



Course Syllabus

CBC PROFESSIONAL NURSING

RNSG 1251 CARE OF THE HIGH RISK CHILDBEARING FAMILY

LEVEL 3

*****Note to Student *****

Student Success is our number one priority at Coastal Bend College and we realize that prompt, effective communication plays a significant role in achieving that goal. It is vitally important that you have the proper contact information for your instructor. This should include their phone number, email address, and if applicable their office number and office hours. If you ever have any problems contacting your instructor or do not receive a prompt response to your inquiries, please contact the Director of Technical Programs, or the Dean of Workforce as soon as possible. Their contact information is provided below:

Coordinator of Professional Services: Jared Bleibdrey; (361)-354-2239; jbleibdrey@coastalbend.edu

Director of Technical Program, Noemi Aguilar: (361)-354-2306; aguilar@coastalbend.edu

Dean of Workforce Programs, Julia Garcia: (830) 569-4222 X 1202; jgarcia@coastalbend.edu

Course Description: Study of concepts related to the provision of nursing care for high risk childbearing families with emphasis on judgment, skills, and professional values within a legal/ethical framework.

Semester Hours Credit: 2

Lecture/Lab Hours: 2 LECTURE HOURS PER WEEK; 16 HOURS PER SEMESTER

Prerequisite: Successful completion of all Level III courses and concurrent enrollment with RNSG 2162

Textbook(s): Ricci, S. S. (2012) Essentials of maternity newborn and women's health nursing + Prep U (4rd ed.). Philadelphia, Lippincott, Williams, Wilkins. ISBN: 9781496367976 (Or most current edition)

COURSE OBJECTIVES

At the end of this course the student will incorporate evidenced based practice to:

1. Demonstrate professional nursing scope of practice based on professional standards of care
2. Display a variety of communication techniques in the developing a plan of care for obstetric clients and families.
3. Demonstrate critical thinking concepts in the plan of care for obstetric clients with alterations in health status.
4. Utilize theoretical and evidenced based practice concepts in the development of a plan of care for obstetric clients experiencing alterations in health status.
5. Modify nursing care plans based on the evolving health status of obstetric clients and families.

PERFORMANCE OBJECTIVES: At the end of this course, students will Identify changes which may be experienced by the high risk childbearing family; utilize critical thinking skills and a systematic problem-solving process for providing care during the prenatal, intrapartum, and postpartum periods; and explain the roles of the professional nurse in caring for high risk childbearing families.

The professional nursing student will:

- A. Understand the scope of professional nursing practice based on professional standards of care in planning care for clients in a variety of healthcare environments.

As evidenced by:

- Discuss the legal and ethical framework of associate degree nursing practice as it applies to the childbearing family.
- Apply the concepts in the Texas Nursing Practice Act to the care plan.
- Compare the historical development of professional nursing practice to current trends in obstetric nursing.
- Describe the future role of obstetric nursing
- Discuss the critical thinking components for making collaborative nursing decisions with childbearing families, using principles of the biological sciences and humanities within the construct of Maslow's Hierarchy of Needs

B. Demonstrates variety of communication techniques to discuss mechanisms to improve patient outcomes in a variety of patient healthcare environments

As evidenced by:

- Demonstrate aspects of critical thinking that are important to the communication process.
- Understand nursing focus areas within the four phases of a nurse client helping relationship.
- Explain desired outcomes of nurse-health team memberships.
- Analyze qualities, behaviors and communication techniques that facilitate professional communication in the class room and/or healthcare environment.
- Use effective communication methodologies in the planning care to ensure patient follow-up and follow through in the healthcare environment.
- Relate types of communication skills for effective interaction with the childbearing family, inclusive of the participants' diversity.

C. Apply critical thinking concepts to planning care for clients in a variety of healthcare environments.

As evidenced by:

- Interpret the nursing responsibility in making clinical decisions.
- Compare and contrast the components of a critical thinking model for clinical decision making.
- Explain the difference between ethical nursing practice and critical thinking.
- Analyze the nursing process in order to assist childbearing families to achieve levels of wellness by the inclusion of teaching/learning principles.

D. Use theoretical and evidenced based practice concepts to develop plans of care for clients experiencing alterations in health.

As evidenced by:

- Apply the nursing theory to the practice of professional nursing.
- Define evidence based practices used in delivering care to clients.
- Apply current standards of nursing practice in the development of a plan of care for clients

E. Apply the nurses role in health and wellness promotion

As evidenced by:

- Utilize concepts of the health-illness continuum, health belief, health promotion, basic human needs, and holistic health in developing a plan of care for clients.
- Explain the impact of illness on the patient and family.
- Understand the nurse's role in health and illness.
- Discuss variables influencing health beliefs, practices and illness behavior.
- Participate in developing health promotion and illness prevention activities
- Analyze the elements of the teaching/learning process that would enhance patient/family care to maintain optimum levels of wellness.

F. Identify interventions for obstetric clients experiencing alterations in health care using a systematic approach

As evidenced by:

- Discuss therapeutic and caring interventions for routine situations involving childbearing patients, families, and selected members of the health care team.
- Explain common disruptions of the childbearing family and resulting alterations in levels of wellness.
- Identify community services and/or professional organizations that promote optimum levels of wellness for the childbearing family.

Evaluation Methods:

1. **Written Examination(s) 50%**
2. Lab Practicum/Demonstration
3. Simulated Patient Care Scenarios
4. **Final Exam 50%**
5. A final grade of 75 is required at end of semester

LAB PORTION IS PASS OR FAIL.

STUDENT MUST COMPLETE LAB PORTION WITH A PASSING GRADE OR FAIL THE COURSE ENTIRELY.

Student Learning Outcomes:

Upon successful completion of RNSG 1251 the student will demonstrate competencies as follows:

1. Utilize critical thinking skills to determine the priority needs of patients as evidence by maintaining a class average of 75% or greater on the mid-term grade in RNSG 1251.
2. Utilize theoretical and evidenced based practice concepts in the development of a plan of care for maternal clients experiencing alterations in health status as evidence by maintaining a class average of 75% or greater on the mid-term grade in RNSG 1251.

Grading Scale

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

ADA Statement: No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the College District, or be subjected to discrimination by the College District. Nor shall the College District exclude or otherwise deny equal services, programs, or activities to an individual because of the known disability of an individual with whom the individual is known to have a relationship or association. 42 U.S.C. 12132; 28 CFR 35.130(g)

Special Needs Services: Students with special needs, including physical and learning disabilities, who wish to request accommodations in this class should contact the Counseling Office as soon as possible to make arrangements. In accordance with federal law, a student requesting accommodations must provide documentation of disability to the Special Needs Counselor. For more information, please go by the Counseling Office, or contact: Dee Berthold at deedee@coastalbend.edu in Alice, Amanda Barrera at amanda@coastalbend.edu in Kingsville, and Lindsey Hagen at lhagen@coastalbend.edu in Beeville.

Academic Dishonesty: Each student is charged with notice and knowledge of the contents and provisions of Coastal Bend College’s rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion. (See the Student Handbook for further explanation of Scholastic Dishonesty.)



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Intellectual Property: Student /Third Party Works: Rights to copyrightable or patentable works created by a student or a third party, that is, not a College District employee, shall reside with the author/creator.