Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

**NURS 3550 NURSE AS A PROVIDER OF CARE TO PARENT AND NEWBORNS**

Syllabus

Fall, 2018

**FACULTY:** Prof Cathy Harrel RNC-OB, MSN

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**CREDITS:** 5 semester hours (3:2)

**CLINICAL FACULTY:**

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**COURSE DESCRIPTION:**
A study of the theoretical and empirical basis for nursing care of childbearing families using both nursing and developmental theories. Biopsychosocial factors such as legal/ethical and cultural considerations related to pregnancy, birth and newborn periods are included. A historical overview of obstetrical advances and parent-child nursing will be presented. Practice in providing nursing care to families during each phase of the childbearing cycle will occur in selected local hospitals and clinics. The nursing process is used with emphasis on the theoretical and empirical basis of practice. Prerequisites: NURS, 3318, 3614, 3342, 3435

**COURSE OBJECTIVES:**

At the completion of the course, the student will be able to:

1. Define legal, cultural, ethical, economic, historical, and political factors which impact the delivery of health care to childbearing families. (AACN Essentials I, II, IV, V, VII, VIII, IX)

2. Describe normal and abnormal physiological changes that occur during each period of the childbearing cycle and newborn period. (AACN, Essentials I, III, VII, IX)

3. Identify common psychological and developmental processes in the newborn and the childbearing woman and her family. (AACN Essentials I, II, III, IV, VII, IX)

4. Use relevant research for decision making in relation to childbearing families and the newborn. (AACN Essentials I, III, IV, VII, IX)

5. Use the nursing process to identify problems and appropriate nursing interventions for family. (AACN Essentials I, III, VI, VII, IX)

6. Discuss the role of the nurse and the use of nursing standards to monitor patient/family care. (AACN Essentials I, II, III, IV, V, VI, VIII, IX)

7. Prepare a teaching plan based on principles of teaching/learning. (AACN Essentials I, IV, VI, VII, IX)

8. Analyze the respective roles of interdisciplinary team members in perinatal care. (AACN Essentials I, II, III, V, VI, VIII, IX)

9. Discuss caring in relation to nursing the childbearing family and newborn. (AACN Essentials I, II, VI, VIII, IX)

10. Identify the nurse's counseling role in each area of practice. (AACN Essentials I, IV, VI, VII, VIII, IX)

11. Demonstrate responsibility for growth and development as a learner and a professional. (AACN Essentials I, III, VIII)
REQUIRED TEXTS AND RESOURCES:


Access to “My Nursing Lab” is also required (code specific).

Access to EHR Tutor, Electronic Medical Record access will be required, and will be used in multiple courses (will need access for remainder of nursing program)

EHR Tutor can be purchased online at [https://myrtutor.com/signup](https://myrtutor.com/signup)

Cost is: 1-yr $65, 18 months $97.50, or 2 yrs $130.

You will be required to maintain & document current licensure of the program throughout your program.

Codes to purchase textbook Plus MyNursingLab

To purchase text and code together:
Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan Plus NEW MyNursingLab with Pearson eText -- Access C, 10/E

To purchase the code only (if text was obtained separately, for example purchased used)
NEW MyNursingLab with Pearson eText -- Access Card -- for Maternal-Newborn Nursing

CONTENT OUTLINE:
I. Antepartum
II. Intrapartum
III. Newborn
IV. Postpartum
V. Other topics

INSTRUCTIONAL STRATEGIES:

Assigned reading and preparation outside of class. Interactive lectures, discussion, audio-visual aids, student presentations, demonstrations, computer-based modules simulations and case studies. Antenatal clinics, care of patients on postpartum and birth units, clinical conferences, care plans on assigned patients, patient/family teaching experiences, computer assisted instruction, student/instructor conferences.

CLINICAL OBJECTIVES:

At the completion of the clinical rotation, the student will be able to:

1. Use nursing theories and theories from other disciplines in working with newborns and families during the childbearing cycle.
2. Derive nursing diagnoses from physiological, psychological, social, and cultural data gathered from a variety of sources.
3. Assist the patient/family to formulate goals and determine priorities.
4. Plan nursing care with the patient/family to achieve goals and meet priorities.
5. Implement a plan of care based on standards of practice, research, and theory.
6. Participate with other health care providers from other disciplines to evaluate progress toward goal achievement.
7. Demonstrate caring behaviors while managing the health care of newborns and families in the childbearing cycle.
8. Use teaching/learning principles in client instruction to promote health and encourage choices.

CLINICAL REQUIREMENTS:
The clinical component of the course is composed of skills and simulation check-offs, scheduled observations, in-hospital experiences, required clinical papers (listed below), computer programs, and an issues presentation.

The clinical component of this course will be evaluated on a pass/fail system. A passing grade must be attained for clinical (see clinical evaluation form) in order to pass the course. Failure of the clinical component will result in failure of the course. Students are expected to comply with the Student Handbook, agency policy and course directions. Violation of the rules in the Student Handbook, University and CONHS policy, or agency policy may result in a clinical warning. Accumulating 2 warnings in a 90 hour clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.

Due to the nature of this course, some of your clinical experiences will be observational and without your instructor’s direct presence. It is essential that you conduct yourself in a professional manner at all times. Failure to do so may result in clinical failure.

Clinical attendance is mandatory and there are a minimum number of hours required by the Board of Nursing. Loss of time in the clinical setting can place a student in jeopardy of not meeting the course objectives. Make up time and/ or alternative assignments might be required.

If an absence from the clinical site is absolutely necessary (for example, due to an infectious disease), the student must notify his/her clinical instructor at least one hour before the clinical day begins. Some absences for illness should be covered by a written note from a physician or nurse practitioner, at the discretion of clinical faculty. Contact them to discuss as early as possible. Faculty should also be notified of expected tardiness immediately so that clinical assignments can be adjusted. Tardiness can result in a clinical warning.

Each student is responsible for knowledge about medications being administered for every patient to which they are assigned. Each student is also responsible for any additional medication assignment made by the instructor. Students are to wear their name tags and uniforms for all clinical assignments, unless specifically instructed otherwise.

Satisfactory completion of the clinical component requires the following:
1. Satisfactory demonstration (as evaluated by clinical instructor, >75%) of postpartum and newborn assessment skills via simulation check-offs during clinical orientation. Students will be NOT be allowed to enter hospital clinical until this has been achieved.
2. Satisfactory (>75) assessment and care plan of the newborn.
4. Satisfactory (>75) assessment and care plan for the L&D patient.
5. Satisfactory Issues presentation: Conduct a lab group discussion on a selected issue in maternity nursing (see guidelines).
6. Viewing of required videos and computer assignments.
7. Satisfactory completion of OB/ neonatal simulation.
Each student is expected to submit care plans and assignments at designated times. Late papers will have 5 points per day deducted from grade at faculty discretion. Please communicate any extenuating circumstances, emergencies or disasters directly with clinical faculty. Designated due dates for care plans will be determined by each clinical instructor.

**EVALUATION:**

Evaluation is an ongoing process and provides students with information about progress in relation to course objectives. Conferences with faculty allow opportunities to discuss progress, and will be formal at the end of the 4.5 weeks clinical experience with the clinical faculty. Students may make appointments with course faculty to discuss progress at any time during the semester. An appointment may be required if course performance falls below expected criteria. Feedback will be given immediately when appropriate. Students will participate in self-evaluation throughout their clinical experiences. The final clinical evaluation form will become part of the student record.

**GRADING PROCEDURES:**

Grading is a process of measuring performance (the outcome of learning) against a designated standard or set of criteria and assigning a symbol to the level of performance achieved.

The College letter grading scales for all programs consist of the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 to 100</td>
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<tr>
<td>B</td>
<td>83 to 89</td>
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<tr>
<td>C</td>
<td>75 to 82</td>
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<tr>
<td>D</td>
<td>67 to 74</td>
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<tr>
<td>F</td>
<td>66 &amp; Below</td>
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</table>

The course grade will be determined in the following manner:

**GRADE COMPONENTS**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Clinical Performance</td>
<td>Pass/Fail</td>
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<tr>
<td>Group contract/evaluation</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Care Plans (3)</td>
<td>15%</td>
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<tr>
<td>In-class Quizzes or assigned case studies</td>
<td>10%</td>
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<tr>
<td>(group or individual)</td>
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<tr>
<td>MyNursingLab Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Exam I</td>
<td>15%</td>
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<tr>
<td>Exam II</td>
<td>15%</td>
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</table>
Exam III 15%
Final Exam 20%
TOTAL 100%

A passing average (>75) must be attained on the 4 exams in order to pass the course. In other words, the 35% attributed to course assignments (i.e. care plans and quizzes) cannot be used to pass a student with a failing exam average. Students with an exam average <75 will be assigned that letter grade for the course. In addition, if a student has a clinical failure, the student will receive an F for the course and may not withdraw from the course, regardless of the university calendar. A student who does not pass the course (i.e. receives less than a C) will not be allowed to progress to courses requiring NURS 3550 as a prerequisite. Grades are earned by performance in relation to set standards and are therefore not subject to negotiation.

During exams, students are allowed one blank piece of paper and a form to record their questions and notes to faculty, both of which must be turned in at end of the exam, with your name on it. Cell phones or other electronic devices (including iWatch) are not allowed to be on your person during the exams. Textbooks and all other materials must be placed outside the seating area for exams. The final exam may be administered by computer through HESI. Students may have to purchase the HESI test code from Elsevier for that exam.

Students are required to take the exams when scheduled. There will not be a “make-up exam” or alternate exam except under the most unusual circumstances, and this would require arrangement prior to the date of the exam. Any alternate exam (different time or date) would be at the discretion of the faculty, and may be in a different format (Example: Different questions, essay instead of multiple choice, etc.). Any alternate exam (if allowed) might be at a proctored test site separately arranged and any added expenses (site fees) would be the responsibility of the student. If there is severe illness requiring a hospital visit or emergency surgery for the student or a confirmed death in the immediate family, the remaining exam grades may be averaged for the exam component of the course grade, at faculty discretion. Students must submit documentation of the emergency or death in the immediate family in a timely manner (typically within 72 hours) for any exam absence to be excused. If the faculty is not notified in a timely fashion (given the circumstances) OR if the excuse is deemed inappropriate or non-verified the exam grade will be 0 (zero). This would likely result in course failure, as then the cumulative exam average would be less than 75%. The student can only miss one exam, even if an excused absence. If additional exams are missed the student will receive a 0 (zero) for that exam.

Planned trips and elective surgery should be scheduled AFTER the final exams, as these are not acceptable reasons for excused absences. Please consult the course schedule and final exam schedule when planning.

CLASS PREPARATION AND PARTICIPATION/IN-CLASS WORK:

In order to encourage students coming to class prepared, quizzes or questions regarding case studies may be given at the beginning of class. These may be on an individual or group basis.
Content will be drawn from any materials, notes and reading assignments provided prior to class. If a group answer is required, one quiz/project will be submitted and all members in the group will receive the same grade. If the student is absent on a day a quiz or case study responses are required, the grade earned will be a zero. Quizzes cannot be made up. All quiz grades (including missed quizzes) contribute to the overall quiz score. The use of quizzes allows all students to get credit for their class preparation.

GROUP CONTRACT/ PEER EVALUATION:

Each clinical group will be split into 2 halves (A and B) in Blackboard for class work purposes. Each group needs to agree on the group process for class preparation. Work space will be available in Blackboard for collaboration via private emails, WIKI, discussion areas, etc., although their use outside of class in not a course requirement. Each group will need to agree on a team contract specifying their individual responsibility to their peers and any work process/class preparation agreed upon. This should be submitted via the assignment tab by the due date specified on the course schedule. A format will be provided under the link in the assignment tool. For class, students should physically gather promptly in their assigned groups at predetermined locations in the classroom, and then agree upon and submit any group quizzes or assessments before dispersing to sit independently (if desired). At the end of the semester an opportunity for peer evaluation will be provided. The standards for evaluation will be based upon the class civility expectations described below and upon the group contract previously agreed upon. The contract and peer review will count as a quiz grade.

MyNursingLab:

Registration for this resource and account set-up is required in the first week of class. Use of this computer assisted instruction will greatly facilitate content mastery and supplement learning. Please register using the same name under which you are registered for the course for facilitation of gradebook use (to ensure credit is given). The modules will be open the entire semester for study and review. Students in the first rotation are encouraged to work ahead on content they will encounter in the clinical setting which is not yet covered in class. Note the due dates for quizzes on the course schedule. In general quizzes for modules are due the evening prior to the class in which that content is being covered. Quizzes may be repeated to improve scores UNTIL the due dates, and then quizzes can no longer be accessed. Contact the software vendor for technical assistance and troubleshooting, and save the reference number for any work order produced in case you need to report this to course faculty for follow-up. Please do report to faculty via course email any delays in accessibility that last over a day or are within 24 hours of the quiz deadlines.

CLASS NOTES:

Lecture notes and supplemental materials posted on Blackboard are to be used for personal study and class preparation. Use of these notes, filling out the answers to study questions, as well as
reading the text, will assist you in preparing for class and exams. You are expected to read all assigned material, use study questions provided, and look over these notes before class so that you will be prepared to participate in class. Use of MyNursingLab will also help you prepare for class. Taking notes in class is also advised as it helps you integrate the material, and provides another resource for review after class.

**ATTENDANCE POLICY:**

Classroom attendance is strongly encouraged. Students will be held responsible for all information given during class and labs. It is the student’s responsibility to SIGN IN for each class themselves in the correct space before class starts and to make sure that s/he communicates with the instructor (preferably via course email for the record) about her/his extenuating circumstances if there is reason for a student’s absence. Excuse of absences will be at faculty discretion. If you communicate by phone please follow up with an email to reaffirm and document for the course record. Please do not attend class if you are ill and potentially infectious! Attendance will be as documented by signature on the sign in sheet, not by any verbal reports or confirmation by peers. Using the military process of “random accountability”, I will also call upon individuals at times from the signed-in roll sheet; this will also confirm attendance and lack of response will be considered an absence for that class despite the signature being present.

*Absence of 3 or more classes may result in the student receiving one letter grade lower than earned.* Please be considerate of others and be on time for class. Attendance at all labs is mandatory. In the event of an unavoidable absence from lab, it is the responsibility of the student to notify the instructor in advance and to plan to make up the work within one week. Failure to make these arrangements may result in a failing grade.

**Expectations for Classroom Civility:**

A comfortable environment facilitates learning. We will embrace a collaborative (versus completely competitive) model for interaction. In all learning environments. A core condition of empathy is mutual respect, and this is required in the nursing profession. Empathy and a positive regard for all will be the practice we aspire to in class, also. The learning process involves an exchange of ideas and an exploration of concepts and knowledge between faculty and students. You must be present (both physically and mentally) to participate. A certain level of professional decorum facilitates this process for learners and teachers. Behaviors can also disrupt it. Use the following examples as guides to behaviors that support learning. Avoid those which disrupt the learning process.

**Disruptive behaviors** to avoid include:
• Coming to class/clinical/lab late or leaving early.
• Sleeping in class/clinical. This is disruptive due to the distraction, and other students complain about the lack of participation.
• Talking in class/clinical while others are presenting or “have the floor”.
• Viewing, sending or answering e-mail and text messaging while class/clinical is in session.
• Using your laptop computer for anything other than work for the class.
• Using cell phone or beepers while in class/clinical. Cell phones and pagers are to be turned off.
• Walking in and out of the classroom during instruction and discussion time (Breaks will be provided- if you need to use the restroom prior to a break, leave if needed but try to minimize disruption of class time)
• Bringing children to class. No children are allowed in the class except in emergencies (temporarily). An exception is made for quiet nursing babies young enough to sit on your laps, who are welcome.
• Use of humor which is malicious in intent, as a weapon, or as a “putdown” to others.

**Students who are disruptive may be asked to leave the classroom/learning environment. It is the student’s responsibility to notify the faculty of any special needs, such as a disability, visual or hearing impairment or medical condition which requires special consideration.

**Supportive actions** include:
• Coming to class prepared. This includes reading the text as assigned and completing all Blackboard assignments or questions and assigned MyNursingLab content.
• Being attentive and responsive in class.
• Respecting fellow student’s opinions and ideas.
• Contributing to the class and your group by making topic specific comments.
• Offering critiques, alternative ideas, and elaborating on prior answers in a non-condescending manner.
• Providing a fair share of work to group learning activities.
• Supporting the rights of classmates to contribute, even when disagreeing with content.
• Challenging or questioning the instruction or exchange in a non-threatening/non-demanding manner.
• Finding out from your peers (classmates) what content or activities have been missed if a class is missed
• Monitoring course Blackboard for additional material and announcements
• Responding to surveys, evaluations, and other requests for input
• Use of humor which is intended to be “fun for all” (not maliciously directed towards individuals or groups) and reinforces or illustrates course content.
• A little friendly competition between groups is also acceptable, and can add to the fun if not taken too seriously.

**Note that drinking in class is restricted to a glass or bottle with a lid, no open cups please.**
Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected class cancellations, or any unforeseen circumstances that require adjustments. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. It is the STUDENT’S responsibility to keep abreast of course announcements. Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.

POLICIES:

Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors, and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Support Services
Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

<table>
<thead>
<tr>
<th>CLASS #</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNED READINGS</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(Olds et al text plus other posted in Blackboard)</em></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Course Material</td>
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| 1    | Jan 22 | Course overview Human Reproduction | Ch. 9 *The Reproductive System*
|      |       |       | Ch. 10 *Conception and Fetal Development*
|      |       |       | Ch. 11 *Special Reproductive Concerns (Genetics section only)*
|      |       |       | Introduction to MyNursingLab
|      |       |       | MyNursingLab (MNL) Register- ALL Modules OPEN, note due dates
|      |       |       | Syllabus Quiz due Jan 26 @ midnight |
| 2    | Jan 29 | Antepartum | Ch. 12 *Physical and Psychologic Changes of Pregnancy*
|      |       |       | Ch. 13 *Antepartum and Nursing Assessment*
|      |       |       | Ch. 14 *The Expectant Family: Needs and Care*
|      |       |       | MNL Module 1 (Overview) due 1/28
|      |       |       | Submit team agreement by 2/1 (via Assignments) |
| 3    | Feb 5  | Antepartum High Risk Antepartum | Ch. 16 *Maternal Nutrition*
|      |       |       | Ch. 17 *Pregnancy at Risk: Pregestational Problems*
|      |       |       | Ch. 18 *Pregnancy at Risk: Gestational Onset*
|      |       |       | MNL Module 2 (Pregnancy) due 2/4 |
| 4    | Feb 12 | Human Reproduction Antepartum High Risk Antepartum | EXAM #1 – 10:00 AM
|      |       |       | IH 264 & 265 |
| 5    | Feb 19 | Intrapartum | Ch. 20 *Processes and Stages of Labor and Birth*
|      |       |       | Ch. 21 *Intrapartum Nursing Assessment*
|      |       |       | Ch. 22 *The Family in Childbirth: Needs and Care*
|      |       |       | MNL Module 3 (Birth) due 2/18 |
| 6    | Feb 26 | Intrapartum High Risk Intrapartum | Ch. 23 *Pharmacologic Pain Management*
|      |       |       | Ch. 24 *Childbirth at Risk: Prelabor & Intrapartum Complications*
|      |       |       | Ch. 25 *Childbirth at Risk: Labor-Related Complications*
| 7    | March 5| Intrapartum | Ch. 19 *Assessment of Fetal Well-Being*
|      |       |       | Ch. 26 *Birth-Related Procedures*
|      |       |       | Mini med # 1 assignment due in class March 5
|      |       |       | Optional Exam 2 prep due in class March 5 |
| 8    | March 19 | Intrapartum High Risk Intrapartum | EXAM #2 – 10:00 AM
|      |       |       | IH 264 & 265 |
| 9    | March 26 | Newborn (guest lecture) | Ch. 27 *Physiologic Responses of the Newborn to Birth*
|      |       |       | Ch. 28 *Nursing Assessment of the Newborn*
|      |       |       | Ch. 29 *The Normal Newborn: Needs and Care*
|      |       |       | MNL Module 4 (Newborn) due 3/25 |
| 10   | Apr 2  | Newborn High Risk Newborn (guest lectures) | Ch. 30 *Newborn Nutrition*
|      |       |       | Ch. 31 *The Newborn at Risk: Conditions Present at Birth*
|      |       |       | Ch. 32 *The Newborn at Risk: Birth Related Stressors*
| 11   | Apr 9  | Postpartum Special Considerations in Pregnancy | Ch. 2 *Family, Culture and Complementary Therapies*
|      |       |       | Ch. 33 *Postpartum Family Adaptation & Nursing Assessment*
|      |       |       | Ch. 34 *The Postpartum Family: Needs and Care*
<p>|      |       |       | MNL Module 5 (Postpartum) due 4/8 |</p>
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<tr>
<th>Date</th>
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<th>Topic</th>
<th>Ch.</th>
<th>Additional Information</th>
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<tr>
<td>12</td>
<td>Apr 16</td>
<td>Postpartum High Risk Postpartum</td>
<td>37</td>
<td>The Postpartum Family at Risk</td>
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<td>36</td>
<td>Grief &amp; Loss in the Childbearing Family</td>
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<td>4</td>
<td>Women’s Health: Family Planning</td>
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<td>Submit Peer/Team Evaluation by 4/15</td>
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<td>Mini med #2 Assignment due in class April 16</td>
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<tr>
<td>13</td>
<td>Apr 23</td>
<td>Newborn High Risk Newborn High Risk Postpartum</td>
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<td>IH 264 &amp; 265</td>
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<td>Apr 30</td>
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<td>15</td>
<td>Adolescent Pregnancy</td>
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<td>5</td>
<td>Women’s Health: Commonly occurring infections</td>
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<td>Exam Review</td>
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<td>MONDAY</td>
<td>Comprehensive</td>
<td>16</td>
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<td>May 7</td>
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