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):
Spring 2019

Course Instructors:
Ms. Debra McCarthy, MSN, CNM, RN
Ms. Crystal Talavera, MSN, RN, WHNP
Dr. Sara Bishop PhD, RNC-OB, CNE

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. Student policies can be found online at http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS. This syllabus is provided for informational purposes only.
Faculty Contact Information:

Name: Ms. Debra McCarthy, MSN, CNM, RN  
Department: Nursing  
Email: mccarthyde@sfasu.edu  
Phone: 936-468-7745  
Office: Room 116  
Office Hours:  
Monday- 8:30 a.m-11:30 a.m.  
Tuesday- by appointment  
Wednesday – by appointment  
Thursday- 8:30 a.m. – 11:30 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.

Name: Dr. Sara Bishop PhD, RNC-OB, CNE  
Department: Nursing  
Email: bishopse@sfasu.edu  
Phone: 936-468-7704  
Office: Room 144  
Office Hours:  
Monday- 8:30 a.m. -10:30 a.m.  
Tuesday- 1 p.m. – 3 p.m.  
Wednesday- 9 a.m.- 11 a.m.  
Thursday- 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.

Name: Crystal Talavera MSN, RN, WHNP  
Department: Nursing  
Email: talaveraca@sfasu.edu  
Phone: 936-468-7722  
Office: Room 112  
Office Hours:  
Monday- 8:30 a.m.-10:30 a.m.  
Tuesday by appointment  
Wednesday 1:30-3:30  
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.

Class meeting time and place: See calendar for time and location  
Clinical meeting time and place: Provider Offices and Schools, schedule varies. An individual student schedule will be provided to you within the first two weeks of the semester.
Textbooks & Supplies

REQUIRED TEXTS:

  ISBN-9780323549387

  ISBN-9780323547666

- VSim for Nursing/Pediatric Obtain either: ISBN 9781469889283 (Physical product, retail packaging) or ISBN 9781469889290 eCommerce

SUGGESTED TEXTS:

- Any NCLEX review with questions.

- Any Drug Book as added reference material.

May use various sources including textbooks from previous courses, textbooks and articles available in the instructors’ offices and the library, as well reputable health care 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, ethnocultural, 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 parameter 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. [https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf](https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf)

Course Requirements
Computerized exams including comprehensive final, quizzes, weekly clinical performance, clinical documentation, 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) or higher for each of the following: the class exam grade (including quizzes), and the clinical performance grade.
- An exam weighted mean below 75, a comprehensive (exams & quizzes) class weighted mean below 75 or a clinical weighted mean below 75 constitutes failure of Nursing 331 and will result in a grade of “F” on the transcript.
- You must pass both the class and clinical with a 75 or higher in order to pass Nursing 331.

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 (Calculated into final test average)</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2 (Calculated into final test average)</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 3 (Calculated into final test average)</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 4 (Calculated into final test average)</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam [custom HESI] (Calculated into final test average)</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes (10 quizzes worth 2% each for a total of 20%) (Calculated into final test average)</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Testing Expectations

- Because of the testing classroom environment, if you need a larger font, you must seek accommodations through Disability Services. Changing the font size during an exam is not allowed. Changing the font size requires a two-click process; therefore, it is a blatant violation of testing expectations and this will result in a ZERO on the exam.
- Testing in never a joint effort in this course. Students may only have earplugs and a pen or pencil.
- Instructors may supply you with a testing analysis form and a post it note.
- The following items are not allowed to remain with the student during testing and must be placed at the front of the room prior to beginning the exam: hats, caps, hoodies, drinks, food, calculators, sunglasses, IPOD’s phones, other electronic devices, watches, note cards.
- Backpacks and keys are to be placed in a designated area in the testing room. Cell phones will need to be turned off and left at the front of the room.
- Students should visit the restroom before the test. An instructor or the instructor’s designee will need to accompany the student if a restroom break is necessary. Only one student may leave the testing room at a time and no additional testing time is given.
- **Students arriving late for the exam will only be allowed to take the exam if no other student has left the testing room. The student arriving late will need to complete the exam within the allotted testing period without any time extension. Testing will begin promptly.**
- Once the exam is completed, students will quietly exit the computer and turn in their test analysis form to faculty. Students must check with faculty to determine that their exam has been properly uploaded prior to leaving the testing room.
Clinical Requirements for Successful Completion of the Clinical Component of Nursing 331

<table>
<thead>
<tr>
<th>Clinical Assignments</th>
<th>Total Possible Points</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Skills Lab</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Hearing and Vision Check Off Lab</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Service Learning Project (Hearing, Vision or Spinal Screening, other Project)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>SIM 1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>SIM 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>SIM 3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>SIM 4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Medication Administration Lab</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Week One Clinical Evaluation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week Two Clinical Evaluation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week Three Clinical Evaluation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week Four Clinical Evaluation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week Five Clinical Evaluation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week One Clinical Experience Summary</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Week Two Clinical Experience Summary</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Week Three Clinical Experience Summary</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Week Four Clinical Experience Summary</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Week Five Clinical Experience Summary</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Week One Growth and Development Form</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week Two Growth and Development Form</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week Three Growth and Development Form</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week Four Growth and Development Form</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week Five Growth and Development Form</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week One Discussion Board</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week Two Discussion Board</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week Three Discussion Board</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week Four Discussion Board</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Week Five Discussion Board</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td></td>
</tr>
</tbody>
</table>

You must earn at least 75% of the available points (300) in order to pass N331.
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.*

**SON Rounding Policy:**

*Policy 66 (effective June 1, 2017) for all courses:*

1. **Rounding is confined to the final course grade.**
   Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (D2L) in their original form without rounding.

2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   - a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   - b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

3. The grading schedule for all Nursing Courses is as follows:
   - 90-100 = A
   - 80-89  = B
   - 75-79  = C
   - Less than 75 = F

**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.

**Student Policies**

Student policies can be found at: [http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies](http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies).

**CAMPUS CARRY**

*For information concerning Campus Carry at SFA, Visit [www.sfasu.edu/campuscarry](http://www.sfasu.edu/campuscarry).*

**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.

Therefore, the following are unacceptable actions in class or clinical work:
- Turning in any portion of someone’s work without crediting the author of that work.
- Writing for or with another student any course assignment and/or case study.
- Receiving from another person any course assignment, quiz content, and/or case study.
- Helping another person complete any course assignment, quiz, and/or case study unless directed by faculty to do so.
- Logging into computer programs and/or signing for another student on computer or the roster.
- Sharing passwords to tests, quizzes or content.

All clinical paperwork including any assigned medication cards, clinical experience summary, growth and development forms, skills sheets, and study guide assignments, 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:

**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/
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 may 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.

**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 SFA 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.
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
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 I

Introduction to Maternity Nursing

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 III

Assessment and Care of the Ambulatory Care Pediatric Clients with Genetic, Skin, and Pulmonary Disorders,

Infections and Immunizations

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 IV
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

TEACHING METHODS

Pre-class guided reading, study guide assignments, 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 and traditional post conferences may be utilized.

Student Evaluation Methods: Clinical - Students will be evaluated clinically by faculty and/or preceptors depending on the clinical setting. The following tool is utilized for evaluation of student performance each clinical day. Clinical evaluation forms received from preceptors may be modified by faculty to reflect any additional information received regarding the student’s clinical day.

Each satisfactory indicator earns the student five points toward their final clinical performance grade. Unsatisfactory and Needs Improvement performance indicators do not earn any points.

Students that receive a less than satisfactory performance evaluation, (Needs Improvement or Unsatisfactory) for any clinical indicator noted on the evaluation form below are subject, after investigation, to earning a clinical F day.
Student Name: ______________________________  Preceptor Name (print): ______________________________
Date: ______________________________________  Preceptor Signature: _____________________________
Time in: ____________     Time out: ____________  Clinical Site: ________________________________
Clinical Group: _____________________________
Directions: For each performance indicator, evaluate whether the student performed the indicator: (S) satisfactorily, (NI) needs improvement, (U) unsatisfactorily, or (N/O) not observed for this experience.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>S</th>
<th>NI</th>
<th>U</th>
<th>N/O</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student acted and presented in a professional manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student interacted with staff appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student interacted with clients appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student showed initiative in care of clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student showed interest in learning about care of clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students arrived on time with all required equipment (stethoscope, watch, pen, evaluation form etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We value you and your feedback, positive or negative, in order to provide the best prepared graduate nurses possible. **The student should not be present when you are completing this evaluation.** Please continue your comments on the back of the sheet, if necessary. Please provide an explanation for any NI or U performance indicators. **Please place student evaluation in pre-paid postage envelope. An addressed, postage paid envelope is provided for you to return the evaluation.** Please feel free to contact us with ANY concerns. Ms. McCarthy: 936-468-7745 (office), (281) 825-6345 (cell); Dr. Ballard: 936-468-7721 (office), (936) 5529329 (cell); Ms. Talavera: 936-468-7722 (office), (936) 371-73
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 approximately 75-83 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. The HESI final will not be available for review. **Unexcused absences from exams will not be made up.** Students must call their clinical faculty before an exam to make arrangements for exams missed due to excused absences. Faculty reserve the right to substitute alternate exam format for make-up exams.

**Test and Quiz Expectations**—NO hats, NO drinks or food, NO calculators, NO watches, NO sunglasses, NO headphones or IPODs, NO note cards with information on content are allowed unless supplied by faculty. Backpacks will be placed in a 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. Tests and quizzes must be taken in class on SFA computers in the testing room unless you are specifically directed to do otherwise. **Quizzes and tests are password protected and passwords are never to be shared with another student.**

Quizzes – There are several quizzes over the course of the semester. Your quiz average will make up **20%** of your final grade. It is expected that students will have read the assigned material and be prepared to quiz on the reading assignment at the beginning of class.

Clinical Assignments may include, medication cards, growth and development assignments, NCLEX questions and clinical experience summaries, case studies as well as post conference discussion boards. You must score a cumulative total of

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 or by making arrangements **in advance** with faculty for an excused absence such as documented illness or death of an immediate family member or significant other. Faculty reserve the right to substitute alternate exam format for make-up quizzes.

**COURSE EVALUATIONS BY STUDENTS**
Students are encouraged to complete online evaluations for the 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. A list of completed evaluations will need to be submitted at the time of the final clinical evaluation.

**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 experience 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, arrive late to the 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 posting. Virtual post conference discussions (posting and response to a classmate’s posting) and virtual paperwork for the drop box are due by 11:59 pm on Friday of your clinical week.

Ambulatory experiences, vSims, clinical reflection & virtual postconference……52 hrs
Hearing and Vision/ Spinal Certification…………………………………………5 hrs
Clinical skills videos .............................. 3 hrs
NCLEX Questions ......................................... 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 into the drop box for their assigned 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. Late clinical paperwork is not graded and the student failing to submit assignments on time will receive a zero for that assignment.

The drop box cannot accept late submissions & students that do not submit their work on time cannot see their classmate’s posted discussions. Please read faculty feedback on all clinical paperwork and refer to those comments when completing the next week’s work. Each clinical week students will submit into the drop box, any assigned medication sheets, growth and development form, skills check list, preceptor list and clinical experience summary, and any assigned NCLEX questions. All clinical paperwork is due prior to 11:59 pm on Friday of the clinical week. Any work submitted after 11:59 of the clinical week will not be graded and the student will earn a zero for those assignments.
Virtual Post Conference
Each clinical week students are required to post on the discussion board and to reply to a classmate’s posting. Failure to do so by the time the discussion board closes on Friday at 11:59 pm will result in a zero for each missing item.

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. 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 better prepare for your check off. Near the end of the semester, students will participate in a Med Skills lab in conjunction with a clinical on campus experience.

Clinical Expectations
1. All students are expected to be present at each clinical and are responsible for all materials presented there. Social and work conflicts are not excused absences - 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 over 10% (1 clinical day) may need to 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 clinical F day for that clinical experience.
7. Make up missed clinical hours at discretion and timing of instructor. Unexcused absences are not made up.
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.
15. Students are expected to successfully complete a medication lab by accurately demonstrating all of the critical elements (CE) identified on the grading form. Additionally, a score of 75% or higher is required to successfully complete the med lab. Students that are not successful in passing the med lab on the initial attempt will be given an opportunity to repeat the lab but the initial grade is not changed. Students that are unable to successfully pass the med lab by the third attempt will earn a clinical F day.
**Additional Responsibilities:**

1. **Arrive at the clinical site on time with all needed supplies/equipment and paperwork.** Under no circumstance are you to ask your preceptors to provide you with a stethoscope, a copy of a blank clinical evaluation sheet, or any of the supplies that you are responsible for bringing to clinical. Doing so will result in a clinical F day.

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 be bored.**
   
   You are not to study during your clinical hours. This is a time for hands on experience. If you find yourself in a slow clinical setting you can gain valuable nursing information by asking to review policies and procedures.

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 student 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 or pediatric clients in accordance with the Texas Standards of Nursing Practice Article 217.11.**

2. **Failure on any clinical day to be prepared for the 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.).

5. Failure to accumulate a minimum of 75% of available clinical points.

**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,

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.
5. Earn at least 75% of available clinical points.

**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. All activities found in the study guide are beneficial. We have listed the study guide activities that will benefit you the most. Again, if you can do all of the activities in the study guide you will find our exams easier to complete.

<table>
<thead>
<tr>
<th>Date of:</th>
<th>Topic</th>
<th>Chapter</th>
<th>Text Page(s)/Web Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Nursing 331 Day One Power Point Syllabus</td>
<td></td>
<td>You are encouraged to read the syllabus. Hearing, Vision and Spinal screening materials will be provided in class.</td>
</tr>
<tr>
<td>1/23</td>
<td>Hearing/Vision/Spinal Screening</td>
<td>Booklets provided in class</td>
<td>Review each booklet</td>
</tr>
<tr>
<td>1/24</td>
<td>21st Century Nursing</td>
<td>1</td>
<td>1-14 No study guide assignment</td>
</tr>
<tr>
<td>1/24</td>
<td>The Family, culture, Spirituality, and Home Care</td>
<td>2</td>
<td>15-31 No study guide assignment</td>
</tr>
<tr>
<td>1/24</td>
<td>Assessment and Health Promotion</td>
<td>3</td>
<td>32-61 Meg- Surg book- Osteoporosis Menopause/GYN disorders Study guide assignment Pg 13-23</td>
</tr>
<tr>
<td>1/24</td>
<td>Reproductive System Concerns</td>
<td>4</td>
<td>62-95 Study guide assignment Pg 24-34</td>
</tr>
<tr>
<td>1/31</td>
<td>Infertility/Contraception/Abortion</td>
<td>5</td>
<td>96-122 Study guide assignment Pg 35-41</td>
</tr>
<tr>
<td>1/31</td>
<td>Genetics/Conception/Fetal Development</td>
<td>6</td>
<td>123-149 Study guide assignment Pg 45-47 Reviewing Key Concepts Thinking Critically</td>
</tr>
<tr>
<td>2/6</td>
<td><strong>Clinical Check Off Skills Information</strong></td>
<td>16</td>
<td><a href="https://www.youtube.com/watch?v=a5y7kYnwq_E">https://www.youtube.com/watch?v=a5y7kYnwq_E</a> <a href="https://www.youtube.com/watch?v=Sa0XtlEHgg">https://www.youtube.com/watch?v=Sa0XtlEHgg</a> <a href="https://www.youtube.com/watch?v=AeiUf_v2T08">https://www.youtube.com/watch?v=AeiUf_v2T08</a></td>
</tr>
<tr>
<td>2/21</td>
<td>Anatomy and Physiology of Pregnancy</td>
<td>7</td>
<td>150-165 Study guide assignment Pg 48-52</td>
</tr>
<tr>
<td>2/21</td>
<td>Nursing Care of the Family During Pregnancy</td>
<td>8</td>
<td>166-201 Study guide assignment Pg 53-61</td>
</tr>
<tr>
<td>2/28</td>
<td>Maternal and Fetal Nutrition</td>
<td>9</td>
<td>205-225</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Page(s)</td>
<td>Study Guide Assignment</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------</td>
<td>------------------------</td>
</tr>
<tr>
<td>2/28</td>
<td>Assessment of High Risk Pregnancy</td>
<td>10</td>
<td>226-243</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study guide assignment</td>
</tr>
<tr>
<td>2/28</td>
<td>Fetal Assessment During Labor</td>
<td>15</td>
<td>359-372 Stop at Care Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study guide assignment</td>
</tr>
<tr>
<td>3/7</td>
<td>High Risk Perinatal Care: Preexisting Conditions</td>
<td>11</td>
<td>244-280</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study guide assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reviewing Key Concepts</td>
</tr>
<tr>
<td>3/28</td>
<td>21st Century Pediatric Nursing</td>
<td>26</td>
<td>689-701</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study guide assignment</td>
</tr>
<tr>
<td>3/28</td>
<td>Family, Social, Cultural, and Religious Influences on Child Health Promotion</td>
<td>27</td>
<td>702-722</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study guide assignment</td>
</tr>
<tr>
<td>3/28</td>
<td>Development and Genetic Influences on Child Health Promotion</td>
<td>28</td>
<td>723-740</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study guide assignment</td>
</tr>
<tr>
<td>3/28</td>
<td>Communication, History, and Physical Assessment</td>
<td>29</td>
<td>741-792</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study guide assignment</td>
</tr>
<tr>
<td>3/28</td>
<td>Respiratory</td>
<td>40</td>
<td>1127-1148 Stop at Pulmonary Dysfunction caused by Noninfectious Irritants</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1152 (Asthma) 1167 (Stop at Obstructive Sleep-Disordered Breathing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study guide assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Short YouTubes to watch (listen to): Wheezing:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=T4qNg4Vrvo">https://www.youtube.com/watch?v=T4qNg4Vrvo</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stridor in croup:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=1Enq2BvX9aw">https://www.youtube.com/watch?v=1Enq2BvX9aw</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Croup cough:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=s7qomuX0Gjw">https://www.youtube.com/watch?v=s7qomuX0Gjw</a></td>
</tr>
<tr>
<td>4/4</td>
<td>The Infant and Family</td>
<td>31</td>
<td>822-864</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pay particular attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Immunization information, Box 31.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study guide assignment</td>
</tr>
<tr>
<td>4/4</td>
<td>The Toddler and Family</td>
<td>32</td>
<td>867-902</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pay particular attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study guide assignment</td>
</tr>
<tr>
<td>4/4</td>
<td>The Preschooler and Family</td>
<td>33</td>
<td>904-935</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pay particular attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study guide assignment</td>
</tr>
<tr>
<td>4/4</td>
<td>The School-Age Child and Family</td>
<td>34</td>
<td>936-954 (stop at School –Age Disorders with Behavioral Components)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pay particular attention to nursing alert and Emergency treatment boxes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study guide assignment</td>
</tr>
<tr>
<td>4/4</td>
<td>The Adolescent and Family</td>
<td>35</td>
<td>961-993</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study guide assignment</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Pages</td>
<td>Assignments</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4/4</td>
<td>The Integumentary System</td>
<td>31, 32, 34</td>
<td>952-954 (Stop at School – Age Disorders with Behavioral Components) 891-892 (Sunburn-Stop at Ingestion of Injurious Agents) 863 Diaper Dermatitis-864 885 Atopic Dermatitis-886 (Stop at Safety Promotion) Study guide assignment Pg none</td>
</tr>
<tr>
<td>4/11</td>
<td>Gastrointestinal Dysfunction</td>
<td>41</td>
<td>1172-1194 (Stop at Recurrent and Functional Abdominal Pain) 1198-1201 (Stop at Peptic Ulcer Disease) 1216 Anorectal Malformations – 1221 Study guide assignment: Learning Key Terms p 223 Reviewing Key Concepts: 223-224 Questions 1-17 Thinking Critically 227 Question #1.</td>
</tr>
<tr>
<td>4/11</td>
<td>Hematologic and Immunologic Dysfunction</td>
<td>43</td>
<td>1271-1290 (Stop at Immunologic Deficiency Disorders) Study guide assignment Pg 234-236</td>
</tr>
<tr>
<td>5/1</td>
<td>Cerebral Dysfunction</td>
<td>46</td>
<td>1377 Rabies -1387 (Stop at Cerebral Malformations) Study guide assignment Pg 248 questions 15-20; III Thinking critically #2 and 3</td>
</tr>
<tr>
<td>5/1</td>
<td>Musculoskeletal or Articular Dysfunction</td>
<td>48</td>
<td>1421-1432 (Stop at Traction) 1436-1437 (Stop at Birth &amp; Developmental Defects) 1443-1444 (read Legg-Calve-Perthes Disease only) 1445-1448 (Stop at Infections of Bones &amp; Joints) 1449 (Juvenile Idiopathic Arthritis) - 1454 Study guide assignment Pg 253, 255 #23-28 &amp; 32-34</td>
</tr>
<tr>
<td>5/1</td>
<td>Neuromuscular or Muscular Dysfunction</td>
<td>49</td>
<td>1455-1461 (Stop at Neural Tube Defects) 1467-1475 Study guide assignment Pg 257 – section II (#1-6) &amp; 258 #12-17; Pg 259 Thinking Critically # 1 &amp; 2</td>
</tr>
<tr>
<td>5/2</td>
<td>Endocrine Dysfunction</td>
<td>47</td>
<td>1403-1420 Study guide assignment Pg 250-252</td>
</tr>
</tbody>
</table>
vSim Reading Assignments
This material is to be reviewed prior to your assigned VSim clinical date.
VSim will take place in the first building on the nursing campus. This is the building located closest to Hwy 59.
VSim will begin at 8:30 and will generally be a full clinical day.
NOTE: SOME OF THE READING ASSIGNMENTS ARE FROM YOUR MED/SURG TEXT

<table>
<thead>
<tr>
<th>vSim Scenario</th>
<th>Topic</th>
<th>Textbook</th>
<th>Chapter</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackson Weber (CORE)</td>
<td>Seizure Disorder</td>
<td>Medical-Surgical Nursing 10th Ed. Lewis, Dirkson, Heitkemper, Bucher</td>
<td>58</td>
<td>1374-1382 Stop at Restless Leg Syndrome</td>
</tr>
<tr>
<td>Sabrina Vasquez (CORE)</td>
<td>Asthma</td>
<td>Maternal Child Nursing Care, 6th edition, Perry Hockenberry Lowdermilk, Wilson</td>
<td>40</td>
<td>1152-1162</td>
</tr>
<tr>
<td>Sabrina Vasquez (CORE)</td>
<td>Asthma</td>
<td>Medical-Surgical Nursing 10th Ed. Lewis, Dirkson, Heitkemper, Bucher</td>
<td>28</td>
<td>539-557 Stop at Obstructive Pulmonary Disease</td>
</tr>
<tr>
<td>Eva Madison (CORE)</td>
<td>Gastroenteritis</td>
<td>Maternal Child Nursing Care, 6th edition, Perry Hockenberry Lowdermilk, Wilson</td>
<td>41</td>
<td>1172-1182 Stop at constipation</td>
</tr>
<tr>
<td>Eva Madison (CORE)</td>
<td>Gastroenteritis</td>
<td>Medical-Surgical Nursing 10th Ed. Lewis, Dirkson, Heitkemper, Bucher</td>
<td>42</td>
<td>944-</td>
</tr>
<tr>
<td>Brittany Long (CORE)</td>
<td>Sickle Cell</td>
<td>Medical-Surgical Nursing 9th Ed. Lewis, Dirkson, Heitkemper, Bucher</td>
<td>30</td>
<td>616-619 Stop at Acquired Hemolytic Anemia</td>
</tr>
<tr>
<td>Charlie Snot (CORE)</td>
<td>Allergic Reaction</td>
<td>No Maternal Child Text Reading Assignment.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------</td>
<td>------------------------------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Charlie Snow (CORE)</td>
<td>Allergic Reaction</td>
<td>Medical-Surgical Nursing 9th Ed. Lewis, Dirkson, Heitkemper, Bucher</td>
<td>13</td>
<td>196(Altered Immune Response) -204 Stop at Autoimmunity</td>
</tr>
</tbody>
</table>