR 4212 Obstetrics and Pediatric Nursing Practicum, NUR 4305 Research: An Evidence-Based Approach to Care, NUR 4221 Adult Health II Nursing Practicum, & NUR 4411 Adult Health Nursing II.

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 Tuesdays from 9:30AM-12:20PM in HHS #106. 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 “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.

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: ashley.jones@angelo.edu  
Office Hours:  
M: (Clinical Day) Call/email for appointment  
T: 1st 8 weeks: 1:00PM-4:00PM/2nd 8 weeks: 9:30AM-1:00PM  
W: (Clinical Day) Call/email for appointment  
TH: 1:00PM-4:00PM  
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: (Clinical) Call/email for appointment  
T: 1st 8 weeks: 9:15AM-1:15PM  
2nd 8 weeks: 9:15AM-9:30; (In OB/Peds Lec. 9:30-12:20); 12:20-1:15 PM  
W: (Clinical) Call/email for appointment  
TH: 9:15AM-1:15PM  
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  
• 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. | • Quizzes  
• Unit Tests  
• ATI Exams  
• Lecture/Discussion | 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. | • Lecture/Discussion | 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. | • Quizzes (developmental screening tools quiz) | 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 4322 and NUR 4212 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>
</tbody>
</table>
| OB Exams (all over OB content) | OB Exam 1 – 13%  
|                     | OB Exam 2 – 13%  |
| OB ATI Topic Quizzes | 14 % (7 quizzes at 2 % each) |
| OB Daily Classroom Participation | 5% |
| ATI Maternal Newborn – Practice Tests/ Comprehensive Test/Remediation | 5% |
| Pediatric Content – 50% |                  |
| PEDS 3 Unit Tests (all over PEDI content) | 30 % (10% each) |
| PEDS Developmental Screening Tools Quiz | 2 % |
| PEDS ATI Topic Quizzes | 8 % (4 quizzes at 2 % each) |
| PEDS Daily Classroom Participation | 5 % |
| ATI Nursing Care of Children - Practice Tests/ Comprehensive Test/Remediation | 5% |
| TOTAL | 100 % |
TEACHING STRATEGIES
- Readings (Textbooks/ Handouts/ Internet resources)
- Lecture/Discussions/Online modules
- NCLEX practice questions/tests
- Case studies/Demonstrations
- Written assignments
- Tests / Quizzes

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) 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) exams 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 & PEDI 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 on **Tuesday at 12:30 PM** and will be available until **11 PM** the **MONDAY** 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. The time limit for each quiz will be designated within the quiz instructions on Blackboard.

3. **PEDS Developmental Screening Quiz:** The purpose of these quizzes is to expand your knowledge and retention of lecture topics by being able to apply information learned within an interactive module format. Quiz due date is posted below.

4. **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.

5. **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:
IMPORTANT UNIVERSITY DATES

August 26th          Classes officially begin  
September 2nd      Labor Day Holiday  
October 31st       Last day to drop a class or withdraw from the University for Fall Semester  
November 27th-29th                       Thanksgiving Break Holiday  
December 2nd-6th      Dead Week  
December 9th-13th      Final Exams Week  
December 13th     Last Day of Fall Semester  
December 14th        Fall Commencement

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 the following due dates: RN Maternal Newborn Practice 2016 A due by 10/16/19, by 2359. RN Nursing Care of Children Practice 2016A due by 12/4/19 by 2359. Students only need to submit a **MAXIMUM of 20 ALTs (for practice exams A)** if their focused review indicates more than 20 are indicated.

2. Complete RN Maternal Newborn Online Practice 2016B AND RN Nursing Care of Children Online Practice 2016B through ATI Testing. Students must take practice exam B by the above due dates and score 85% or higher on the first attempt in order to receive full credit. Note: Take your time in completing this exam. *****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 on 10/18/19 and RN Nursing Care of Children 2016 Proctored Exam on 12/6/19 in the HHS Testing Center (HHS 126) at 0900. Each exam is around 70 questions long and you are allotted approximately 70 minutes per exam.

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.

<table>
<thead>
<tr>
<th>Practice Assessment (for both RN Maternal Newborn &amp; Nursing Care of Children)</th>
<th>Complete Practice Assessment B</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Points (2 points for each practice exam)</td>
<td>Student must take practice exam B by the due date and score 85% or higher on the first attempt in order to receive full credit.</td>
</tr>
</tbody>
</table>

**Complete Practice Assessment A Remediation:**
Minimum amount of time spent in your focused review over your FIRST exam attempt is dependent on your score:
- < 90% requires a minimum of 1 hour spent in the focused review
- 90-95% requires 40 minutes spent in the focused review
- 95-99% requires 20 minutes spent in the focused review
- 100% requires no time spent in the focused review

*For each topic missed, complete the active learning template provided in the focused review from your FIRST exam attempt. Max of 20 per exam*

| Proctored Assessment |
|---|---|---|---|
| **Level 3** | **Level 2** | **Level 1** | **Below Level 1** |
| 6 Points | 4.5 Points | 3 Points | 1.5 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.
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, all 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 HONESTY
Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Archer College of Health and Human Services adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook: Angelo State University's Academic Integrity Policy. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

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: Angelo State University's Writing Center Website.

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211(TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.
**Weekly Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
</table>
| 1    | August 27th| OB: Course Overview & Introduction  
Module 1: Prenatal Care, Changes During Pregnancy, Prenatal Assessment, and Promoting a Healthy Pregnancy  
Module 2: Complications During Pregnancy  
WARD & HISLEY  
Chapter 5 - please read if you need a thorough review of reproductive A&P  
Chapter 6 pages 162-184  
Chapter 7, 8, 10 & 11 (all)  
Chapter 9 pages 251-284  
ATI-RN MATERNAL NEWBORN NURSING 10.0-  
Chapters 3, 5 & 6 (all)  
Chapter 7, 9 & 10 (all)  
Due August 27th by 2300:  
ATI 3/5/6 TOPIC QUIZ  
ATI 7/9/10 TOPIC QUIZ |
| 2    | September 3rd| Module 2: Complications During Pregnancy  
Intrapartum 1  
Intrapartum 2  
WARD & HISLEY  
Chapter 12 & 13 (all)  
ATI-RN MATERNAL NEWBORN NURSING 10.0-  
Chapter 11, 12, 13 & 14 (all)  
Due September 2nd by 2300:  
ATI 11/12/14 TOPIC QUIZ |
| 3    | September 10th| Intrapartum 2  
Intrapartum 3  
WARD & HISLEY  
Chapter 12 pages 437-453  
Chapter 14 (all)  
ATI-RN MATERNAL NEWBORN NURSING 10.0-  
Chapter 13, 15 & 16 (all)  
Due September 9th by 2300:  
ATI 15/16 TOPIC QUIZ |
| 4    | September 17th| Intrapartum 3  
Module 3: Postpartum  
WARD & HISLEY  
Chapter 14, 15 & 16 (all)  
ATI-RN MATERNAL NEWBORN NURSING 10.0-  
Chapter 15, 16, 17, 20 & 22 (all)  
Due September 16th by 2300:  
ATI 17/20/22 TOPIC QUIZ |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Exam Covers</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>OB Exam 1</td>
<td>Exam covers: Module 1, Module 2, Intrapartum 1, Intrapartum 2, Intrapartum 3</td>
<td></td>
</tr>
<tr>
<td>October 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Module 3: Postpartum</td>
<td></td>
<td>September 30&lt;sup&gt;th&lt;/sup&gt; by 2300: ATI 23/24 TOPIC QUIZ</td>
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<td></td>
<td>Module 4: Transition of the Newborn and Caring for the Normal/High Risk Newborn; Breastfeeding &amp; Newborn Nutrition</td>
<td></td>
<td>Reminder: ATI practice exam A with active learning templates AND completion of ATI practice exam B (85% or higher 1&lt;sup&gt;st&lt;/sup&gt; attempt) due by October 16&lt;sup&gt;th&lt;/sup&gt; at 2359.</td>
</tr>
<tr>
<td>October 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Module 4: Transition of the Newborn and Caring for the Normal/High Risk Newborn; Breastfeeding &amp; Newborn Nutrition</td>
<td>Module 5: Caring for the High Risk Newborn; Women's Health Case Studies</td>
<td>October 7&lt;sup&gt;th&lt;/sup&gt; by 2300: ATI 25/27 TOPIC QUIZ</td>
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<td></td>
<td>*OB ATI Comprehensive Exam 10/18 at 9 AM HHS Testing Center</td>
</tr>
<tr>
<td>October 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>OB Exam 2</td>
<td>Exam covers: Module 3, Module 4</td>
<td></td>
</tr>
<tr>
<td>October 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>PEDS: Course Overview &amp; Introduction; Caring for the Developing Child -- Ch20, pages 755-783. Caring for the Child in the Hospital, the Community, &amp; Across Care Settings -- Ch 21 (Discussed in clinical)</td>
<td>ATI-RN Nursing Care of Children 10.0- Chapters 3, 4, 5, 6, 7 &amp; 35</td>
<td>Objectives: 1. Describe the principles inherent in the developmental process. 2. Identify and explain the theories of growth and development. 3. Discuss the components of each developmental stage.</td>
</tr>
</tbody>
</table>
4. Compare how each developmental stage differs and how parental guidance will be affected.
5. Discuss discipline strategies for parents dependent on a child’s developmental stage.
6. Describe developmental surveillance and screening during preventive medical checkups for children birth through 6 years.
7. Explore the recommended administration schedule.
8. Describe recommended car seat safety rules.

**Assessments/Activities:**
- Lecture / Classroom Participation – Discussion
  - Due October 29th by 0900:
    - Using Developmental Screening Tools Quiz
  - *Turn in PDF certificate to blackboard under “Assignments”
  - *WEEK 10 PEDI ATI TOPIC QUIZ OPENS October 22nd 1200 (covers psych & respiratory)

<table>
<thead>
<tr>
<th>10 October 29th</th>
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<tbody>
<tr>
<td><strong>Peds:</strong> Caring for the Child with a Psychosocial or Cognitive Condition – Ch 22; Caring for the Child with a Respiratory Condition – Ch 23</td>
</tr>
<tr>
<td>*Begin Caring for the Child with an Immunological or Infectious Condition (remainder will be recorded for week 11) – Ch 25</td>
</tr>
<tr>
<td>ATI-RN Nursing Care of Children 10.0 - Chapters 17, 18, 19, &amp; 44</td>
</tr>
<tr>
<td><strong>Psych/Cognitive Topics:</strong> ADHD / Maltreatment of children / Substance Use and abuse / learning abilities &amp; Cognitive disorders</td>
</tr>
<tr>
<td><strong>Respiratory Topics:</strong> Esophageal atresia &amp; Tracheoesophageal fistula / Cystic Fibrosis / Croup / Epiglottitis / Bronchiolitis &amp; RSV / Asthma</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>1. Examine the conditions related to various pediatric psychological and cognitive conditions.</td>
</tr>
<tr>
<td>2. Explore the risk factors that contribute to various pediatric psychological and cognitive conditions.</td>
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<tr>
<td>3. Prioritize developmentally appropriate and holistic nursing care for various pediatric psychological and cognitive conditions.</td>
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<td>4. Discuss the impact of mental health/psychological issues amongst youth and their families.</td>
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<td>5. Identify signs of child maltreatment and the protocol for nurses for reporting and treating victims and their families.</td>
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<tr>
<td>6. Examine common conditions of the respiratory system within pediatric patients.</td>
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<tr>
<td>7. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the respiratory system.</td>
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<tr>
<td>8. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the respiratory system.</td>
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<td>8. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the respiratory system.</td>
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<tr>
<td>9. Develop teaching topics and discharge criteria for pediatric patients and their families who have common respiratory conditions.</td>
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<tr>
<td><strong>Assessments/Activities:</strong></td>
</tr>
<tr>
<td>Lecture / Classroom Participation—Discussion</td>
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<table>
<thead>
<tr>
<th>11 November 5th</th>
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<tbody>
<tr>
<td><strong>Peds Exam 1</strong></td>
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<tr>
<td><strong>Exam covers:</strong></td>
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<tr>
<td>Growth and development</td>
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<tr>
<td>Care of the hospitalized child</td>
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<tr>
<td>Psychosocial/Cognitive conditions</td>
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<tr>
<td>Respiratory conditions</td>
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**Online Recording** (will begin immune powerpoint in week 10 with the remainder recorded for week 11 post exam):
Caring for the Child with an Immunological or Infectious Condition – Ch 25
ATI-RN Nursing Care of Children 10.0-
Chapters 36 & 37

Immune Topics: Fifth’s Disease (erythema Infectiosum) / Herpes Simplex Virus (HSV) / Infectious Mononucleosis / Oral Thrush / Cat Scratch Disease / West Nile / Influenza

Objectives:
1. Describe the anatomy and physiology and developmental aspects of the immunological and infectious systems.
2. Examine the common conditions of the immunological and infectious systems.
3. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the immunological and infectious systems.
4. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the immunological and infectious systems.
5. Develop teaching topics and discharge criteria for pediatric patients and their families who have common immunological and infectious conditions.

*WEEK 12 PEDS ATI TOPIC QUIZ OPENS November 5th at 1200 (covers immune, cardio, & GI)

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12
November 12th

Peds: Caring for the Child with a Gastrointestinal Condition – Ch 24;
Caring for the Child with a Cardiovascular Condition – Ch 26;
ATI-RN Nursing Care of Children 10.0-
Chapters 20, 22, & 23 (all)

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

Cardio Topics: CHF / Congenital Heart Disorders / Kawasaki Disease/ Infective Endocarditis/ Rheumatic Fever

Objectives:
1. Describe the anatomy, physiology, and developmental aspects of the gastrointestinal system.
2. Examine common pediatric conditions of the gastrointestinal system.
3. Prioritize developmentally appropriate and holistic nursing care for common pediatric conditions of the gastrointestinal system.
4. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the gastrointestinal system.
5. Develop teaching plans and discharge criteria for pediatric patients and their families who have common gastrointestinal conditions.
6. Describe the anatomy, physiology, and developmental aspects of the cardiac system.
7. Discuss congenital heart disease (heart defects) and its effect on children.
8. Examine the conditions related to cardiac diseases.
9. Prioritize developmentally appropriate and holistic nursing care for pediatric cardiac conditions.
10. Explore diagnostic, laboratory testing, and medications for pediatric cardiac conditions.
11. Develop teaching plans and discharge criteria for pediatric patients and their families who have cardiac conditions.

*WEEK 13 PEDS ATI TOPIC QUIZ OPENS November 12th at 1200 (covers endocrine, hematological, & neuro)

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13
November 19th

Peds: Caring for the Child with a Hematological Condition – Ch 32
Caring for the Child with a Neurological or Sensory Condition – Ch 28

*Begin Caring for the Child with an Endocrinological or Metabolic Condition (remainder will be recorded for week 14) – Ch 27

ATI-RN Nursing Care of Children 10.0-
Chapters 12-15 (neuro), 21, 33, & 34 (all)

Hematological Topics: Anemia / Fe deficiency anemia / Sickle cell disease / Thalassemia / Hemophilia / von Willebrand’s Disease

Neuro Topics: Altered Level of consciousness / Increased ICP / Seizure Disorders & epilepsy / Meningitis / Cerebral Palsy / Abusive head trauma
**Endocrine Topics:** Hypothyroidism / Hyperthyroidism / Type 1 & 2 Diabetes

**Objectives:**
1. Describe the anatomy, physiology, and developmental aspects of the endocrine system.
2. Examine the common pediatric conditions of the endocrine system.
3. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the endocrine system.
4. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the endocrine system.
5. Develop teaching topics and discharge criteria for pediatric patients and their families who have common endocrine conditions.
6. Describe the anatomy, physiology, and developmental aspects of the hematological system.
7. Examine common pediatric conditions of the hematological system.
8. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the hematological system.
9. Explore diagnostic and laboratory testing as well as medications for common pediatric conditions of the hematological system.
10. Develop teaching topics and discharge criteria for pediatric patients and their families who have common hematological conditions.
11. Describe the anatomy, physiology, and developmental aspects of the neurological system.
12. Examine common pediatric conditions of the neurological system.
13. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the neurological system.
14. Explore diagnostic and laboratory testing as well as medications for common pediatric conditions of the neurological system.
15. Develop teaching topics and discharge criteria for pediatric patients and their families who have common neurological conditions.

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

**14 November 26th**

PEDS EXAM 2

Exam covers:
- GI conditions
- Immunological/infectious conditions
- Cardiovascular conditions
- Hematological Conditions
- Neurological Conditions

**ONLINE RECORDING** (Remaining endocrine/metabolic topics not covered in class will be recorded for listening post exam)

WEEK 15 PEDIATRIC TOPIC QUIZ OPENS November 26th AT 1200 (covers integumentary, musculoskeletal, and GU)

Reminder: ATI practice exam A with active learning templates AND completion of ATI practice exam B (85% or higher 1st attempt) due by December 4th at 2359.

**15 December 3rd**

PEDS: Caring for the Child with an Integumentary Condition – Ch 30
Caring for the Child with a Musculoskeletal Condition – Ch 29
Caring for the Child with a Genitourinary Condition – Ch 31

ATI-RN Nursing Care of Children 10.0-
- Chapters 24-26 (GU), 27-29 (musculoskeletal), 30 & 31 (skin)
- **Skin Topics:** Acne Vulgaris / Impetigo / Cellulitis / HPV / Fungal Skin infections / Dermatitis / Infestations / animal bites / Tick borne diseases
- **Musculo. Topics:** Club foot / Legg-calve Perthes / Slipped Capital Femoral Epiphysis (SCFE) / Fractures / Syndactyly & polydactyly / Osgood-Schlatter / Torticollis /
osteomyelitis / Juvenile arthritis / Osteogenesis imperfect

**GU Topics:** Reproductive disorders affecting females & males / Dehydration / UTI / Vesicoureteral reflux / glomerulonephritis / nephrotic syndrome / Enuresis

**Objectives:**
1. Describe the anatomy, 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 conditions.
4. Explore diagnostic and laboratory testing and medications for various pediatric skin conditions.
5. Develop teaching topics and discharge criteria for pediatric patients and their families who have various skin conditions.
6. Describe the anatomy, physiology, and developmental aspects of the musculoskeletal system.
7. Examine the conditions related to various pediatric musculoskeletal conditions.
8. Prioritize developmentally appropriate and holistic nursing care for pediatric musculoskeletal conditions.
9. Explore diagnostic and laboratory testing and medications for various pediatric musculoskeletal conditions.
10. Develop teaching topics and discharge criteria for pediatric patients and their families who have various musculoskeletal conditions.
11. Describe the anatomy and physiology of the genitourinary system.
12. Examine common pediatric conditions of the genitourinary system.
13. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the genitourinary system.
14. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the genitourinary system.
15. Develop teaching topics and discharge criteria for pediatric patients and their families who have common genitourinary conditions.

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

| *Pedi ATI Comprehensive Exam 12/6 at 9AM HHS Testing Center*
| **16 December 12th 0800-1000** |
| **PEDS EXAM 3 (HHS 106) 0800-1000** |
| Exam covers: |
| Endocrine/metabolic conditions |
| Integumentary conditions |
| Genitourinary conditions |
| Musculoskeletal conditions |
**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]

**TITLE IX AT ANGELO STATE UNIVERSITY:**
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form Face to Face: Mayer Administration Building, Room 210 Phone: 325-942-2022 E-Mail: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an
issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-9422171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

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

Classroom Participation Rubric

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<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Classroom Participation</td>
<td>Asks questions, offers ideas to the group, listens to discussions, participates in class activities, etc. 1 point</td>
<td>Is absent from class. If in class, student does not ask questions, offer ideas to the group, listen to discussions, participate in class activities etc. 0 Points</td>
</tr>
</tbody>
</table>

End of Syllabus.