

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Nursing</u>
COURSE RUBRIC AND NUMBER	<u>RNSG 2308</u>
COURSE TITLE	<u>Maternal/Newborn Nursing and Women's Health</u>
COURSE CREDIT HOURS	<u>3 : 3 1</u> Credits Lec Lab

I. Catalog Description

Studies concepts related to nursing care for the childbearing families and women's health issues. Includes content on knowledge, judgement, skill, and professional values within a legal\ethical framework. Integrates the roles of the associate degree nurse in meeting the needs of childbearing families. Current trends, preventative care, and health education are stressed. Prepares the students to utilize the nursing process with emphasis on perinatal\neonatal\women's assessment and reassessment based on evaluation. A grade of "C" or better is required in this course to take the next course. **Prerequisites: RNSG 1261 and RNSG 1441 and RNSG 2213 and RNSG 2260 or RNSG 1360 and RNSG 1517 and PSYC 2314. Corequisite: RNSG 2263. (3:1). Lab fee.**

II. Course Objectives

This course has unique material and will not be covered by systems. The information about systems will be interrelated and incorporated into specific objectives within various areas.

Upon satisfactory completion of this course, the student will be able to:

- A. Unit I: Provider of Patient-Centered Care
1. Examine the use of critical thinking, evidence-based research, and the systematic problem-solving process with emphasis on perinatal, neonatal, and women's health assessments and reassessment based on evaluation in the patient-centered care of selected childbearing patients and their family and women throughout the lifespan with selected health issues. (SLO #2, 3, 4, & 5)
 2. Explore the concepts related to the provision of patient-centered nursing care for the normal childbearing families and those at risk, and women's health care patients with various health care issues. (SLO #3)
 3. Examines medical-surgical concepts as they apply to patient-centered nursing care of selected women's health issues through the lifespan and normal and high-risk needs of the childbearing family. (SLO #3)
 4. Examine how the nurse can apply professional nursing standards of care and evidence based nursing practice to patient-centered care of childbearing families and women with selected health issues. (SLO #4, & 5)

5. Critically analyze the influence of biological, psychological, sociological, cultural, and communicating considerations that impact patient-centered nursing care decisions and actions for childbearing families and women with selected health issues. (SLO #3, 4, & 5)
6. Discuss the various aspects and the role of communication in caring for the childbearing families and women with selected health issues and their families. (SLO # 3 & 5)
7. Discuss the teaching learning strategies employed when working with preconception patients, childbearing families, and women with selected health issues. (SLO #2, & 5)
8. Explore the concept of caring as it applies to the childbearing families and women with health issues. (SLO #3)
9. Examine the nurse's personal and professional values influence care of the childbearing family and women with selected health issues. (SLO #4)

B. Unit II: Member of the Health Care Team

1. Examine the role and responsibilities of the nurse when collaborating, coordinating, and communicating with the interdisciplinary health care team to provide patient-centered care to the childbearing families and women with selected health issues in various health care settings. (SLO #6)
2. Explore the role of the nurse as an advocate for the rights and quality patient-centered health care of the maternal, newborn, or women's health care patients and their families. (SLO#3)
3. Describe the nurse's role in delegating nursing care based upon analysis of the needs of childbearing families and women with selected health issues. (SLO #4, & 6)
4. Discuss the nurse's role as a healthcare advocate with members of the interdisciplinary health care team in the monitoring and promoting patient-centered health care quality and access to health care for the maternal, newborn, or women's health care patients and their families. (SLO #3 & 6)
5. Explore resources that facilitate continuity of care; health promotion, maintenance and restoration and disease prevention while ensuring confidentiality of the maternal, newborn, women's health care patients and their families. (SLO #3 & 6)
6. Explore the use of technology and informatics specific to the patient-centered care of maternal, newborn, and women's health patients and their families. (SLO #5)

C. Unit III: Member of the Profession

1. Explore specific legal concepts and ethical issues that impact the patient-centered nursing care of childbearing families and women with selected health issues. (SLO #4)
2. Examine the responsibilities and the accountability for the quality of patient-centered nursing care for the maternal, newborn, and women's health care patients and their families. (SLO #1, & 4)
3. Explore activities that promote the growth, development, and practice of the professional nursing in the maternal, newborn, and women's health care areas. (SLO #1)
4. Examine personal and professional responsibilities to achieve and maintain professional nursing competence when working with childbearing families and women with select health issues. (SLO #1 & 4)
5. Explore ways the nurse can develop insight through reflection, do self-analysis, and plan for self-care when working with childbearing families and women with selected health issues. (SLO# 1,)

D. Unit IV: Patient Safety Advocate

1. Examine the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasis safety as well as the federal, state, and local government and accreditation organizations safety requirements and standards in regard to the maternal, newborn, women's health care patients. (SLO #4, & 5)

2. Identify measures that promote quality patient-centered care and a safe supportive, protective environment for childbearing families, women selected health issues, the nurse, and other health care team members. (SLO #4 & 5)
3. Examine the nurse's role in local health facilities and community regarding disaster planning and bioterrorism as it relates to childbearing families and women with selected health issues. (SLO #5 & 6)

E. Unit V: Lab Skills

1. Review and/or develop the needed skills utilized in the care of maternity patients, neonates, and in women's health; to include fluids, medications, calories and calculations for both the maternity patients, neonates and female patients. (SLO #1 & 4)
2. Participate in selective scenarios for the maternal, newborn, and women's health care in the simulation lab. (SLO #1 & 4)

III. THECB Learning Outcomes (WECM)

1. Identify common needs and high risk changes which may be experienced by women and the childbearing family.
2. Utilize critical thinking and systematic problem-solving for the family during the perinatal periods, as well as caring for the gynecology patient.

IV. Evaluations

A. Proficiency Exam

Any student wishing to do a Proficiency Exam for a nursing course should speak to the ADN Program Coordinator and/or to the Nursing Counselor.

Articulation: Articulation plans for the nursing program(s) will be addressed by the nursing counselor.

B. Pre-Assessment of Drug Calculations

See Procedure on Pre-Clinical Drug Calculation Assessment in the Nursing Student Handbook. Student must pass with a grade of 85 or better for completion of this theory course.

See Drug Dosage Exam Cover Sheet and in the Nursing Student Handbook.

The following methods of grading and evaluation will be utilized: graded assignments, quizzes, unit exams, and a comprehensive examination.

C. Unit Assignments

- a. Assignments will be handed out in class and are based on the course objectives.
- b. Assignments will be due per instructions given by the instructor.

D. Unit Exams

Several threads of the curriculum will be tested on each exam. The student should be prepared to be tested in the following areas on 2308 exams: math, history and physical examination, nursing process, nutrition, therapeutic communication, patient teaching, safety, informatics, advocacy and pharmacology, as related to course objectives. Four exams and a comprehensive final exam will be given.

E. ATI Assessment

Students are required to take the proctored Assessment Technologies Institute (ATI) Maternal Newborn Assessment which will be scheduled towards the end of the semester. Prior to taking the Maternal Newborn Proctored Assessment, the student must score at least an 85% on the practice Maternal Newborn Assessment. The practice test may be taken on any computer at any time and may be retaken until the student scores at least an 85% (although 24 hours must pass prior to retesting). Students will begin taking the practice test during the sixth week of the semester and are expected to complete the focused review on any items missed prior to retesting. Students who would otherwise pass the course but (a) cannot take the proctored test on its scheduled date/time secondary to not scoring at least 85% on the practice test or (b) do not take the proctored test on its scheduled date/time will receive an “Incomplete” in the course. Incomplete grades will be resolved at the instructor’s convenience. (Note: Students who arrive late to the proctored test will not be allowed to take it.)

Students who do not take the ATI assessment at the scheduled time/date will not be eligible to receive points related to obtained proficiency levels.

Students must create an account at the ATI website (www.atitesting.com) at the start of the semester and keep a record of their user ID/password.

Students **who pass the course** and who score at proficiency level 2 on the proctored test will have two (2) points added to their final Theory course grade; students who score at a proficiency level 3 will have three (3) points added to their final Theory course grade; students who score below proficiency level 2 or are taking the proctored test in order to resolve an “incomplete” related to the ATI test will not receive any points. The proctored test may be taken only once. No points will be given for RNSG 2263 but the ATI Test must be taken for course completion.

Useful ATI resources: Students are strongly encouraged to utilize the following:

- RN Maternal Newborn Nursing review module
- Review modules for all courses are available on the homepage for ATI under resources
- Remediation Templates
- Practice Assessments: maternal newborn
- Tutorials: Nurse Logic (modules to help with critical thinking, reading, comprehension and test taking skills), Skills modules, and Learning System RN (more practice assessments)

**Focus review must be done for the practice assessments for the Maternal/Newborn prior to taking the protocol Maternal/Newborn Assessment.

*** All students must complete a Focus Review for the Maternal/newborn proctored Assessment for course completion of both RNSG 2308 and RNSG 2263.

STANDARDIZED EXAMS:

See Standardized Exam Procedure in the Nursing Student Handbook and instructor’s syllabus.

F. Remediation

Students who do not pass an exam with a grade of 75 or more will receive a counseling form for Remediation. It is highly recommended that the student follow the instructions on the counseling form. It is also highly recommended that the student attend all mentoring sessions for the course and utilize the CAI’s available in the Nursing Computer Lab.

G. Lab

The Lab component of this course is pass/fail. The Skills Acquisition Checklist Activities will be completed by all students taking 2308 and 2263, the Skill Acquisition Activities are found at the end of the theory units. Criteria will be addressed in the Appendix. Skill list must be completed for course completion. Student must purchase and Use OB Supply Kit for practice lab and simulation lab for this course and Rnsg 2263. Student must complete Simulation Laboratory Scenarios with a passing grade of 75 or better for course completion.

H. Grading Criteria:

- 90 - 100 = A
- 80 - 89 = B
- 75 - 79 = C
- 70 - 74 = D
- 0 - 69 = F

Grade Assignments, Group Discussions and/or Quizzes	10%
Unit Examinations	65%
Comprehensive Exam	<u>25%</u>
	100%

There will be no alterations of exam grade calculations.

Concepts of Caring, Advocacy, Values, Confidentiality, and Safety will be integrated into each exam, as they apply to unit objectives being tested.

Final Course grades will NOT be rounded to the closest whole number. A 75.00% is needed to pass the course with no rounding (i.e. 74.7 would be recorded as 74.7 and not rounded up to 75; 89.9 stays 89.9 and would not be rounded up to 90).

Rounding rule: All grades except for Final Course grade

1. To determine scores to record, use the value in the tenths column only do not carry out any further. (82.459 would be recorded as 82 because only the tenths column is looked at.)
2. 0.5 and above will rounded to the next higher whole number (i.e., 84.6 becomes 85).
3. 0.4 and below will be rounded by dropping the tenths and leaving the whole number (i.e., 84.3 becomes 84).

I. Calendar Handed Out-First Day of Class

V. **American with/Disabilities Act [ADA]**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

EL PASO COMMUNITY COLLEGE**STUDENT LEARNING OUTCOMES: ASSOCIATE DEGREE NURSING**

Nursing Program Student Learning Outcomes assess the knowledge, skills/abilities, and/or attitudes that display behavioral evidence which the students have attained from their educational experiences. The ongoing assessment of Student Learning Outcomes is specifically linked to the El Paso Community College Mission Statement, Institutional Core Competencies, Program Review, and the Nursing Mission and Vision statement. Nursing Program Student Learning Outcomes specifically describe the end result of the Nursing program.

Student Learning Outcomes – SLO's	
1.	Graduating students: Demonstrate a commitment to participating in activities that promote the growth, development and practice of professional nursing, while valuing the need for lifelong learning.
2.	Graduating students: Integrate teaching-learning principles by developing, presenting, evaluating and modifying teaching plans to meet the needs of patients and their families.
3.	Graduating students: Utilize clinical judgment, communication skills and a systematic process when advocating for safe caring and compassionate patient-centered care to culturally diverse patients and their families across the lifespan in a variety of health care settings.
4.	Graduating students: Assume accountability for the quality of patient-centered nursing care provided to patients and their families within the legal scope of nursing practice consistent with ethical principles and professional values and standards.
5.	Graduating students: Provide evidence-based nursing care that promotes safety for the patient, family and their environment, while utilizing current technologies and nursing informatics.
6.	Graduating students: Collaborate and co-ordinate with patients, their families and the interdisciplinary/multidisciplinary health care team to implement best practices and to address health promotion and disease prevention, health maintenance and health restoration based on the individual's perception of their health needs.

Revisions to SLO's Fall, 2011
6-7-12