



Chaminade
University
OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waiialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: NUR 306

Course Title: Nursing Care of the Maternal Newborn Family

College/School/Division Name: School of Nursing and Health Professions

Term: Spring Session

Course Credits: 3

Class Meeting Days: Thursdays

Class Meeting Hours: Sect 1 08:30-10:20a

Sect 2 10:30-12:20p

Sect 3 1:30-3:20p

Clinical Meeting Days: Mondays, Wednesdays, Fridays, Saturdays, Sundays (subject to change)

Class Location: TBA

Instructor Name: Denise Hackman, MSN, RN

Email: denise.hackman@chaminade.edu

Phone: 808.739.8572

Office Hours: Posted on CANVAS

Office Location: Henry Hall 118-b

Other contact information: Zoom Personal Meeting Room link- provided on CANVAS

University Course Catalog Description

This course provides a holistic approach to the study of maternal-newborn nursing concepts. Content includes normal and high-risk childbearing women and their neonates within a family context. Current research and ethical/legal principles are presented and applied in clinical practice. Maternal-newborn concepts are applied in the hospital maternity unit and the community. The course will prepare the student to deal with a range of health care needs and issues related to the childbearing family. The student will have the opportunity to integrate prior skills and knowledge regarding human development into culturally sensitive care. The student will continue to develop the ability to apply critical thinking, participate in classroom discussions, seminars, and case studies to add breadth and depth to their understanding of care of the childbearing family.

NUR 306 has both a didactic and clinical section. Students must meet the requirements of both co-course sections in order to pass this course.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Prerequisites: BI 151 and BI 151L, BI 152 and BI 152L, BI 250 and BI 250L, CH 250, MA 107, NUR 190, NUR 201, NUR 202, NUR 203, NUR 204, NUR 206, NUR 290, NUR 291.

Co-requisites: NUR 307

Course Learning Outcomes:

At the end of this course, the students will demonstrate the ability to:

1. Demonstrate critical thinking in the delivery of patient centered care in the perinatal care setting.
2. Advocate for appropriate developmental, cultural and spiritual care within the diverse inter-professional team.
3. Apply evidence-based research and nursing practice guidelines in the perinatal healthcare setting
4. Incorporate the use of informatics and healthcare technology in the perinatal patient care setting.
5. Implement patient safety initiatives, including nurse-sensitive indicators in the care of the perinatal population.

Alignment of Learning Outcomes

Key progression in professional nurse practice: Key: I=Introduced, D=Developed,
M=Mastered

| Program Associated Hawaiian Core Values | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO 5 |
|---|------------------|------------------|------------------|------------------|------------------|
| 1. Patient Centered-Care, <i>Ka malama olakino Pili pono I ia kanaka</i> | D | D | D | D | D |
| 2. Community Based Care, <i>Ka malama olakino ma o ke kaiaulu</i> | D | D | D | D | |
| 3. Developmentally & Culturally Appropriate Care, <i>Ka malama ola kino noka ho'omohala a me ka mo'omeheu</i> | | D | | | D |
| 4. Care Across the Lifespan <i>Ka malama olakino o ka wa ola</i> | D | | | | |
| Marianist Values | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO 5 |
| 1. Education for formation in faith | D | D | | | |
| 2. Provide an integral, quality education | | | D | D | |
| 3. Educate in family spirit | | D | | | |
| 4. Educate for service, justice and peace | D | | | | D |
| 5. Educate for adaptation and change | | | D | D | |

| Program Learning Outcomes | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO 5 |
|--|--------------|--------------|--------------|--------------|--------------|
| <i>PLO#1:</i> Utilize the nursing process to advocate for safe, holistic, patient-centered care across the lifespan, incorporating the Marianist value of service, justice and peace. | D | | | | |
| <i>PLO#2:</i> Apply leadership and communication skills to ensure quality, collaborative and continuous patient care. | | D | | | |
| <i>PLO#3:</i> Integrate credible research with clinical expertise and patient preferences for optimal care across the lifespan. | | | D | | |
| <i>PLO#4:</i> Incorporate informatics and healthcare technologies into the practice of professional nursing. | | | | D | |
| <i>PLO#5:</i> Contribute to the safety and quality improvement of the healthcare environment. | | | | | D |

Learning Materials required –

Lippincott Coursepoint+ Enhanced for O'Meara's Maternity, Newborn & Women's Health Nursing and Tagher's Pediatric Nursing: Author: O'Meara/Tagher: ISBN: 978197517718. This package includes the ebook, PrepU and vSim. The learning materials purchased will be utilized in the co-requisite course NUR 307 Nursing Care of Children.

Supplemental Materials:

The Learning Management System, **Canvas**, is used throughout all of the nursing courses. Course website address: <https://chaminade.instructure.com>. Hardware requirements: Canvas is accessible from most PCs and Macintosh computers with a reliable Internet connection. Canvas is accessible on all computers available for use on campus. Technical support: click the “*Help*” link to access help through the Canvas guide, the Canvas community or Canvas Support. If you encounter a problem with Canvas be sure to click the “*report a problem*” link to get help for a support agent 24/7.

Assessment Technologies Institute (ATI) is an online educational learning system used throughout the nursing courses at CUH SON. Website: <http://www.atitesting.com>. Complete system requirements are available on the login page. For all inquiries during office hours use (800) 667-7531. After hours technical support, send an email to helpdesk@atitesting.com.

Required ATI texts/eBooks: (most current edition- 2019) (These are part of your ATI Learning System package)

ATI Maternal-Newborn 11.0

Other required class materials will be provided on the CANVAS course site.

Recommended Texts or Resources:

American Nurses Association. (2011). *Nursing: Scope and standards of practice*. Retrieved from <http://nursingworld.org/scopeandstandardspractice>

American Psychological Association. (2020). *Publication manual of the American Psychological Association: the official guide to APA style* (7th ed.). American Psychological Association.

Any updated drug book or App

Hornstvedt, T. (2013). *Calculating dosages safely: A dimensional analysis approach*. Philadelphia, PA: F. A. Davis. ISBN: 978-0-8036-2254-8

Lippincott Advisor- included with LWW ebook package

Winegard, B. (2016). *Medical terminology complete*. (3rd ed.). Boston: Pearson Education, Inc. ISBN: 13:978-0-13-404238-1

The Joint Commission. (2013). Facts about the official “Do not use” list. Retrieved from http://www.jointcommission.org/assets/1/18/Do_Not_Use_List.pdf

Course Website address: <http://chaminade.edu>

[CUH Sullivan Library Link](#)

Useful Journals:

Journal of Obstetrics Gynecology and Neonatal Nurses (JOGNN)
Nursing for Women's Health (formerly AWHONN Lifelines)
Maternal Child Nursing (MCN)
Journal of Nurse Midwifery
Contemporary OB/GYN

Useful Online References:

- ❖ www.awhonn.org
- ❖ <http://www.midwiferytoday.com>
- ❖ <http://www.womenspolicy.org/thesource>
- ❖ <http://www.womenshealthnetwork.org>
- ❖ <http://www.medscape.com/womenshealthhome>
- ❖ www.acog.com
- ❖ www.nlm.nih.gov
- ❖ www.healthypeople.gov/2020/default.aspx
- ❖ www.aacap.org
- ❖ www.cdc.gov

Course Website:

<https://chaminade.instructure.com/>

Technical Assistance for Canvas Users:

- Search for help on specific topics at help.instructure.com
- [Chat live with Canvas Support 24/7/365- phone: \(877\) -251-6615](#)
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Teaching-Learning Strategies:

Scrambled class discussion, case studies, audio-visual media, in-class and lab group activities, and virtual clinical simulation.

Course Requirements/Methods of Evaluation:

Your course grade will be based on the following:

- Quizzes
- Examinations
- Specific Didactic, lab assignments & performance Pass/Fail

Assessments

Overall Course Grading Percentage Equivalents

| Assignments | Percentage/equivalent |
|--|---------------------------------|
| Exam 1 | 35% |
| Exam 2 | 35% |
| Quizzes 1 & 2 | 20% (10% each) |
| ATI proctored mastery series exam Maternal Newborn Nursing | 10% (scored per SON ATI policy) |
| Prep U assignments | Pass/Fail |
| Simulation & Clinical Assignments | Pass/Fail |
| ATI Practice A&B with Remediation | Pass/Fail |
| Class prep homework assignments | Pass/Fail |
| Total Percentage Points for course | 100% |

Grading and Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, papers, and examinations. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

University Grading Scale:

A=90-100%

B= 80-89%

C=70-79%

D=60-69% (60-74.99% is a D in SON)

F=59% and below

OF NOTE: scores will not be rounded up & there are no extra credit allowances

Please note the following policy language from SON and University Catalog:

- In order to pass this course, the student must obtain a 75% weighted average on the 4 main assessments. **ALL** assignments must be successfully completed in order to pass this course.
- If the student fails to successfully complete all required assignments and/or does not have a weighted average score of at least 75% on the 2 quizzes and 2 exams in this course, the maximum grade obtained for the course will be a D.

- If a student receives less than a “C” in a clinical course, the student may not move on to another clinical course. The student must repeat the clinical course, attain a grade of “C” or better to progress in the nursing curriculum, or be dismissed from the program.

The School of Nursing & Health Professions may choose to utilize an online exam proctoring technology at any time during this course. This technology enables students to take proctored exams at a location that is off-campus. This technology provides a secure test environment that promotes academic integrity and provides data security. The process identifies a student and records video, audio, and screen capture during the student’s exam. This information is communicated to secure servers and reviewed. The video, audio, and screen capture are used solely for the purpose of ensuring academic integrity during the testing process.

All final assessment grades will be available in the CANVAS gradebook within 72 hours. Students who wish to review their quizzes or exams with faculty during the faculty’s office hours will need to have this review completed **within two weeks from the date of the exam**. After the two week period (unless special arrangements have been made between instructor and student) the quizzes & exams will no longer be available for review.

Course exams: Exams will be created to reflect both the Program Learning Outcomes (PLO) and Course Learning Outcomes. Questions will require recall, critical thinking, and clinical reasoning. Questions will incorporate any required learning resources materials for the course.

Proctored ATI Exam Maternal Newborn:

- The benchmark of all ATI content mastery exams is a level 2. If the student obtains below level 1 the student has not been able to demonstrate mastery of the content and is not meeting course expectations. Therefore, if the student obtains below a level 1 on the Maternal Newborn ATI content mastery examination in this course, the student must complete a focused review, submit active learning templates, and retake the proctored ATI mastery examination by a specified date set by the instructor. If the student is not able to obtain at least a level 1 on the retake examination; the student will fail the course.
- The results of the retake exam will not affect the grade assigned for the first mastery examination taken.
- All students progressing to the next nursing course must remediate regardless of level achieved on the Maternal Newborn ATI content mastery exam and must complete a focused review and submit the active learning templates for Maternal Newborn ATI content mastery exam to the NUR 490 NCLEX seminar faculty prior to the Maternal Newborn ATI examination in that course.

Coursepoint Assignments:

What is Prep-U? This software offers students an adaptive learning process, increasing the difficulty level of questioning based on the student’s previous performance. The students take the on-line Prep-U assessments on assigned chapters prior to arriving to lecture. Taking the assigned Prep-U assessments ensures the material has been reviewed and applied, allowing more constructive dialog and critical thinking scenarios in the classroom setting. Another advantage to the use of this software is the practice of multiple-choice and multiple response questions similar to those presented on the NCLEX. An access code is purchased with your class textbook.

1. If you don't already have access to *Lippincott Coursepoint+ Enhanced for O'Meara's Maternity, Newborn & Women's Health Nursing and Tagher's Pediatric Nursing*, redeem your **ACCESS CODE** and complete registration at <http://thePoint.lww.com/activate>.
2. From the “**My Content**” page, click on *Lippincott Coursepoint+ Enhanced for O'Meara's Maternity, Newborn & Women's Health Nursing and Tagher's Pediatric Nursing*
3. On the welcome screen or from “**My Classes**”, select “**Join a Class**”, enter your **CLASS CODE: 6522920F** and click “**Enroll**”.

If you experience any problems, check the code again and re-enter it. If it does not work, contact Lippincott Online Product Support at 1-800-468-1128 or techsupp@lww.com for assistance.

Not sure what an **ACCESS CODE** is?

Learn more at <http://thePoint.lww.com/Help/BookAccess>.

Students must meet the **assigned mastery levels and question collection assignments** by the deadlines to receive credit.

Medication calculation evaluation: Students are expected to demonstrate safe medication calculation and administration in the didactic, and clinical settings. Specialty math calculations will be introduced over the semester and math calculations will be on homework, class activities, and exams. The course coordinator and clinical instructors will refer students to math tutoring remediation if math calculation performance is not at a satisfactory performance level.

Assignments prior to class and clinical: Students are expected to complete and submit all assignments that are due before scheduled class time. The assignments are intended to prepare the student for case studies and group activities during didactic and sim/lab instruction. If there is no evidence of student submission prior to class, the instructor may deny student admittance until there is evidence work has been completed. All assignments are mandatory and must be completed by the scheduled due dates in order to receive a final grade in the course. Faculty may offer extensions for assignments with evidence of extenuating circumstances if requested in advance of the deadline.

CLINICAL:

The clinical practicum evaluation for this course is graded as Satisfactory or Unsatisfactory. Refer to the student handbook for the definition of what is considered an unsatisfactory grade in clinical. You must pass Nursing 306 with an overall grade of “C” or better and receive a satisfactory evaluation in Clinical Practicum to pass the class.

vSim Scenarios

A vSim scenario is an interactive training workflow for nursing students. *vSim for Nursing / Maternity* includes interactive learning scenarios that offer students the flexibility to complete the first three activities in a different order, if desired. After the student has completed the vSim for one patient scenario once, the post-simulation activities are unlocked, and available for completion in any order. Additionally, activities can be performed multiple times to reinforce concepts in a “learn by doing” environment. The goal is improved performance on the vSim over a set period of time through practice and remediation. Assigned vSim scenarios related to class or clinical will require completion of the pre-test, minimum 90% on the run, and a 90% minimum completion of the posttest to receive a satisfactory rating.

Forms:

Clinical evaluation tool: There will be a formal final evaluation only due to the short clinical rotation. A brief midterm meeting between instructor and student should occur to be clear on performance and current standing in clinical.

Weekly Clinical Reflective Logs: The logs must be legible and HIPAA compliant. No actual patient or staff names or other identifiers can be used. **Please use the separate reflective log template posted in CANVAS.** Respond to each question carefully, then post to CANVAS in the appropriate assignment link and per your clinical instructors preference. All reflective logs must be submitted to the clinical instructor and course coordinator in the appropriate assignment link in CANVAS no later than **two days after your clinical experience.**

Simulation Clinical Experience (SCE) Observation Tool: Students provide their own observations of the group performance during the simulation scenario based on the designated areas of the form. The tool is used for the student to provide feedback on strengths and areas for improvement during debriefing.

Clinical Paperwork: Daily clinical activity forms to include EMR data gathering, Fall Risk and Skin Assessment, Safety Clinical Assessment, charting, and specific organization documents.

Professional Article Presentation: The student will select or be assigned a current (within the last 5 years) maternal child, women's health or family health health related article. The student will present the article utilizing the provided guidelines during clinical conference time (10-15 minutes). The student will utilize the outline provided to analyze the article, and show evidence that they have read and prepared to discuss the article without reading word for word from the article. The topic presented will demonstrate written and verbal communication skills and the ability to gain knowledge of the utilization of evidenced based practice in nursing. Satisfactory rating equals "satisfactory" checked in the selected categories that pertain to the provided rubric. A copy of the article along with the article summary will be submitted to the CANVAS assignment link, and a hard copy of the article given to the instructor during presentation. The instructor will complete the grading rubric with the final clinical evaluation. If the student does not meet the rubric criteria for satisfactory grading, the student may have the opportunity to re-do the presentation at the instructor's discretion.

Course Policies

Testing policy: Students are expected to take exams on the designated day and time scheduled. In case of an emergency, please contact the instructor prior to the test so that an alternate plan can be made. Failure to do so will result in a zero. Approval for taking a make-up assessment is at the discretion of the instructor. If a test is to be made up, it must be taken before the next class and may be a different format. If a lab is missed the student must arrange with the instructor for an alternative plan.

Grades of "Incomplete"

Grades of incomplete are only considered for students in extenuating circumstances. Please refer to the University student catalog for more details.

Writing Policy

Any paper written for a community assignment must be in APA format. Clinical reflective logs should be professionally written with all prompts and template guidelines removed prior to submission.

Instructor and Student Communication

Questions for this course can be emailed to the instructor. Online, in-person and phone conferences can be arranged. Response time will take place up to 48 hours. The **Remind** app is a communication platform that helps educators, and students reach each other where they are. The app is used for last minute updates, urgent or emergent matters. Messages are sent in real time to an entire class, a small group or just a single person. Contact information is completely private between students, and teachers. All messages are sent through **Remind** numbers and emails, not personal phone number or email address. This app may be used by your didactic or clinical instructors during the semester. The **Remind** app should not be used for personal or confidential matters, discussion of didactic or clinical performance. Please utilize the canvas and chaminade university communication email system. Sign up for the class Remind roster @: <https://www.remind.com/join/nur306ob>

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to ground and virtual class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

Statement from CUH [website](#) (retrieved June 16, 2019): In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. If you would like to determine if you qualify for ADA accommodations, please contact the Counseling Center at (808) 735-4845 e-mail at counselingcenter@chaminade.edu. The Counseling Center will notify faculty to inform them of the accommodations a student is to receive. However, the nature of your disability is confidential.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2021-2022 Academic Catalog. Students are expected to attend all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the

instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Student Conduct Policy

From the 2021-2022 Undergraduate Academic Catalog:

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Course Schedule and Teaching Plan

Course content may vary from this outline at the discretion of the instructor to meet the needs of each class. **NOTE:** Assigned readings, pre-assigned modules, and Study Plan content are to be completed prior to class. Refer to course Canvas shell modules for complete lesson plan.

| Week/Day/Topic | Content | Exemplars Activity |
|--|--|--|
| 1/13 Week One - o/L PRECONCEPTUAL OB clinical Rotations Start- Group 1 | Syllabus Review Reproductive Review | Didactic Group activities/Discussion |
| 1/20 Week Two 0/L PREGNANCY | Preconceptional Care Fetal Development Physiological Changes Nursing Care During Pregnancy | Didactic Interactive Case Studies Pregnancy Health Promotion |
| 1/27 Week Three o/L PREGNANCY | Physiological Changes Nursing Care During Pregnancy Cultural Considerations | Didactic Interactive Case Studies |
| 2/ 3 Week Four- on ground classes begin PREGNANCY | Assessment of Fetal Well Being- testing and surveillance Conditions of Pregnancy | |
| 2/ 10 Week Five PREGNANCY | Quiz 1 first 30 minutes of class Assessment of Fetal Well Being- testing and surveillance Conditions of Pregnancy | Didactic Interactive Case Studies |
| 2/17 Week Six PREGNANCY Clinical Rotations Group 2 start | Conditions of pregnancy | Interactive Case Studies |
| 2/24 Week Seven PREGNANCY | Exam1 wk.- 1-6 | |
| 3/3 Week Eight INTRAPARTUM | L&D processes Fetal Monitoring | Didactic Interactive Case Studies |

| | | |
|--|---|--|
| 3/10 Week Nine INTRAPARTUM | Fetal tolerance to labor Assessments during Labor Pain Management | Didactic Interactive Case Studies |
| 3/17 Week Ten INTRAPARTUM | Therapeutic Procedures Cesarean Section | Didactic Interactive Case Studies |
| POSTPARTUM | Contraception Assessment & Care Management | Didactic Interactive Case Studies |
| SPRING BREAK 3/21-3/26 | SPRING BREAK | SPRING BREAK |
| 3/31 Week Eleven POSTPARTUM Clinical Rotations Group 3 start | Postpartum | Didactic Interactive Case Studies |
| 4/7 Week Twelve POSTPARTUM NB | Quiz 2 - first 30 minutes of class Newborn | Didactic Interactive Case Studies |
| 4/14 Week Thirteen POSTPARTUM NB | PP conditions | Didactic Interactive Case Studies ATI practice A with remediation due 4.20.22 @ 5pm Practice test A opens from 4.10.22 to 4.18.22. Rationales open on 4.21.22 from 0600 to 6:00p |
| 4/21 Week Fourteen POSTPARTUM NB | NB conditions | Didactic Interactive Case Studies |
| 4/28 Week Fifteen | Exam 2 Wk. Content 8-14 | Didactic Interactive Case Studies ATI practice B with remediation due May 1st @ 5pm Practice test B opens from 4.24.22 to 4.30.22 Rationales open on 5.1.22 0600 to 6:00pm |
| FINALS WEEK | ATI Mat NB Mastery Series Proctored Exam Date and Time TBA | |