

## New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

**22-23-17**

**COURSE PROPOSAL NUMBER:** Click or tap here to enter text.

**REVISION** (label Revision #1, #2, etc.): Click or tap here to enter text.

### SECTION 1: PROPOSAL INFORMATION

Name:	Brianna Locante
Title:	Assistant Professor of Nursing
E-mail Address:	<a href="mailto:blocante@fairmontstate.edu">blocante@fairmontstate.edu</a>
Phone Number:	724-681-8110

College:	College of Nursing
Department:	
Program Level:	Undergraduate
Date Originally Submitted:	Fall 2022
Implementation Date Requested:	Fall 2023

### APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
College of Nursing	<i>Aura Clayton</i>

**ADDITIONAL COMMENTS:**

## New Course Proposal

### SECTION 2: COURSE CATALOG INFORMATION

1. <b>Course Subject Prefix and number (e.g., ENGL 1101):</b> Course number/prefix combinations may be used only once, and <u>may not be recycled</u> ; please check with the Registrar's Office to get a list of available, valid course numbers.	NURS 2214
2. <b>Course Title:</b> The title of the course as it will appear in the course catalog.	Nursing Care of Child and Adolescents
3. <b>Number of Credit Hours:</b> Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3 credits (2 theory, 1 clinical)
4. <b>Repeatability (number of repeat credit hours):</b> Students can repeat the course for credit.	
5. <b>Course Prerequisites:</b> Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	
6. <b>Course Co-requisites:</b> Include subject prefix and course number.	
7. <b>Course Cross-listings (e.g., PSYC 2230 and SOCY 2230)</b>	
8. <b>Course Restrictions (e.g., Seniors only)</b>	nursing students only
9. <b>Grade Type:</b> Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	A-F final grade
10. <b>Requirements:</b> Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Required
11. <b>Course Terms:</b> In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall, Spring
12. <b>Writing Intensive:</b> Does this course fulfill the Writing Intensive major requirement?	No
13. <b>Core Curriculum:</b> Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

### SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

Currently the ASN traditional and weekend hybrid programs offer Maternal Child I, II, and III. These courses are being condensed and separated into two courses, one being Nursing Care of the Child and Adolescent. This is a requirements for the ASN traditional and weekend hybrid programs. This will allow students a better structured educational curriculum to provide safe patient centered care.

### SECTION 4: ATTACH THE FOLLOWING SYLLABUS COMPONENTS:

**Catalog Course Description:** Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

Nursing care of the child and adolescent encompasses the care of the infant through adolescent states of growth and development, wellness, and illness. Clinical, laboratory, and simulation experiences will give students the opportunity to implement patient- and family-centered care for this population through clinical reasoning skills, simulation activities, and technical competencies.

**Course Learning Outcomes:** These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..."

Concept	Outcomes
Human Flourishing	<p>Provide Patient centered care appropriate to healthy and complex patients including child, adolescent, and families.</p> <p>Utilize communication skills for health and complex patients including child, adolescent, families, and the healthcare team.</p>

Nursing Judgment	Utilize nursing judgement skills in initiating an individualized care plan for healthy and complex patients including child, adolescent, and families.
Professional Identity	Identify professional responsibilities in the delivery of care for healthy and complex patients including child, adolescent, and families.
Spirit of Inquiry	Interpret evidence-based practice principles to provide care for healthy and complex patients including child, adolescent, and families.

**Assessment:** Describe generally how students' achievement of the course learning outcomes will be assessed.

Outcome 1:	Provide Patient centered care appropriate to healthy and complex patients including child, adolescent, and families.	<ul style="list-style-type: none"> <li>- Clinical evaluation</li> <li>- Unit Examinations</li> <li>- Standardized Examinations</li> </ul>
Outcome 2:	Utilize communication skills for health and complex patients including child, adolescent, families, and the healthcare team.	<ul style="list-style-type: none"> <li>- Clinical evaluation</li> <li>- Unit Examinations</li> <li>- Standardized Examinations</li> </ul>
Outcome 3:	Utilize nursing judgement skills in initiating an individualized care plan for healthy and complex patients including child, adolescent, and families.	<ul style="list-style-type: none"> <li>- Clinical evaluation</li> <li>- Unit Examinations</li> <li>- Standardized Examinations</li> </ul>
Outcome 4:	Identify professional responsibilities in the delivery of care for healthy and complex patients including child, adolescent, and families.	<ul style="list-style-type: none"> <li>- Clinical evaluation</li> <li>- Unit Examinations</li> <li>- Standardized Examinations</li> </ul>
Outcome 5:	Interpret evidence-based practice principles to provide care for healthy and complex patients including child, adolescent, and families.	<ul style="list-style-type: none"> <li>- Clinical evaluation</li> <li>- Unit Examinations</li> <li>- Standardized Examinations</li> </ul>

**Course Outline:** Attach a course content outline consisting of at least two levels.

Week/Unit	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
Week 1 Unit 1		Introduction to Pediatrics	<b>Skills: post-partum/newborn</b>

		Growth and development Reading assignment: Ch	
Week 2 Unit 1		Growth and Development Reading assignment: Ch	
Week 3 Unit 1		Hospitalized/ End of Life Reading assignment: Ch	
Week 4		Unit 1 Exam Respiratory Reading assignment: Ch	
Week 5 Unit 2		Respiratory Reading assignment: Ch	
Week 6 Unit 2		Cardiac Reading assignment: Ch	<b>Simulation: Labor</b>
Week 7 Unit 2		Cardiac Reading assignment: Ch	
Week 8 Unit 3		Unit 2 Exam GI Reading assignment: Ch	
Week 9 Unit 3		GI/GU Reading assignment: Ch	
Week 10 Unit 3		Endocrine Reading assignment: Ch	
Week 11 Unit 4		Unit 3 Exam Neuro Reading assignment: Ch	
Week 12 Unit 4		Neuro/MSK Reading assignment: Ch	
Week 13 Unit 4		Cancer/Hematologic Reading assignment: Ch	
Week 14		Unit 4 Exam	
Week 15		Final Exam	

## Nursing Care of Maternal and Infant

**NURS 2114 - 01**

**Fall 2023**

Name	Office	Office Hours	Office Phone	Email
<b>April Bostic BSN, RN</b> Assistant Professor of Nursing Course Coordinator	ED 234	TH-8a-1p MWF: by appt	304-367-4004	abostic2@fairmontstate.edu
<b>Jennifer Satterfield MSN, RN</b> Assistant Professor of Nursing	ED 202	TH-8a-1p MWF: by appt	304-367-4092	jsatterfield2@fairmontstate.edu
<b>Kimberly Caruso RNC-OB, BSN</b> Assistant Professor of Nursing	ED 205	T: 11a-4p MWF: by appt	304-333-3608	kgardner4@fairmontstate.edu

### **COURSE DESCRIPTION/PREREQUISITES:**

Nursing care of the maternal and infant encompasses the care of childbearing women, neonates, and families throughout the antepartum, intrapartum, and postpartum states. Clinical, laboratory, and simulation experiences will give students the opportunity to implement patient- and family-centered care for this population through clinical reasoning skills, simulation activities, and technical competencies.

### **CREDIT BREAKDOWN:** 3 credits

- Lecture hours/wk: 2 credits
- Clinical hours/wk: 1 credit

### **COURSE FORMAT:** Lecture/Clinical

### **COURSE OUTCOMES:**

Concept	Outcomes
Human Flourishing	<ol style="list-style-type: none"> <li>1. Provide Patient centered care appropriate to healthy and complex patients including antepartum, intrapartum, postpartum, newborns and their families.</li> <li>2. Utilize communication skills for antepartum, intrapartum, postpartum, newborns and their families. and the health care team.</li> </ol>

Nursing Judgment	3. Utilize nursing judgement skills in initiating an individualized care plan for antepartum, intrapartum, postpartum, newborns and their families.
Professional Identity	4. Identify professional responsibilities in the delivery of care for antepartum, intrapartum, postpartum, newborns and their families.
Spirit of Inquiry	5. Interpret evidence-based practice principles to provide care for antepartum, intrapartum, postpartum, newborns and their families.

### REQUIRED TEXTBOOK AND RESOURCES WITH ISBN:

\*second term AH/MC book bundle\*

- Maternal Child Nursing Care- 7<sup>th</sup> ed. – Perry, Hockenberry, Loudermilk, Wilson – Elsevier ISBN 978-0323776714 (with online resources)
- Pharmacology and the Nursing Process 10<sup>th</sup> ed. – Lilley, Rainforth Collins, & Snyder – Elsevier ISBN 978-0323827973
- Clinical Reasoning Cases in Nursing 7<sup>th</sup> ed.- Hardy & Snyder- Elsevier ISBN 978-0323527361
- Prioritization, Delegation, and Assignment 5<sup>th</sup> ed.- LaCharity, Kumagai & Hosler ISBN: 978-0323683166
- 2023 Saunders Nursing Drug Handbook- Kizior & Hodgson- Elsevier ISBN 978-0323930765
- Mosby Diagnostic & Lab Test Reference 16<sup>th</sup>- Pagana, Pagana, & Pagana- Elsevier ISBN 978-0323683555
- Calculation of Drug Dosages, 12th Edition, Ogden ISBN: 978-0323826228

### Minimum Technical Requirements

You will need the following software in order to complete the activities in this class:

1. Word Processing package, such as Microsoft Word or Open Office. Please save your documents as a Microsoft Word file (with a file extension of .doc or .docx) before submitting your project assignments.

2. Adobe Acrobat Reader: Test your computer by trying to open this file: PDF File . If you do not have Adobe Acrobat Reader, you can download it free from:

<http://www.adobe.com/products/acrobat/readstep.html>

3. Virus Protection Software. This course requires you to download and upload files from

your PC. Virus protection software protects your computer and mine.

### **Contact and Participation Information**

You are encouraged to contact the course professor with any questions or concerns about the course. The preferred method of contact is the Course E-mail located in the Blackboard Learning Management System for the course. I encourage you to contact me immediately if you have any questions about the course. Please plan accordingly as I have 72 business hours in which to respond to student e-mails as outlined in the College of Nursing Student Handbook.

### **Virtual Office Hours**

I am available in my virtual office by appointment only. Send an email to set up an appointment.

### **Instructor Commitment**

My commitments to you as an instructor include:

- Replying to emails within 72 business hours, unless otherwise noted.
- Reading and replying to discussion posts.
- Course messages will be checked at a minimum of daily, Monday – Friday.

### **BLACKBOARD INFORMATION:**

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Tutorial once you log into the course. The tutorial can be accessed using the “Blackboard Help” link in the menu in the left hand column of the Course Page. The tutorial is designed to help you learn how to navigate Blackboard. Students should log into Blackboard on a daily basis to receive any course updates from your instructors.

### **TECHNOLOGY ASSISTANCE INFORMATION**

Teaching & Learning Commons Help Information

Phone: 304-367-4810 Option 3

Email: [help@fairmontstate.edu](mailto:help@fairmontstate.edu)

Hours: See Website for most current hours of operation

Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>

For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192.

### **EVALUATION METHODS**



	<b>Points Each</b>	<b>Total Points</b>
<b>Testing Component</b>		
Unit 1 Exam	50 questions (2 pt each)	100 points
Unit 2 Exam	50 questions (2 pt each)	100 points
Unit 3 Exam	50 questions (2 pt each)	100 points
Unit 4 Exam	50 questions (2 pt each)	100 points
Final Exam	40 questions (1 pt each)	40 points
<i>total test points</i>		<b>440 points</b>
<i>total test points needed to pass</i>		<b>330 points</b>
<b>Assignment Component</b>		
Unit 1- Specialized Adaptative Quiz	20 points	
Unit 2	20 points	
Unit 3	20 points	
Unit 4	20 points	
<i>total assignment points</i>		<b>80 points</b>
<i>total assignment points needed to pass</i>		<b>60 points</b>
<b>Course total</b>		
		<b>520 points</b>
<b>Clinical Evaluation</b>	Satisfactory/Unsatisfactory	<b>Satisfactory</b> (required to pass the course)

### GRADING SCALE

A = 92-100%

B = 84-91%

C = 75-83%

D = 66-74%

F = <66%

A grade of "C" or above is required to pass the course and progress in the program. Grades will not be rounded and no extra credit will be given.

For grading purposes, clinical courses will be broken down into three components: (1) Testing component, (2) Assignment component, and (3) Clinical component. In order to pass the course, you must pass all three of the components. A student with a final score of less than 75% in either the testing component or the assignment component, OR with an unsatisfactory in the clinical component, will not be allowed to progress in the nursing program. If a student has a final grade for one component of less than 75% or unsatisfactory, the grade given for the course will be D. If a student has a final grade for two components of less than 75% or unsatisfactory, the grade

given for the course will be F. Grades will not be rounded up. Students who do not meet passing requirements must withdraw from the program and refer to the readmission criteria in the SON student handbook.

### **Standardized Testing and Assessment:**

The FSU SON is committed to providing quality educational opportunities and experiences for every student. While grades are one measure of student performance, grades alone do not provide the school with the necessary data to ascertain areas of the curriculum that are strong as well as areas that need improvement. Therefore, nursing students must participate in periodic assessment activities as directed by the SON. At the conclusion of each semester, students are required to take a final examination after the completion of specified nursing courses. Students are also required to take a comprehensive standardized exam in the last semester of the nursing program. Assessment data may also be collected at additional times at the discretion of the SON. The purpose of gathering assessment data is to monitor the quality of the nursing courses and to improve, when necessary, the educational experience of students.

The final exam for this class will be a comprehensive exam of this course. Time and date for the final exam will be announced.

### **Testing Procedures**

#### **Exam Access:**

- Exams will be scheduled for a specific date and time.
- Online exams must be accessed through *Repondus Lockdown Browser* using *Respondus Monitor* or its equivalent.

#### **Prior to the exam:**

- Students must be logged in to BlackBoard 10 minutes before the testing time.
- Students must take the exams in a quiet environment free from distractions.
- Directions regarding computer maintenance will be posted on BlackBoard throughout the semester.
- Each student is personally responsible to maintain his or her computer according to posted directions.
- Any computer with testing issues must be diagnosed by IT and corrected prior to the next schedule exam. Written confirmation from IT will be required in order to sit for the next exam.
- Students must remove hats, drinks, and all items from the testing environment. The only items permitted in the testing area are the student's laptop, mouse, ear plugs, and eyeglasses.

- Students are required to download and install the testing software as described in Blackboard. This is a custom browser that locks down the testing environment and allows faculty to monitor the testing environment.

**During the exam:**

- Any and all computer problems must be reported to a proctor before the student leaves the testing environment.
- Students may only ask questions in the event of technical difficulties. Any questions about the test itself will be addressed through the test question appeal procedures.
- Students who have repeated or unresolved technical issues may have to exit the exam and take the scheduled make up exam.
- Students must not print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit the test for grading.
- Exams are timed and password protected.
- Exams will close when the allotted time for work expires.
- Students will not be allowed to have a scrap piece of paper for the exam. Instead, students will be able to use a small, handheld dry erase board during the exam. When beginning the exam, students will need to show the blank dry erase board to the camera. Once the exam is completed, students must show the dry erase board to the camera and then erase the board in front of the camera and show the blank dry erase board again before submitting the exam.
- Due to the change in test administration, students will not be able to view question rationales after the exam due to test security. If a student has issues or questions related to a question, they are encouraged to reach out to course faculty for a discussion on the issue within 2 days of the exam date.

**Following the exam:**

- Faculty will analyze statistics regarding the exam and test questions and will consider question appeals submitted by students.
- Faculty will also analyze statistics to identify weak content/concepts and address those to the class in lieu of seeing specific question rationales after the exam.

**Procedure for a Missed Exam:**

- A missed exam is considered a classroom absence.
- Failure to take an exam when scheduled will result in a 10%-point reduction from total of the exam.
- Students must notify the instructor prior to the scheduled exam time if he or she will miss the exam. The student is also responsible for contacting the instructor within 24 hours to schedule a makeup exam.

- A written appeal must be given to the classroom faculty stating the reason for missing the exam and the basis for the appeal. Extenuating circumstances as identified in the Extenuating Circumstances Policy, in addition to personal illness, would be considered for appeal.

### **In Class Testing Procedures**

In order to maintain a positive and effective testing environment, students must adhere to the following testing procedures.

#### ***Prior to the exam:***

- Students must be seated and logged in to Blackboard 10 minutes before the testing time, and students will be permitted to enter the testing room no later than 5 minutes prior to the testing time.
- After entering the classroom, the room must be quiet. Students are not to discuss the material to be tested.
- All belongings must be placed in lockers prior to testing, which include electronic devices, cell phones, smart watches, etc. The only items permitted in the testing room are the student's laptop, mouse, ear plugs, and eyeglasses.
- Each student must have their own laptop computer to be used for testing.
- Directions regarding computer maintenance will be posted on Blackboard throughout the semester.
- Each student is personally responsible to maintain his or her computer according to posted directions.
- Any computer with testing issues must be diagnosed by IT prior to the next schedule exam. Written confirmation from IT will be required in order to sit for the next exam.
- Students must remove hats, drinks, and all items from their desk. Some nursing courses offer online testing and students will be required to download and install Respondus Lock Down Browser™. This is a custom browser that locks down the testing environment.

#### ***During the exam:***

- When a student completes the exam, the student will close their computer and leave the room quietly after they are finished.
- There will be a minimum of two proctors present for every examination.
- Any and all computer problems must be reported to a proctor before the student leaves the room.
- Students may only ask questions in the event of technical difficulties. Any questions about the test itself will be addressed through the test question appeal procedures. Students may write questions regarding the exam on the scrap paper provided by the instructor to turn in at the end of the exam period.

- Students who have repeated or unresolved technical issues will have to exit the exam and take the scheduled make up exam.
- Students must use pencils, scrap paper, and calculators provided by the instructors.
- When students use Respondus Lock Down Browser™ they are unable to print, copy, go to another URL, or access other applications. When an assessment is started, students are locked into it until they submit the test for grading.
- Exams are timed and password-protected.

***Following the exam:***

- At the discretion of the instructor, immediately following the exam, students will have one attempt to review the test through Respondus lockdown browser and all test environment policies apply to the review.
- Faculty will analyze statistics regarding the exam and test questions and will consider question appeals submitted by students.

***Procedure for Appeal of a Test Question:***

- Item challenge forms are no longer required. After reading the rationale for each question, the student may clearly mark a questionable test item on their scrap paper and submit it at the end of the test. The faculty members will collectively determine if a grade adjustment should be offered.

***Procedure for a Missed Exam:***

- A missed exam is considered a classroom absence.
- Failure to take an exam when scheduled will result in a 10% point reduction from total of the exam.
- Students must notify the instructor prior to the scheduled exam time if he or she will miss the exam. The student is also responsible for contacting the instructor within 24 hours to schedule a makeup exam.
- A written appeal must be given to the classroom faculty stating the reason for missing the exam and the basis for the appeal. Extenuating circumstances as identified in the Extenuating Circumstances Policy, in addition to personal illness, would be considered for appeal.

## **SCHOOL OF NURSING PROGRAM POLICIES**

The student is responsible for policies as outlined in the ASN Nursing Student Handbook.

### ***Clinical Agency Policies***

Students are required to adhere to all facility practices, procedures, and policies, including, but not limited to, professionalism, tobacco use, dress, and cell phone use policies of each clinical agency. In addition to completing health requirements described in the Health Requirements

Policy, students must complete all clinical agency required competencies and paperwork. Students that do not submit the required paperwork on time will not be permitted to attend clinical experiences, which will result in course failure.

The student is responsible for the clinical agencies policies as outlined in the ASN Student Handbook.

## **UNIVERSITY POLICIES**

### **Academic Integrity**

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as:

- the obtaining of information during an examination;
- the unauthorized use of books, notes, or other sources of information prior to or during an examination;
- the removal of faculty examination materials;
- the alteration of documents or records; or
- actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

### **Accessibility Services**

Through collaboration with institutional allies, networks, and community partners, Accessibility Services leadership contributes to the development of equitable higher education experiences for all students who have disabilities. These services are available to any student, full or part-time, who has a need because of a documented disability. It is the student's responsibility to register for these services and to provide any necessary documentation to verify a disability or the need for accommodations. Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Accessibility Services must cooperate to ensure the most effective provision of accommodations for each class. Accessibility Services is located in the Hardway Hall (304) 367-4543. For additional information, please visit the Fairmont State Office of Accessibility Services webpage.

### **Assessments, Surveys, and Course Evaluations**

Fairmont State University values students' opinions. Your participation in special assessments, surveys, and course evaluations assists us in improving the services of the institution and the effectiveness of classroom instruction. These are to be viewed as course requirements and completed to the best of your ability and with full attention.

### **Attendance**

Students are expected to attend regularly the class and laboratory sessions of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

### **Consent to Recording**

Learning technologies, online testing, and other virtual deliveries of content may require the audio and/or visual recording of you for educational purposes, by enrolling in this course, you consent to such recording for this stated purpose unless you advise the instructor in writing of your objection at least five days following receipt of this notice.

### **Copyright Notice**

**Material presented in this course may be protected by copyright law.**

### **COVID-19 Provisions**

Following guidance from the CDC as well as State and Local Officials, Fairmont State reserves the right to determine the method of delivery of class content, and modify classroom configuration to comply with COVID-19 safety guidance. The University also reserves the right to institute mandatory safety protocols including requiring students to wear masks at all times while in the classrooms.

### **Social Justice Statement**

Fairmont State University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran's status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise let me know and make appropriate arrangements with the Office of Accessibility Services (304-367-4141).

## **Title IX**

Title IX makes it clear that violence and harassment based on sex, gender, and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at [FairmontState.edu/Title-IX](http://FairmontState.edu/Title-IX), by calling 304.367.4386, or by emailing [HR@fairmontstate.edu](mailto:HR@fairmontstate.edu).

**Fairmont State is a tobacco and vapor-free campus.**

Additional information about all policies can be found online in the [Student Handbook](#)  
Additional student resources can be found online on the [Student Resources Page](#).

## **Expectations**

Students are expected to be:

- Present and attentive in class; aware of official university communication via email
- Prepared for university life; prepared for class
- Participating in class and in extra- and co-curricular activities
- Polite and respectful to everyone in our academic community.

Additional information about all policies can be found online at:

<https://www.fairmontstate.edu/files/institutionalforms/formrepo/Student%20Life%20Handbook.pdf>



**COURSE TIMELINE** (*Instructions for assignments will be located in Blackboard under the week assigned*)

Week/Unit	Date	Topic(s)/Readings	Graded Assignments /Due dates & times
1 Unit 1		Intro to Maternity and Conception Reading assignment: Ch	<b>Skills: post-partum/newborn</b>
2 Unit 1		Genetics and Physiology of Pregnancy Reading assignment: Ch	
3 Unit 1		High Risk Pregnancy and Assessment Reading assignment: Ch	
4 Unit 2		Unit 1 Exam Pre-existing Conditions and Gestational Conditions Reading assignment: Ch	
5 Unit 2		Pre-existing and Gestational Conditions Reading assignment: Ch	
6 Unit 2		Nursing Care Labor & Delivery Reading assignment: Ch	<b>Simulation: Labor</b>
7 Unit 2		Fetal Assessment: Complications and High Risk Reading assignment: Ch	
8 Unit 3		Unit 2 Exam Postpartum Physiology Reading assignment: Ch	
9 Unit 3		Postpartum Reading assignment: Ch	
10 Unit 3		Postpartum Complications Reading assignment: Ch	
11 Unit 4		Unit 3 Exam Newborn Physiology Reading assignment: Ch	
12 Unit 4		Newborn Care Reading assignment: Ch	
13 Unit 4		High Risk Newborn Reading assignment: Ch	
14		Unit 4 Exam	
15		Final Exam	

**The Course Timeline is subject to change.  
Students will be notified of any changes through Blackboard communication.**

**CLINICAL/PRACTICUM or PRECEPTORSHIP INFORMATION**

Information regarding clinical/practicum experiences or preceptorship information can be found in Blackboard under a folder.

**FAIRMONT STATE UNIVERSITY**  
**School of Nursing**

**Clinical Evaluation Tool**

**NURS 2114: Nursing Care of Maternal and Infant**

Student Name: \_\_\_\_\_

Faculty: \_\_\_\_\_ Semester: \_\_\_\_\_

**Course requirements:** In order to pass the clinical course the student must complete all of the course requirements. Failure to complete one or more course requirements will result in failure of the course.

1. Completion of scheduled clinical hours and clinical learning activities as assigned.
2. Completion of a mid-rotation and final self-evaluation.
3. Return clinical agency issues student identification badges.

**Course Outcomes:** At the completion of this course, the student is expected to demonstrate the attainment of the course outcomes. Student performance of the course outcomes will be evaluated according to the following grading scale:

- S - Satisfactory level of performance  
U - Unacceptable level of performance

**Any unacceptable rating will result in a failure of the clinical component of NURS 1115.**

	Expected Student Outcome	Peds Day 1		Peds Day 2		Final Eval	
		S	U	S	U	S	U
	<p><b>Human Flourishing:</b> Provide Patient centered care appropriate to healthy and complex patients including antepartum, laboring, postpartum, newborns and their families.</p> <p>Utilize communication skills for antepartum, intrapartum, postpartum, newborns and families. and the health care team.</p>						
1.	Modify patient centered care to meet the needs of maternal and infant patients and families.						
2.	Evaluate effectiveness of communication skills with the healthcare team as well as maternal and infant patients and families in antepartum, intrapartum, and postpartum stages.						

<p>Student: Reflect on your clinical performance and</p> <ol style="list-style-type: none"> <li>1. Explain how you feel you met this course outcome during clinical.</li> <li>2. What are your plans for continued growth.</li> </ol> <p>Mid-rotation:</p> <p>Final:</p>						
<p>Faculty: summarize student clinical performance and identify opportunities for growth.</p> <p>Mid-rotation:</p> <p>Final:</p>						
<p><b>Nursing Judgment</b> - Utilize nursing judgement skills in initiating an individualized care plan for antepartum, laboring, postpartum, newborns and families.</p>						
<p>1. Evaluate nursing judgement skills in initiating an individualized care plan for antepartum, intrapartum, and postpartum of maternal and infant patients and families.</p>						
<p>Student: Reflect on your clinical performance and</p> <ol style="list-style-type: none"> <li>1. Explain how you feel you met this course outcome during clinical.</li> <li>2. What are your plans for continued growth.</li> </ol> <p>Mid-rotation:</p> <p>Final:</p>						

	<p>Faculty: summarize student clinical performance and identify opportunities for growth.</p> <p>Mid-rotation:</p> <p>Final:</p>						
	<p><b>Professional Identity - Identify professional responsibilities in the delivery of care for antepartum, intrapartum, postpartum, newborns and families.</b></p>						
1	<p>Evaluate professional responsibility in the delivery of care for maternal and infant patients and families.</p>						
	<p>Student: Reflect on your clinical performance and</p> <ol style="list-style-type: none"> <li>1. Explain how you feel you met this course outcome during clinical.</li> <li>2. What are your plans for continued growth.</li> </ol> <p>Mid-rotation:</p> <p>Final:</p>						
	<p>Faculty: summarize student clinical performance and identify opportunities for growth.</p> <p>Mid-rotation:</p> <p>Final:</p>						
	<p><b>Spirit of Inquiry - Interpret evidence-based practice principles to provide care for antepartum, intrapartum, postpartum, newborns and families.</b></p>						

1	<p><b>Justify the use of evidence-based practice principles to provide care for maternal and infant patients and families.</b></p>						
	<p><b>Student: Reflect on your clinical performance and</b></p> <ol style="list-style-type: none"> <li>1. Explain how you feel you met this course outcome during clinical.</li> <li>2. What are your plans for continued growth.</li> </ol> <p><b>Mid-rotation:</b></p> <p><b>Final:</b></p>						
	<p><b>Faculty: summarize student clinical performance and identify opportunities for growth.</b></p> <p><b>Mid-rotation:</b></p> <p><b>Final:</b></p>						

Additional Comments:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

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Faculty/Clinical Adjunct Signature

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Date