Stephen F. Austin State University
DeWitt School of Nursing
NURSING CARE OF WOMEN AND CHILDREN I SYLLABUS
Course Number: NURS 3431, NURS 3031
Section Number(s): 001
Clinical Section(s):
   Spring 2024

Course Instructors:
Ms. Crystal Talavera, MSN, RN, WHNP
Dr. Allison Younger, Ed.D., MSN, RN, CNE (Course Coordinator)

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.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
Faculty Contact Information:
Name: Dr. Allison Younger Ed.D., MSN, RN, CNE
Department: Nursing
Email: youngeram@sfasu.edu
Phone: 936-468-7747
Office: Room 158
Office Hours: Monday- 0900 -1200
                       Tuesday- by appointment
                       Wednesday- by appointment
                       Thursday- 0900-1100
                       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- 0900-1200
                       Tuesday- by appointment
                       Wednesday- by appointment
                       Thursday- 0900-1100
                       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 Course Calendar for time, location, and course assignments.

Required Textbooks and Materials
  ● Perry, S. E., Lowdermilk, D. L., Cashion, K., Alden, K. R., Olshansky, E. F.,

Recommended:
  ● Perry, S. E., Lowdermilk, D. L., Cashion, K., Alden, K. R., Olshansky, E. F.,
  ● 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.
Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here: https://www.sfasu.edu/docs/nursing/technology-requirements.pdf

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

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.

Course Hour Justification
(4 credits; 2 hours didactic and 6 hours clinical per week) This course typically meets once a week in 2 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments with possible quizzes. Additionally, they are required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 6 hours per week to prepare outside of classroom hours.

The clinical component is composed of a total of 90 hours. It consists of ambulatory health care experiences, virtual simulations, simulation laboratory experiences, clinical and medication skills check offs and a service learning project.

Course Prerequisites and Co-requisites
Pre-requisites: NURS 3205, NURS 3606, NURS 3207, NURS 3308
Co-requisites: NURS 3630, NURS 3232

End-of-Program Student 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. Value continuing competence, growth, and development in the profession of nursing.

**General Education Core Curriculum Objectives/Outcomes**
None

**Course Student Learning Outcomes**

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 (DECs)**
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 DECs 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)

**UNIT OBJECTIVES**

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

1. Evaluate issues and trends in maternity and women's health nursing.
2. Analyze various available contraceptive options in the care of families.
3. Describe the nurse’s role in the holistic care of the family with infertility.
4. Apply knowledge of common menstrual disorders across the lifespan.
5. Describe appropriate screening assessments for the various stages in a woman’s reproductive life span.
6. Discuss the care of the woman with reproductive disorders and benign breast conditions.
7. Describe the genetic transmission of traits, abnormalities, or diseases, and implications for genetic counseling.
8. Review complementary and alternative therapies used in women’s health including the efficacy and safety of those therapies.
9. Describe the physiology of conception, implantation, and fetal development and factors influencing these periods.

UNIT II

Care of the Low and High Risk Antepartum Client

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. Explore pregnancy and childbirth education throughout the trimesters.
5. Identify self-care strategies that correspond to each trimester.
6. Explore nutritional factors and care recommendations during the perinatal period.
7. Describe fetal diagnostic and monitoring techniques and implications for their findings.
8. 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.

UNIT III

Assessment and Care of the Ambulatory Pediatric Clients with Common Childhood Illnesses, Respiratory, and Hematological Disorders.

Health Promotion for Ambulatory Pediatric Clients.

1. Identify strategies of assessment and communication for children and their families.
2. Identify components of a complete age appropriate child health history.
3. Recognize expected normal findings and components of the pediatric physical assessment.
4. Recognize developmental and nutritional needs of children of all ages.
5. Identify common infectious diseases of children.
6. Outline immunization requirements during childhood and adolescence.
7. Discuss nursing management of common respiratory conditions encountered in the pediatric ambulatory setting.
8. Discuss nursing management of common illnesses conditions encountered in the pediatric ambulatory setting.
9. Discuss management of common hematological conditions encountered in the pediatric ambulatory setting.

UNIT IV
Assessment and Care of Ambulatory Care Pediatric Clients with Gastrointestinal, Genitourinary, Neurologic, Cerebral, Musculoskeletal, Endocrine, and Integumentary Conditions.

1. Discuss the nursing strategies for caring for pediatric clients with neurological and cerebral conditions in the pediatric ambulatory setting.
2. Discuss the nursing strategies for caring for pediatric clients with musculoskeletal conditions in the pediatric ambulatory setting.
3. Discuss the nursing strategies for caring for pediatric clients with endocrine conditions in the pediatric ambulatory setting.
4. Discuss the nursing strategies for caring for pediatric clients with integumentary conditions in the pediatric ambulatory setting.
5. Discuss the nursing care strategies for children with gastrointestinal problems in the pediatric ambulatory setting.
6. Discuss the nursing strategies for caring for pediatric clients with genitourinary conditions in the pediatric ambulatory setting.

COURSE REQUIREMENTS
Grading Policy
The course grade earned is based on didactic work only. Five equally weighted computerized exams comprise the didactic grade for this course.

EVALUATION and GRADING CRITERIA
It is necessary to obtain a weighted mean test score of 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure and will result in a grade of “F” on the transcript.

Policy 1.7:
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 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).

BSN and RN-BSN GRADING SCALE:
90-100 = A
80-89 = B
75-79 = C
Less than 75 = F

Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass this course.

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Exam 2</td>
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<td>Exam 3</td>
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<tr>
<td>Exam 4</td>
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<tr>
<td>Final Exam</td>
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<td>Total</td>
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<td>100%</td>
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Exams
Exams will be composed of 50 questions (multiple formats) and possible additional pilot questions 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 2 minutes per question (NCLEX allotment). Students will be able to review any incorrect questions and rationales at the conclusion of the test. Students arriving late will not be allowed to begin the exam if any student has left the testing room. Late arrival after a student has left the testing room will be considered an unexcused absence. Students that begin the exam late will complete the exam with only the remaining time available. No time extensions will be given. At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in an approved university-sponsored event(s). However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. If so directed by the instructor, the student must bring a written excuse from the professional healthcare provider. If the absence is not excused, the maximum grade is 75. To calculate the grade, the ratio/proportion method will be used (i.e., 90 on unexcused absence makeup exam would be 90/100 : x/75, where x = 67.5). Make up exams may be alternate format and/or include a different number of items at the faculty discretion. Students are responsible for contacting faculty to schedule make up exams. Make up exams will be scheduled in accordance with faculty and student availability.

Testing Expectations
1. Please leave your belongings in your car. Students will only be allowed to bring a pen/pencil, earplugs, and headphones to their desk. Keys and other personal items will be left at the front of the room. A scratch piece of paper will be given by proctoring faculty after the exam has been downloaded.
2. All electronic devices should be turned off.
3. Students will be assigned randomized seating by faculty.
4. Please don’t wait outside the testing room for more than 5 minutes prior to your scheduled exam time as a courtesy to keep the hallway quiet for those in the testing room prior.
5. Students may not wear head coverings except for religious reasons, sunglasses, or watches. Students may be asked to raise sleeves or remove outerwear such as coats, jackets, or hoodies.
6. No food or drink will be allowed in the testing room.
7. Students should not magnify the font on the computer screen. Students needing accommodations should have prior arrangements with disability services.
8. Students may not talk, gesture, or communicate with other students once the exam has started.
9. Students looking at other computers during the testing period may be removed from the exam.
10. During the exam, faculty will only answer questions regarding technical issues. No content questions will be answered.
11. After leaving the exam, please be courteous of those still taking the exam. Noise in the hallway outside of the exam room should be minimal.

Exam Remediation Policy
Students who score below 75% on an exam are encouraged to make a remediation appointment with the designated course faculty within two weeks of the grade posting. Instructors will not show exam items to students during remediation meetings in order to maintain test security.

Classroom attendance
Refer to SON Policies. 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. Students are responsible for all materials assigned and/or presented in each class, any information presented by your classmates, and all announcements (verbal and email/Brightspace). Students absent related to school sponsored events must follow HOP 04-110: Institutional Absences.

Acceptable Student Behavior
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. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/policies/10.4.pdf). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. Content will be delivered in a variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom sessions, and face-to-face active learning activities. Please check Brightspace regularly for course updates. 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.
Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Artificial Intelligence

Artificial intelligence (AI) programs, including but not limited to ChatGPT, may be employed to enhance learning experiences, research, or assignments, provided it aligns with the guidelines established by the institution. It's imperative to remember that AI should supplement and not substitute critical thinking. Use of AI or any automated tools is permissible only when explicitly authorized by the instructor for a specific assignment or task. Unauthorized use may result in penalties as outlined in The Code of Student Conduct and Academic Integrity.

Evaluations

At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites
and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

**Brightspace**
Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password
http://d2l.sfasu.edu

*What are the technical requirements to use the system?*
You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

*How do I get technical help?*
Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

**Withheld Grades Semester Grades Policy (5.5)**
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**DeWitt School of Nursing Policies**
To access the SON’s student policies, follow this link:
http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741
**CLINICAL REQUIREMENTS**

*In order to pass the course, you must also pass clinically. Passing clinically means meeting clinical expectations, outcomes, hours, and points as outlined below. Points for clinical assignments are earned based on grading rubrics and evaluation sheets found in Brightspace. You must score a cumulative total of 300/400 points to achieve a 75%.*

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

**Clinical Hours and Points**

<table>
<thead>
<tr>
<th>Direct Patient Care (Face to Face)</th>
<th>Hours</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulatory Experiences (clinics, schools, etc.) (includes documentation and post conference)</td>
<td>36 hours</td>
<td>150</td>
</tr>
<tr>
<td>Observation Experience (includes Developmental Screening Assignment and Reflection)</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Service Learning Experience</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>Direct Total</strong></td>
<td><strong>47</strong></td>
<td><strong>210</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Other Clinical Experiences</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Orientation (Skills Demos)</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Clinical Skills Videos</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Simulations</td>
<td>6</td>
<td>45</td>
</tr>
<tr>
<td>Required Skills Check Offs and Med Admin Labs</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Medication Administration Lab</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Hearing and Vision Screening</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>OB Gestational Diabetes Meal Plan</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Weekly Clinical Medication Quizzes</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td><strong>43</strong></td>
<td><strong>190</strong></td>
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<table>
<thead>
<tr>
<th>Total Clinical Hours</th>
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<tbody>
<tr>
<td><strong>Total Clinical Hours</strong></td>
<td><strong>90</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

*See clinical and course schedules for specific dates of clinical rotations, simulations, and labs.*

**Clinical Attendance**

Attendance is mandatory for all clinical hours. Clinical hours are those hours spent with clients assessing, planning, implementing, and evaluating in the health-care setting and simulation lab, those in case studies, and all other assignments given clinical credit. Unexcused absence from clinical will result in a clinical demerit. Failure to call the clinical instructor prior to the start of clinical is considered an unexcused absence from clinical. All clinical absences must be made up. Course instructors reserve the right to give alternate clinical experiences to make up clinical hours. Failure to complete all clinical hours may result in clinical course failure.

**Clinical Expectations**

Failure to meet any clinical expectation may result in a clinical demerit. More than two (2) clinical demerits will result in failing clinical.

- Follow all DeWitt School of Nursing policies.
• Provide care for clients in accordance with the DeWitt School of Nursing BSN Student Handbook, Texas Standards of Nursing Practice Act, the ANA Code of Ethics, and Student Handbook for Undergraduate Programs.
• Ensure safe nursing practice.
• Arrive on time for clinical experiences.
• Accurately report and/or document nursing interventions, patients’ symptoms, responses, and progress in an effort to maintain patient safety and welfare.
• Ensure accurate entries in records pertaining to the giving of medications, treatments, or nursing care.
• Follow the policy and procedure for wastage of medications at the facility in which you are receiving clinical instruction.
• Ensure that no medications or supplies are misappropriated during clinical experiences.
• Administer nursing care, medications, and treatments in a timely and safe manner.
• Perform nursing techniques or procedures only within expected competencies and scope of practice.
• Ensure that all nursing interventions and procedures are performed under the supervision of clinical faculty and/or licensed preceptors.
• Notify the primary nurse and the instructor in the event of an emergency or change in patient condition.
• Maintain patient confidentiality.
• Ensure that you follow the School of Nursing dress code at all times, including having all necessary supplies for clinical.
• Report off to appropriate personnel before leaving the unit and/or clinical area at any time.
• Receive satisfactory remarks from clinical sites. In the event of precepted clinical, receive 75% satisfactory on observed criteria on preceptor evaluations.
• Abstain from tobacco and alcohol use of any kind during clinical and/or in uniform.
• Abstain from gum chewing, eating, or drinking in client areas.
• Keep cell phones in bag and on silent. Cell phones are not permitted in the patient care area or in uniform pockets unless otherwise approved by clinical faculty under extenuating circumstances.
• Actively pursue skills, opportunities, and experiences at clinical sites.
• Demonstrate professional behavior at all times.
• Demonstrate continual development of critical thinking and clinical judgment, in-depth application of nursing process, and clinical expertise.
• Arrange conferences with the instructor to discuss progression, processes, and clinical experiences as needed.
• Use instructor feedback to improve performance throughout the semester.

Direct Patient Care Clinical Experiences
Direct patient care clinical experiences include a clinical rotations in Nacogdoches, Lufkin, Rusk, and Jacksonville and include OB, pediatric, school, and family practice rotations as well as daycare observations and service learning experiences. Students will arrive to assigned clinical site prepared and on time. Students will be given feedback after each clinical day on clinical performance via Brightspace. See attached Clinical Evaluation Tool.
Dress Code
Students are expected to adhere to the DeWitt School of Nursing Dress Code Policy. On the first violation of the policy, students will be given a written warning. Any subsequent violations of the dress code policy will result in a clinical demerit.

Arriving Late to Clinical Experiences
Students are expected to arrive at all clinical experiences, including simulation and/or classroom experiences that count for clinical hours, on time and prepared to learn. A student is considered late if they arrive more than 5 minutes after the designated clinical start time. On the first late arrival, students will receive a written warning (tardy). Any subsequent late arrival to clinical experiences will result in a clinical demerit. A situation in which the student misses the majority of the clinical experience or arrives more than one hour after the designated start time will be considered an unexcused clinical absence and receive an immediate clinical demerit.

It is strongly advised that the student locate their assigned clinical site prior to their assigned clinical day.

Late Submission of Clinical Assignments
Late submissions for clinical assignments are not accepted in this course. Submissions not turned by the due date are not graded and result in a loss of all associated points. See assignment instructions and rubrics in Brightspace. Students are expected to complete all clinical hours. See Clinical Attendance section for additional details.

Skills Assessment (Check-offs)
The student will participate in both formative and summative skills assessments as a part of this course. Students are required to demonstrate competency in all designated skills prior to course completion. Students will be given a chance to demonstrate competency in formative skills during the beginning or middle of the semester. On the first unsuccessful attempt, students will be counseled and given another attempt. On the second attempt, students will again be counseled and given a third attempt. Failure to successfully perform the skill on the third formative attempt will result in a clinical demerit. The clinical instructor and student will then formulate an action plan to prepare for a summative check-off of the skill prior to course completion. Summative skills will be assessed toward the end of the semester. On the first failed attempt of a summative assessment the student will be counseled, receive a deduction of earned points, and given another attempt. On the second unsuccessful attempt, students will again be counseled, receive another deduction of earned points, and given a third attempt. In the event that the student is unsuccessful on the third attempt of a summative course assessment, the student will earn a clinical demerit. The skills assessments for this course are as follows:
Formative: Pediatric Med Admin, Infant Measurements, Infant and Fetal Assessments
Summative: med check-offs and any formative assessment the student failed to complete

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 BRIGHTSPACE. This is optional but helps you better prepare for your check off. The skills checkoffs will be performed prior to participating in ambulatory clinical experiences. A Clinical Skills Checkoff Sheet is available in Brightspace and describes how students will be evaluated.
CLINICAL ASSIGNMENTS

Artificial Intelligence Statement:
Students are prohibited from using artificial intelligence (AI) programs for all assignments in this course.

Medication quizzes:
Students will have information available on Brightspace concerning two different medications each week of clinical. The information can be found under Clinical Forms and Information and will be labeled by week (week 1, week 2, etc.). See course calendar for quiz dates. There will be 10 questions on each quiz (5/med). The points earned will be recorded on the Clinical Grade Sheet. Students will only make up the quiz if excused following the SON policy "Absence from Exams Policy 1.1".

Student Submission of Clinical Experience Paperwork and Faculty Feedback
Each clinical week, students will submit all clinical paperwork into the Dropbox for their assigned clinical group. The expectation is that all required paperwork be submitted by the due date. Refer to folder labeled Weekly Clinical Paperwork in Brightspace. All clinical paperwork should show evidence of thoughtful reflection on the clinical experience and each section must be thoroughly completed. Please read faculty feedback on all clinical paperwork and refer to those comments when completing the next week’s work. All clinical paperwork is due prior to 2359 on Friday of the clinical week.

Simulation Lab
Students will complete 3 women/children simulations. Groups and dates will be assigned by the instructors. Information concerning preparation for the labs will be posted on Brightspace prior to the lab dates.

Hearing and Vision Screenings
Students will complete trainings on hearing, vision, and spinal screenings. The date for this activity can be found on the course calendar. Detailed instructions for these screenings can be found in Brightspace.

OB Gestational Diabetes Meal Plan
Students will complete a sample meal plan for patients with gestational diabetes that considers carbohydrate allowances and best practice guidelines, while providing well-balanced diet options. See Brightspace for assignment instructions.

Service Learning Experience
Students will complete a learning activity that serves our local community as part of their clinical rotations. Detailed instructions for these screenings can be found in Brightspace.

Clinical Evaluation Tool
Expected behaviors are based on professional standards. These behaviors are detailed on the Nursing 3431 Clinical Evaluation Tool below. Students must meet all clinical outcomes to pass clinical.
**Stephend F. Austin State University**  
**Richard and Lucille DeWitt School of Nursing**  
**Clinical Evaluation Tool**  
**NUR 3431: Care of Women and Children I**

Student:  
Date  
Instructor(s):

**Evaluation Criteria:** Must earn at least 75% (300 points) of the available 400 clinical points.

Ongoing clinical feedback will be provided in individual student-faculty conferences and/or via D2L throughout the clinical rotation and will be documented on page 3.

Clinical objectives for evaluation are listed on page 2.

By the end of the clinical rotation, the student must satisfactorily demonstrate all behaviors described in the clinical objectives to pass the clinical portion of the course.

<table>
<thead>
<tr>
<th>Final Clinical Grade: (Pass or Fail)</th>
<th>Final Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final Student Comments</td>
</tr>
</tbody>
</table>

Instructor Signature  

____________________________________

Student Signature:  

____________________________________

Date: ____________________
### Clinical Outcomes

**The student will:**

<table>
<thead>
<tr>
<th>DEC</th>
<th>C. PATIENT SAFETY ADVOCATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA IIIA IIIE</td>
<td>1. Maintain strict infection control measures in clinical settings.</td>
</tr>
<tr>
<td>ID</td>
<td>2. Administer medications safely</td>
</tr>
<tr>
<td>IA</td>
<td>4. Maintains a safe practice</td>
</tr>
<tr>
<td>IA</td>
<td>5. Apply teaching-learning theories that optimize the childbearing family’s potential for wellness with overall consideration of individual(s), families, and groups</td>
</tr>
<tr>
<td>IC</td>
<td>1. Identify ways of collaboration with members of the interdisciplinary health care team (IDHCT)</td>
</tr>
<tr>
<td>IIC IID</td>
<td>2. Explore community resources and referrals in the provision of nursing care.</td>
</tr>
<tr>
<td>IIE</td>
<td>3. Establish effective working relationships with clients, faculty, staff, and peers.</td>
</tr>
<tr>
<td>IIC</td>
<td>4. Examine the role of the nurse in relation to individual(s) families</td>
</tr>
<tr>
<td>IIB</td>
<td>5. Describe methods of care in a variety of community settings</td>
</tr>
<tr>
<td>IIE</td>
<td>6. Manage material resources in the delivery of care to individuals and families.</td>
</tr>
<tr>
<td>IIG</td>
<td>7. Contribute to group development as a member and a leader.</td>
</tr>
<tr>
<td>IIE</td>
<td>8. Use appropriate verbal and nonverbal interactions with clients, families, community, and interdisciplinary health care team.</td>
</tr>
<tr>
<td>IIE</td>
<td>9. Critique own and other’s participation in intra/interpersonal communication with individual(s), families and groups</td>
</tr>
<tr>
<td>IIF</td>
<td>10. Identify problems in delivering health care and acts as an advocate for individuals, families, and groups using research based nursing knowledge.</td>
</tr>
<tr>
<td>IIE</td>
<td>A. Implement care for individuals, families, and groups in collaboration with clients and the interdisciplinary health care team.</td>
</tr>
<tr>
<td>IVA</td>
<td>B. Assess, identify, and refer individuals, families, and groups to the interdisciplinary health care team and community resources for necessary services.</td>
</tr>
<tr>
<td>IVA IVC</td>
<td>C. Develop individualized nursing interventions for clients and families, including cultural awareness</td>
</tr>
<tr>
<td>IVC</td>
<td>D. Implement the nursing interventions in a timely, organized fashion prioritizing client needs.</td>
</tr>
<tr>
<td>IVB</td>
<td>E. Perform client teaching to clients, families, and community based on evidenced based practice and the nursing process.</td>
</tr>
<tr>
<td>IVA</td>
<td>3. Demonstrate understanding of interventions.</td>
</tr>
<tr>
<td>IVA</td>
<td>4. Communicate therapeutically maintaining professional boundaries.</td>
</tr>
<tr>
<td>IVA</td>
<td>A. Document care in organized, clearly stated fashion</td>
</tr>
<tr>
<td>IVA</td>
<td>5. Provide legal, ethical, and collaborative care to individuals, families, and communities with common health issues.</td>
</tr>
<tr>
<td>IVA</td>
<td>6. Act as a resource for health education and information for individual clients and their families.</td>
</tr>
</tbody>
</table>

**A. MEMBER OF THE PROFESSION**

1. Adhere to legal and ethical standards of the profession. Abides by laws, standards, and policies, of SFASU, Texas BON, facility policies and procedures, and Nursing Code of Ethics.

2. Identify own strengths and weaknesses and utilize feedback for professional growth.

3. Assume accountability and responsibility for providing safe, quality nursing care to individuals, families, and groups.

4. Arrive to clinical assignments on time and is appropriately attired.

5. Protect confidentiality of clients, families, and facility.

6. Compare changing roles and functions of the professional nurse as the facilitator for the client within the organization and environmental structure.

7. Maintain professional boundaries.

**B. PROVIDER OF PATIENT-CENTERED CARE**

1. Relate applicable knowledge, concepts, and theories to clinical practice. (EPB & critical thinking)

2. Utilize nursing process in provision of care to (clients).

3. Demonstrate understanding of interventions.

4. Communicate therapeutically maintaining professional boundaries.

5. Provide legal, ethical, and collaborative care to individuals, families, and communities with common health issues.
7. Analyze, evaluate, and modify the plan of care for culturally diverse individuals and families.

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**Stephen F. Austin State University**  
**School of Nursing**  
**Richard and Lucille DeWitt School of Nursing**  
**NURS 3431: Clinical Evaluation Tool**  
**Feedback Page**

*The instructor will provide individual feedback to the student about clinical performance throughout the clinical rotation. (Feedback must be given a MINIMUM of twice per semester (Midterm and Final).*

<table>
<thead>
<tr>
<th>Date and Clinical Site:</th>
<th>Instructor Feedback:</th>
<th>Student Response:</th>
<th>Recommendations:</th>
<th>Student &amp; Faculty Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Written feedback given each clinical week via virtual paperwork and virtual post conference postings.</td>
<td></td>
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</tr>
</tbody>
</table>

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NUR 3431 Syllabus
Spring 2024

Richard & Lucille DeWitt School of Nursing
Stephen F. Austin State University
NUR 3431: Nursing Care of Women and Children I
Clinical Evaluation of Nursing Student by Preceptor

Student Name: ______________________________
Preceptor Name (print): ______________________________

Date: ________________________________

Time in: ____________     Time out: ____________

Clinical Site: __________________________________ _

Clinical Group: _____________________________

Directions: For each performance indicator, evaluate whether the student performed the indicator: (S) satisfactorily, or (U) unsatisfactorily for this experience.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>S</th>
<th>U</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student acted and presented in a professional manner</td>
<td></td>
<td></td>
<td>Please provide an explanation for any U performance indicators.</td>
</tr>
<tr>
<td>Student interacted with staff appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student interacted with clients appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student showed initiative in care of clients</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>
</tr>
<tr>
<td>Students arrived on time with all required equipment (stethoscope, watch, pen, evaluation form etc.)</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 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. Dr. Younger: 936-468-7747 (office), 936-305-1757 (cell); Ms. Talavera: 936-468-7722 (office), 936-371-7376 (cell).
# Appendix A

## Reading and Viewing Assignments

All reading assignments come from your text *Maternal and Child Nursing Care* unless stated otherwise. Specific portions of the text have been assigned for you to read. See the last column below. 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.

Blue = content (lecture/activities) done in classroom  
Green = Exam Day  
Yellow = clinical hours awarded for this activity

<table>
<thead>
<tr>
<th>Read &amp;/or View Prior to Class Date of:</th>
<th>Topic</th>
<th>Chapter</th>
<th>Text Page(s)/Web Link</th>
</tr>
</thead>
</table>
| **Friday**  
01/19/23  
0800-1230  
Room 111/113 | Hearing/Vision/Spinal Screening Training | 3 videos posted in Brightspace (Clinical Information> Hearing, Vision, Spinal Screening)  
These videos must be watched prior to this class session. |
| **Wednesday**  
01/24/24  
0800-0900  
0900-1100  
Room 107 | Syllabus Orientation | You are encouraged to read the syllabus. |
| | 21\textsuperscript{st} Century Nursing | 1 | 1-13  
See Brightspace for required reading |
| | The Family, culture, Spirituality, and Home Care | 2 | 15-29  
See Brightspace for required reading |
| | Assessment and Health Promotion | 3 | 31-58  
See Brightspace for required reading |
| | Reproductive System Concerns | 4 | 62-91 Stop at Pathophysiology of Malignant Breast Disease  
See Brightspace for required reading |
| **Thursday**  
01/25/24  
0900-1400  
Room 107 | Skills Lab Demos/Clinical Orientation – please review the following: | 16 | Watch the videos and review the guides found in Brightspace (Clinical Information> Skills Labs> OB skills AND Pedi Skills) |
| | Infertility/Contraception/Abortion | 5 | 104-131  
See Brightspace for required reading |
<table>
<thead>
<tr>
<th>Wednesday 01/31/24 0900-1100 Room 107</th>
<th>Genetics/Conception/Fetal Development</th>
<th>6</th>
<th>133-163</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 2/01/24 (sign up for time online)</td>
<td>Skills Lab Practice (Open Lab)- Mandatory. Must sign up (self-schedule) for a time to come to lab. Use the link to the left or the link in Brightspace (Clinical Information&gt; Skills Lab&gt; Skills Lab Practice Sign up Form) Practice for all skills demonstrated in class on 1/31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 2/5/24 (sign up for time online)</td>
<td>Skills Checkoffs Must sign up (self-schedule) for a time to come to lab. Use the link to the left or the link in Brightspace (Clinical Information&gt; Skills Lab&gt; Skills CHECKOFF Sign up Form) Checkoffs for all skills demonstrated in class on 1/31 and practiced on 2/1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday 2/8/24 (check schedule online)</td>
<td>Simulation 1 Review Chapters 3, 4, 5: GYN disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday 2/9/24 1300 Room 115</td>
<td><em><strong>Service Learning Topic Due to be Emailed to Dr. Younger by 2359</strong></em> EXAM 1 See Exam Blueprint on Brightspace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 2/14/23 0900-1100 Room 101</td>
<td>Anatomy and Physiology of Pregnancy</td>
<td>7</td>
<td>165-177</td>
</tr>
<tr>
<td></td>
<td>Nursing Care of the Family During Pregnancy</td>
<td>8</td>
<td>178-206</td>
</tr>
<tr>
<td>Wednesday 2/21/24 0900-1100 Room 107</td>
<td>*** MED QUIZ 1 Due: taken online- Due by 2/21 @2359 *** Maternal and Fetal Nutrition</td>
<td>9</td>
<td>207-222</td>
</tr>
<tr>
<td></td>
<td>Assessment of High Risk Pregnancy</td>
<td>10</td>
<td>224-241</td>
</tr>
<tr>
<td>Wednesday 2/28/24 0900-1100 Room 107</td>
<td>High Risk Perinatal Care: Preexisting Conditions</td>
<td>11</td>
<td>242-277</td>
</tr>
<tr>
<td>Thursday 2/29/24 (sched. online)</td>
<td>Simulation 2 Review Ch. 15: Fetal Monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 3/6/24</td>
<td>*** MED QUIZ 2 Due: taken online- Due by 3/6/24 @ 2359 ***</td>
<td></td>
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<td>------------------</td>
<td>---------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| Room 115         | EXAM 2  
|                  | See Exam Blueprint on Brightspace                           |

| Friday 3/8/23    | *** OB Gestational DM Meal Plan Due by 3/8/24 @ 2359***      |

| Spring Break     | March 11-15  
|                  | Stay Safe and Have Fun!                                    |

| Wednesday 3/20/24 0900-1100 Room 107 |
|-------------------------------|-------------------|
| 21st Century Pediatric Nursing | 26                |
| 656-667                       |                   |

| Wednesday 3/20/24 0900-1100 Room 107 |
|--------------------------------------|-------------------|
| Family, Social, Cultural, and Religious Influences on Child Health Promotion | 27                |
| 669-688                           |                   |

| Wednesday 3/20/24 0900-1100 Room 107 |
|--------------------------------------|-------------------|
| Development and Genetic Influences on Child Health Promotion | 28                |
| 691-706                           |                   |

| Wednesday 3/20/24 0900-1100 Room 107 |
|--------------------------------------|-------------------|
| Communication, History, and Physical Assessment | 29                |
| 709-760                           |                   |

| Wednesday 3/20/24 0900-1100 Room 107 |
|--------------------------------------|-------------------|
| Growth and Development              | 31-34             |
| 790-933                           | See Brightspace for required reading concentration |

| Thursday 3/21/24 1700-1930 | Service Learning Event: Garrison ISD Health Fair See Brightspace for Details |

| Wednesday 3/27/24 0900-1100 Room 107 |
|-------------------------------|-------------------|
| Respiratory                   | 40                |
| 1109-1133 (Stop at Tuberculosis. Omit sections on Acute Epiglottitis, Acute Spasmodic Laryngitis, Bacterial Tracheitis, and Pneumonia) | 1142 (Asthma)-1160 (Stop at Obstructive Sleep-Disordered Breathing) |

| Wednesday 3/27/24 0900-1100 Room 107 |
|--------------------------------------|-------------------|
| Hematologic and Immunologic Dysfunction | 43                |
| 1271-1292 (Stop at Immunologic Deficiency Disorders) |                   |

| Wednesday 4/3/24 0900-1100 Room 107 |
|--------------------------------------|-------------------|
| The Infant and Family (Infections and Immunizations) | 31                |
| 811 (Immunizations)- 821 (Stop at Safety Promotion and Injury Prevention) Pay particular attention to Atraumatic Care Box, and Box 31.2 |                   |

| Wednesday 4/3/24 0900-1100 Room 107 |
|--------------------------------------|-------------------|
| The Preschooler and Family (Infections and Immunizations) | 33                |
| 887 (Communicable Diseases) – 895 (Stop at Conjunctivitis) Pay particular attention to Table 33.3 |                   |
## NURS 3431 Syllabus

### Fall 2023

| Friday 4/5/24 (check schedule online) | Simulation 3  
Review Ch. 40: Respiratory |
|--------------------------------------|----------------------------------|
| Wednesday 4/10/24 0900 Room 115      | *** MED QUIZ 4 Due: taken online- Due by 4/10/24 @2359 ***  
EXAM 3  
See Exam Blueprint on Brightspace |
| Thursday 4/11/24 ALL ONLINE (no class meeting) | The Integumentary System  
1526-1547 (Stop at Cold Injury)  
1558-1559 (Sunburns) |
| Cerebral Dysfunction                  | 1339-1352 (Stop at Glomerular Disease)  
564-566-Newborn Male Circumcision(NMC)  
See Brightspace for Required Readings |
| Musculoskeletal or Articular Dysfunction | 1450-1461 (Stop at Traction)  
1465-1467 (Stop at Birth & Developmental Defects)  
1473-1474 (read Legg-Calve-Perthes Disease only)  
1474-1477 (Stop at Infections of Bones & Joints)  
1479 (Juvenile Idiopathic Arthritis) - 1482 |
| Neuromuscular or Muscular Dysfunction  | 1485-1494(Stop at Neural Tube Defects)  
1518-1522 |
| Wednesday 4/17/24 0900-1100 Room 107 | *** MED QUIZ 5 Due: taken online- Due by 11/29/23 @2359 ***  
Gastrointestinal Dysfunction  
825-826 (Colic, Stop at Sleep Problems)  
897-899 (Intestinal Parasitic Diseases, stop at Child Maltreatment)  
1170-1195 (Stop at Meckel Diverticulum)  
1204 (Celiac Disease) - 1206 (Stop at Hepatic Disorders)  
1218-1220 (Anorectal Malformations) |
| Endocrine Dysfunction                  | 1417-1449 |

### 4/29/24  
Clinical Evaluations
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>5/1/24</td>
<td>0800</td>
<td>Room 115</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Exam 4</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See Exam Blueprint on Brightspace</td>
</tr>
<tr>
<td>Friday</td>
<td>5/3/24</td>
<td>1300</td>
<td>Room 107</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Final Exam Review Session</strong></td>
</tr>
<tr>
<td>Monday</td>
<td>5/6/24</td>
<td>0800</td>
<td>Room 115</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Final Exam</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See Exam Blueprint on Brightspace</td>
</tr>
</tbody>
</table>