



**RNSG 1251-101CL
Care of the Childbearing Family
Fall 2021 16 Weeks
Tuesdays 1300-1500**

**Course Facilitator: Molly Gundermann, MSN, RN
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**Office Hours: Mondays 1300-1600; Tuesdays 0900-1200;
Wednesdays 1400-1530; other days/times by appointment only**

Required Textbooks

Murray, S.S., McKinney, E.S. (2019). *Foundations of maternal-newborn nursing* (7th ed.). Philadelphia, PA: W. B. Saunders.

Elsevier ELP-HESI RN Patient Reviews-First Generation (Maternity)

Elsevier (2019). Sherpath for Pharmacology (Lilley version), 9th edition. St. Louis: Elsevier, Inc.*

Elsevier Adaptive Quizzing for Varcarolis” Foundation of Psychiatric-Mental Health Nursing-Classic Version, 8th Edition.

Elsevier Adaptive Quizzing for NCLEX-RN Exam (36-Month) Classic Version, 2nd Edition.

Murray, S.S., McKinney, E.S. (2019). *Study guide for foundations of maternal-newborn nursing* (7th ed.). Philadelphia, PA: W. B. Saunders.

All previously required nursing course textbooks.

All students will need **HESI Next Generation Student Access**.

Recommended:

American Psychological Association. (2019). *Concise Guide to APA Style: Seventh Edition (newest, 2020 copyright)* (Seventh ed.). American Psychological Association.

Alternative Online Classroom requirements (due to classroom restrictions due to the COVID-19 pandemic precautions enacted by the Governor of the State of Texas and College of the Mainland administration):

- A desktop or laptop computer with the following specifications (PC or Mac):
 - o 2 GB Free HDD space
 - o 4 GB RAM Required, 8 GB recommended
 - o CPU equivalent to Intel i3 2+GHz
 - o Operating System:
 - MAC OS 10.13, 10.14, or 10.15 ONLY, or
 - Windows 10 (version 1809 or 1903) ONLY
- Webcam Required
- Microphone required (cannot be a headset)

Because of the restrictions of our testing applications, these requirements cannot be substituted with tablets or smartphones.

Course Description

This course is designed to study the concepts related to the provision of perinatal nursing care for childbearing families. Topics include knowledge, judgment, skills and professional values within a legal/ethical framework. Emphasis is placed on the study of the reproductive cycle, normal and abnormal phases of pregnancy and care of the neonate. Critical thinking skills and a systematic problem-solving process are used as a framework for providing care for the family during the prenatal, intrapartum and postpartum periods. See catalog for pre- and co-requisites. (Lecture 32 contact hours, lab 0). Credit 2. Contact hours 32.

Course Objectives/Student Learning Outcomes

Upon completion of this course, the student will:

1. Describe and examine the pathophysiology and clinical management of maternal/child patients with a variety of health needs.
2. Apply the nursing process in the care of maternal/child patients and their families in primary, secondary and tertiary settings to achieve, improve, or maintain an optimal level of wellness.
3. Examine pharmacokinetics, pharmacodynamics, therapeutic actions, side/adverse effects, contraindications, drug and dietary interactions, precautions, and routes of administration of relevant medications used in treatment of maternal/child patients with a variety of health needs.
4. Examine the roles of the associate degree nurse in caring for maternal/child patients with a variety of health needs and their families.
5. Utilize effective communication with culturally and spiritually diverse maternal/child patient, their families, and members of the health care team.
6. Discuss patient care management of maternal/child patients.
7. Apply principles of patient safety in the care of maternal/child and their families.
8. Select appropriate principles of teaching and learning for culturally and spiritually diverse maternal/child patients and their families.
9. Utilize clinical data and current literature as a basis for decision making in the care of maternal/child patients and their families.
10. Discuss ethical/legal issues related to the care of maternal/child patients and their families.
11. Compare and contrast health care and financial resources available to assist culturally diverse maternal/child patients and their families.

WECM End-of-Course Outcomes

Explain the roles of the professional nurse in caring for maternal/child patients with a variety of health needs; use therapeutic communication; utilizes critical thinking skills and a systematic problem-solving process for providing care to maternal/child patients experiencing a variety of health needs.

Course Requirements/Assignments

- **Unit Exams (4):** Assess knowledge and understanding of incremental course content. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor.
- **Comprehensive Final Exam (1):** Assesses overall knowledge and understanding of complete course content. Exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format.
- **EAQ (Elsevier Adaptive Quiz)-** Assess incremental knowledge and understanding of basic course content prior to unit exams. Students must complete each quiz by the due date. Failure to submit a quiz by the due date will result in a grade of zero (0) for that quiz. The average of all assigned quizzes will be calculated for the final EAQ grade.
- **HESI Patient Reviews (HPRs) -** Assess understanding of core content in preparation for challenging clinical situations. Please print a copy for yourself after completing the activity. Instructors will be able to track your completion of the activity online but may need to see your copy if there are any discrepancies There will be only one attempt allowed for each HPR. A grade of zero (0) will be given for any late HPR. The average of all assigned HPR's will be calculated for the final HPR grade.
- **Pharmacology Lesson Quizzes:** Assesses knowledge and application of selected pharmacologic content. Students must complete each required lesson by the due date. Failure to submit a lesson by the due date will result in a grade of zero (0) for that lesson. The average of all assigned lessons will be calculated for the final lesson quiz grade.
- **Obstetric Complication Paper/Presentation:** Assesses knowledge and understanding of specific obstetric complications that can occur for the childbearing family. Assesses the understanding of the nursing process regarding the obstetric complication, oral and written performance, and research strategies.

Grading Scale

A = 90 - 100.00

B = 80 - 89.99

C = 75 - 79.99*

D = 60 - 74.99

F = < 60

*A minimum final grade of "C" is required to pass this course.

Determination of Course Grade/Detailed Grading Formula (methods of evaluation to be employed to include a variety of means to evaluate student performance):

All assignments, including pass/fail, must be submitted to pass the course. See Grade Determination & Calculation in the Nursing Student Handbook.

Assignment of Course Grade	%
Unit Exams (4)	48
Comprehensive Final Exam	12
Exam Total*	60
EAQ**	10
HESI Patient Reviews (HPR's)**	10
Pharmacology Lessons **	10
Obstetric Complications Paper/Presentation **	10
Weighted Assignments**	40
Course Total	100%

* $\geq 75\%$ weighted exam average required to pass the course

**Weighted assignments calculated only after 75% weighted exam average met

Course Policies

Make-up Policy/Late Assignments

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments policy in the Nursing Student Handbook.

Attendance:

See the Attendance policy in the Nursing Student Handbook.

Tardiness

See Attendance policy in the Nursing Student Handbook.

Classroom Conduct Policy/Student Conduct

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/studenthandbook.php>. Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for Student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the on-line COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>), nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27

(http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Academic Dishonesty

Any incidence of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Students who plagiarize will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the ADN Student Handbook. **Plagiarism will result in disciplinary action up to and including dismissal from the nursing program.**

On documents where the Safe Assign Originality report has been enabled, the maximum acceptable percentage is 25%.

Avoiding Plagiarism: <http://www.plagiarism.org/>
(http://bon.texas.gov/rr_current/213-27.asp).

Student Concerns/Questions

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Director of Nursing, Dr. Amanda Ordonez @mordonez@com.edu.

See the Student Concerns Policy in the Nursing Student Handbook.

Success Tips for Students

1. Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

- 4 Steps to Reading a Textbook:
<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
- Active Reading Strategies:
<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
- The Reading Cycle: Plan-Do-Review
<http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html>
- How to Read Your Textbooks More Efficiently College Info Geek (video)
<https://www.youtube.com/watch?v=tgVjmFSx7rg>
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video)
5 [Active Reading Strategies for Textbook Assignments - College Info Geek](#)

ANA Scope and Standards of Practice

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards.)

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

The Tutoring Center (Speaking, Reading and Writing Center/Math Tutoring Lab)

The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking the SRWC icon on the COM website.

Notice to Students Regarding Licensing

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: https://www.bon.texas.gov/licensure_eligibility.asp.

Should you wish to request a review of the impact of criminal history on your potential Registered Nurse License prior to or during your quest for a degree, you can visit this link and request a "Criminal History Evaluation": https://www.bon.texas.gov/licensure_endorsement.asp.

This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been

convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

Methods of Instructions

Lecture and discussion	Small group discussion	Critical thinking exercises
Class participation	Case studies	HESI Patient Reviews
Video presentations	Independent study	Role Play
Computerized exams	Written assignments	Group work

Guidelines for HPRs

Complete the listed topics and turn in on or before the due date (See Course Calendar).

Sign in to the Evolve Home page at <https://evolve.elsevier.com/>

- Using Evolve logon, sign on to site
- Access “HESI Patient Reviews”
- Click on the “Course Contents” tab
- Under the “Maternity” section complete these modules:
 - Normal Pregnancy (Susan Wilson 1 & 2)
 - Problems of Pregnancy (Lily Larson & Maria Pratt)

This is part of your theory (RNSG 1251) grade. **If not submitted by the due date, a grade of zero will be given.**

Course Outline:**Unit 1: Antepartum and Intrapartum
Chapters 5, 6, 7, 8, 9, 12, 13, 14, 15****Student Learning Outcomes**

Upon completion of this course, the student will:

1. Describe the normal prenatal development from conception through birth.
2. Describe the physiologic changes that occur during pregnancy.
3. Describe the psychological responses of the expectant mother to pregnancy.
4. Explain the importance of adequate nutrition and weight gain during pregnancy.
5. Describe the woman's physiologic and psychological responses to labor
6. Describe the fetal responses to labor.
7. Apply the nursing process for the care of the woman during labor and birth.
8. Describe the different types of fetal monitoring.
9. Discuss nursing care related to different types of intrapartum pain management, both non-pharmacologic and pharmacologic.

Learning Content

- I. Conception and Prenatal Development (Chapter 5)
 - a. Conception
 - b. Pre-embryonic Period
 - c. Embryonic Period
 - d. Fetal Period
 - e. Auxiliary Structures
 - f. Fetal Circulation
 - g. Multifetal Pregnancy
- II. Maternal Adaptations to Pregnancy (Chapter 6)
 - a. Changes in Body Systems
 - b. Confirmation of Pregnancy
- III. Antepartum Assessment and Care (Chapter 7)
 - a. Preconception and Interconception Care
 - b. Initial Prenatal Visit
 - c. Subsequent Visits
 - d. Common Discomforts of Pregnancy
- IV. Nutrition for Childbearing (Chapter 8)
 - a. Weight Gain during Pregnancy
 - b. Nutritional Requirements
 - c. Factors that Influence Nutrition
 - d. Nutritional Risk Factors
 - e. Nutrition after Birth

- V. Assessing the Fetus (Chapter 9)
 - a. Ultrasound
 - b. Alpha-Fetoprotein Screening
 - c. Chorionic Villus Sampling
 - d. Amniocentesis
 - e. Non-stress test
 - f. Contraction Stress Test
 - g. Biophysical Profile
 - h. Maternal Assessment of Fetal Movement

- VI. Process of Birth (Chapter 12)
 - a. Physiological Effects of the Birth Process
 - b. Components of the Birth Process
 - c. Normal Labor
 - d. Stages and Phases of Labor

- VII. Nursing Care during Labor and Birth (Chapter 15)
 - a. Admission to the Birth Facility
 - b. Fetal Oxygenation
 - c. Nursing Care during the late Intrapartum Period and After Birth

- VIII. Intrapartum Fetal Surveillance (Chapter 14)
 - a. Fetal Oxygenation
 - b. Electronic Fetal Monitoring Instrumentation
 - c. Fetal Heart Rate Interpretation
 - d. Standardized Intrapartum Interpretation and Management

- IX. Pain Management (Chapter 13)
 - a. Adverse Effects of Excessive Pain
 - b. Variables in Childbirth Pain
 - c. Non-pharmacologic Pain Management
 - d. Pharmacologic Pain Management
 - e. Pain
 - f. Epidural Analgesia

Learning Activities

- Textbook Reading Assignments; Murray et al.
Case Studies
Lecture/Discussion

Unit 2: Postpartum and Normal Newborn (Mother/Baby)
Chapters 11, 17, 19, 20, 21, 22, 25

Student Learning Outcomes

Upon completion of this unit, the student will:

1. Discuss the physiologic changes during the postpartum period.
2. Discuss the psychological changes during the postpartum period.
3. Apply the nursing process for the care of the woman during the postpartum period
4. Describe the role of the nurse in contraceptive counseling and education.
5. Discuss the physiologic changes during the transition from fetal to neonatal life.
6. Describe nursing assessments of the normal newborn.
7. Discuss the nursing care of the normal newborn.
8. Identify the nutritional and fluid needs of the newborn.
9. Discuss nursing care related to special needs of the childbearing family.

Learning Content

I. Postpartum Adaptations and Nursing Care (Chapter 17)

Physiological:

- a. Reproductive System
- b. Gastrointestinal System
- c. Urinary System
- d. Musculoskeletal System
- e. Integumentary System
- f. Neurologic System
- g. Endocrine System
- h. Postpartum Assessment
- i. Care of the Immediate Postpartum Period
- j. Nursing Care after Cesarean Birth

Psychosocial:

- k. The Process of Becoming Acquainted
- l. The Process of Maternal Adaptation
- m. Factors that Affect Family Adaptation
- n. Cultural Influences on Adaptation

II. Family Planning (Chapter 25)

- a. Information of Contraception
- b. Consideration When Choosing a Conceptive Method
- c. Methods of Contraception

III. Normal Newborn (Chapter 19)

- a. Initiation of Respirations
- b. Cardiovascular Adaptation

- c. Neurologic Adaptation: Thermoregulation
 - d. Hematologic Adaptation
 - e. Gastrointestinal System
 - f. Hepatic System
 - g. Urinary System
 - h. Immune System
 - i. Psychosocial Adaptation
- IV. Assessment of Newborn (Chapter 20)
- a. Early Focused Assessments
 - b. Assessment of Body Systems
 - c. Assessment of Gestational Age
- V. Care of Newborn (Chapter 21)
- a. Early Care
 - b. Blood Glucose
 - c. Bilirubin
 - d. Ongoing Assessments and Care
 - e. Circumcision
 - f. Immunization
 - g. Newborn Screening Tests
 - h. Discharge and Newborn Follow-up Care
- VI. Infant Feeding (Chapter 22)
- a. Nutritional Need of the Newborn
 - b. Normal Breastfeeding
 - c. Common Breastfeeding Concerns
 - d. Formula Feeding
- VII. The Childbearing Family with Special Needs (Chapter 11)
- a. Adolescent Pregnancy
 - b. Delayed Pregnancy
 - c. Substance Abuse
 - d. Perinatal Loss
 - e. Perinatal Psychological Complications

Learning Activities

- Textbook Reading Assignments: Murray, et al.

Unit 3: Families at Risk during the Childbearing Period
Chapters: 10, 15, 16, 18, 23, 24

Student Learning Outcomes

Upon completion of this unit, the student will:

1. Discuss the various complications of pregnancy.
2. Apply the nursing process to the care of women with complications of pregnancy.
3. Discuss the possible complications during intrapartum period.
4. Discuss the nursing process for obstetric procedures
5. Discuss the various complications of the postpartum period
6. Apply the nursing process to the care of women with complications of the postpartum period
7. Discuss the possible complications associated with gestational age and development
8. Discuss acquired and congenital conditions of high risk newborns.

Learning Content

- I. Nursing Care during L&D-cont'd (Chapter 15)
OB Procedures:
 - a. Amniotomy
 - b. Induction/Augmentation of Labor
 - c. Operative Vaginal Birth
 - d. Episiotomy

- II. Complications of Pregnancy (Chapter 10)
 - a. Hemorrhagic Conditions of Early Pregnancy
 - b. Hemorrhagic Conditions of Late Pregnancy
 - c. Hyperemesis Gravidarum
 - d. Hypertensive Disorders of Pregnancy
 - e. HELLP Syndrome
 - f. Chronic Hypertension
 - g. Incompatibility between Maternal and Fetal Blood
 - h. Diabetes Mellitus
 - i. Cardiac Disease
 - i. Rheumatic Heart Disease
 - ii. Congenital Heart Disease
 - j. Anemias
 - k. Medical Conditions
 - i. Immune-complex
 - ii. Neurologic
 - l. Infections during Pregnancy

- III. Intrapartum Complications (Chapter 16)
 - a. Dysfunctional Labor
 - b. Intrauterine Infections
 - c. Maternal Exhaustion
 - d. Premature Rupture of Membranes
 - e. Preterm Labor
 - f. Intrapartum Emergencies

- IV. Postpartum Maternal Complications (Chapter 18)
 - a. Postpartum Hemorrhage
 - b. Thromboembolic Disorders
 - c. Puerperal Infection

- V. High Risk Newborn: Gestational Age and Development (Chapter 23)
 - a. Late Preterm Infants
 - b. Preterm Infants (Inc. RDS & ROP)
 - c. Small for Gestational Age Infants
 - d. Large for Gestational Age Infants

- VI. High Risk Newborn: Acquired and Congenital Conditions (Chapter 24)
 - a. Respiratory Complications (Inc. Asphyxia, TTN, MAS, PPHN)
 - b. Hyperbilirubinemia
 - c. Infection
 - d. Infant of Diabetic Mother
 - e. Prenatal Drug Exposure

Learning Activities

- Textbook Reading Assignments: Murray, et al.

Case Studies

Lecture/Discussion

Guidelines for Obstetric Complication Paper

Each student will select an obstetric complication from Chapters 10, 16 or 18, develop a written paper, and a poster/ power point presentation. The paper should include description of the complication, the pathophysiology that is occurring, signs and symptoms and lab deviations observed in the complication, medical & nursing care management and patient education that would be provided. Email course facilitator for topic approval. See Course Calendar for due date of paper and presentations.

Discussion of the selected obstetric complication must include a description of how the four roles of the nurse are used in caring for the obstetric client: member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team, and how it will be implemented by the nurse in the community setting. A minimum of three (3) references from last 5 years must be used. Students should utilize the COM library for nursing databases to research articles for this paper. The entire paper must be submitted in APA format to course faculty on the assigned due date. Students are encouraged to make use of the Writing Center for assistance with proper format.

Grading consideration will be given to the completeness of information provided and creativity of the written paper. Each student will be expected to participate in a class presentation of complication selected. The length of the paper should be between 2-4 pages. Final grade for the paper will be determined by the grading criteria described on the **Grading Rubric** attached.

Obstetric Complication Paper/Electronic Poster Presentation	Points Available	Points Earned
1. Information about selected obstetric complication to include: detailed description of the pathophysiology that is occurring, and signs/symptoms client may experience- evident in paper and oral presentation.	10 pts	
2. Information about selected obstetric complication to include: diagnostic lab tests and imaging tests ordered; as well as findings that would support the diagnosis of the complication- evident in paper and oral presentation.	10 pts	
3. Information about selected obstetric complication to include: medical care management & nursing care management -evident in paper and oral presentation.	10 pts	
4. Information about the selected obstetric complication to include: pertinent patient education topics (at least 3) provided to reduce adverse outcomes and how learning is evaluated - evident in paper and oral presentation.	20 pts	
5. Descriptions of the four roles of the nurse, including how the nurse implements each role in caring for the obstetric client.	20 pts	
6. All research findings and theory sources cited appropriately. Must include at least three (3) sources from COM library texts, journals and/or valid internet sites. References must be within the past five (5) years. Include proof of submission to Safe Assign.	5 pts	
7. Grammar, punctuation and sentence structure is consistent with professional writing (APA format). 5 or more errors = 0pts; 2-4 errors= 2pts; 1-2 errors= 4pts; No errors= 5pts	5pts	
8. Paper is at least two but no more than four pages in length, using double spacing and a 10 or 12-point font consistent with professional writing.	5 pts	
9. Individual oral presentation. Scored on innovative use of multimedia; preparedness ; and enthusiasm of presentation.	15 pts	
Total points	100 pts	

**RNSG 1251 Course Calendar
Fall 2021 16 Weeks**

Date	Topic	Assignment Due
8/24	Introduction; Chapter 5	
8/31	Chapters 6,7	
9/7	Chapters 8 ,9	
9/13	EAQ	Quiz #1 (Available starting 9/12 at 0800; due 9/13 by 0800)
9/14	Exam 1 (1300 - Room 345); Chapter 25	
9/17	Sherpath Lesson	13A&B: Contraceptive Drugs; Women's Fertility Drugs (due by 2359)
9/21	Chapters 13, 14	
9/28	Chapters 12, 15 (Care L&D)	
10/1	Sherpath Lesson	3G: Anesthetics (due by 2359)
10/5	Chapter 17	
10/11	EAQ	Quiz #2 (Available starting 10/10 at 0800; due 10/11 by 0800)
10/12	Exam 2 (1300 – Room 345)	
10/15	HPR	Wilson 1 & 2 (due by 2359)
10/19	Chapters 11, 15 (OB Procedures)	
10/22	Sherpath Lesson	11E: Anti-emetic drugs (due by 2359)
10/26	Chapter 10	
11/2	Chapter 16, 18	
11/5	HPR	Larson and Pratt (due by 2359)
11/8	EAQ	Quiz #3 (Available starting 11/7 at 0800; due 11/8 by 0800)
11/9	Exam 3 (1300 – Room 345); Chapter 22	
11/16	Chapters 19, 20, 21	
11/19	Complication Paper	Due to Bb/Safe Assign by 2359
11/23	Chapter 23, 24	
11/29	EAQ	Quiz #4 (Available starting 11/28 at 0800; due 11/29 by 0800)
11/30	Exam 4 (1300 – Room 345); Complication Paper Presentations	
12/8	HESI Comprehensive Final Exam (1300 – Room 345)	

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.

https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 6. **The last date to withdraw from the 16-week session is November 19.** The last date to withdraw for the 2nd 8-week session is December 2.

FN Grading: The FN grade is issued in cases of failure due to a lack of attendance, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

