

CASPER COLLEGE COURSE SYLLABUS
School of Health Science
H.E. Stuckenhoff Department of Nursing
NRST 1630-01 Nursing Process and the Childbearing Family

Semester/Year: Fall 2015

Lecture Hours: 2

Lab Hours: 0

Credit Hours: 2

Class Time: 1030-1220

Days: Thursday

Room: HS 224

Class Dates: August 27 – December 18, 2015

Instructors' Name: Tracy Suhr, MSN, RNC-OB
Patti Legler, MSN, RNC-NIC, CHSE

Instructor's Contact

Information: HS 207
HS 103

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Semester 2 Clinical Coordinator: Karen Price, MSN, RN 268-2683

ATI Coordinator: Heather Huber, MS, RN, CNE

Course Description: This course examines the role of the nurse in the care of the family during the childbirth process. The concepts of person, health, environment, and nursing will be explored from both a normal and high-risk perspective during pregnancy, birth, postpartum, and the newborn periods. Application of the content in this course will be integrated into the clinical experience of NRST 2635 and/or NRST 2645.

Statement of Co-requisite: NRST 1625

Concurrent enrollment: ZOO 2020 (if not taken previously).

Goal: To assist nursing students begin to develop the skills and abilities needed to provide holistic nursing care to the childbearing family.

Casper College General Education Outcomes:

1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
4. Demonstrate knowledge of diverse cultures and historical perspectives
5. Appreciate aesthetic and creative activities
6. Use appropriate technology and information to conduct research
7. Describe the value of personal, civic, and social responsibilities
8. Use quantitative analytical skills to evaluate and process numerical data

Course Outcomes:

1. Understand responsibilities of the nursing student role as it pertains to the childbearing family. (CCGE #2, 3, 4)
2. Identify nursing care based on the person's PPSDS dimensions along the health-illness continuum as it pertains to the childbearing family. (CCGE #4)
3. Identify stressors within the internal and external environment that affect maternal and neonatal health. (CCGE #4)
4. Apply the nursing process with the childbearing family. (CCGE #2, 3, 8)
5. Differentiate technical skills utilized by the nurse in providing to the childbearing family.
6. Examine communication skills with the childbearing family. (CCGE #4)

Course Content:

Unit I: Normal & High Risk Pregnancy

Unit II: Normal & High Risk Birth

Unit III: Normal & High Risk Postpartum Period

Unit IV: Normal & High Risk Newborn

Methodology:

- Embedded lecture
- Interactive content reinforcement (ICR)
- Critical thinking exercises
- Handouts
- Multimedia instruction
- Simulation
- Learning Activities:
 - Classroom participation
 - NRST 1630 Moodle Companion website for handouts and critical thinking exercises
 - ATI: Maternal-Newborn Nursing
 - ATI Learning Systems RN

Course Requirements:**I. Classroom**

1. Classroom times are reserved for "Interactive Content Reinforcement" (ICR) and unit tests. See course calendar for schedule of tests, ICRs, and material to be covered on Moodle.
2. Oral participation indicating preparation on selected topics is required at the ICR's.
3. The Moodle site has embedded PowerPoints, material to augment lectures, links available for discussion, email and announcements. You are encouraged to use campus resources including the MMC and campus computer labs. If you require technical support contact the CC Help Desk via email, phone, in-person, or live chat.
4. Announcements will be made on Moodle. Students are responsible for reading and keeping up with announcements and emails. Students should check the site for emails and announcements on a daily basis, except weekends and holidays, as this is a primary means of communicating information pertinent to the classroom and clinical learning environment. Again, students are accountable for information shared via the course website.

5. Satisfactory performance is required on unit tests and the final comprehensive exam.
6. Smarthinking is an online tutoring opportunity that can be accessed in the upper right corner of your Moodle homepage. Nursing "e-structors" are available for live tutoring during specified times, or a student can make a scheduled appointment to meet with an e-structor. We encourage any student who may require additional learning assistance to utilize this resource as needed for classroom or clinical inquiries.
7. Lecture Hall: The ICR course component will be held in HS 224.
8. The computers are for testing purposes only. Do not utilize the classroom computers unless instructed to do so. Upon completion of your exams, please shut down your computer, unless otherwise instructed.

II. Evaluation of Theory

1. A total of 4 unit tests will be given as well as the comprehensive final exam.
2. Seventy-five minutes will be allowed for each unit test followed by 20 minutes for collaborative testing with random grouping.
3. One hundred fifty minutes will be allowed for the final exam.
4. Test Dates: Refer to class calendar.
5. ATI Maternal Newborn Assessment.

Evaluation Criteria:

The final letter grade will be calculated as follows:

	Point value	Total
Theory Tests (4)	100	400
Comprehensive Final Exam	200	200
ATI Integration	60	60
Total Points Possible		660

Letter Grade	Unit Tests	Final Exam	Final Course Points
A	100 - 91	200 - 182	660 - 601
B	90 - 83	181 - 166	600 - 548
C	82 - 75	165 - 150	547 - 495
D	74 - 70	149 - 140	494 - 462
F	≤ 69	≤ 139	≤ 461

Class Policies:

1. **Last Date to Change to Audit Status or to Withdraw with a W Grade:** Thursday, November 12, 2015 at 5:00 PM.
2. **Testing:** Students will be required to take all tests in designated areas on the assigned dates only. Tests may be reviewed for two weeks after the grades have been posted.
3. **Make-up Test Policy:** No make-up tests will be offered either before or after any unit test. Points for a missed unit test will be added to the value of the final exam. It is strongly recommended that any missed test be reviewed with the instructor per policy.
4. **Withdrawal Policy:** Please refer to the H.E. Stuckenhoff Department of Nursing, Nursing Student Handbook for complete information regarding withdrawal from nursing courses.

- 5. Cell Phone Use:** If cell phone use, including text messaging, becomes problematic in the classroom, all students will be required to power off their cell phones and deposit them in a box prior to each class session. The faculty recommends not bringing said devices to class.
- 6. Disclaimer:** Participation in this course may require human contact with clients, peers or faculty.
- 7. Ticket to Class:** Students will be required to bring their Learning Systems RN Journal with 10 new questions to each ICR. If students miss a class meeting, they will be required to bring their up-to-date journal with as many LS RN questions completed as listed in the calendar.

Required Text, Reading, and Materials:

- Adams, M. P., Holland, L. N., & Urban, C. Q. (2014). *Pharmacology for nurses: A pathophysiologic approach*, 4th ed. Boston, MA: Pearson.
- Berman, A. & Snyder, S. (2012). *Kozier & Erb's fundamentals of nursing: concepts, process, and practice*, 9th ed. Upper Saddle River, NJ: Prentice Hall.
- Ladwig, G. B. & Ackley, B. J. (2013). *Mosby's guide to nursing diagnosis*, 4th ed. Maryland Heights, Missouri: Mosby.
- LeMone, P., Burke, K., & Bauldoff, G. (2011). *Medical-surgical nursing: Critical thinking in patient care*, 5th ed. Upper Saddle River, New Jersey: Pearson Prentice Hall.
- London, M. L., Ladewig, P. W., Ball, J. W., Bindler, R. C., & Cowen, K. J. (2014). *Maternal & child nursing care*, 4th ed. New York: Pearson.
- Myers, E. (2014). *RNotes: Nurse's clinical pocket guide*, 4th ed. Philadelphia: F.A. Davis Company.
- Tucker, S. B. & Dauffenbach, V. (2011). *Nutrition and diet therapy for nurses*. Upper Saddle River, New Jersey: Pearson.
- Varcarolis, E. M. & Halter, M. J. (2013). *Foundations of psychiatric mental health nursing: A clinical approach*, 7th ed. St. Louis: Saunders/Elsevier.
- Current Drug Reference Guide
- Current Laboratory/Diagnostic Reference Guide
- ATI Skills Modules and Comprehensive Assessment and Review Program
- Turning Point RF "Clicker"

Recommended:

- Curren, A. M. (2015). *Math for meds: Dosages & solutions*, 11th ed. Clifton Park, New York: Delmar Cengage Learning.
- Venes, C. (Ed.)(2013), *Taber's cyclopedic medical dictionary*, 22nd ed. Philadelphia: F.A. Davis Company
- OR** Any current medical dictionary

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with

the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor, Brent Heuer, located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Calendar of course content:

Please see the calendar for a complete list of content and schedules.