RNSG 2260-101CL
Care of the Childbearing Family Clinical
Fall 2021 16 Weeks

Wednesdays 1830-0630

Simulation Lab- Monday (9/27/2021) 0800-1300

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 and women's health nursing.* (7th ed.). Philadelphia: W. B. Saunders.

All previously required nursing course textbooks.

Recommended textbook:

American Psychological Association (2020*) Concise Guide to APA Style (7th ed*.) American Psychological Association.

Required Website: www.elsevier/evolve.com

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 clinical course addresses the nursing care of the childbearing family throughout the reproductive cycle in multiple care settings. Opportunities are provided for the application of theory, concepts, and acquisition of skills. See catalog admitted under for Pre- and Co-requisites. Credit 2: (Lecture 0, Clinical 12) (16-week course - 96 contact hours).

Course Objectives/Student Learning Outcomes
After completion of the course, the student will:

1. Demonstrate professional student responsibilities by following policies and procedures of the ADN Program and the clinical facility practice guidelines.
2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families under the supervision of clinical faculty and assigned primary nurse.
3. Assess the physical and mental health status of adult patients with chronic health needs using a structured data collection tool with primary and secondary sources of information.
4. Analyze assessment data to prioritize problems that can be addressed by the nurse.
5. Develop a plan of care that identifies patient goals/outcomes and nursing interventions using information from evidence-based practice in collaboration with patients, their families, and the health care team.
6. Implement the plan of care to provide safe, compassionate, ethical nursing care for maternal/child patients and their families in acute care settings.
7. Evaluate attainment of patient goals and related nursing interventions and modify the plan of care in response to changing patient needs.
8. Use standards of nursing practice to provide and evaluate patient care by seeking supervision when practice behaviors and judgments fall outside individual knowledge and expertise.
9. Collaborate and communicate in a timely manner with adult patients, their families, and the health care team to plan, deliver, and evaluate patient-centered care.
10. Serve as a health care advocate in assessing and promoting safety and quality for patients and their families.
11. Communicate and manage information using technology to support decision making to improve patient care.

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:

1. **Lab Study Power points & Pre-Clinical Quizzes**– Provides instruction regarding clinical skills required for the care of the childbearing family; assesses knowledge and understanding of content. Required completion as a "ticket" to take Math Comp # 1.
2. **Math Competency Exam**–Assesses proficiency in calculated drug dosages. Students will be required to pass a Math Competency Examination with a 100% in order to administer medications during clinical and to in order to pass the course. Students will be allowed three (3) attempts to successfully pass the examination. The highest possible score to be calculated in the course grade for attempt 2 or 3 is a score of 75%. Failure to successfully pass the examination with a 100% after three attempts will result in failure of this course, dismissal from the program.
3. **Windshield Survey Activity –** Students will participate in a windshield survey, which provides a visual overview of a community and its available resources. A two-page paper will be written by the student to summarize their findings and reflect upon the importance of civic responsibility.
4. **Weekly Documentation (EHR)**- Students will document pertinent patient information as outlined in Guidelines for Charting.
5. **Major Care Plan**- Assesses the ability to analyze data to create an individualized plan of care. Assesses the ability to collaborate and communicate in a timely manner with the healthcare team to plan, deliver, and evaluate patient-centered care.
6. **Newborn Teaching Project**-- Assesses knowledge of teaching/learning principles for the childbearing family and common teaching topics; evaluates teaching performance.
7. **Bring Your 'A' Game Anywhere (To be completed online**)
    Bring Your 'A' Game Anywhere is an engaging e-learning course for developing the seven foundational workplace skills of work ethic. It is estimated that you will need five (5) hours to complete this course. Instructionsfor enrollment, the username, and passcode will be sent to you in a confirmation email. The link for this course is located in Blackboard. It is designed to promote awareness and build the seven foundational skills ofwork ethic that include:

    - Attitude
    - Attendance
    - Appearance
    - Ambition
    - Acceptance

    - Appreciation
    - Accountability

    A passing grade for the exam is 90% or higher. You will have a total of 3 chances to take and pass the exam. If youdon't get a passing grade on you first attempt, a 2nd and different exam will become available to take. If you don't earn a passing grade on that exam, you will have one final time to pass the exam, and again, the questions will be new. If you do not pass the exam on the last attempt, you will not be issued a Certificate of Work Ethic Proficiency,and the grade of that last attempt will be recorded on the grade book.

8. **Clinical Performance Evaluation** - the clinical evaluation tool is utilized to formatively and summatively evaluate the student's clinical performance based upon all clinical assignments throughout the semester. This will be performed twice by the student and clinical instructor. All areas on the Final Clinical Performance Evaluation that are designated with an asterisk (*) are required to receive a "Meets Expectations" score of 2 in order to pass the course.

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	%
Math Competency Exam*	10
Lab Study Modules/Pre-Clinical Quizzes	10
Windshield Survey Activity	15
Weekly Documentation (EHR)	30
Major Care Plan	20
Newborn Teaching Project	10
Bring Your A Game	5
Clinical Performance Evaluation**	Pass/Fail
Total	**100**
*100% competency score required to progress to the clinical setting and pass the course **** The student must meet expectations on all critical competencies on the final clinical performance evaluation. An asterisk indicates critical competency on the clinical performance evaluation. Failure to meet expectations for all critical competencies will result in course failure.**	

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.

All clinical assignments will be due on **Saturdays by 2359**.

Course Policies

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.

Testing
This serves as a notice that Nursing Faculty have updated policy 2.18 Testing in the Associate Degree in Nursing Student Handbook. This updated policy supersedes any previous Associate Degree in Nursing Student Handbook policy regarding policy 2.18 Testing. The revised policy 2.18 Testing is effective on January 21st, 2020. The revised policy may be found at https://build.com.edu/uploads/sitecontent/files/nursing-student-resources/Revised_Nursing_Student_Handbook_Policy_01-21-20204.pdf

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.

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.

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

Successful 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
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 Tutoring Center" 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 Instruction

Group discussion
Lab practice/simulation
Case studies
Written assignment
Clinical conferences
Clinical assignments

Teaching/Learning projects
Care Plan
Individualized instruction in clinical

Guidelines for Clinical Experience
1. Mandatory facility "Orientation" date and time is noted on the course calendar. Additional instructions regarding directions to the facility, parking fees, etc., will be given in class.
2. Dress code includes the school uniform. You will be sent home for inappropriate dress; this will be considered a clinical absence.
3. Wear your school name tag at all times in the clinical setting. You may be required to get an additional photo and badge at some facilities. Failure to wear your COM badge and/or hospital badge is considered incomplete/inappropriate dress and you will be sent home and this will be considered a clinical absence.
4. Review all skills that may be encountered on assigned unit that would be appropriate for student nurse to perform.

Permissible Childbearing Family Clinical Nursing Skills
The student will perform only those procedures and treatments, which have been taught in the nursing skills course or nursing skills laboratory.

Independent	RN Supervision Only	Faculty Supervision Only
Ambulation assistance	Colostomy care	Medication administration
Binder or bandage application	External catheter application/care	Endotracheal suctioning
Heat/Cold application	Isolation care	Enema administration
Hygiene care/bed bath	IV flow rate regulation	IV calculations
Incontinence care	IV site maintenance	IV insertion
Nutritional care (feeding)	IV tubing/fluid changes	IV locks
Physical Assessment	NGT maintenance	NGT feeding
ROM exercises	Non-sterile dressing change	NGT insertion/removal
Transfers (bed to chair)	Oxygen administration	NGT medications
Transfers (bed to stretcher)	Pre-op care/Post-op care	Phlebotomy
Vital signs measurement	Pressure Ulcer care	Providing Cast Care
	Restraint application/monitoring	Sterile dressing change
	Specimen collection	Tracheostomy suctioning & care
	Traction monitoring	Urinary catheterization
	Wound drainage device care	

Non-permissible Nursing Skills
Skills that will not be performed throughout nursing school at COM are: administration of blood or blood products and care of a patient with an airborne illness requiring the use of an N95 face mask. The student may observe the nurse administer blood or blood products. Performance of these skills by a nursing student is considered unsafe and can result in dismissal from the program.

Guidelines for Focused Postpartum Assessment
The instructor will designate one day for each student to perform a focused physical assessment on a postpartum patient. This assessment is not graded, but the student's performance will be reflected in the clinical performance evaluation.

Guidelines for Medication Administration
Follow policy for student nurses. (Student will administer medication in transitional nursery and postpartum.) The staff nurse or clinical instructor will supervise medication administration. The agency's policy regarding medication administration by the student nurse will be followed at all times. Students are expected to have a drug card for the prescribed medication their patient(s) will be receiving during the time they are on the unit. **NOTE: <u>Students are not to titrate Pitocin or Magnesium Sulfate infusions</u>.**

Student Responsibility as a Team Member
The student will be held accountable for the responsibilities of a team member as outlined in the clinical evaluation tool. In this clinical rotation, the expectation is that the student nurse is part of the unit nursing team and is expected to complete assigned tasks <u>as well as</u> assist in nursing care of other patients assigned to the RN.

Clinical Conferences
Students are expected to attend pre- and post-clinical conferences at the times and place designated by the nursing faculty. To further the students' clinical learning experiences, the clinical instructor may assign additional projects for post conference. Students will be expected to complete all required assignments.

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Medications Commonly Used in Maternal-Newborn Nursing

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The following drugs are those commonly encountered during this rotation. The student is expected to review and familiarize these drugs prior to the clinical experience.

Acetaminophen/Codeine - Tylenol #3	Methergine
Acetaminophen IV	Metoclopramide-Reglan
Betamethasone - Long-acting Corticosteroids	Morphine
Butorphanol – Stadol	Naloxone-Narcan
Docusate – Surfak	Oxytocin-Pitocin
EMLA cream	Phytonadione-Aqua Mephyton
Erythromycin ophthalmic	Prenatal vitamins
Famotidine – Pepcid	Rubella vaccine
Hepatitis B vaccine	Sodium Citrate-Bicitra
Immune Globulin - Rhogam	Terbutaline-Brethine

Lansinoh Cream
Magnesium sulfate
Meperidine – Demerol

Guidelines for Weekly Charting
The student will be expected to abide by the guidelines of the institution when charting in the institutional EHR. The student will submit documentation through the simulated electronic health record at www.ehrtutor.com. Documentation should be done on the patient **at least every two hours** and should be complete and accurate.

The student will submit documentation through the simulated electronic health record at www.ehrtutor.com. The assessment will include:
- Chief Complaint
- Physical head to toe focused assessment
- OB focused assessment
- Pertinent medical history-including GTPAL
- Pertinent diagnostic and lab results (**explanation of each test result should be included**)
- Medication profile - classification, indications, side effects, nursing implications and effectiveness
- Patient Education/teaching
- Nursing notes at least every two hours (complete and accurate)
- SBAR note
- **One** nursing diagnosis with **one short term goal, 5 interventions with rationales, time performed and patient response to each intervention**. Also include whether the short-term goal was met or not on your shift with an explanation.

Due dates/times

- All documentation should be completed by the end of the clinical day. Please refer to the Weekly Clinical Documentation Criteria grading rubric. **The weekly documentation will be due the Saturday following the clinical experience by 2359.**
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- One major care plan (**Post-Partum or Antepartum day**) is required for Care of the Childbearing Family. The student will submit the major care plan **the Saturday following the clinical experience by 2359.**

Weekly Clinical Documentation Criteria	Possible Points	Points Earned

1. **a. Principal problem**/**Admitting Diagnosis** (*Provider->Chief Complaint*),
      b. **Complete nursing head to toe assessment** documentation of primary patient (*Flowsheets -> Assessment and Vital Signs*)
      c. **OB focused assessment** (*OB->Labor Assessment* **or** *OB->Post-Partum*),
      d. **Medical history** of patient including GTPAL. (*Provider->History or Flowsheet->Newborn Admission*)
	5
	 15
	 15
	 5	

2. a. **Diagnostic lab values** (*Results-> Labs* **and** *Obstetrics->Labor Admission* **or** *Newborn-> Maternal Labs*) collected during current hospitalization/ prenatal labs AND b. **Physiologic rationale for values out of reference range**.	5 5	

3. **Medication profile** *(MAR)* of ordered medications; include reference.
     a. Classification,
     b. Indication relating to your specific patient,
     c. side effects,
     d. nursing implications/ patient teaching
     e. effectiveness of each medication for your specific patient.
	5
	 5
	 5
	 5
	 5	

4. Complete short **nursing narrative note** (*Notes*)
      a. reflects pt rounding at least every 2 hours (ex. Interventions and patient response to interventions, etc).
      b. **SBAR** note
	2
	
	 2	

5. Include one **patient teaching** (*Patient Education*)
     a. **subject** area provided,
     b. **rationale** for why you educated your patient on subject area and,
     c. **how patient demonstrated** understanding.
	2
	 2
	 2	

6. Identify one **nursing diagnosis** (*Care Plan*), include reference:
     a. one **short term goal.**
     b. Appropriate **interventions (5) performed, rationales, time of intervention and pt response.**
     c. whether the short-term **goal was met** or not on your shift.
	5
	 5
	 5	

Total	100	

Major Care Plan Grading Criteria	Possible Points	Points Earned
Pathophysiology of primary health problem:		
Detailed Explanation of Pathophysiology r/t patient's disease process	5	
Predisposing factors	2	
Major signs & symptoms	2	
Medical care including pt education provided by provider	2	
Nursing care with **evidenced based rationales**	5	
Subtotal	16	
Data Collection		
Physical health assessment- includes **Obstetrics** tab; **Provider tab** – Chief Complaint, Medical History; and **Flowsheet tab** -Vital Signs, Assessment.	5/5/5	
Diagnostic studies (Explanation of abnormals, reason and importance)	3	
Medication Profile (Classification, Indication r/t patient, Major side effects, Nursing implications/teachings, and the effectiveness of each med for your pt.)	5	
Nutrition assessment (Ordered diet with sample menu for breakfast and lunch)	2	
Subtotal	25	
Nursing Process:		
Assess	Subjective Data for each of the 3 diagnosis	6	
	Objective Data for each of the 3 diagnosis (Pertinent data collection r/t disease process)	6	
Diagnose	Priority Dx #1	2	
	Priority Dx #2	2	
	Priority Dx #3	1	
	Identify 3 and <u>develop 2 nursing diagnoses</u> (1 **physiological** & 1 psychosocial **or** knowledge deficit)	(5 pts)	
Goal/Plan	Dx #1: STG #1	2	
	STG #2	2	
	LTG	2	
	Dx #2: STG #1	2	
	STG#2	2	
	LTG	2	
		(12 pts)	
Implement	5 Interventions for each STG; includes **evidenced-based rationales** with references; **time of intervention** and **pt. response/data**		
	DX#1, STG#1—Nursing intervention one	0.75	
	Nursing intervention two	0.75	
	Nursing intervention three	0.75	
	Nursing intervention four	0.75	
	Nursing intervention five	0.75	
	DX#1, STG#2—Nursing intervention one	0.75	
	Nursing intervention two	0.75	
	Nursing intervention three	0.75	
	Nursing intervention four	0.75	
	Nursing intervention five	0.75	
	DX#2, STG#1—Nursing intervention one	0.75	
	Nursing intervention two	0.75	
	Nursing intervention three	0.75	
	Nursing intervention four	0.75	
	Nursing intervention five	0.75	

	DX#2, STG#2—Nursing intervention one	0.75	
	Nursing intervention two	0.75	
	Nursing intervention three	0.75	
	Nursing intervention four	0.75	
	Nursing intervention five	0.75	
		(15 pts)	
Evaluate	Short term goals attainment; effectiveness of interventions	2	
SBAR	Pertinent details, clear and concise (gets to the point)	4	
	Subtotal	50	
Documentation/Communication			
Charting	Grammar, clarity and conciseness	3	
	References listed in APA format: (Pathophysiology, Medications, & Care Plan)	6	
	Subtotal	9	
	Total Points	100	

Newborn Teaching Project Requirements

In APA format, type a one-page double spaced paper.

1. Assess and determine the teaching need of the family related to the newborn. Topics may include the following: SIDS prevention; breastfeeding; car seat safety; formula feeding/preparation; circumcision care; umbilical cord care; bathing/skin care; positioning for sleep/holding/burping.
2. Describe teaching tools that can be utilized. These could be pamphlets, videos, websites, etc. Steps should be professional with clear, simple, and easily understood language, and is appropriate to the family's culture, language and literacy level.
3. Explain the steps used to teach the family (what would you say, what would you show, etc)
4. How to evaluate the effectiveness of the teaching
5. Attach a reference page with at least 2 scholarly references.

Newborn Teaching Project Rubric

Criteria	Points	Score
Assessment and determine teaching need	20	
Teaching tools used	20	
Steps used.	40	
Effectiveness in teaching	10	
APA format Refence list Grammar Length of paper	10	
Total	100	

Faculty comments:

Windshield Survey Activity Fall 2021
A windshield survey is an informal survey where the health professional drives around the community/area they are researching recording his/her observations and information collected about the community and the resources that are available.

For nurses to be able to knowledgeably plan services for a client in the community, it is essential to **know the specific community, identify health-related resources that may be helpful to members, and learn about gaps in services.** A windshield survey provides a visual overview of a community and its available resources. Conditions and trends in the community that could affect the health of the population are noted. This data provides background and context for the nurse working in the community.

A two (2) page paper will be written by the student to summarize their findings during the Windshield survey. Please refer to Course Calendar for due date.

Grading Criteria for Windshield Activity

Criteria	Points	Score
Introduction of the Community: Identify the city of your community and briefly describe the community you observed. Demographic statistics are not needed. (Observations: Rural vs urban, mostly houses or businesses, sidewalks and public transportation available?)	10	
Describe two (2) community resource agencies in your community that serve women and children:	10	
What **services** are available and **what are the eligibility** requirements?	10	
Who is the **target population** served by these agencies? How do clients **learn about the services** offered by these agencies?	10 10	
Describe in detail how nurses in the community can **advocate** for the childbearing client.	10	
Describe in detail the importance of **civic responsibility of the nurse** towards the maternal/child clients.	10	
Summary of your experience: do you feel these community agencies **fill a need** for women and children in the community?	10	
What **gaps in services** are present/what other needs are present that aren't being filled by the community resources for the childbearing client?	10	
Correct APA format with Reference list and information in text is cited appropriately. Include proof of submission to Safe Assign with match percentage no higher than 25%.	5	
Grammar, punctuation and sentence structure is consistent with professional writing. 5 or more errors = 0pts 2-4 errors= 2pts 1-2 errors= 4pts No errors= 5pts	5	
Total	**100**	

Course Calendar

RNSG 2260

Fall 2021

Date	Time	Assignment
8/25/2021	0800-1200	OB Pre-Clinical Orientation
8/27/2021	1200	Math Practice Problems (General Math and Pitocin)
8/27/2021	1300	*Math Comp #1 (Rooms 341/345)
9/1/2021	1300	*Math Comp #2 (Room 341)
9/3/2021	1300	*Math Comp #3 (Room 341)
9/7/2021	2359	Pre-Clinical Quizzes (3)
9/25/2021	2359	**Mid-Term Clinical Performance Evaluation Tool**
10/23/2021	2359	**Final Clinical Performance Evaluation Tool**
10/30/2021	2359	Newborn Teaching Paper
11/20/2021	2359	Windshield Survey Activity (paper) due
12/4/2021	2359	Bring Your A Game

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
See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook. 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 only permitted to withdraw six times during their college career by State law. The last date to withdraw from the 16-week session is November 19.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N 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 F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N 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.