Carroll University Nursing Program
NRS 312 Family Centered Obstetric Care
Spring 2017

Course Number, Title, Section, Time and Location:
Family Centered Obstetric Nursing Care - NRS312
Wednesday, 1100-1250pm (1/25/2017 - 5/11/2017)

Location: 1111 Sentry Dr. Classroom 111

Number of Credits: 2

Placement /prerequisites/co-requisites: Nursing major, NRS 233, 234, 236, and BIO 212. Pre-requisite or Co-requisite: PSY 221.

Faculty Name: Nicole Mattson MS, RN, CNS-BC
Office: # 262-951-3131
Faculty email address: nmattson@carrollu.edu
Office hours: Mondays from 12:30-2:30pm and Wednesdays 1pm-3pm, and by appointment

Course Description:
The course focuses on the specialized health care needs of the childbearing family. The health responses of the family unit are emphasized as essential to the promotion and maintenance of health of mother and child. Students develop the necessary knowledge base and learn the importance of collaboration with others of the health care delivery team to provide care and teaching for pregnancy, delivery and newborn nursing.

Course Objectives:
At the end of this course the student will have demonstrated the ability to:

1. Demonstrate an appreciation of the history and contemporary issues in maternity nursing and their impact on current nursing practice. (Essential IX.5).

2. Conduct a health history including physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments identifying conditions and characteristics that increase health risks of the childbearing family. (Essential IX.1).

3. Demonstrate understanding of the anatomy, physiology, and pathophysiology regarding healthcare of the female, unborn, and newborn patient as it relates to this course. (Essential IX. 3).

4. Develop an awareness of patients as well as healthcare professionals’ spiritual beliefs and values and how those beliefs and values impact the childbearing process. (Essential VII.3, VIII.9, IX.18).

5. Utilize evidence-based practices to guide health teaching, health counseling, screening, referrals, and follow-up care specific to the individual needs of a childbearing woman, her newborn, and family. (Essential VII.5, IX.5).

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6. Use written, verbal, non-verbal, and emerging technology methods to communicate effectively. (Essential I.4).

7. Utilize critical thinking skills to identify the needs of childbearing and the childrearing family utilizing the nursing process. (Essential VII.3, IX.13).

8. Demonstrate understanding of the basic nursing care of the childbearing woman, her family, and her newborn. (Essential VII.5).

9. Demonstrate understanding of complementary and alternative modalities and their role in caring for the childbearing family. (Essential IX. 17).

10. Describe normal and abnormal physiological and psychological changes that occur during each period of the childbearing cycle and newborn period. (Essential IX. 3).

**Required/recommended Textbooks and necessary materials:**


**Suggested Materials and Texts:**

ATI 10th edition modules
In addition, all previously required nursing texts may be utilized.
The following Nursing Concepts are the focus of NRS 312:

- Family-Centered Nursing Care
- Ethical issues related to childbearing
- Contraception, conception, and infertility
- Fetal development
- Physical and psychological changes during pregnancy
- Prenatal testing
- Labor and delivery
- Postpartum care
- Healthy newborn
- At risk newborn
- Newborn resuscitation
- Pregnancy loss/loss of an infant
- Postpartum care of the newborn
- Breastfeeding

Methods of Evaluation

Any or all such measures of student learning may be administered in the classroom, computer or clinical nursing laboratory or in the clinical setting at faculty discretion. If the student is not successful in meeting the required quiz/exam mean score, there will be no consideration of any successfully completed coursework in determining final course grade and the student may earn a maximum final course grade of "C". Unsuccessful completion of coursework will always be considered when determining final course grade. There will be no rounding up of quiz or exam grades. No extra credit assignment points may be used to earn back points for quizzes or exam scores. At no time will extra credit points be used in determining student achievement of required quiz/exam mean score.

**Determination of final course grade:** If the student meets the required 78% quiz/exam mean score, and assuming the student meets all other course requirements, the final course grade will be determined according to the percent of total points accrued for exams, quizzes, and course assignments according to the grading scale below:

Grades will be determined using the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>AB</td>
<td>88-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>C</td>
<td>78-82%</td>
</tr>
<tr>
<td>D</td>
<td>72-77%</td>
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<tr>
<td>F</td>
<td>68-72%</td>
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<tr>
<td></td>
<td>67% and below</td>
</tr>
</tbody>
</table>

*Note: Students must achieve a grade of BC in NRS course 312 to progress in the nursing program.*

**Learning tools:**

**Class tutor:**

The class will have a tutor that will be available 1-2 times per week in 1-2 hour periods of availability to assist students with review, studying, assignment questions, quiz and exam preparation and review. The tutor will communicate with students in the class regarding
their tutoring schedule.

**Assignments:**
It is the student's responsibility to follow all directions, both verbal and written, in order to successfully complete assignments. Related course documents are posted on LMS.

**ATI Skills Modules – Maternal Newborn Cares:**
It is intended that these assignments will be completed as listed in the syllabus calendar to supplement and support in-class and lab learning. This learning tool is available to each student and is strongly recommended to facilitate success in the posttest evaluation associated with these learning modules in the assignment section of the grade book.

**Lab simulation:**
There will be several opportunities in class and during lab with hands-on deep learning activities that will require active participation in order to prepare for simulation skills check off by each student. Lab dates and times will be posted on eLearning. Students will sign up for a lab time slot. Attendance will be taken during lab time.

Certain nursing courses within the Carroll University Nursing Program require additional classroom time outside of the scheduled hours. It is the responsibility of the student to work with the Nursing Faculty if there is a scheduling conflict with other courses. Do not assume you can skip another course for a nursing course.

**The Cultural Birthing Care Plan Group Experience Paper:**
The student team will create a birthing care plan for an identified simulated patient based on basic information given and then determine a culturally sensitive course of care for her labor and delivery experience per the rubric guidelines to be posted on LMS. The paper will be written as a group to include the criteria of the assignment rubric. The final paper must be submitted to LMS by ONE student member of the team to include a cover page with all team members listed and a copied grading rubric pasted into the last page of the document. Each additional student member of the team will submit a cover page with all team members listed and their individual portion of the paper (see rubric). The cover page and rubric page are not included in the page count.

Each team will give an overall presentation summary of their work in class on the assigned date to allow all students to benefit from your cultural competence learning.

**OB Post-Partum Discharge Teaching Handout:**
The student will create a patient brochure/teaching handout that explains common post-partum teaching topics that are specific to a mom after childbirth or to a newborn. At the beginning of the semester groups will be assigned and each student in the group will be assigned a topic from the list below. Each topic within the group will be different and other groups will have the same breakdown. At the due date each student will share their topic with their group following the rubric guidelines. Each student will provide the members of their group with copies of their patient brochure/teaching handout for review/study purposes (see LMS for rubric).

Post-Partum Discharge Teaching topics include:
Maternal:

- Perineal Care/Promotion of bowel function

Version: 1/2017
- Breast Care (lactating and non-lactating)
- Activity/Exercises and Rest/Nutrition
- Sexual Intercourse/Contraception
- Post-Partum Depression/Blues/Psychosis
- Post-Partum Infections

Newborn:
- Crying/Quieting Techniques
- Safe Sleep/Oral and nasal suctioning
- Positioning and holding/Swaddling
- Bathing/Cord care/Skin care/Circumcision care, procedure
- Feeding/Elimination
- Diapering/diaper rash/ Clothing
- Home safety/Car Seat Safety

These may be re-divided based on the number of students in the class.

**ATI Maternal Newborn Care pre and posttest:**
In the ATI skills section each student will complete the assigned skills modules in the Maternal Newborn Care skills section per the syllabus. Prior to beginning this skills lesson the student will take a pre-test. This pre-test will be pass/fail. The student must complete the pre-test prior to the assigned due date or they will only be eligible for 50% of the post-test grade. Upon completion of all of the learning modules in this ATI assignment the student will take the Maternal Newborn Care post-test no later than the due date. Each learning module is assigned along with the correlating lecture content but the student may choose to move at their own pace as long as they complete the assigned content no later than their due dates.

**ATI Non-proctored practice assessments:**
Each student will prepare for the ATI assessments by completing the weekly ATI homework assignments and reviewing skills modules. The non-proctored assessments will be taken individually, are not timed, are open book (use ATI, not the text, to avoid conflicts in information), and are intended to encourage learning by utilizing your ATI resources. No collaboration amongst students is allowed. Do not take these assessments in groups to avoid concerns regarding academic integrity.

ATI Non-proctored practice assessments are graded as assignments in the course.

- RN Maternal Newborn Online Practice 2013 A
- RN Maternal Newborn Online Practice 2013 B

You can repeat each assessment one time after completing the 3 remediation templates. The higher score will be entered in the grade book. You will submit the remediation templates and all ATI scores on the ATI due date identified in the course calendar. If you choose to repeat the assessment, this is due on the ATI due dates identified in the course syllabus. If you do not complete remediation templates you will not receive credit for the assignment. ATI due dates are identified in the course calendar. Rationales for the assessment will be unlocked after the due date and you may go back in and review the questions at that time.

**Quizzes and exams:**

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**Quizzes:**
There will be 9 quizzes to be completed on LMS prior to class the week that they are assigned. They will be based on the reading assignments and may also contain info from the assigned ATI assignment. Quizzes will focus on the general knowledge, especially anatomy, physiology, and pharmacology of the content for each week. Students may use the book or notes for the quizzes. Students MAY NOT use other resources for quizzes to include peers, faculty, friends, co-workers, etc. Quizzes will be reviewed for similar times of testing. It is recommended that you do not take the quiz in a group of friends to avoid concern of a collaborative effort. Failure to complete an assigned quiz PRIOR to class that week will result in a zero for that quiz.
Two additional quizzes will be topic-specific quizzes (1- Contraception and Nutrition, and 2- OB Diagnostics) that will be more heavily weighted. These quizzes may be completed at any time during the semester, but must be completed no later than 10pm on the day that they are due. These quizzes are open note/book/resource. They are not to be done as a group.

**Exams:**
There will be 3 exams for this course to include Exam 1, Exam 2, and a cumulative final exam during finals week. Exam 1 and Exam 2 will reflect the content of their section and will focus on the nursing care of the OB patient as it relates to the specified content. Both of these exams will be administered on paper utilizing scantron and consisting of 50 questions and will be taken in class. Only athletes with Carroll University athletic conflicts will be excused and must notify the instructor at the beginning of the course to schedule these exams at another time. No work conflicts or social conflicts will be acceptable as excuses for rescheduling these exams if scheduled outside of the class time. A brief post-test review will be scheduled with course tutors. Individual questions may be posed to the instructor via email or by appointment. Tests will be available for review during the tutor review session or with the instructor only.

All exams will be related to the general nursing care related to the following topics:

**Exam 1 content:**
- Family-Centered Nursing Care
- Ethical issues related to childbearing
- Women’s reproductive health review
  - menstrual cycle
  - STD’s
  - preventative health care
- Contraception, conception, and infertility
- Early pregnancy complications/termination
- Fetal development
- Physical and psychological changes during pregnancy
- Prenatal testing
- Pregnancy complications/health concerns

**Exam 2 content:**
- Labor and delivery
- Postpartum care
- Healthy newborn/newborn resuscitation
- Complications of labor and delivery/C-section delivery

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At risk newborn
Postpartum care of the newborn

Cumulative exam will include all of the above as well as:
Breastfeeding
Pregnancy loss/loss of an infant

Final exam:
The final exam will be cumulative, and potentially cover the entire course content from the semester. This exam will cover knowledge from any of the course objectives listed above. Students will have the ability to review previous exams during scheduled study sessions with course tutors or by appointment with the course instructor. This exam will be a paper and scantron exam.

ATI proctored exam:
All students are required to take this ATI test. Points are calculated based on the ATI equivalent to our 100%. A score of a 66.7% is the lowest cutoff for a level 2 score per ATI, therefore all grades will be calculated using a formula where a 66.7% on ATI is equivalent to a 78% per Carroll University grading guidelines. There will be no rounding of results in determining if the student has achieved a level 2 score. The student must have successfully completed the non-proctored practice assessments as required in order to receive points for the proctored assessment. NOTE: Failure to complete the non-proctored practice assessments as required will result in zero points on this assessment regardless of the score achieved. Failure to take the ATI proctored exam will result in an incomplete in the course.

Extra credit:
Extra credit will only be offered at the discretion of the instructor if a particular beneficial opportunity arises during the semester that will facilitate learning but was not previously built in to the syllabus. No other extra credit opportunities will be offered for any other circumstances. Extra credit points are not available for use toward exam/quiz grades and may only be applied toward the total grade score if a 78% or better was earned on exam/quiz grades.

Labor & Delivery management skills check off:
Each student will be required to independently manage a basic labor and delivery that may or may not include one complication. The student must be able to complete necessary assessments, make basic nursing decisions based on their findings, and safely deliver a newborn using the skills that they have learned throughout the semester that promote a hemodynamically stable mom/baby and a successful delivery without additional trauma or complication. Students will be provided with a skills check off list during the practice deliveries. Each student must sign up for his or her check off during assigned testing times with a teaching assistant or BSN.

Grading is as follows:

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### Exams and Quizzes:

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points Available</th>
<th>% Total Grade</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (10 worth 10 points each)</td>
<td>100</td>
<td>14.8%</td>
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<tr>
<td>Additional topic-specific exams Nutrition and Contraception Quiz (15 points) OB Diagnostics Quiz (15 points)</td>
<td>30</td>
<td>4.4%</td>
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</tr>
<tr>
<td>Exam 1</td>
<td>75</td>
<td>11.1%</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>75</td>
<td>11.1%</td>
<td></td>
</tr>
<tr>
<td>ATI Maternal Newborn Skills pretest/post test</td>
<td>15</td>
<td>2.2%</td>
<td></td>
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<tr>
<td>Skills check off</td>
<td>40</td>
<td>5.9%</td>
<td></td>
</tr>
<tr>
<td>ATI Proctored Test</td>
<td>40</td>
<td>5.9%</td>
<td></td>
</tr>
<tr>
<td>Final Cumulative Exam</td>
<td>100</td>
<td>14.8%</td>
<td></td>
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<tr>
<td>Total Points</td>
<td>475</td>
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</tbody>
</table>

All students must achieve a mean score of 78% on all exams and quizzes in order to pass the course.

### Written Assignments:

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Points Available</th>
<th>% Total Grade</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Group Cultural Birthing Care Plan</td>
<td>70</td>
<td>10.4%</td>
<td></td>
</tr>
<tr>
<td>OB Discharge Teaching Handout</td>
<td>40</td>
<td>5.9%</td>
<td></td>
</tr>
<tr>
<td>Non proctored assessment A</td>
<td>30</td>
<td>4.4%</td>
<td></td>
</tr>
<tr>
<td>Non proctored assessment B</td>
<td>30</td>
<td>4.4%</td>
<td></td>
</tr>
<tr>
<td>Postpartum Case Study</td>
<td>10</td>
<td>1.5%</td>
<td></td>
</tr>
<tr>
<td>Jaundice Case Study</td>
<td>10</td>
<td>1.5%</td>
<td></td>
</tr>
<tr>
<td>Premature Infant Case Study</td>
<td>10</td>
<td>1.5%</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>200</td>
<td></td>
<td></td>
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</table>

### Evaluation Methods Combined

<table>
<thead>
<tr>
<th>Evaluation Methods Combined</th>
<th>Points</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams and Quizzes Points (70%)</td>
<td>475</td>
<td></td>
</tr>
<tr>
<td>Written Assignments, ATI, etc. (30%)</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Total Points Combined (100%)</td>
<td>675</td>
<td></td>
</tr>
</tbody>
</table>

### Faculty Policies:

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Cell Phones: Phones are not permitted at clinical or in laboratory. Cell phones are not to be used during class time. Texting/emailing is not permitted during class time. All students in this course are expected to adhere to Nursing Department and University professional standards. In addition, there will be no use of cell phones, texting, or emailing during class time. Failure to comply will result in the student(s) being asked to leave the class. This will result in the loss of opportunity to participate in that day’s learning exercise and may result in a learning contract. If a student is confronted on more than one occasion, a learning contract will be initiated. Failure to change unprofessional behavior after two warnings will result in an unsuccessful completion in this course.

Attendance:
Attendance is expected in all nursing courses. Any anticipated absences should be communicated to the faculty via email prior to the expected absence. Any missed material is the responsibility of the student and will be considered incomplete (a zero) unless other arrangements are made with the instructor prior to the assignment due date. (See the “late assignment section”). Students are expected to read the assigned content in the textbook, prepare for class, and participate actively in discussions and group work in order to receive participation credit. Students are expected to participate, positively contribute to learning, and refrain from disrupting the class or other students in the class. Failure to attend class will result in a forfeiture of participation points for that day’s activities without the opportunity for makeup. Make up opportunities for extreme circumstances will be made at the discretion of the instructor.

Missed quizzes and exams:
Failure to take a quiz or exam during the assigned period or unexcused absences from a scheduled exam will result in a grade of zero on that quiz/exam. No exceptions. If a student quiz/test is interrupted by a connectivity issue during an on-line assessment and the student is unable to resume their quiz, the student must contact the instructor immediately to have their quiz reset. Failure to do so will result in a zero.

Late assignments:

1. Students will be held accountable for meeting all designated deadlines.
2. Students are responsible for ALL reading assignments.
3. Late assignments will have 10% point (on total possible points for the assignment) deduction per day.
4. If the student requires an extension for an assignment, communication with the instructor MUST occur before the assignment is due. Each student may only receive one extension during the course and will be granted at the discretion of the instructor.
5. Exceptions for extreme circumstances will be made at the discretion of the instructor.

Unsuccessful Student Progress and Completion of Student Learning Contracts:
Students who are unsuccessful at mid-term (or any other point in semester per faculty determination) will be required to collaborate with faculty to develop a student learning contract as a means to plan learning strategies that can promote and support student success. Learning activities, objectives, explicit measures and due dates will be identified and documented on the student learning contract. Students must successfully complete their learning contract by the listed date assigned in that learning contract in

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order to successfully complete the course. Failure to do so will result in an unsuccessful completion of this course.

Professional Conduct of the Student:
The student:
1. Attendance – Attends all required classroom, clinical, nursing program, and university activities.
2. Attentiveness – Demonstrates alertness, attentiveness, and active participation in all required classroom, clinical, nursing program and university activities.
3. Authority – Demonstrates respect for all those placed in authority.
4. Communication – Demonstrates effective communication in all written, verbal, and nonverbal communication with patients, families, professional colleagues, faculty, administrators, and peers.
5. Cooperation – Demonstrates the ability to effectively collaborate with others, giving and accepting freely the exchange of information and constructive criticism.
6. Demeanor – Demonstrates a positive, open attitude towards peers, teachers, and others during the course of study; maintains a professional and respectful manner in interpersonal relations; functions in a supportive, constructive, and responsive manner, in all situations.
7. Ethics – Conducts self in compliance with the ANA Code of Ethics.
8. Inquisitiveness – Demonstrates the spirit of inquiry.
9. Judgment – Engages in decision-making that reflects the integration of personal, professional and academic conduct.
10. Maturity – Functions as a responsible, ethical, law-abiding adult.
11. Personal Appearance – Demonstrates personal hygiene and dress that reflects the standards expected of a professional nurse.
12. Professional Role – Conducts self as a professional role model in compliance with ANA Standards of Practice and the Wisconsin State Board of Nursing Rules and Regulations.
13. Responsibility – Demonstrates accountability for knowing, following, and meeting expectations in classroom, laboratory, and clinical settings; nursing school performance is the primary commitment.
15. Timeliness – Demonstrates accountability in meeting professional and academic deadlines; arrives and is prepared to participate at the start of scheduled course, laboratory, and clinical times.

As the Carroll University environment is considered a profession setting, any email correspondence between you and the professor must be written in a professional manner. More specifically, your emails should be: composed clearly and articulately; use formal, professional language; include relevant subject heading and what class you are in (e.g., Question about Project for NRS 312); and use proper spelling, grammar, and punctuation. *Emails that do not meet these standards may not receive a response.*

In general, email will be answered during standard business hours: 9am-5pm on Monday through Friday. Do not assume that emails sent outside of those hours, or on weekends, will be returned until the resumption of standard business hours.

Campus Information:
The Carroll University Writing Center, located in the library Learning Commons, is open Sunday through Friday. Writing Assistants are available either by appointment or on a drop in basis. To schedule an appointment, use LC Online, which is accessible through
the student portal or by visiting our webpage:
http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790

From brainstorming to citation, Writing Assistants can help you with any stage of the writing process. Appointments are thirty minutes long, and are free to all students.

Statement on Academic Integrity:
The Carroll University Academic Integrity Policy is located in your student handbook. I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask. On-line quizzes and exams are not to be taken as a collaborative student effort. Additional resources are permitted during quizzes or exams only as indicated in this syllabus. If any changes are made, the students will be notified via written announcement/email. Violation of this policy may result in the above-mentioned sanctions.

Accommodation for Disabilities:
Students with documented disabilities who may need accommodations, or any student considering obtaining documentation, should make an appointment with Ms. Martha Bledsoe, the Carroll University disabilities coordinator, no later than the first week of class. Mrs. Bledsoe may be reached by calling 524-7335 or contacting her via e-mail – mbledsoe@carrollu.edu.

Modifications to the syllabus:
The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s). In the event of a change, all students enrolled in the course will receive an email notification and the change will be posted to the LMS course calendar within 24 hours.
<table>
<thead>
<tr>
<th>Date/week</th>
<th>Content</th>
<th>Student Learning Outcomes</th>
<th>Teaching/ Learning Strategies</th>
<th>Preparation for Class</th>
<th>Assignments/ Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Orientation to course – Review syllabus and identify work groups</td>
<td>1. Discuss course content and requirements to be successful in NRS 312. 2. Identify the nursing roles available to maternal newborn nurses (1,9). 3. Define the principle of family centered care (1,9). 4. Discuss the levels of care available to childbearing families (1,9). 5. Describe the need for health promotion across the woman's life span. 6. Analyze conditions and factors that increase health risks for women across the life span (2,5).</td>
<td>Interactive Lecture</td>
<td>Print out syllabus</td>
<td>Read syllabus</td>
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<tr>
<td>1/25/2017</td>
<td>Trends and M&amp;M's</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Contraception Family Planning Infertility STI's</td>
<td>1. Describe the nurse's role for the couple's selected family planning methods (4,9). 2. Identify the structure and function of the female and male reproductive system (3). 3. Review and describe the process of conception and complications that can prevent successful intrauterine pregnancy (3,10). 4. Describe the phases of the menstrual cycle, the hormones and changes that occur in each phase (3). 5. Compare the various methods of contraception available today (1,3,5). 6. Discuss common causes and treatments for infertility (3).</td>
<td>Interactive Lecture</td>
<td>Read Perry chapters: 3-5</td>
<td>Week 2 quiz due before class by 10:50am on 2/8/17</td>
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<tr>
<td>2/1/2017</td>
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<td>Read ATI chapters: 1-2, 8</td>
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</table>

**Medications/Supplements to review:**
- Acyclovir
- Azithromycin
- Ceftriaxone
- Metronidazole
- Miconazole and Clotrimazole
<table>
<thead>
<tr>
<th>Week 3</th>
<th>2/8/2017</th>
<th>Pre-conception Care and the Antenatal Period</th>
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<tbody>
<tr>
<td></td>
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<td>Fetal development</td>
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<td>Signs of pregnancy</td>
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<td>Diagnosing pregnancy</td>
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<td>Normal visit schedule</td>
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<td>Expected weight gain</td>
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<td>Reaction to pregnancy</td>
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<td>Well check assessment</td>
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<td>Teratogens</td>
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<td>1. Describe the nurse’s role in prenatal education (1, 2, 5, 7).</td>
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<td>2. Describe the stages of intrauterine development (3, 10).</td>
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<td>3. Summarize the significant changes in growth and development of the fetus throughout gestation (3, 10).</td>
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<td>4. Summarize the effects of alcohol and illicit drugs on the childbearing woman and her fetus/newborn (7, 10).</td>
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<td>5. Compare subjective (presumptive), objective (probable), and diagnostic (positive) signs of pregnancy (10).</td>
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<td>6. Compare the methods most commonly used to determine the estimated date of birth (8).</td>
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<td>7. Relate the anatomic and physiologic changes that occur during pregnancy (3, 10).</td>
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<td>8. Delineate recommended levels of weight gain during pregnancy (8).</td>
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<td>9. Discuss the emotional and psychological changes that commonly occur in a woman, her partner, and her family during pregnancy (2, 7).</td>
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<td>10. Explain the causes of the common discomforts of pregnancy (7).</td>
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<td>11. Define the concept of the birthing plan (1, 4).</td>
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<td></td>
<td></td>
<td>Interactive Lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Perry chapters: 6, 7, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read ATI chapters: 3-5</td>
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<tr>
<td></td>
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<td>Medications/Supplements to review:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Folic Acid</td>
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<tr>
<td></td>
<td></td>
<td>• Prenatal Vitamins</td>
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<td></td>
<td>Week 3 quiz due by 10:50am on 2/15/17</td>
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<tr>
<td></td>
<td></td>
<td>ATI Skills Maternal Newborn Care Pre Test due by 10pm on 2/11/17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Normal visit schedule</th>
<th>1. Identify the differing processes by which fraternal (dizygotic) and</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Interactive Lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Perry chapters: 8, 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 4 quiz due by 10:50am on</td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Details</td>
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<tr>
<td>------------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>2/15/2017</td>
<td>Testing during pregnancy</td>
<td><strong>Twins</strong>&lt;br&gt;1st Trimester Assessment&lt;br&gt;2nd Trimester Assessment&lt;br&gt;3rd Trimester Assessment&lt;br&gt;identical (monozygotic) twins are formed (3,10). 2. Describe typical prenatal labs (3,10). 3. Identify the advantages and disadvantages of chorionic villus sampling (3,10). 4. Discuss the use of amniocentesis as a diagnostic tool (3,10). 5. Identify indications and interpret findings for ultrasound examination during pregnancy (2,3,10). 6. Identify and discuss common methods of fetal monitoring during pregnancy (8). 7. Compare and contrast the procedure and information obtained from Doppler, nonstress test, contraction stress test, and biophysical profile (3,8,10).</td>
</tr>
<tr>
<td>2/22/2017</td>
<td>Antepartum at Risk</td>
<td><strong>Complications of pregnancy (Preexisting and Gestational)</strong>&lt;br&gt;1. Describe the early complications of pregnancy to include ectopic pregnancy, hemorrhage, and infection (3,10). 2. Differentiate the types of diabetes mellitus and their respective risk factors in pregnancy (3,10). 3. Develop a plan of care for the pregnant woman with pregestational or gestational diabetes (5,7). 4. Differentiate the management of various cardiovascular disorders in pregnant women (3,5). 5. Discuss the care of pregnant women who use, abuse, or are dependent on alcohol or illicit or prescription drugs (1,5). 6. Differentiate among gestational</td>
</tr>
</tbody>
</table>
hypertension, preeclampsia, and chronic hypertension (3,10).

7. Compare and contrast abruption placentae and placenta previa, including implications for the mother and fetus (3,5).

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Exam 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/1/2017</td>
<td>Bring your calculator and pencil.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Labor and delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/8/2017 Intrapartum Care</td>
<td>Interactive Lecture</td>
</tr>
<tr>
<td>LAB DAY (outside of class time)</td>
<td>Video: Stages of Labor</td>
</tr>
<tr>
<td>Labor and delivery</td>
<td>Small group case study: Gestational Diabetes</td>
</tr>
<tr>
<td>Pain management</td>
<td>Read Perry chapters: 13-16</td>
</tr>
</tbody>
</table>

1. Describe the physiology of labor (3).
2. Describe the signs of pending labor (3).
3. Examine the five critical factors that influence labor (3).
4. Summarize methods used to evaluate the progress of labor (3,5).
5. Describe the physiologic and psychological changes occurring in the three phases of labor (2,3,7).
6. Describe the nursing actions during each phase of labor (7).
7. Discuss premonitory signs of labor (3).
8. Differentiate between false labor and true labor (3).
9. Describe the cardinal movements during delivery (3).
10. Describe systemic response to labor (3).
11. Describe intrapartum nursing interventions (8).
12. Describe auscultation of fetal heart rate (8).
13. Describe characteristics of fetal heart rate monitoring and describe the appearance and significance of each (8).

<table>
<thead>
<tr>
<th>Week 7 quiz due by 10:50am on 3/22/17</th>
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</thead>
<tbody>
<tr>
<td>OB Diagnostics Quiz due by 10pm on 3/25/17</td>
</tr>
</tbody>
</table>

Read ATI chapters: 11-15

ATI Skills modules:
- Stages of labor
- Epidural catheter placement

Medications/Supplements to review:
- Butorphanol tartrate
- Nalbuphine-hydrochloride
<table>
<thead>
<tr>
<th>Week 8</th>
<th>3/15/2017</th>
<th>Spring Break!!</th>
<th>14. Outline steps to be performed in the systematic evaluation of fetal heart rate (8).</th>
</tr>
</thead>
</table>
| Week 9  | 3/22/2017 | Complications of labor and delivery Care of the c/section patient | 1. Discuss the assessment, implications and nursing care of women with gestational hypertension disorder (8,10).  
2. Discuss the nursing considerations in a pregnant surgical or trauma patient (5,8).  
3. Discuss prolapsed cord including assessment and nursing interventions (3,8).  
4. Summarize the indications for and risks of assisted delivery (8).  
5. Explain the indications for cesarean birth, the impact on the family unit, preparation and teaching needs and associated nursing care (3,8).  
6. Summarize the indications of preterm labor, tests and associated treatments, including nursing interventions (8).  
7. Define post term labor and identify mortality risks (1,10).  
8. Compare labor induction to augmentation (8).  
9. Compare methods for inducing labor, explaining their advantages and disadvantages (8). |
| Week 9  | 3/22/2017 | Intrapartum at Risk LAB DAY (outside of class time) | Interactive Lecture  
Small group case study: Preeclampsia  
Read Perry chapters: 17  
Read ATI chapters: 16  
ATI Skills Modules:  
- Cesarean birth  
- Post op care  
Medications/Supplements to review:  
- Magnesium Sulfate  
- Terbutaline  
- Penicillin G  
- Oxytocin  
Week 9 quiz due by 10:50am on 3/29/17  
ATI Practice A due by 10 pm on 3/25/17 |
2. Recognize signs of potential complications in the postpartum period |
| Week 10 | 3/29/2017 | Postpartum | Interactive Lecture  
Video  
Read Perry chapters: 18-21  
Read ATI chapters: 17-22  
Week 10 quiz due by 10:50am on 4/5/17 |
<table>
<thead>
<tr>
<th>Postpartum care and complications</th>
<th>Postpartum hemorrhage</th>
<th>(3,10).</th>
<th>Small group presentations</th>
<th>ATI Skills module: • Postpartum assessment</th>
<th>Maternal Discharge Teaching Handout due in class on 3/29/17 (only for those with maternal discharge topics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAB DAY (outside of class time)</td>
<td>Postpartum infections Maternal Discharge Teaching Handout</td>
<td>3. Prepare a plan for postpartum teaching for self-management (5). 4. Identify causes, signs and symptoms, possible complications, and medical and nursing management of postpartum hemorrhage, infection, and thromboembolic disorders (3,8,10). 5. Differentiate among postpartum psychologic complications, including risk factors, signs and symptoms, severity, and management (10).</td>
<td>Watch Postpartum Assessment Video on eLearning</td>
<td>Medications/Supplements to review: • Methergine • Hemobate • Rhogam</td>
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</tbody>
</table>

**Week 11**  
4/5/2017  
Care of the newborn  
LAB DAY (outside of class time)  
Healthy newborn Newborn cares Newborn complications Circumcision care Newborn Discharge Teaching Handout  
1. Summarize the respiratory and cardiovascular changes that occur during the transition to extra-uterine life and during the stabilization process (3). 2. Correlate the major mechanisms of heat loss in the newborn to the process of thermogenesis in the newborn (3). 3. Define APGAR score and how the score is determined (2,8). 4. Describe the normal physical and behavioral characteristics of the newborn (3). 5. Discuss the major nursing considerations and activities to be carried out during the first four hours after birth and subsequent daily care (5,8). 6. Summarize the components of a complete newborn assessment and the significance of normal variations and abnormal findings (2,8). 7. Discuss the neurologic and Interactive Lecture Small group case study: Healthy Newborn Small group presentations | Read Perry chapters: 22-23 & 25  
Read ATI chapters: 23-26  
ATI Skill modules: • Apgar Scoring • Gestational assessment • Kangaroo care | HESI Case Study: Healthy Newborn with Jaundice due by 10 pm on 4/8/17  
Newborn Discharge Teaching Handout due in class on 4/5/17 (only for those with newborn discharge topics) | Week 11 quiz due by 10:50am on 4/12/17  
HESI Case Study: Newborn with Jaundice due by 10 pm on 4/8/17  
Newborn Discharge Teaching Handout due in class on 4/5/17 (only for those with newborn discharge topics)
8. Discuss appropriate teaching necessary for cord care (5).
9. Define circumcision including appropriate teaching and nursing interventions (5).
10. Explain the steps involved in the conjugation and excretion of bilirubin in the newborn (3).
11. Discuss the reasons a newborn may develop jaundice (3).
12. Discuss nursing care related to phototherapy (8).

Week 12

4/12/2017

Exam 2

Bring your calculator and pencil.

Exam 2

ATI Maternal Newborn Care Skills Post Test due before class on 4/12/17 at 10:50am

Week 13

4/19/2017

High risk newborn

Care of high risk newborn
Class presentations on Birthing Care Plan Experience Papers

1. Describe methods used to identify infection in the newborn.
2. Identify the effects of maternal use of alcohol, heroin, methadone, marijuana, methamphetamine, cocaine, and tobacco on the fetus and newborn.
3. Compare and contrast the physical characteristics of preterm, late preterm, term, and post term neonates.
4. Plan developmentally appropriate care for the high-risk infant.

Interactive Lecture

Read Perry chapters: 25
Read ATI chapters: 27

Week 13 quiz due by 10:50am on 4/26/17

HESI Case Study: Premature Infant due by 10 pm on 4/22/17

Group Cultural Birthing Care Plan Experience Paper due by 10:50 am on 4/19/17

Week 14

Breast feeding

1. Discuss newborn nutrition and Lecture

Read Perry chapters: 24

Week 14 quiz due
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>4/26/2017</td>
<td>Infant Nutrition &amp; Maternal and newborn loss</td>
<td>Differentiate between options (5).</td>
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<tr>
<td></td>
<td>Formula feeding</td>
<td>2. Discuss types of prenatal loss, including etiology, diagnosis, and the nurses role in facilitating the family's grief process (1,3,4,8).</td>
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<td></td>
<td>Death and loss of mom and/or baby</td>
<td>Read ATI chapters: 25</td>
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<td>Care of the caregiver</td>
<td>ATI Skills Module:</td>
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<td>· Breastfeeding guidelines</td>
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<td>Medications/Supplements to review:</td>
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<td></td>
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<td>Vitamin D (infant supplementation)</td>
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<td>by 10:50am on 5/3/17</td>
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<td>ATI Practice B due by 10 pm on 4/29/17</td>
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<td>Week 15</td>
<td>5/3/2017</td>
<td><strong>ATI Proctored Final Exam</strong></td>
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<td><strong>ATI Proctored Final Exam</strong></td>
<td><strong>Final Exam Review</strong></td>
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<td><strong>Skill Check-off</strong></td>
<td>(everyone needs to bring a laptop to class)</td>
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<td>Skills check offs begin this week.</td>
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<tr>
<td>Final Exam Week</td>
<td>Wednesday 5/10/2017 11am-1pm</td>
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