

**NURS 4260**

**Maternal and Newborn Nursing**

**2 CREDIT HOURS**

**SYLLABUS**

**Fall 2021**

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**ST. DAVID’S SCHOOL OF NURSING AT**

**TEXAS STATE UNIVERSITY**

**100 Bobcat Way**

**Round Rock, TX 78665**

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[**www.nursing.txstate.edu**](http://www.nursing.txstate.edu)

**TEXAS STATE UNIVERSITY**

**St. David’s School of Nursing**

NURS 4260

Maternal and Newborn Nursing

Class: Wednesday 9:00-11:00am, RM 114

Clinical: Date, time and location may vary per clinical group

**FACULTY OF RECORD:**

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**COURSE DESCRIPTION:** This course applies the nursing process and evidenced-based practice to the care of maternal and newborn patients in a variety of healthcare settings. The course emphasizes the use of the nursing process to provide care to individuals and families that is developmentally and culturally focused.

**PREREQUISITES:** Successful completion of J1, J2, J3 courses

**PAIRED COURSES: NURS 4260 & NURS 4160, Maternal and Newborn Nursing Didactic & Clinical Courses**

Some courses in the BSN undergraduate program are identified as ‘paired’ courses that have a didactic and a practicum course and are co-requisites of one another. A student is required to pass both of the paired courses to continue progression in the BSN program. Failure in either the didactic or practicum course requires both paired courses to be repeated successfully prior to progressing in the program.

**COURSE OUTCOMES:**

1. Utilize the nursing process when developing a plan of care based on anatomic, physiologic, and psychological changes that occur during pregnancy.

Program Outcomes: 1, 3, 4,6,8

DECS: 1ABC, 2ABCDEFG, 3CDE, 4BC

BSN Essential: 1,2,7,9

1. Differentiate between medical and nursing interventions based on professional practice standards required to maintain a healthy pregnancy

Program Outcomes: 1,2,6,7,8

DECS: 1ABC, 2ABCDEFG, 3CDE, 4BC

BSN Essential: 1,2,5,7,9

1. Utilize evidenced based medical and nursing interventions when providing nursing care for high risk conditions that can occur before, during and after human birth.

Program Outcomes: 1,2,3,6,8

DECS:1ABD, 2ABCDEFH,

BSN Essential:1,3,4,6,7,9

1. Evaluate psychological, spiritual, ethical, and cultural variables that impact the delivery of care to members of the childbearing family

Program Outcomes:1,4,6,7,8

DECS: 1B, 4BC

BSN Essential:1,6,7,8,9

1. Differentiate between medical and nursing interventions, based on professional practice standards, required for selected women’s health conditions.

Program Outcomes: 1,2,3,4,6,7,8

DECS:1BCD, 3CD

BSN Essential:1,2,3,5,6.8.9

1. Compare out-patient and in-patient health services available to pregnant women and their families

Program Outcomes: 2,5,8

DECS:1BCD, 3CD, 4BC

BSN Essential: 2,4,6,7,9

1. Differentiate appropriate supportive resources for families experiencing perinatal death.

Program Outcomes:4,6,7

DECS: 1AB, 2BCD, 4DEF

BSN Essential:1,7,8,9

Links:

1. School of Nursing BSN Program Outcomes: [BSN Outcomes Link](https://gato-docs.its.txstate.edu/jcr:9d959266-1b2c-4835-886a-846f655e935c/2016-17_BSN_Student_Handbook%20v9-22-16.pdf)

1. BSN Essentials: [BSN Essentials Link](https://www.aacnnursing.org/Education-Resources/AACN-Essentials)

1. Texas DECs:  [BON DECS Link](https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf)

**DESCRIPTION OF INSTRUCTIONAL METHODOLOGIES:**

A variety of teaching strategies are used within this course, such as lectures, discussions, case studies, seminars, participation in simulation experiences, quizzes, standardized testing, and online activities. Students are required to have a smart phone and laptop that meet specifications of the program and are to be brought to class each day.

**COURSE MANAGEMENT:**

The course will be managed on Canvas, the Texas State course management system (LMS), which can be accessed from the Texas State University homepage. Students are responsible for frequently checking the Canvas site for course information and updates. Assignments will be submitted online within the LMS system.

Course management procedures and processes are consistent with the Texas State and College of Health Professions policies and procedures. CANVAS is used only for exchange of information related to the course and all content unless otherwise noted in secured locations is considered a public and professional forum. It is not appropriate to post any comments that reflect negatively about another person or that are of a political or personal nature. Violations may result in disciplinary action.

## CONDUCT AND CIVILITY:

Every student is held accountable for abiding by the tenants of required conduct outlined in the TX State Student Handbook ([TX State Student Handbook](https://www.dos.txstate.edu/handbook.htm)). Students are expected to contribute to the learning environment by respectfully interacting with their colleagues and professor regardless of any difference of opinion. When students voice opinions with which you do not agree, feel free to voice your opinion in a polite and civil manner. This approach can help us enhance the free flow of ideas. Students must not interfere with the learning of their colleagues.

**STATEMENT ON CIVILITY AND COMPLICANCE IN THE CLASSROOM:**

Civility in the classroom is very important for the educational process and it is everyone’s responsibility.  If you have questions about appropriate behavior in a particular class, please address them with your instructor first.  Disciplinary procedures may be implemented for refusing to follow an instructor’s directive, refusing to leave the classroom, not following the university’s requirement to wear a cloth face covering, not complying with social distancing or sneeze and cough etiquette, and refusing to implement other health and safety measures as required by the university.

Additionally, the instructor, in consultation with the department chair/school director, may refer the student to the Office of the Dean of Students for further disciplinary review.  Such reviews may result in consequences ranging from warnings to sanctions from the university.  For more information regarding conduct in the classroom, please review the following policies at [AA/PPS 02.03.02](https://policies.txstate.edu/division-policies/academic-affairs/02-03-02.html), Section 03: Courteous and Civil Learning Environment, and [Code of Student Conduct](https://studenthandbook.txstate.edu/rules-and-policies/code-of-student-conduct.html), number II, Responsibilities of Students, Section 02.02: Conduct Prohibited.

**EMERGENCY MANAGEMENT:**

In the event of an emergency, students, faculty, and staff should monitor the [Safety and Emergency Communications web page](https://safety.txstate.edu/).  This page will be updated with the latest information available to the university, in addition to providing links to information concerning safety resources and emergency procedures.  Faculty, staff, and students are encouraged to sign up for the [TXState Alert](https://www.police.txstate.edu/campus-safety/sign-up-for-txstate-alerts.html" \t "_blank) system. 

**CAMPUS HEALTH, WELLNESS, AND SAFETY:**

Campus health and safety is of utmost concern in the undergraduate nursing program. This includes not only an on-campus culture of safety, but an online culture as well. Faced with the many challenges of today, the following information will guide students during this time. Students are required to adhere to the [BOBCCAT pledge](https://www.txstate.edu/coronavirus/road-map/bobcat-pledge.html) as part of the undergraduate nursing programs. Please go to this link: <https://www.txstate.edu/coronavirus/road-map/bobcat-pledge.html>. and take the Pledge.

* Reminder on [Guiding Principles for Health, Safety, and Wellness](https://www.txstate.edu/coronavirus/road-map/health-and-safety-measures.html) at Texas State, including recommendations to wear a cloth face covering and perform a self-assessment each day before coming to campus.
* Importance of the [Bobcat Pledge](https://www.txstate.edu/coronavirus/road-map/bobcat-pledge.html), including the shared responsibility to practice healthy behaviors and follow the health and safety guidelines, which shows respect for others and helps prevent the spread of COVID-19 on campus and in the surrounding community.

**SEXUAL MISCONDUCT REPORTING (SB 212)**

Effective January 2, 2020, state law (SB 212) requires all university employees, acting in the course and scope of employment, who witness or receive information concerning an incident of sexual misconduct involving an enrolled student or employee to report all relevant information known about the incident to the university's Title IX Coordinator or Deputy Title IX coordinator.  According to SB 212, employees who knowingly fail to report or knowingly file a false report shall be terminated in accordance with university policy and The Texas State University System Rules and Regulations.

**ATTENDANCE POLICY:**

The student is expected to be present and on time for all classes, clinicals and simulation labs. Students are required to notify the course faculty anytime they are unable to attend class/clinical/lab. The course faculty must be notified by phone (leave a voice message on the faculty’s phone) or by e-mail as soon as the student is aware that they will be late or absent (should occur prior to beginning of the class, lab or clinical experience). The student is responsible for obtaining the information presented if a session is missed.

**DRESS CODE AND PROFESSIONAL BEHAVIOR:**

Faculty has the final say on appropriate dress for classroom, clinical and simulation lab. Students are expected to dress appropriately in the classroom setting. See dress code information in the student handbook. Students are expected to wear the School of Nursing Uniform or Polo/Kaki to all practice/simulation lab and clinical areas. All cell phones and other communication devices must be turned off prior to and during all sessions in the classroom, clinical site or simulation lab unless specifically instructed by faculty for use in these areas. Students are expected to maintain professional behavior in the classroom and clinical setting, as well as in the laboratory setting. All equipment and supplies should be handled properly and with care. Students are responsible for knowing and following the rules and regulations of the simulation labs. Please refer to the student handbook for more details on the dress code and professional behavior. [BSN Handbook](https://www.nursing.txstate.edu/enteringclass/BSN-Students/student-handbook.html)

**ACADEMIC HONESTY:**

The Nursing Program endorses and enforces the University’s Honor Code that can be found in the Undergraduate Catalog and the Nursing Student Handbook, and following the link below.  The faculty has zero tolerance for academic or personal dishonesty in the Nursing Program. Violation of the Honor Code includes, but it not limited to, cheating on an examination or other academic work, plagiarism, collusion and the abuse of resource materials.  To view the University’s Honor Code policy in its entirety, please visit the following Web site:

[Tx State Honor Code](http://www.txstate.edu/effective/upps/upps-07-10-01.html)

**ACCOMMODATION FOR QUALIFIED STUDENTS WITH DISABILITIES:**

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, notify your course faculty and contact the Office of Disability Services as soon as possible at 512-245-3541 or at Office of Disability Services at <https://www.ods.txstate.edu/> so the appropriate requirements may be reviewed and established. You will be asked to provide documentation from the Office of Disability Services (ODS). Failure to contact your course faculty in a timely manner may delay your accommodations. ODS services must be renewed on a per semester basis.

**FACULTY AND STUDENT RESPONSIBILITIES:**

It is the faculty’s responsibility to provide structure and a framework for learning and to facilitate learning experiences. However, learning and demonstration of meeting the course outcomes is the responsibility of the student, so active participation is expected. Required assignments and reading should be completed before the concepts are presented. Students must understand the content and skills for effective and safe application in clinical situations. It is the student’s responsibility to communicate with course faculty concerning progression in the course and the possible need for additional learning experiences or remediation.

**REMEDIATION AND STUDENT SUPPORT:**

The faculty supports various initiatives to assist students to succeed in the curriculum and specific learning experiences. Students at risk of failure or withdrawal from the program or concerned about staying current in course requirements should immediately contact their course faculty and the Nursing Admission and Retention Coordinator so remediation and additional learning experiences can be arranged.

**ASSESSMENT OF STUDENT LEARNING:**

Students will be evaluated on the following criteria

|  |  |
| --- | --- |
| Unit Exams (3 exams @ 20% each) | 60% |
| Comprehensive Final Exam | 25% |
| Assignments and Weekly Activities | 5% |
| ATI Content Mastery Exam  ATI Non-Proctored Exams A & B | 10% |
| **TOTAL:** | **100%** |

**Grade Calculation:** Each course will have required activities or assignments and examinations to validate learning and competency. An overall earned course average of 75% is required of all students in order to pass all nursing courses. As written in the student handbook, “In order to pass nursing courses with a clinical practicum component, the student must achieve a 75% average or above on theory exams, which may include quizzes, unit exams, ATI Content Mastery Exam and a comprehensive final as defined in the course syllabus”.

This course considers “theory exams” used to determine the required 75% average for passing are the unit exams, ATI and the comprehensive final exam.

Once the 75% has been met then assignments and activities (5%) will be included to determine the final course grade.

**Assignment and activities:**

Failure to complete an assignment or activity for **any reason** will result in a grade of zero. Make up assignments or activities will not be given.

Unit exams will be timed and must be completed within the scheduled time. All unit exams will be given using ExamSoft© Examplify. Exam study guides will be available 5 days prior to the exam and posted in Canvas. Questions will be of various formats (multiple choice, fill in the blank, select all correct answers, etc.) The format of daily activities will be at the discretion of the course faculty. The format may change at any time during the semester.

Students must take all exams at the scheduled time. In the event of extenuating circumstances, students who will be absent from any exam must notify the Course Faculty before the exam time. Failure to do so will result in a grade of zero for the exam. An exam make-up is at the discretion of faculty. The faculty reserves the right to request validation of a reason for absence. Make up exams, if approved by the Course faculty, will be taken in the on campus testing center at a time determined by the faculty and may be an alternative format from the missed exam. Student will be responsible for any incurred cost.

During any exam– no personal items, books, etc., will be allowed in the testing area. Students should leave these items in a secure location. No cell phones or smart watches are allowed in the testing area. **Students are required to bring their laptop, power cord, and ethernet cord to all exams. Failure to bring a working and charged laptop may result in a zero for that exam.**

**Final Exam: The date and time of the final exam will be announced based on the University and School of Nursing course schedule.**

**Standardized Testing from Assessment Technologies Institute (ATI):**

The School of Nursing has partnered with Assessment Technology Institute (ATI) learning systems to assist the student in preparing for the NCLEX-RN® exam. ATI’s learning systems are designed to teach the way individuals learn. ATI offers the student various learning tools as well as proctored and non-proctored tests that the student will be required to take during the nursing program. Information regarding specific proctored tests will be available in the syllabi for the courses these tests are offered.

The RN Maternal Newborn Nursing ATI proctored content or program mastery assessment is utilized in this course. Students are expected to review the ATI Student Directions as provided in Canvas for this course.

**GRADING SCALE:**

The nursing faculty has determined a grading scale for all nursing courses. The evaluation scale is as follows:

90 - 100 A

80 - 89 B

75 - 79 C

70 - 74 D

69 & below F

**REQUIRED TEXTBOOK(S) AND RESOURCES:**

Lowdermilk, D., Perry, S., Cashion, M., & Rhodes, K. (2019) *Maternity and Women's Health Care*. St. Louis, MO: Elsevier, 12th Edition.

ATI (2019). Maternal-Newborn Nursing, RN, Edition 11.

**COURSE OUTLINE:**

Maternal/Newborn Lecture Content

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Hours/Topics** | **Maternal/Newborn Objectives**  **At the end of each class the student will be able to:** | **Assignments and Activities and Readings** |
| Orientation | Aug. 23 | 1-4pm Rm. 118  Anatomy and Physiology of Pregnancy  Nursing Care of the Family During Pregnancy | 1. Differentiate between presumptive, probable, and positive signs of pregnancy. 2. Explain the maternal anatomic and physiologic changes associate with pregnancy. 3. Determine the gravidity and parity using the two- and five-digit systems. 4. Describe the process of estimating the date of birth. 5. Evaluate the benefits of prenatal care and problems of accessibility for some women. 6. Outline the patterns of health care used to assess maternal and fetal health status at the initial visit and follow-up visits during pregnancy. 7. Plan education needed by pregnant women to understand physical discomforts to pregnancy and to recognize signs and symptoms of potential complication. | Course Orientation  Clinical Orientation    *Please have your syllabus and textbook**to available*  Required Readings: Lowdermilk  Chapter 4  Chapter 12  Chapter 13  Chapter 14  ATI Chapter 3 (pages 15-18), Chapter 4 (pages 19-24), Chapter 8 (pages 47-56) |
| 1 | Aug 25 | 2 hrs  Labor and Birth Processes  Nursing Care of the Family During Labor and Birth | 1. Describe the anatomic structure of the bony pelvis. 2. Describe factors thought to contribute to the onset of labor. 3. Explain the 5 major factors that affect the labor process. 4. Explain the significance of the size and position of the fetal head during labor and birth. 5. Summarize the cardinal movements of the mechanism of labor for a vertex presentation. 6. Examine the maternal anatomic and physiologic adaptations to labor. | Required Readings: Lowdermilk  Chapter 16  Chapter 18  Chapter 19  ATI Chapter 6 (pages 29-28), Chapter 10 (pages 65-72), Chapter 11 (pages 73-78), Chapter 13 (pages 85-92), Chapter 14 (pages 93-98) |
| 2 | Sept. 1 | 2 hrs  Postpartum Maternal Physiologic Changes  Nursing Care of the Family During the Postpartum Period  Physiologic Adaptations of the Newborn  Nursing Care of the Newborn and Family | 1. Describe the anatomic and physiologic changes that occur during the postpartum period. 2. Discussthe characteristic of uterine involution and lochial flow and describe ways to measure it. 3. Explain the influence of cultural beliefs and practices on postpartum care. 4. Discuss the physiologic adaptations that the neonate must make during the period of transition from the uterine to extrauterine environment. 5. Describe the behavioral adaptations that are characteristic during the transition period. 6. Explain the mechanisms of thermoregulation in the neonate and the potential consequences of hypothermia and hyperthermia. | Required Readings: Lowdermilk  Chapter 20  Chapter 21  Chapter 22  Chapter 23  Chapter 24  ATI Chapter 17 (pages 117-124), Chapter 18 (pages 125-128), Chapter 19 (pages 129-132) Chapter 23 (pages 155-162), Chapter 24 (pages 163-168), Chapter 26 (pages 175-182) |
| 3 | Sept. 8 | 2 hrs | Exam 1 |  |
| 4 | Sept. 15 | 2 hrs  Pain Management During Labor and Birth | 1. Identify non-pharmacologic strategies to enhance relaxation and decrease pain during labor. 2. Compare pharmacologic methods used to relieve pain in different stages of labor and for vaginal or cesarean birth. 3. Describe nursing responsibilities appropriate in providing care for women receiving analgesia and anesthesia during labor. | Required Readings: Lowdermilk  Chapter 17  ATI Chapter 12 (pages 79-84) |
| 5 | September 22 | 2 hrs  Infertility, Pregnancy Loss, and Fetal Demise | 1. List common causes of infertility. 2. Discuss psychologic impact of infertility. 3. Describe common diagnoses and treatment for infertility. 4. Compare reproductive alternatives for couples experiencing infertility. 5. Differentiate among causes, signs, symptoms, possible complications and management of miscarriage and ectopic pregnancy. 6. Describe nursing care of the family in the event of a stillbirth or death of a high-risk infant. | Required Readings: Lowdermilk  Chapter 9  Chapter 37  ATI Chapter 2 (pages 11-14) |
| 6 | Sept. 29 | 2 hrs  Prenatal Screening and Diagnostic Testing | 1. Examine risk factors for birth defects and congenital disorders identified through history, physical examination, and diagnostic techniques. 2. Differentiate among screening and diagnostic techniques including when they are used in pregnancy and for what purpose. 3. Describe nursing responsibilities appropriate in providing care for women undergoing prenatal screening and diagnostic testing. | Required Readings: Lowdermilk  Chapter 26  no ATI readings this week |
| 7 | Oct. 6 | 2 hrs  High-Risk Antepartum Care: Part One | 1. Differentiate the types of diabetes mellitus and their respective risk factors in pregnancy. 2. Identify maternal and fetal risks or complications associated with diabetes in pregnancy. 3. Discuss the use of tocolytics and antenatal glucocorticoids in preterm labor. 4. Evaluate the effects of prescribed bed rest on pregnant women and their families. 5. Describe the care of a woman with post-term pregnancy. 6. Explain the effects of hyperemesis gravidarum on maternal and fetal well-being. | Required Readings: Lowdermilk  Chapter 29  Chapter 30  Chapter 32  ATI Chapter 9 (pages 59-66) |
| 8 | Oct. 13 | 2 hrs | Exam 2 |  |
| 9 | Oct. 20 | 2 hrs  High-Risk Antepartum Care: Part Two | 1. Differentiate among & discuss the medical and nursing management of gestational hypertension, preeclampsia, eclampsia and chronic hypertension. 2. Recognize signs and symptoms of HELLP syndrome. 3. Discuss the diagnosis and management of DIC. 4. Differentiate among causes, signs, symptoms, possible complications of hydatidiform mole. 5. Discuss implications and stabilization of trauma on mother and fetus during pregnancy. 6. Identify high risk groups for maternal morbidity and mortality and the nurse's role in preventing these. | **Required readings**  **Chapter 27**  **Chapter 28**  **Chapter 30 (p. 654-659)**  **Maternity nursing pregnancy complications flipgrid due October 22 with response October 24** |
| 10 | Oct 27 | 2 hrs  Newborn Complications | 1. Summarize assessment and care of the newborn with soft tissue, skeletal, and neurologic injuries caused by birth trauma. 2. Identify maternal conditions that place the newborn at risk for infection and methods used to identify possible infection. 3. Describe the assessment of a newborn exposed to harmful drugs in utero. 4. Describe risk factors associated with the birth and transition of an infant of a diabetic mother. | Required Readings: Lowdermilk  Chapter 34  Chapter 35  Chapter 36  ATI Chapter 27 (183-196) |
| 11 | Nov 3 | 2 hrs  High-Risk Intrapartum Care | 1. Identify the purpose and nursing management of external cephalic version. 2. Summarize the nursing care for woman experiencing a trial of labor, induction or augmentation of labor, a forceps-or vacuum-assisted birth, a cesarean birth, or a vaginal birth after a cesarean birth (VBAC). 3. Discuss obstetric emergencies such as placenta previa, placental abruption, shoulder dystocia, umbilical cord prolapse, and amniotic fluid embolus, and their appropriate nursing management. | Required Readings: Lowdermilk  Chapter 32 pp. 698-718  ATI Chapter 7 (pages 39-46), Chapter 15 (pages 99-106), Chapter 16 (pages 107-116) |
| 12 | Nov. 10 | 2 hrs  Postpartum Complications  Maternal and Newborn Nutrition  Contraception | 1. Identify causes, signs and symptoms, possible complications and medical and nursing management of postpartum hemorrhage, postpartum infection, thromboembolic disorders, and postpartum depression. 2. Summarize the role of the nurse in assessing potential problems and management of women with postpartum complications. 3. Explain recommended maternal weight gain during pregnancy. 4. Give examples of the food sources that provide the nutrients required for optimal maternal nutrition during pregnancy, the postpartum period and lactation. 5. List five nutritional risk factors during pregnancy. 6. Identify the advantages and disadvantages of the following methods of contraception: fertility awareness methods, barrier methods, hormonal methods, intrauterine devices, and sterilization. 7. Explain common nursing interventions that facilitate contraceptive use. 8. Recognize ethical, legal, cultural, and religious considerations of contraception. | Required Readings: Lowdermilk  Chapter 33  ATI Chapter 19 (pages 129-132), Chapter 20 (pages 133-142), Chapter 21 (143-148), Chapter 22 (pages 149-154)  Required Readings: Lowdermilk  Chapter 4 p. 58-61  Chapter 8  Chapter 15  Chapter 25  ATI Chapter 1 (pages 3-12), Chapter 5 (pages 27-30), Chapter 25 (pages 177-182) |
| 13 | Nov. 17 |  | Exam 3 | **ATI Part A due Monday 11/22** |
| 14 | Nov. 24 | No class | *Thanksgiving Break* | *Student patient teaching handouts due 11/24 with one peer review due Nov. 29*  **ATI Part B due Monday 11/29** |
| 15 | Dec. 1 | 70 min: ATI |  | ***OB ATI Content Mastery Exam: 70 Questions and 70 minutes*** |
| 16 |  |  | **TBD** | ***Final Exam***  Final Exam willbe comprehensive and 75 questions. |

St. David’s School of Nursing was awarded the Nursing Innovation Grant Program: Supporting Clinical Learning Experiences to Mitigate Impediments due to COVID-19 for 2020-2022. As part of this grant, we will collect aggregate course evaluation data for further analysis of clinical competence, psychosocial integrity, and clinical judgement acquisition in prelicensure nursing students. Data needed for research purposes will be gathered during the course of your usual clinical and simulation activities and does not require additional participation beyond these usual course activities.

You are required to participate in the required course activities to pass the course. The study is only looking at aggregate evaluation data, not individual identifiable data. If you do not want your course evaluation information to be part of the aggregate data that is collected for this study, you may opt out at any time. There is no penalty for participation or non-participation in this study.

Allowing us to use your aggregated evaluation data is voluntary. The risks to allow us to use your data for research are minimal meaning not outside your normal daily activities. There will be no direct benefit to you from participating in this study. However, the information that you provide will contribute to knowledge of how simulation-based activities can contribute to overall psychosocial integrity, clinical competency and clinical judgement acquisition in a pre-licensure nursing curriculum impacted by a global pandemic (COVID-19).

In order to opt out of this study, you must contact the Principal Investigator (Dr. Regina Jillapalli, rj25@txstate.edu) or the Co-Investigator (Dr. Alisha H. Johnson, alishaharveyjohnson@gmail.com).