STEPHEN F. AUSTIN STATE UNIVERSITY

Stephen F. Austin State University
DeWitt School of Nursing
NURSING CARE OF WOMEN AND CHILDREN I SYLLABUS
Course Number: NUR 331
Section Number(s):
Clinical Section(s):
   Fall, 2015

Course Instructors:
Ms. Debra McCarthy, MSN, CNM, RN
Ms. Crystal Talavera, MSN, RN, WHNP
   Dr. Susan Ballard, DNP, RN

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.
This syllabus is provided for informational purposes only.

Faculty Contact Information:

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Tuesday- by appointment
Wednesday – by appointment
Thursday- 9 a.m. – 11 a.m. 1 p.m. – 3 p.m.
Friday- by appointment
Please call in advance as times may vary due to committee obligations, lecture time, and clinical.

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Tuesday- 10 a.m. – 12 p.m.
Wednesday- by appointment
Thursday- 12p.m. – 3 p.m.
Friday- by appointment
Please call in advance as times may vary due to committee obligations, lecture time, and clinical.
Class meeting time and place: See calendar for time and location
Clinical meeting time and place: Provider Offices and Schools.

Textbooks & Supplies
REQUIRED TEXTS:

  ISBN-10: 0-13-304600-1

  ISBN-10: 0-13-314582-4

  ISBN-0-9769758-9-0
SUGGESTED TEXTS:

- Any NCLEX review with questions.
- Any Drug Book as added reference material.
  ISBN-10: 0-8036-1466-7

May use various sources including textbooks from previous courses, textbooks and articles available in the instructors’ offices and the library, and reputable internet sites.

Course Description
This course builds upon previous, concurrent, and prerequisite courses. This course provides students the opportunity for critical thinking and the acquisition and application of nursing theory, research, and practice to issues of childbearing, childrearing, and women’s health. Issues related to growth and development, health promotion, and communication will be discussed. The role of the nurse as an integral part of the interdisciplinary health care team and the rich opportunities for client and family teaching are highlighted. Students will utilize the nursing process when providing holistic care to women, children, and their families of diverse spiritual, ethno-cultural, and socioeconomic backgrounds.

Number of Credit Hours
4 credit hours (2 lecture/ 6 clinical practicum)

Course Prerequisites and Co-requisites
Pre-requisites: NURS 305, NURS 306, NURS 307, NURS 308
Co-requisites: NURS 330, NURS 332

Program Learning Outcomes
Graduates of the program will:
1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within an established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Objectives/Outcomes
None

Student Learning Outcomes/Course Objectives
1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for making nursing practice decisions with clients and families.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Use the nursing process and research to provide nursing care to neonates, children, adolescents, and women in a variety of settings.
4. Assess the relationship between growth and development and other health issues.
5. Incorporate moral, ethical, economic, and legal issues in provision of nursing care to clients and families.
6. Relate risks, health seeking behaviors, family situations, morbidity and mortality, and end of life issues to neonates, children, adolescents, and women.
7. Implement developmentally appropriate teaching strategies for women and children.
8. Collaborate with the interdisciplinary healthcare team respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of women, children, and families.

Differentiated Essential Competencies (DEC’s)
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards. Please refer to the Texas BON website for additional information.
http://www.bon.texas.gov/about/pdfs/delc-2010.pdf

Course Requirements
Computerized exams including comprehensive final, quizzes, case studies, patient reviews, weekly clinical performance, clinical check-offs, in-class activities, and simulations are used to determine the student’s level of performance.
Course Calendar
See calendar at end of syllabus for specific dates.

Grading Policy

Evaluation is based on achievement of the objectives. Evaluation strategies include unit tests, a comprehensive course final examination, quizzes, observation in clinical setting, patient care conferences, nursing care plans and/or oral nursing processes (including clinical correlation maps), and clinical performance evaluations. The student will also complete a self and course evaluation.

**It is necessary to obtain a weighted mean of C (75) in the class exam grades to pass this course.** An exam weighted mean below 75 or a class weighted mean below 75 constitutes failure of Nursing 331 and will result in a grade of “F” on the transcript. Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass Nursing 331.

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>15%</td>
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<td>Exam 2</td>
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<tr>
<td>Exam 3</td>
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<tr>
<td>Exam 4</td>
<td>15%</td>
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<tr>
<td>Final Exam [custom HESI] (counts as a test grade)</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Clinical Paperwork Mean (counts as a test grade)</td>
<td>10%</td>
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Grading Scale:
- A = 89.5-100%
- B = 79.5-89.4%
- C = 74.5-79.4
- D/F = 74.4 and below = failing

Faculty reserve the right to change any previously graded quiz, test, presentation, or any written work at any time in the semester until final course average is posted on MySFA.

Late work will not be accepted without prior approval from instructors.
**Attendance Policy**

**Classroom:** Students are adult learners. Therefore, it is up to the student to make the decision to attend class or not. However, we recommend that students attend class regularly and want to make it clear that students are responsible for all materials assigned and/or presented in each class, any information presented by your classmates, and all announcements (verbal and D2L mail) relating to this class.

**Late to Class**

The doors to the classroom may be secured (locked) at the beginning of class. Please tend to your personal needs prior to class, or during lecture breaks. If you are late to class, you may wait in the hallway and only enter the room during lecture breaks given by the instructor. Do not attempt to have a student open the door from the inside; this is disruptive to the class and you will not be allowed to enter the classroom.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

All clinical paperwork including medication cards, clinical experience report, growth and development forms, skills sheets and NCLEX questions are **never** a joint project. Students are expected to submit their own original work. Cutting and pasting in a document and submitting it as your own work is plagiarism.

Please read the complete policy at [http://www.sfasu.edu/policies/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year
from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Technology Help**
Students experiencing technological problems can contact Information Technology Services via the following methods:
[http://www.sfasu.edu/its/](http://www.sfasu.edu/its/)
Phone: 936.468.1212
Fax: 936.468.3100
helpdesk@sfasu.edu

**Acceptable Student Behavior (University Policy)**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Expected Classroom and Lab Behaviors**

**Being on Time**
Arrive 10 minutes prior to your expected time and be prepared to begin class. Leave plenty of time in case you encounter delays. Please tend to your personal needs prior to class, or during lecture breaks. To minimize disruptions for all students, the doors to the classroom will be secured
(locked) at the beginning of class. If you are late to class, you may wait in the hallway and only enter the room during lecture breaks given by the instructor. Please do not ask other students to open the door for you as this is also disruptive.

Expected Classroom and Lab Behaviors

Instructors’ Statement:

As instructors, we will provide a context and environment that supports your learning through mindful, intentional curriculum that guides your investigations and learning. Our expectation is that you are a self-motivated learner. By the end of the semester you will have invested your time, energy, and resources to complete this course and we want you to be successful. We expect you to be an involved member of this learning environment.

Know what is expected of you every day – read your syllabus and check D2L daily! Note all course obligations on your calendar and check your calendar daily. If you feel you are falling behind, please contact us immediately so we can develop a plan together.

We welcome pertinent questions before, during, and after class as well as via D2L email or discussion boards. We believe that if one student has a question, others probably have the same question but haven’t asked. However, we do NOT welcome whispering (we call it “buzzing”) among students during class presentations. This is distracting to the faculty and your classmates. We also consider texting, checking social networks, and surfing the internet during class disruptive behaviors.

Leave your cell phone off and out of sight. This class requires engagement, and cell phones serve to detract from that engagement. Additionally, phones should be not only put away, but on “silent” (NOTE: vibrate is NOT silent). If your phone is out and/or in sight, rings, or vibrates, you will be asked to put it away and you will be dismissed for the day. Once you are asked to leave, we no longer consider you to be in class and we will not accept any work after that point in time. If asked to leave, please do so quietly as to not disturb your classmates further.

University Policy Regarding Voice Recording

Voice Recording Policy: Lectures may be voice recorded. Faculty reserve the right to ask students to turn recorders off. No recording will be allowed at clinical sites.

CROSS-UNIT OBJECTIVES

All course content will give consideration to the care of women and children by the nurse in collaboration with other members of the healthcare team.

1. Incorporate cultural considerations in the nursing care of women and children.
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2. Explore the ethical and legal dilemmas arising in women and children’s health in nursing practice.
3. Practice communication techniques that facilitate the group process and Nursing Process.
4. Apply teaching-learning principles to the care of the client and family.
5. Utilize the Nursing Process.
6. Examine research findings that improve women and children’s health in nursing practice.
7. Incorporate growth parameters and developmental characteristics in the nursing process of women and children.
8. Apply principles of pharmacotherapeutics in women and children’s health populations.
9. Demonstrate nutritional considerations specific for women and children’s health populations.
10. Examine the relationship among mind, body, and spirit in the client and family.
11. Explore the phenomena of interdisciplinary care of the client and family in women and children’s health populations.

UNIT OBJECTIVES

UNIT I

Assessment and Care of the Ambulatory Care Pediatric Clients with Genetic, Skin, and Cardio-pulmonary Disorders

Unit Objectives:

1. Identify strategies of assessment for children and their families.
2. Describe, identify, and formulate techniques for communication and interviewing children and their families.
3. Identify components of a complete age appropriate child health history.
4. Recognize expected normal findings and components of the pediatric physical assessment.
5. Recognize developmental and nutritional needs of children of all ages.
6. Identify common infectious diseases of children.
7. Outline immunization requirements during childhood and adolescence.
10. Identify common cardio-respiratory conditions encountered in the pediatric ambulatory setting.
11. Discuss management of common pediatric cardio-respiratory disorders.

UNIT II

Assessment and Care of Ambulatory Care Pediatric Clients with Neurologic, Endocrine, Genitourinary, Gastrointestinal, Musculoskeletal

Unit Objectives:
1. Identify common childhood neurological disorders found in the outpatient setting.
2. Discuss nursing interventions for children with neurological impairments.
3. Describe common conditions affecting the endocrine system in the pediatric client.
4. Identify nursing strategies for children with endocrine disorders.
5. Discuss common genitourinary conditions found in the pediatric client.
6. Explore nursing strategies for caring for pediatric clients with genitourinary conditions.
7. Describe common gastrointestinal problems found in the pediatric ambulatory care setting.
8. Discuss the nursing care strategies for caring for children with gastrointestinal problems.
9. Identify common musculoskeletal conditions affecting pediatric clients.
10. Describe nursing interventions to effectively care for pediatric clients with musculoskeletal problems.
11. Identify common hematologic disorders encountered in the pediatric population.
12. Discuss nursing interventions use to care for pediatric clients with hematologic disorders.

UNIT III
Overview of Maternal Family Nursing, Selected Women’s Health Issues, Preconception Concerns, Fetal Development

Unit Objectives:
1. Evaluate issues and trends in maternity and women's health nursing.
2. Explore the impact of sociopolitical issues on the care of women.
3. Describe diagnostic and treatment methods used in the infertile couple.
4. Discuss physiologic, psychological, ethical and legal issues surrounding infertility.
5. Apply knowledge of common menstrual disorders to the perimenopausal period.
6. Describe appropriate screening assessments for the various stages in a woman’s reproductive life span.
7. Discuss the care of the woman with benign breast and reproductive disorders.
8. Describe the genetic transmission of traits, abnormalities, or diseases, and implications for genetic counseling.
9. Review complementary and alternative therapies used in women’s health and the perinatal including the efficacy and safety of those therapies.
10. Describe the physiology of conception, implantation, and fetal development and factors influencing these periods.
11. Explore childbirth education options throughout the trimesters.
12. Identify nutritional guidelines for the pregnant and postpartum client.
Unit Objectives:
1. Differentiate among the probable, presumptive and positive signs of pregnancy, and explain the underlying physiology.
2. Explain the expected anatomic, physiologic and psychosocial adaptations to pregnancy.
3. Discuss physiology and treatment of discomforts related to the maternal experience.
4. Identify self-care strategies that correspond to each trimester.
5. Explore factors that influence nutrition during the perinatal period.
6. Describe fetal diagnostic and monitoring techniques, and implications for their findings.
7. Assess pregestational problems that place the childbearing woman and fetus at risk in terms of pathophysiology, maternal and fetal risks, nursing and medical interventions, and overall client and family care.

TEACHING METHODS

Pre-class guided reading (topic) sheets, lectures, small group discussions, media, D2L sites, small and large group activities, assignments, discussion boards, web-site exploration, simulations, writing opportunities, computer simulations, handouts, demonstrations, student presentations, virtual postconferences.

COURSE EVALUATIONS BY STUDENTS
Students are encouraged to complete online evaluations of course, clinical sites, preceptors and faculty at end of term. It will be necessary for the student to keep a list of preceptors in order to complete the end of the semester evaluations.

Clinical  Pass/Fail

Tests - Composed of 50 to 55 questions (multiple formats) over specified material. All tests will be computerized. If computerized testing is not feasible, a paper and pencil test may be substituted. Students will have 75 minutes to complete each exam. (1.5 minutes per question). Students will be able to review any incorrect questions and rationales at the time of the test only. After that time, questions can no longer be reviewed. Students scoring less than 75% on any exam must contact their clinical instructor within three calendar days of the exam to schedule a time for test remediation. Students that fail to schedule and keep the remediation appointment are subject to being ineligible to take the next exam and will receive a zero for the missed exam. The HESI final will not be available for review. Unexcused absences from exams will not be made up. Please call before exam to make arrangements for exams missed due to excused absences. Faculty reserve the right to substitute alternate exam format for make-up exams.
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Testing Expectations—NO hats, NO drinks or food, NO calculators, NO sunglasses, NO headphones or IPODs, NO note cards with information on content are allowed. Backpacks will be placed in designated area in testing room, cell phones turned off and left with backpack, earplugs allowed, may bring a pencil, paper will be supplied. Please visit the restroom before the test. Students who arrive late will complete the test without time extension within the allotted testing period provided no students have already completed the exam. Students are encouraged to view rationales prior to leaving the exam room as this is the ONLY time rationales may be reviewed. Viewing rationales for missed questions is an excellent way to begin material remediation. Tests and quizzes are never a joint effort in this course.

Quizzles – There are twelve quizzes over the course of the semester. Your quiz average will make up 10% of your final grade.

Clinical Assignments include, medication cards, growth and development assignments, NCLEX Questions, and Clinical Experience Summaries, and post conference discussion boards. Your clinical assignment average will make up 10% of your final grade.

Quizzes are never a joint effort in this course. The only time a quiz may be made up is if the student is excused for an SFA event such as an athletic competition or ROTC drill.

NURSING CARE OF WOMEN AND CHILDREN CLINICAL EXPERIENCE

The student will be responsible for clinical practice that demonstrates a developing in-depth application of the nursing process and clinical expertise.

The purpose of the clinical experiences is to provide the nursing student a total of 84 hours of clinical experience in order to utilize the nursing process as a framework for practice with women and children requiring nursing care. Clinical days vary. Each student will receive a clinical schedule from their clinical instructor. Class readings are not considered part of the clinical hours.

Clinical attendance: Attendance is mandatory for all clinical hours. The student has the responsibility to be present, punctual, and prepared for all agency and client appointments. If you go to the wrong clinical site OR if you go to a clinical site on the wrong day, an F day will be given.

Clinical Hours

Pre/Post-Clinical Activities
We will be participating in a variety of activities. Post-conference for ambulatory experiences will be held on the discussion board. Specific questions will be posed each clinical week. You are required to post about your clinical experience and respond to at least one classmate’s
Ambulatory experiences, clinical reflection & virtual postconference .......... 52 hrs  
Hearing and Vision/ Spinal Certification ............................................. 5 hrs  
Clinical skills videos & pass/fail quiz ............................................. 3 hrs  
Patient Reviews ........................................................................... 5 hrs  
Simulations ...................................................................................... 8 hrs  
Required Skills Check Off including Med Skills ................................. 6 hrs  
Pediatric Service Learning Project .................................................. 5 hrs  
**Total** ............................................................................................ 84 hrs

Faculty reserve the right to change the student to a new clinical group at any time in the semester with or without notice.

**Clinical Requirements**  
*See course calendar for specific dates.*

- Each student will upload a current picture of him/herself to d2L in the profile section. This must be done the first week of class.
- Student Assessment of Clinical Experience and Faculty Feedback
  - Each clinical week, students will submit all clinical paperwork to the dropbox by clinical group. The expectation is that all required paperwork be submitted by the due date. Refer to form labeled Clinical Virtual Paperwork in d2L. *All clinical paperwork should show evidence of thoughtful reflection on the clinical experience and each section must be thoroughly completed.* Failure to submit all required postconference discussions within three calendar days of the due date will result in the student receiving a clinical “F” day. Given that our clinical post conference is a virtual post conference via discussion boards and drop box, failure to submit as required is equivalent to not attending post conference in other clinical settings. Late clinical paperwork is not accepted and the student failing to submit assignments on time will receive a zero for that assignment. Please read faculty feedback on all clinical paperwork and refer to those comments when completing the next week’s work. Each week students will submit into the drop box, 25 NCLEX questions, the assigned medication sheets, growth and development form, skills check list, and a copy of the scholarly article used to support your post conference clinical discussion.

**Evolve Patient Reviews:**

Because this is a clinical assignment, it is PASS/FAIL.
Patient reviews must be completed and submitted to the dropbox as an attachment by the assigned day to receive one quiz point. **Please complete the review thoughtfully using your text and other resources to find answers if needed.**

**You must achieve a 100% on each review by the date and time due. The patient review can be completed numerous times.**

Hint: Take the time to read the rationales carefully; these questions will help you prepare for exams and NCLEX. You will be best served by answering the questions and reading the rationales yourself. They are not timed so you can use your resources to answer the questions. We do not argue case study answers. **Patient Reviews can be found online from HESI at [http://evolve.elsevier.com](http://evolve.elsevier.com) under the obstetric and pediatric section unless otherwise specified.** Feel free to submit these early in their assigned dropboxes.

**Assigned Patient Reviews:**

<table>
<thead>
<tr>
<th>Title/Location</th>
<th>Due</th>
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<tbody>
<tr>
<td>Infants and Children – infants and children receiving out-patient care (patient review)</td>
<td>Prior to Skin, EENT, and Resp lecture</td>
</tr>
<tr>
<td>Adolescents – adolescents receiving out-patient care (patient review)</td>
<td>Prior to Skin, EENT, and Resp lecture</td>
</tr>
<tr>
<td>Susan Wilson (1) – a 20 year-old primigravida receiving prenatal care (patient review)</td>
<td>Prior to Physiology of Preg/AP Care lecture</td>
</tr>
<tr>
<td>Donna Prow – a 21 year-old multigravida who takes cocaine during pregnancy (patient review)</td>
<td>Prior to pregestational risks lecture</td>
</tr>
<tr>
<td>Maria Pratt – a 37-year-old primigravida who develops gestational diabetes.</td>
<td>Prior to pregestational risks lecture</td>
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**Simulation Lab**

Student groups will complete 4 women’s/children’s simulations, virtual simulations on the computer, one pediatric clinical on campus and one women’s health clinical on campus in the lab setting. Groups and dates will be assigned by the instructors. Information concerning preparation for the labs will be posted on d2L prior to the lab dates.
Skills Practice and Clinical Skills Check Off
Students may attend a skills practice session in preparation for skills check-off. The list of skills that will be practiced/checked can be found on D2L. This is optional but helps you be better prepared for your check off. Near the end of the semester, students will participate in a Med Skills lab.

NCLEX 4000 Questions
A set of 25 questions will be completed each week you have clinical. This is preparation for clinical. You have 5 clinical dates, so you should end up with 125 questions total. Two weeks of clinical will be Pediatric Questions, two weeks will be Obstetric Questions, and one week will be a combination of both Pedi and OB questions.

Please note: all clinical assignments must be completed at the level of a BSN student in order to receive clinical credit.

Clinical Expectations
1. All students are expected to be present at each clinical and are responsible for all materials presented there. Social conflicts and work are inexcusable - do not even ask.
2. Demonstrate continual development of critical thinking skills, in-depth application of nursing process and clinical expertise.
3. Complete clinical hours (Clinical hours are those hours spent with clients assessing, planning, implementing, and evaluating in the health-care setting, those in case studies, and other assignments given clinical credit). Total clinical absences not to exceed 10%. Absences for any reason over 10% (1 clinical day) must be petitioned with the Student Affairs Committee using the Petition form found online. See Policy and Procedure # 21 for more details.
4. Missed clinical hours related to illness require a visit to the SFA clinic or your private provider and a note from the health care provider. Please, do not come to clinical with fever.
5. Arrange conferences with the instructor to discuss progression, processes, and clinical experiences as needed.
6. Exercise punctuality to all clinical and agency assignments. Students arriving late to a clinical site are subject to receiving a F day for that clinical experience.
7. Make up missed clinical hours at discretion and timing of instructor.
8. If unable to make clinical times please call instructor and clinical site at least one hour prior to your scheduled clinical time.
9. Provide care for clients in accordance with Texas Standards of Nursing Practice Act 217.11.
10. Wear SFASU nursing uniform and name pin in clinical setting. Uniform pressed and shoes clean. T-shirts must be tucked in and sleeves (short ones) be totally covered by uniform shirt. Long sleeves on white t-shirts are the exception.
11. Wear hair off collar, contained, and in a moderate style.
12. Wear makeup only in moderate amounts. Nail polish and false fingernails are not allowed.
13. Do not wear perfume, cologne, aftershave at clinicals.
14. Discipline self to prohibit use of slang and expletives in the clinical setting.
**Additional Responsibilities:**

1. **Arrive at the clinical site on time with all needed supplies/equipment and paperwork.**
2. **Apply safe care according to the Nurse Practice Act and SFASU School of Nursing Policies and Procedures.**
3. **Notify primary nurse immediately in the event of an emergency or change in patient condition.**
4. **Verify all medications and procedures with your clinical preceptor prior to giving all medications or performing procedures and follow-up with same nurse/instructor after completion of task.**
5. **All procedures (IV insertion, catheter insertion, dressing changes, tube feedings…) must be completed under the direct supervision of the clinical preceptor.**
6. **Actively pursue skills and experiences with primary nurse/preceptor. You should not be sitting with nothing to do or bored.**
7. **Adhere to recommendations found in Things Very Specific to Clinical Sites – Do & Don’t Sheet (handout and posted on D2L).**
8. **Turn in all work as directed in this syllabus. Failure to submit post clinical discussion prior to closing of the drop box may result in a clinical F day.**
9. **You are to remain at the clinical site during normal operation hours. You may leave for lunch but must return to the site after lunch. If you are in clinical on Wednesdays or Thursdays, you may leave Lufkin sites at 2 pm and Nacogdoches sites at 2:30 in order to attend Nur 330 & 331 (which begins at 3 pm).**

**Clinical Absences:**

In case of illness or emergency it is the RESPONSIBILITY of the students to notify the instructor and the agency if unable to attend clinical. For clinical sites, please phone as soon as they open. Phone numbers are available on provider information sheets on D2L. To be an excused absence, the student must also be excused directly by the clinical instructor.

**Unexcused absences will result in a clinical F day.** Unexcused absences are defined as any absence that was not cleared with the instructor prior to the clinical experience, or any absence not directly related to illness of self or death of immediate family member or significant other.

Absence from the clinical area exceeding 10% will result in a clinical failure However, if the absences are excused, the student may be able to petition to remain in the course. See School of Nursing Policy #21.

**Clinical Failure** –

Receiving more than two (2) failed days (2 “F” days) in the clinical component of the course.

The following represent one (1) failed day each:
1. Failure to provide care for obstetrical/women’s health clients and families and child clients in accordance with the Texas Standards of Nursing Practice Article 217.11.

2. Failure on each clinical day of each week to be prepared for assigned area and to be able to discuss the assigned client(s)/ family(ies) in a holistic manner.

3. Substantiated complaints from a provider or their office staff.

4. Failure to take advantage of opportunities at various clinical sites (i.e. having to be asked to go with doctors or nurses, studying instead of being attentive to patient care, including not keeping up with the nurse,…, etc.).

**Evaluation will be based on:**

Expected behaviors are based on the DEC competencies. These behaviors are detailed on the Nursing 331 Clinical Evaluation Tool which can be found on D2L under “Clinical Forms”. Each student will complete a self-evaluation using this form. Please be thoughtful as you evaluate your strengths and areas that could use improvement.

**Requirements for passing clinical:**

To receive a satisfactory clinical grade, the nursing student must:

1. Adhere to the policies stated in the student handbook, SON policies, and this syllabus.
2. Master all behaviors outlined on the clinical evaluation form.
3. Give a satisfactory demonstration of all selected clinical skills.
4. Give satisfactory performance in all oral and written work and complete any prescribed remediation.

**Reminder:** Students may not receive more than 2 clinical “F” days and receive a passing grade in the course.

**Academic Integrity (A-9.1)**
**Reading and Viewing Assignments**

All reading assignments come from your text *Maternal and Child Nursing Care* unless stated otherwise.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Text Page(s)/Web Link</th>
</tr>
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<tbody>
<tr>
<td>9/3/05</td>
<td>Read Syllabus</td>
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<tr>
<td>9/9/15</td>
<td>Hearing/Vision/Spinal Screening</td>
<td>Booklets provided in class</td>
<td>Review each booklet</td>
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<td>9/10/15</td>
<td>Pedi Assessment</td>
<td>33, 34</td>
<td>847 to end of chapter 879 to end of chapter</td>
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<td>Health Promotion</td>
<td>32, 35, 36, 37, 43, 47 (SIDS)</td>
<td>811 to end of chapter 927 to end of chapter 949 to end of chapter 979 to end of chapter 1099 to end of chapter 1256-1257</td>
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<td>Genetics</td>
<td>7, 54</td>
<td>147-152 1555-1559</td>
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<td>9/10/15</td>
<td>Infections/Immunizations</td>
<td>44</td>
<td>1137 to end of chapter</td>
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<td>9/17/15</td>
<td>Leopold:s Maneuvers/Fetal Heart Rate Monitoring – Preparation for skills check off</td>
<td>3 (Your Clinical Skills Manual)</td>
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<td>Assessment of the Pregnant Abdomen – Preparation for skills check off</td>
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<td>Acetaminophen dosage table – Preparation for skills check off</td>
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<td>58</td>
<td>1687-1711 (exclude pressure ulcers and burns) 1721-1726</td>
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<td>46</td>
<td>1214 to end of chapter (exclude retinopathy of prematurity)</td>
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<td>1247-1253 (exclude resp. failure)</td>
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<td>Neuro</td>
<td>55</td>
<td>1564-1565, 1570-1577 (seizure disorder), 1584-1585 (Headaches), 1591-1599 (craniosynostosis, neurofibromatosis, cerebral palsy)</td>
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<td>Musculoskeletal</td>
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<td>1648-1650 including assessment guide. 1655-1668, 1671 (Marfan), 1672-1680 begin with muscular dystrophy, skip traction 1360-1362 JRA</td>
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<td>Heme</td>
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<td>1370-1373 stop at sickle cell 1382-1386 stop at DIC</td>
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<td>1439-1441, 1451-1453 (gastroesophageal reflux), 1455 start with Hirschsprung – 1456 stop at anorectal malformation, 1464 start with inflammatory bowel disease - 1474</td>
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<td>1485-1490 stop at bladder extrophy, 1491 start with hypospadias and epispadias – 1496 stop at nephrotic syndrome, 1516 start with phimosis – 1519, 591-593 (circumcision)</td>
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<td>Female Reproductive Cycle</td>
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<td>Sexual History and Menstrual Issues</td>
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<td>84-88 stop at Contraception</td>
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<td>Breast Examination</td>
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<td>Violence Against Women</td>
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<td>Cardiovascular Disease in Women</td>
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<td>Teratogenic Substances</td>
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<td>Birth Control Methods Comparison</td>
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<td>11/12/15</td>
<td>Anatomy and Physiology of Pregnancy</td>
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<td>Anetpartum Nursing Assessment</td>
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<td>Prenatal care of the woman and family</td>
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<td>AP Risk Assessment – Fetal Well Being</td>
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<td>12/3/15</td>
<td>Maternal Nutrition</td>
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**vSim Reading Assignments**

This material is to be reviewed prior to your assigned VSim clinical date.
<table>
<thead>
<tr>
<th>Case 1: Jackson Weber (CORE)</th>
<th>Seizure Disorder</th>
<th>Maternal &amp; Child Nursing Care 4th Ed. London, Ladewig, Davidson, Ball, Bindler, Cowen</th>
<th>7</th>
<th>1570-1577</th>
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<tr>
<td>Case 1: Jackson Weber (CORE)</td>
<td>Seizure Disorder</td>
<td>Medical-Surgical Nursing 9th Ed. Lewis, Dirkson, Heitkemper, Bucher</td>
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<td>1419-1427</td>
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<td>Case 3: Sabrina Vasquez (CORE)</td>
<td>Asthma</td>
<td>Maternal &amp; Child Nursing Care 4th Ed. London, Ladewig, Davidson, Ball, Bindler, Cowen</td>
<td>47</td>
<td>1248-1249 (Stop at Foreign Body Aspiration) 1252 1270-1282</td>
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<td>Case 3: Sabrina Vasquez (CORE)</td>
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<td>Case 5: Eva Madison (CORE)</td>
<td>Gastroenteritis</td>
<td>Maternal &amp; Child Nursing Care 4th Ed. London, Ladewig, Davidson, Ball, Bindler, Cowen</td>
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<td>1440-1441 1467-1470</td>
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<td>Case 5: Eva Madison (CORE)</td>
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<td>Medical-Surgical Nursing 9th Ed. Lewis, Dirkson, Heitkemper, Bucher</td>
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<td>Case 7:</td>
<td>Sickle Cell</td>
<td>Maternal &amp;</td>
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<td>Case 7: Brittany Lone (CORE)</td>
<td>Sickle Cell</td>
<td>Medical-Surgical Nursing 9th Ed. Lewis, Dirkson, Heitkemper, Bucher</td>
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<td>644-647 (Stop at Acquired Hemolytic Anemia)</td>
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<td>Case 9: Charlie Snow (CORE)</td>
<td>Allergic Reaction</td>
<td>Medical-Surgical Nursing 9th Ed. Lewis, Dirkson, Heitkemper, Bucher</td>
<td>14</td>
<td>209 (Begin with Altered Immune Response) – 217 (Stop at Autoimmunity)</td>
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<td>Classes Begin</td>
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## NUR 331 Syllabus
### Fall 2015

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<td>WC Class 3-6p Rm 115 Neuro/MSK</td>
<td>GI</td>
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### Calendar
- **WC COC 8-2:30 (pedi)**
- **WC Class 3-6p**
- **GI**
- **WC Groups ABCD**
- **WC Groups EFGH**
- **Endocrine**
- **MS LAB 8-2:30 (1hrTBA)**
- **WC Exam 2 1500**

**Important Dates:**
- **Sep 2015**
- **Oct 2015**
- **Nov 2015**

**Weeks:**
- 1-4
- 5-8
- 9-12
- 13-16
- 17-20
- 21-24
- 25-28
- 29-32

**Rooms:**
- Room 115

**Times:**
- 2:30 PM
- 6 PM
- 1500 (3 PM)
- (1hrTBA)
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