School of Nursing

NRS 330 Nursing of Families: Childbearing Process (2 Units)

Fall 2018

Meeting days: Wednesdays	**Instructor contact info** Mary Adams, PhD, RN Associate Professor 630-962-2378 Madams1@pointloma.edu
Meeting times: 0725-0920	
Meeting location: Liberty Station Room 202	**Office Location:** Liberty Station #116
Final Exam: Dec 14 0730 Room 202 **Placement:** Junior Year	**Office hours:** *Office hours by appointment. To make an appointment, please email instructor with at least 2 possible dates/times. The instructor will respond with confirmation of a specific appointment date/time.

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SON Vision Statement

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV

SON Mission Statement

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist.
After that, He poured water into a basin and began to wash His disciple's feet, drying them with a
towel that was wrapped around Him. John 13: 4-5 NIV
Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's
feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV

Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses.
Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

COURSE DESCRIPTION

NSG 330 Nursing of Families: Childbearing Process (2 Units)

Focuses on nursing theory as it relates to families in the childbearing years
Prerequisite(s): Junior standing in Nursing Program.
Concurrent: NSG 331.

Note: A minimum grade of "C" must be achieved in all co-requisite courses in order to progress in the program.

PROGRAM & COURSE LEARNING OUTCOMES (PLOs & CLOs)

Upon completion of this program, students will be able to achieve
- Program Learning Outcomes (blue)
- Theory Course Learning Outcomes (apricot)
- 2008 American Association of Colleges of Nursing: The Essentials of Baccalaureate Education (BSN Essentials)
- Public Health California Code of Regulations: Qualifications and Requirements (PHCCR)

School of Nursing Program Values & PLOs	NRS 330: Nursing of Families: Childbearing Process CLOs

I. INQUIRING Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.
   A. Initiate dialogue regarding current practice to improve healthcare
      BSN Essentials II, III, IV, VI, IX
   B. Demonstrate use of evidence-based practices as an advocate for self and others
      BSN Essentials III, IV, VI, IX
   C. Promotes positive client outcomes using evidence-based data
      BSN Essentials II, III, IV, VI, IX
   D. Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community
      BSN Essentials I, III, IV, VI, VII, VIII, IX
   E. Engage in self-care practices that facilitates optimal care of clients
      BSN Essentials I, V, VI, IX	

1. Implement individualized evidence-based nursing care that reflects an understanding of pregnancy and the management of pregnancy/childbirth/neonatal-related conditions PLO 1	
2. Acknowledge own strengths and limitations related to therapeutic patient centered care **PLO**	

School of Nursing Program Values & PLOs	NRS 330: Nursing of Families: Childbearing Process CLOs

II. CARING Faithfully: The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.
   A. Demonstrate compassionate care to all people while mirroring Christ's love for all
      BSN Essentials IV, VI, VII, IX
   B. Partner with the community to establish a trusting relationship
      BSN Essentials II.VI, VII, IX
   C. Demonstrate ethics and values consistent with the practice of professional nursing
      BSN Essentials V, VI, VII, VIII, IX	

1. Integrate multiple dimensions of patient-centered care PLO 2.A BSN Essential IX-5 QSEN- Patient-Centered Care	
2. Adapts family-centered care to the body, mind, emotion, spirit and social/cultural preferences within the patient and family environment PLOs 2.C QSEN Patient Centered Care	

School of Nursing Program Values & PLOs	NRS 330: Nursing of Families: Childbearing Process CLOs

III. COMMUNICATING Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

    A. Engage in active listening to promote therapeutic relationships
       BSN Essentials II, III, IV, VI, VII, IX

    B. Demonstrate effective verbal and nonverbal communication skills to provide patient care
       BSN Essentials II, III, IV, VI, VII, IX

    C. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes
       BSN Essentials II, III, IV, VI, VII, IX

    D. Advocate for patients/families and self
       BSN Essentials V, VI, VII

    E. Implements patient care while revering the diversity of patients, families and Communities
       BSN Essentials II, III, V, VI, VII, IX

1. Foster open communication among the healthcare team to improve patient health

PLOs I.D, II.A, III.A, IV.B, V.B

2. Engage information technologies to provide effective patient care

PLO 3.D

3. Evaluates the impact of culture, ethnicity and family dynamics on clinical decision-making

PLOs 3.E

School of Nursing Program Values & PLOs	NRS 330: Nursing of Families: Childbearing Process CLOs

IV. FOLLOWING Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work." The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.

    A. Engage in a professional practice environment that promotes nursing excellence
       BSN Essentials I, III, IV, V, VI, VII, VIII, IX

    B. Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse
       BSN Essentials II, VI, VI, VII, VIII, IX

    C. Avail self of learning opportunities to initiate the life-long learning process
       BSN Essentials III, IV, V, VI, VII, VIII, IX

1. Applies professional standards of care according to ethical, legal and Christian principles PLOs 4.B

School of Nursing Program Values & PLOs	NRS 330: Nursing of Families: Childbearing Process CLOs

V. LEADING Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for "Sabbath Rest" as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.
  A. Provide graceful service through compassionate response to others' needs
   BSN Essentials II, IV, VI, VII, VIII, IX
  B. Demonstrate the principles of a servant leader as a reflection of Christ's love
   BSN Essentials II, IV, V, VI, VII, VIII, IX
  C. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner.
   BSN Essentials II, IV, V, VI, VII, VIII, IX	

1. Analyze servant leadership concepts and skills for patient safety and high quality care PLOs I.D, II.A, III.D, V.B	

COURSE CREDIT HOUR INFORMATION ⭐

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE Content Outline

Date	Content	EXAM /Quiz?	Preparation/Assignment
Wednesday, August 29	Class 1 Course Overview	no	
Thursday, August 30	**Clinical Orientation: Day 1** (0800-1130) Cunningham B (next to the Main Campus café)	no	Bring NSG331 syllabus Sharp Mary Birch Orientation
Wednesday, September 5	Class 2 Reproduction Review Changes in Pregnancy	no	Readings: Ladewig ppg 5, 8-10, 23-37 https://www.youtube.com/watch?v=2_owp8kNMus Group worksheet in class Ladewig 137-144, 155-167, 169 "Danger Signs" https://www.uspreventiveservicestaskforce.org/BrowseRec/Index/browse-recommendations ATI-pg 3-15
Thursday, September 6	**Clinical Orientation: Day 2** (1000-1630) TBD/Sim Lab	no	PLNU uniform, bring study guides to work on Postpartum and Newborn Head to Toe Check off Intro to fetal monitoring
Wednesday, September 12 **ONLINE**	Class 3 Antenatal Care Fetal Development	no	Ladewig pps 46-54, 60 "Fetal Development: What Parents Want to Know", 282-286, 299-307 http://www.visembryo.com/baby/ ATI pg 19-27
Wednesday, September 19	Class 4 Fetal Assessment Alterations in Antepartum	OB-eze quiz	Ladewig 234-248, 343-354 Quiz is computer based, individual only Ladewig pps 251-253, 264-265, 270-272, 280-282, 287-289 ATI pg 29-64
Wednesday, September 26	EXAM 1 Pregnancy Antepartum Care	Yes!	Emergency OB delivery after exam
Wednesday, October 3	**Non-Proctored ATI Practice Test A due**		
Wednesday, October 3	Class 6	Fetal	Watch video on Canvas, bring handwritten notes to

	Intrapartum Care	Monitoring Quiz	class for iRAT/tRAT Ladewig pps 314-329, 330 (pain), 339-342, 354-359, 367 Table 18-1 ATI pg 73-78, 85-106
Wednesday, October 10	Class 7 Pain Management Alterations in Intrapartum	YES! iRAT/tRAT	Ladewig 368-376, 390-403, 404-423, 425-430, 434, 438-441 ATI pg 79-84, 107-116
Wednesday, October 17		**Focused Review A Due**	
Wednesday, October 17	Class 8 Alterations in Intrapartum con't	YES! iRAT/tRAT	
Wednesday, October 24	Class 9	no	
Wednesday, October 31	EXAM 2 Intrapartum	Yes!	Newborn assessment after exam
Wednesday, November 7		**Non-Proctored ATI Practice Test B due**	
Wednesday, November 7	Class 11 Perinatal Loss	no	Professor Barnett Ladewig 442-447
Tuesday, November 20		**0800-1500 community health clinical day OB/Peds** 0800- Lynne Officer- WIC presentation	
Wednesday, November 14	Class 12 Alterations in Postpartum	no	Ladewig 730-742, 744-756 ATI pg 133-151
Wednesday, November 14		**Focused Review B Due**	
Wednesday, ONLINE	Class 13 Postpartum Care	no	Ladewig pps 540-548, 664-672, 674-684,690-695 ATI pg 117-131
Wednesday, November 28	**Class 14**	**no**	**ATI Proctored Exam- Peds and OB**
December 4/6		Simulation 0730-1130 Visit to Best Start Birthing Center 1200-1400 Clinical Evaluations Scheduled	
Wednesday, December 5	Class 15 Newborn Care	YES! iRAT/tRAT	Ladewig 379-382, 471-489, 532-534, ATI pg 155-195
		Final Exam December 14 0730 ROOM202	

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical

location. Refer to the map using the below link to view which states allow online (distance education) outside of California.
https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures

SCHOOL OF NURSING

PROFESSIONAL STANDARDS

Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.

1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions
6. Being prepared and punctual

Additional guidelines

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally, it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.

Plagiarism or cheating <u>in any</u> class (nursing or non-nursing) will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the BSN Director and/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

GRADING POLICIES

- **Grading Scale** to be used for all exams and final course grades:

93-100%	=	A
90 - 92%	=	A-
87 – 89%	=	B+
84 – 86%	=	B
81 – 83%	=	B-
78 – 80%	=	C+

```
*75 – 77%      =      C
 73 – 74%      =      C-
 71 – 72%      =      D+
 68 – 70%      =      D
 Below 68%     =      F
```

- All assigned course work must be completed to receive a final course grade and progress in the program
- All assignments are to be submitted to Canvas unless otherwise specified
- *In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on all assignments. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A grade of less than a "C" (Below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of $\geq$ C.
- A grade of at least a "C" in each nursing theory, prerequisite, and/or co requisite course is required in order to progress to the next course or level. The nursing theory and related clinical courses must be taken concurrently and the student must receive a passing grade of "Credit" in the clinical course in order to progress to the next course or level.
- Throughout the curriculum (whether nursing or non-nursing) students may repeat one course. With the need for a second repeat of any nursing course the student will be dismissed from the nursing program.

COURSE-SPECIFIC POLICIES

- Class attendance and participation is vital to the learning process and success of the course; therefore, it is an expectation that all students will be present and participate in class discussion on a consistent basis. These discussions will be based on the assigned reading with integration of clinical examples from the student's practice.
- ALL assigned coursework must be completed and turned in regardless of grade earned (including no credit) to receive a final course grade.
- All assignments must be submitted per instructions on the due date and time. Ten percent (10%) will be deducted from total earned points for each 24-hour period, including weekends and holidays. Day 1 starts on specified due date/time. In the event of unforeseen circumstances, it is the responsibility of the student to proactively communicate directly with course faculty.
- Check your PLNU email daily- I use Canvas to communicate information to you about upcoming assignments, classes, or clinical
- Communicate any absence with me or your clinical professor (for clinical days) directly (via email, phone call, or text) so that you honor the classroom and clinical community that we are striving to develop. Lack of communication about absences will result in a zero on any iRAT/tRAT without the ability to make up the quiz.
- Students can only make up 1 missed iRAT/tRAT (as long as the instructor has been notified prior to the absence).

LEARNING STRATEGIES

Elements of team-based learning (TBL), reading/viewing content online, quizzes (individual and groups), mini-lecture, case studies, exams, games, interactive online learning.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington D.C. ISBN-13: 978-1-4338-0561-5

Ladewig, P.W., London, M.L., and Davidson, M.R. (2017). *Contemporary Maternal-Newborn Nursing Care.* Hoboken,NJ: Pearson Education. ISBN: 9780134257020.

METHODS OF ASSESSMENT & EVALUATION: Required Learning Activities

Testing	POINTS	Total
OB-ease quiz	30	30
EFM quiz	10	40
iRat/tRat (4)	160	200
Two Exams (100 points each)	200	400
Final Exam	100	500
Signature Assignment: Ethical Presentation	20	520
Written Assignments	80	600
ATI		
See ATI Policy- 10% of testing points	Up to 50	650
Total points		**650**

Signature Assignment (20 points):		
Ethical Presentation in post conference- submitted to Livetext for grading		
80 points- resubmitted only ONE assignment for credit	**60 points- resubmitted up to THREE assignments for credit**	**0 points 'credit' not received for more than 3 assignments on first submission**
Clinical Journals (5): due by the final clinical day Study Guides (L/D, M/B, Newborn): due first full clinical day Medication Grid: due date as assigned by clinical instructor Empathy Belly: due within 72 hours of completing the activity WIC Experience: due within 7 days of the community clinical day Birth Center Observation: due 72 hours after your visit Final Care Map: due by final clinical day		

***3 chances available to use during the semester to resubmit an assignment for credit. Resubmitted assignments should include documentation showing the original response in one column and the corrected response based on feedback in a second column. In order to receive full points (80), all assignments should obtain 'credit' on the first submission or only one assignment needs to be resubmitted. More than 3 assignments that do not obtain 'credit' on the first submission will receive zero points.

ASSESSMENT OF LEARNING OUTCOMES & STUDENT PORTFOLIO

The School of Nursing (SON) uses Livetext™ to conduct ongoing program assessment. All required courses in the SON use Livetext™ to assess and grade the Signature Assignment(s) and to conduct clinical evaluation for clinical courses. For this course, the following documents(s) MUST BE submitted to Livetext™ for assessment and grading in order to pass the course:

- Signature Assignment(s): *(Ethical Presentation)*

Prior to the conclusion of each course, the student is required to update their Livetext™ Portfolio. The portfolio is a body of work that demonstrates achievement of required program outcomes and supports professional development. For this course, the following document(s) MUST BE attached to the student's portfolio in the Body of Work section in Livetext™ in order to pass the course. Note: Simply submitting an assignment into Livetext™ for assessment/grading is not sufficient. The documents listed below must be attached to the Livetext™ portfolio in the designated course area in the Body of Work:

- Signature Assignment(s): *(Ethical Presentation)*
- Leadership/Service Requirement

The student may also use the Portfolio to document additional activities that contribute to their professional development (jobs, clubs, awards, volunteer experience, etc.). However, these items are not required.

LEADERSHIP REQUIREMENT

- Leadership: Attendance at one SON meeting is required on an annual basis for each student. This is generally completed during the NSG 340 semester.

TOPIC: Physiologic Changes of Pregnancy

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Describe the menstrual cycle in terms of the phases of the endometrial cycle, including hormones involved.
2. Describe the process of conception and hormones important to pregnancy.
3. Calculate the expected date of confinement using Nagele's Rule.
4. Describe Obstetrical history utilizing the GTPAL system. Understand and apply definitions of GTPAL.
5. Explain the physiologic changes occurring during pregnancy.
6. Identify the key differences in the presumptive, probable and positive signs of pregnancy.
7. List the common discomforts of pregnancy and associated physiological causes.
8. Select appropriate nursing interventions to reduce or relieve the common discomforts.
9. Correlate the relationship between fundal height and fetal growth.
10. Discuss common laboratory results and their meaning during pregnancy.

RELATED STUDENT ACTIVITIES:

1. Textbook Chapters 3, 8, 9
2. In class Changes in Pregnancy educational poster
3. Recommended: study guide chapters corresponding to text chapters.

TOPIC: Pregestational Problems

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Identify maladaptive physiologic changes that are characteristic of gestational diabetes.
2. Describe principles of administration of medications prescribed for clients with gestational diabetes.
3. Identify nursing strategies for the care of clients experiencing gestational diabetes.
4. Identify and describe the physiologic changes & nursing implications of pre-existing diabetes on pregnancy.
5. Identify common lab data and tests for diagnosis and treatment of diabetes in pregnancy.
6. Analyze the consequences of diabetes on the fetus and newborn & nursing implications.
7. Discuss cervical insufficiency and the diagnosis and treatment plan.
8. Explain the difference between placenta previa and abruption
9. Discuss causes and treatment for placenta previa and abruption
9. Identify the education and plan of care for a patient with a previa or abruption

1. Textbook Chapters 14, 15
2. In class prenatal review and discussion in groups.

TOPIC: Hypertensive Disorders of Pregnancy

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Differentiate the defining characteristics of gestational hypertension, preeclampsia and eclampsia, and chronic hypertension.
2. Identify the risk factors for developing preeclampsia.
3. Describe the pathophysiology of preeclampsia.
4. Evaluate the maternal, fetal and newborn morbidity and mortality attributable to the hypertensive disorders of pregnancy.
5. Identify assessment techniques for preeclampsia.
6. Differentiate between the management of the woman with mild vs. severe preeclampsia.
7. Describe HELLP syndrome, including appropriate nursing actions and diagnostics.
8. Evaluate the use of anticonvulsant and antihypertensive medications.
9. Create a plan of care for a patient with hypertensive crisis, eclampsia, and magnesium toxicity

RELATED STUDENT ACTIVITIES:

1. Textbook Chapters 14, 15
2. In class case study in groups
3. Completion of simulation in clinical groups

TOPIC: Fetal Development & Newborn Transition

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Describe important milestones in the development of the embryo and fetus.
2. Describe the circulatory system changes that occur when the fetus becomes a neonate.
3. Identify nursing goals to facilitate the infant's transition to extrauterine life that might affect respiratory function.
4. Name the components of the Apgar score and their interpretation

5. Identify the implications of cold stress for the neonate and identify nursing interventions to facilitate maintenance of body temperature.
6. Identify mechanisms of heat loss in the neonate and explain the neonate's mechanism for maintaining body temperature.
7. Describe how to perform a physical and gestational assessment of the newborn.

RELATED STUDENT ACTIVITIES:

1. Textbook Chapters 12, 23
2. Physical assessment of newborn in pre-clinical orientation checklist completed
3. Written notes taken on fetal and newborn circulation videos/ quiz completed

---

TOPIC: Intrapartum Fetal Assessment

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1) Describe the normal nutritional needs of the pregnant and lactating woman.
2) Discuss the special nutritional needs of high-risk pregnant women.
3) Give examples of how to achieve the essential nutritional requirements of pregnancy.
4) Define the following FHR monitoring terminology:
   a) baseline
   b) baseline tachycardia
   c) baseline bradycardia
   d) variability
   e) periodic FHR pattern
   f) acceleration
   g) decelerations: early, late, variable and prolonged
5) Explain the physiologic mechanisms creating changes in FHR patterns.
6) Identify and name basic FHR patterns.
7) Plan appropriate nursing interventions and evaluations based on assessment to maintain fetal well-being.
8) Describe the applicability and importance of the following procedures to the assessment of fetal well-being:
   a) Fetal non-stress tests (NST)
   b) Fetal stress tests (CST)
9) Identify the nurse's role in the care of clients undergoing fetal assessment procedures.
10) Describe the applicability and importance of the following procedures to the assessment of fetal well-being:
   a) Ultrasound
   b) Amniocentesis
   c) Chorionic Villus sampling
   d) Biophysical profile (BPP)

RELATED STUDENT ACTIVITIES:

1. Textbook Chapters 13

2. Fetal monitoring workshop on pre-clinical orientation day.

3. Participation in simulation of fetal monitoring and intervening when pattern shows late decelerations

---

TOPIC: The First Stage of Labor

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Describe the phases and average length of the first stage of labor.
2. Verbalize the changes that mark the beginning and end of the first stage of labor.
3. Identify the cardinal movements of labor when the baby is in the cephalic presentation.
4. Describe the physiology and properties of a uterine contraction.
5. Discuss current theories to explain the onset of labor.
6. Discuss the concepts in differentiation between "True" vs. "False" labor.
7. Describe characteristics of the P's of labor (powers, passage way and passenger) and how they relate to the progress of labor (or lack thereof).
8. Identify the types of presentations and explain potential problems of presentations other than vertex.
9. Explain the way in which fetal position is described.
10. Predict an expectant mother's progression through the various stages of labor based on assessment data
11. Examine fetal responses to labor
12. Describe therapeutic nursing interventions to aid in adaptation during the first stage of labor.
13. Discuss cultural beliefs that might affect the display of discomfort.
14. Discuss two analgesic agents and nursing considerations for both.
15. Discuss three regional anesthetics that can be used at the time of delivery.
16. List teaching needs and nursing implications when an epidural is administered.
17. Explain the major differences between a spinal and an epidural.

RELATED STUDENT ACTIVITIES:

1. Textbook Chapters 16, 17, 19
2. Create a study guide centered around the P's of labor and stages/phases of labor
3. Complete worksheet in class

.

TOPIC: The Second, Third and Fourth Stages of Labor

<u>STUDENT LEARNING OUTCOMES</u>: Upon completion of the class session and discussion, the student will be able to:

1. Describe the major purpose and average length of the second stage of labor and the changes that mark the beginning and end of this stage of labor.
2. Describe the nursing priorities during the second stage of labor.
3. Describe the effects, rationales and side effects of oxytocic agents used in the 3rd stage of labor. Include expectant and active management of the third stage.
4. Plan nursing strategies to promote physiologic adaptation in the 3rd stage of labor.

<u>RELATED STUDENT ACTIVITIES</u>:

1. Textbook Chapter 18
2. Participation in postpartum hemorrhage simulation.

TOPIC: The Normal & Complicated Postpartum

<u>STUDENT LEARNING OUTCOMES</u>: Upon completion of the class session and discussion, the student will be able to:

1. Describe the components of the postpartum maternal and infant assessments during the immediate postpartum periods; including the frequency, normal findings and variations in the normal.
2. Explain the rationale for nursing assessments (BUBBLEE) and interventions in the postpartum period for both mother and infant.
3. Discuss risk factors, signs/symptoms and interventions for postpartum blues and depression, and be able to differentiate between the two.
4. Describe the following possible infections or medical complications that may occur during the postpartum period and give at-risk populations:
   4.1 Thrombophlebitis, DVT or SVT
   4.2 Postpartum Endometritis
   4.3 UTI or Cystitis
   4.4 Postpartum Hemorrhage
   4.5 Mastitis
   4.6 DIC

RELATED STUDENT ACTIVITIES:

1. Textbook Chapters 28, 29, 30

TOPIC: Labor & Birth Complications & Placental Abnormalities

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Differentiate between preterm birth and low birth weight.
2. Identify the physiological changes that are characteristic of, and risk factors for, preterm labor.
3. Describe the principles of administration of medications prescribed for clients with preterm labor, including tocolytics and glucocorticoids
4. Analyze the consequences of preterm labor on the fetus and newborn.
5. Describe the etiology, signs and symptoms, and consequences for the mother and fetus of the following conditions of the placenta and/or umbilical cord:
   5.1 Placenta Previa
   5.2 Abruptio Placenta
   5.3 Placenta Accreta, Increta and Percreta
   5.4 Prolapsed Umbilical Cord
6. Summarize the nursing care management for a trial of labor, the induction and augmentation of labor, assisted vaginal delivery and vaginal birth after cesarean.

RELATED STUDENT ACTIVITIES:

1. Textbook Chapters 20, 21
2. Recommended: study guide chapters corresponding to text chapters each week.

TOPIC: The High Risk Neonate

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Compare and contrast the definitions and characteristics of preterm, near-term, term, post-term, and post-mature neonates, as well as LGA, AGA & SGA
2. Discuss respiratory distress syndrome and the approach to treatment.
3. Identify risk factors that predispose preterm infants to retinopathy of prematurity and Chronic Lung Disease (CLD) and the assessments, nursing implications, treatments for the issues.
4. Describe meconium aspiration syndrome & nursing implications.
5. Examine the psychosocial & spiritual needs of parents with infants at risk due to their gestational age and birth weight.
6. Discuss the pathophysiology of hyperbilirubinemia, its treatment & nursing implications.
7. Describe common congenital abnormalities and identify nursing care priorities for each anomaly.
8. Discuss discharge planning and home care for high-risk newborns and their families.

RELATED STUDENT ACTIVITIES:

1. Textbook Chapters 26, 27
2. Recommended: study guide chapters corresponding to text chapters each week.

TOPIC: Ethical Issues in Obstetrical Nursing

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Develop an awareness of ethical issues that confront a childbearing family.
2. Formulate their personal views related to the ethical issues involved in the childbearing process.
3. Identify specific issues related to ethical issues in the childbearing years, including but not limited to: elective abortion, human cloning, stem cell research, mandatory sterilization, sex-selection and fetal rights.

RELATED STUDENT ACTIVITIES:

1. Chapter 1
2. Ethical presentation in post conference

TOPIC: Perinatal Loss & Family Theory

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Describe ways emotional, behavioral, cognitive, and physical responses commonly experienced during the grieving process associated with perinatal loss.
2. Define types of perinatal loss and identify familial responses to perinatal losses.
3. Develop an appropriate care plan based on the needs of the family experiencing perinatal loss.
4. Differentiate among helpful and non-helpful responses in caring for parents experiencing loss and grief.

RELATED STUDENT ACTIVITIES:

1. Textbook pg 442-445
2. Article listed in Canvas with lecture notes.

PLNU SON ATI Assessment and Review Policy

What does ATI offer?

- Assessment Technologies Institute (ATI) offers an assessment driven comprehensive review program designed to enhance student NCLEX® success.
- The comprehensive ATI review program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.
- ATI Orientation resources such as the ATI Plan can be accessed from "My ATI" tab. It is highly recommended that you spend time navigating through these orientation materials.

Review Modules/eBooks:

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials:

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

Assessments:

There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during courses. These assessments will help the student to identify what they know as well as areas requiring remediation called Topics to Review.

Focused Reviews/Active Learning/Remediation:

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses

and on the NCLEX®. The student's individual assessment report will contain a listing of the Topics to Review. It's highly recommended to remediate using the Focused Review after completion of any practice/proctored tests, which contains links to ATI eBooks, media clips, and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page or by submitting written Remediation Templates as required.

Content Mastery Series | Grading Rubric

(Using a combination of the CMS practice and proctored assessments to achieve 10% of the test grade)

Practice Assessment
4 %

Complete Practice Assessment A *Remediation:* • For each topic missed, complete a handwritten active learning template	Complete Practice Assessment B *Remediation:* • For each topic missed, complete a handwritten active learning template

↓

Standardized Proctored Assessment			
Level 3 = 4 %	**Level 2 = 3 %**	**Level 1 = 1 %**	**Below Level 1 = 0 %**
Remediation = 2 %: • Minimum one hour Focused Review • For each topic missed, complete a handwritten active learning template	**Remediation = 2 %:** • Minimum two hour Focused Review • For each topic missed, complete a handwritten active learning template	**Remediation = 2 %:** • Minimum three hour Focused Review • For each topic missed, complete a handwritten active learning template	**Remediation = 2 %:** • Minimum four hour Focused Review • For each topic missed, complete a handwritten active learning template
10/10 % (50pts)	**9/10 % (45pts)**	**8/10 % (40pts)**	**7.5/10 % (37.5pts)**
Proctored Assessment Retake*			
No Retake Required	**No Retake Required**	**Retake Recommended**	**Retake Recommended**

Seniors! Comprehensive Predictor | Grading Rubric

(Using a combination of the CMS practice and proctored assessments to achieve 10% of the course grade)

Practice Assessment	
4 %	
Practice assessment A ***Remediation:*** • Minimum one hour Focused Review on initial attempt • **For each topic missed, complete a handwritten active learning template**	***Practice assessment B*** ***Remediation:*** • Minimum one hour Focused Review on initial attempt • **For each topic missed, complete a handwritten active learning template**

↓

Standardized Proctored Assessment			
95 percent or above **Passing predictability =** **4 %**	**90 percent or above** **Passing predictability =** **3 %**	**85 percent or above** **Passing predictability =** **1 %**	**84 percent or below** **Passing predictability =** **0 %**
Remediation = 2 points • Minimum one hour Focused Review • **For each topic missed, complete a handwritten active learning template**	**Remediation = 2 points** • Minimum two hour Focused Review • **For each topic missed, complete a handwritten active learning template**	**Remediation = 2 points** • Minimum three hour Focused Review • **For each topic missed, complete a handwritten active learning template**	**Remediation = 2 points** • Minimum four hour Focused Review • **For each topic missed, complete a handwritten active learning template**
10/10 %	**9/10 %**	**7/10 %**	**6/10 %**
Proctored Assessment Retake*			
No Retake Required	**No Retake Required**	**Retake Recommended** **1% given if Level 2 achieved**	**Retake Recommended** **1% given if Level 2 achieved**

Student Acknowledgement

<u>Initial all and sign below</u>:

_____ I have received a copy of and have read and understand the SON ATI Assessment and Review Policy

_____ I understand that it is my responsibility to utilize all of the books, tutorials and online resources available from ATI, as designated by the SON.

_____   _____

Student printed name   Date

_____

Student signature