“Remember this, for it is as true and true gets: Your body is not a lemon. You are not a machine. The Creator is not a careless mechanic. Human female bodies have the same potential to give birth well as aardvarks, lions, rhinoceri, elephants, moose, and water buffalo. Even if it has not been your habit throughout your life so far, I recommend that you learn to think positively about your body.”

― Ina May Gaskin, Ina May's Guide to Childbirth

COURSE INFO

Course Title: Holistic Nursing: Care of the Childbearing Family
Course Number: NURS 3553
Spring 2016

Course Description: This five-credit course (3 theory/2 clinical) focuses on the care of the childbearing family from a holistic nursing perspective and is grounded in the university philosophy that nursing is a caring ministry. A conceptual framework derived from nursing science, life, behavioral and social sciences, humanities, theology and philosophy provides a foundation for clinical reasoning in providing family-centered holistic nursing care for women and their families throughout the childbearing process.

Placement: Undergraduate

Prerequisite(s): All Pre-nursing course prerequisites, NURS 2542 Foundations of Holistic Nursing Practice, NURS 2342 Health Assessment, and NURS 3551 Holistic Nursing: Care of Adults.

Credit Hours: 5 credits (3 theory/2 clinical)

Course Schedule: Varies throughout the semester, see weekly and monthly course calendars.

Course Withdrawal “W” Date: The last day to drop course with a “W” is 4/23/16.
Course Coordinator and Faculty Academic Coach: Christen D. Sadler, MSN, CNM, LCCE
Office: SON 1208 Colquitt, 2nd Floor, Room 204
E-mail: sadlercd@stthom.edu
Phone: 832 535 3135
Cell: 337 256 6004
Office Hours: By Appointment

BIO – Prior to becoming a nurse, Mrs. Sadler earned a BA in English at Davidson College. Upon graduation, she moved to Kenya, teamed up with several Kenyan teachers, and started a secondary school in rural Western Kenya. Her experience in Kenya motivated a move into the health professions, and Mrs. Sadler earned her Masters’ in Nursing from the University of Texas at Austin in 1992. In 1993-1994 she volunteered in Sudan as Community Health Program Director and Assistant Medical Director for a small non-government relief organization. After returning home in ’94, she worked extensively as a nurse in various departments, including med/surg, gerontology, and women’s services. In 1996 she earned her certificate from Lamaze International as a Childbirth Educator. She graduated from Frontier Nursing University with a certificate in Nurse-Midwifery in 1999. In 2000, the oil industry carried the Sadler family to South America, where she did rural clinic work and raised her kids. Currently, she lives in Fulshear, TX with her husband, three amazing sons, one dog, three cats, two snakes and a bearded dragon.
Associate Dean, Professor and Course Faculty:
Angelina N. Chambers, PhD, RN, CNM
Office: SON 1206 Colquitt, 2nd Floor, Room 202
E-mail: achambe@stthom.edu
Phone: 713 525 6936
Cell: 713 553 6265
Office Hours: By Appointment
BIO: Dr. Angelina N. Chambers is a Professor of Nursing and the Associate Dean here at the University of St. Thomas Carol and Odis Peavy School of Nursing. Dr. Chambers has been a Certified Nurse-Midwife for 33 years. She has delivered thousands of babies and provided healthcare to childbearing families in many settings including hospitals, birthing centers, clients’ homes, and the Dominican Republic. She received a Bachelor of Science in Nursing from Skidmore College; a Master’s of Science in Nursing, specializing in nurse-midwifery, from Yale University; and a PhD in Nursing from UTMB Galveston. Her research focus is the impact of governmental policies on women’s healthcare with a focus on female prisoners in the United States and women living in low-resource settings throughout the world. Dr. Chambers teaches maternity and women’s health nursing and also qualitative research at the SON.

Clinical Coordinator: Beei Chan, MSN, RNC-MNN
E-mail: bchan@stthom.edu
Phone: 832-518-8123
Office: By Appointment
Office Hours: By Appointment
Bio: Ms. Chan graduated from Houston Community College in 2006, Received Bachelor of Science in Nursing from Texas Tech – Health Science Center (Summa cum Laude) in 2008, and Master of

Mrs. Chan is a Clinical Instructor for the University of St. Thomas and Chamberlain College of Nursing since 2013.

**Instructor: Dr. Connie Silva**
Office: By Appointment
E-mail: subtle-energies@sbcglobal.net
Phone: 832-613-1075
Office Hours: By Appointment

**REQUIRED COURSE RESOURCES:**


Not Required But Highly Recommended:


LEARNING OUTCOMES

Course Goals & Objectives

The goal of the course is to give students the opportunity to learn how to provide professional holistic nursing care to childbearing women and their families. Upon successful completion of the course the students will achieve the following learning outcome objectives by demonstrating the ability to:

1. Integrate theoretical knowledge from arts and sciences in the demonstration of beginning clinical reasoning skills with the childbearing woman and her family.
2. Integrate concepts of: holistic care, family-centered care, and evidence-based practice into the care of the childbearing woman and her family.
3. Apply reflective thinking as a habit within maternal-child nursing practice.
4. Develop a beginning clinical specialty knowledge base to provide safe care to the childbearing woman and her family.
5. Provide developmentally appropriate health education to children and families.
6. Identify relevant applications of genetics and genomics in maternity care.
7. Identify risk factors and prevention strategies for priority maternal-child health concerns.
8. Integrate ethical standards, professional role, and culturally competent care in a maternal-child perspective to nursing care.
9. Demonstrate teamwork with students, faculty, and clinical staff in the shared learning and discovery process.

Clinical Course Objectives

10. Apply nursing and developmental theories to the care of the childbearing woman and her family.
11. Demonstrate therapeutic communication skills with patients and families.
12. Build beginning collegial relationships with clinical team members, including faculty and students.
13. Utilize clinical reasoning to provide a safe and therapeutic care environment for patients and families.
14. Implements holistic and evidenced-based nursing plans of care based on the nursing process and principles of women’s health and care for women, infants and the childbearing family.
15. Demonstrate a beginning proficiency in psychomotor skills.
16. Deliver care in an organized, efficient manner.
17. Use information technology appropriately in the delivery of care.
18. Incorporate values of the profession in the delivery of care.
19. Provide patient-family health education, incorporating anticipatory guidance and information related to genetics and genomics as appropriate.
20. Demonstrate recognition of Texas Board of Nursing Practice Standards as they apply to clinical practice.

**Successful completion of a Nursing Clinical Course is defined as follows:**
1. Completion of all course assignments and tests.
2. Completion and submission of clinical assignments and written work.
3. Achievement of an average grade of C (75) or higher on all course evaluative work.
4. Achievement of a final course grade of C or higher and
5. A satisfactory clinical evaluation.
6. Grades of 0.5 or higher will be rounded up.

**PRINCIPAL UNITS OF THE COURSE**
1. Introduction to Holistic Care of the Childbearing Family
2. Holistic Health Assessment of the Pregnant Woman and Childbearing Family.
3. Reproduction and Reproductive Health Systems
4. Conception & Fetal Development/Genetics and Genomics
5. Physiologic and Psychological Adaptation to Pregnancy
6. Maternal & Fetal Nutrition During Pregnancy (Online Module due 2/25/16)
7. Childbirth
8. Postpartum
9. Newborn
10. Pregnancy Complications
11. Complimentary Alternative Modalities in Pregnancy, Childbirth & Postpartum
12. Childbirth Complications
13. Postpartum Complications
14. Newborn Complications
15. Infertility, Fertility, Loss and Grief
16. Women’s Health Care

**METHOD OF ASSESSMENT**

*Methods of Instruction:* This five-credit course will have two components:

a) Didactic lecture/discussion/case presentation component (3 credits) designed to teach the knowledge, skills, and attitudes listed in the course objectives.

b) Clinical sessions (2 credits) in simulation labs, on OB/GYN and NBN units, field trips to free-standing birth centers and food stores wherein students will apply and practice knowledge and skills learned in the lectures (2 credits). Students will complete six HESI Case Studies in preparation for the HESI Maternity Specialty Exam and the HESI Exit exam.

**Evaluation**
<table>
<thead>
<tr>
<th>Clinical Evaluation</th>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>HESI Maternity Specialty Exam</td>
<td>25%</td>
</tr>
<tr>
<td>HESI Case Studies x 6</td>
<td>10%</td>
</tr>
<tr>
<td>Elsevier NCLEX Chapter Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Mother/Baby Physical Exam (PE)</td>
<td>10%</td>
</tr>
<tr>
<td>Antepartum Physical Exam (PE)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Course Grading Rules**

Students are responsible for monitoring their own grades in Bb under the My Grades tab. Any discrepancies must be reported to the Course Coordinator in a timely fashion.

Grades are awarded based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>89 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>81 - 83</td>
</tr>
<tr>
<td>C+</td>
<td>78 - 80</td>
</tr>
<tr>
<td>C</td>
<td>75 - 77</td>
</tr>
<tr>
<td>D+</td>
<td>69 - 71</td>
</tr>
<tr>
<td>D</td>
<td>65 - 68</td>
</tr>
<tr>
<td>D-</td>
<td>64 - 69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;65</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>C</td>
<td>75 - 77</td>
</tr>
<tr>
<td>F</td>
<td>&lt;65</td>
</tr>
</tbody>
</table>

**Extra Credit Option:**

Students are strongly encouraged over the course of the semester to complete 100 NCLEX style practice questions prior to each course exam. These questions should come from Saunders’ Comprehensive Review for the NCLEX Examination, and they should all be from the Maternity content area. Students completing these questions must submit proof of question completion on or before the day of each exam. Verification of completion can be printed from the online text site. One point will be awarded to the raw exam score for each 35 practice questions completed, with a maximum of three extra credit points awarded for 100 practice questions completed prior to each course exam.

**HESI Case Studies:**

All six Maternity HESI Case Studies must be completed by the designated deadlines (see course calendar below). Students have three attempts to complete the case studies. No time limit is set for each attempt. A minimum score of 85% must be achieved on each case study in order to receive credit for that case study. All six scores will be averaged and that average will be placed in the gradebook.

**HESI Exams:**
HESI exams are highly correlated with success on the NCLEX RN Licensure Exam and are therefore critically important. A score of 900 or above is optimal. Students in this course will have two attempts to succeed on the HESI, with the better of the two scores utilized in Gradebook. The first HESI Maternity Specialty exam is scheduled for 4/20/16. All students must complete the remediation provided in preparation for second HESI. The second HESI will be given as the final exam on 5/12/16.

**Elsevier NCLEX Chapter Quizzes**

Students are expected to register for the online course, “Maternity and Women’s Health Care” by Lowdermilk. The course ID number will be provided. Once registered, students are expected to complete roughly 1 chapter content quiz per week for a total of 12 quizzes during the semester. NCLEX Quizzes are located under each chapter in the online text. A total of 42 chapter quizzes will be open during the course of the semester. Students can choose the chapter quizzes they wish to complete. Students must complete the quiz with a score of 85% or better in order to receive credit; three attempts are available for each quiz. Quizzes will open on the Tuesday prior to class, and close 7-14 days later. Students who attempt to do all 12 quizzes in the last few weeks of the semester will not receive credit for this assignment. At least one quiz must be attempted each week, with a total of 12 passed with a score of 85% or better.

**Testing Average**

Students must receive a 75% weighted average or above on all evaluative items in order to receive a passing score for the course.

Students who receive a test grade below a “C” will be referred to the Faculty Academic Coach (FAC) and to the Director of the Nursing Success Center (NSC). The NSC director will initiate the student into the SON Academic Retention Program. Students may review their exams during a 2-week period following exams by scheduling an appointment with the Course Coordinator or Faculty Academic Coach (FAC).

**Missed Assignments and Missed Exams**

**Missed Tests/Quizzes:** Students who are not able to take a test when it is scheduled must notify the faculty member as soon as possible before the test period begins. The Course Coordinator will determine the make-up process, if any.

**Incomplete Grades:** The faculty may grant an incomplete if a student has not met all of the criteria for passing the course. Such situations may include students who have a documented emergency in the last few days of a semester.

**Late Work:** Assignments are due at the beginning of the class period unless otherwise indicated. All late papers/assignments will have five (5) points deducted per day, this includes weekend days. Due dates will be provided in the course calendar. Assignment guidelines and grading rubrics will be provided in Bb.
**Testing Policies**

**Exam Regulations**

1. **UST-SON Classroom Exam Agreements**
   - All bags are placed outside of classroom on cart.
   - All personal items (including phones) are placed outside classroom.
   - All phones MUST be off or silenced.
   - No bottles or food on desks at any time.
   - Test items should never be copied/pasted/forwarded/photographed or reproduced in any form.
   - Scrap paper will be provided by faculty.
   - Scrap paper must be returned to faculty with the student’s name on it when the student completes the exam.
   - Concerns about specific test questions should be written on scrap paper and personally handed to faculty at the end of the exam.
   - Students cannot leave the classroom for any reason during the exam (except for exams lasting more than 2.5 hours and only one student may leave at a time).
   - Students must exit the classroom quietly immediately after completing the exam.

2. Students must direct all questions and concerns to the exam facilitator by raising their hand. Failure to comply may lead to student being asked to leave the classroom.

3. Students will not be allowed into the classroom to take the exam after the scheduled start time. The Course Coordinator will determine the consequences of missing the exam(s).

**METHODS OF BLENDED LEARNING**

Blended learning is an educational approach that assesses and integrates the strengths of face-to-face, mobile, and online learning to address a course’s educational goals. The use of multiple interactive learning environments outside the classroom makes interaction inside the classroom more effective and productive. All SON courses are offered in a blended learning or completely online format. These formats incorporate teaching and learning activities using online and/or face-to-face methods of instruction. Blackboard (Bb), a web-based management system, houses the main components of the courses. Course content, assignments, due dates, and quizzes will be provided through Bb. Students must use UST email to respond to the course instructors and peers about assigned topics. Students must participate in all online (graded or ungraded) activities.

This course has content/activities delivered from multiple directions and multiple dimensions both synchronous and asynchronous. This course has three main components:
• The Syllabus which has key information for the course along with course guidelines and expectations.
• Grading Rubrics which communicates grading guidelines. It can also provide the student with a basis for self-evaluation, reflection, and peer review.
• Course Content Outline /Calendar which communicates class date, time, and location; assignments and exams that are due in both environments, in and out of class; and clinical rotation times, depending on type of course.

Some Helpful Information

- Access to internet – You must have daily access to the internet and use Bb site regularly between classes to keep up with announcements and to complete assigned activities.

- Learning is not a spectator sport – You are expected to take responsibility to actively use the online materials and manage your time so that you complete assigned readings and online activities in between face-to-face sessions.

- Use of new technologies – Online tutorials on the use of Bb tools are located at http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf?Page_ID=5512. Training on how to use other required technologies will be provided to students by the faculty as needed.

- Student resources: Students are encouraged to access the UST library as well as other appropriate internet sources as needed.

- Library Link – Nursing Section

- Student computing services – Call the UST Help Desk at 713-525-6900 or email Ithelp@stthom.edu. Available services are detailed on their website.

- Nursing Success Center (NSC) – Provides academic advising, peer mentoring, state board licensing preparation, study skills tutorials, and time management tutorials for nursing and pre-nursing students.

COURSE POLICIES

Attendance /Punctuality/Participation

Attendance: Class attendance is required and the student is responsible for all material covered. If the student is not able to attend class, the student is to notify the instructor before the missed session. Failure to notify the instructor could constitute an unexcused absence as determined by the Course Coordinator.
Absence and Tardy Policies: Absences and tardiness are recorded beginning from the first class session after the student has enrolled in the course. Course Coordinators are not obligated to allow students to make up work they miss due to unexcused absences. Students who have excessive absences will be at risk for failing the course, might not be allowed to take the final exam, or might receive an incomplete. Course Coordinators may apply additional attendance policies as deemed appropriate to individual courses. Refer to the SON Student Handbook.

Dropping a Class: YOU MUST OFFICIALLY DROP OR WITHDRAW FROM A COURSE. Once a student registers for a course, the student will receive a grade for the course unless the drop or withdrawal process is completed through the Registrar’s Office. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees for each course.

Computer Use Policy: Students may use their own personal electronic devices to take notes or refer to class materials in class but NOT during quizzes or exams. Students will be told to turn off electronic devices if they are being used in ways that are not permitted in the classroom and during exams/quizzes.

Mobile Electronic Devices: All personal electronic mobile devices will be kept on vibrate or silent mode. No texting or talking on phones is permitted during class time. Any personal recording during class requires the instructor’s permission. All emergency situations must be handled outside of the classroom environment.

Netiquette: Refers to the generally accepted rules of behavior for communicating in an online environment.

Please follow these guidelines in all your online responses and discussion groups.

RESPECT. We would like to suggest respectful exchanges as a basic ground rule. We feel that informational errors should be pointed out respectfully (even if stated strongly). Disagreements that honor the viewpoints of the various contributors are productive and can lead to new learning and understanding. If you use abusive or offensive language, you will be blocked from the discussion area and potentially removed from this course. If that is the case, you will not receive a refund of your tuition or fees.

PRIVACY. Keep in mind not only your own privacy rights but others’ as well. Do not reveal any information that you deem private.

BE CONSIDERATE of grammatical/spelling errors.

REMEMBER that humor and satire are often misinterpreted online. Communication is more than words. So be prepared for some misunderstanding and requests for clarification.

BE SUPPORTIVE. We are all still learning. Our job is not to judge or condemn or even praise, although genuine encouragement is a necessary ingredient. We are here to provide information, to address topics in a discussion forum, and to provide assistance in helping each
participant use her/his own unique learning style. Reflection generally precedes growth. So reflect upon what is said, provide sincere comments, and hopefully, we will all grow.

One good way to avoid problems is to reread your postings before sending them. Something written in haste may be misread.

**Integrity of Student Work**

**Academic Integrity:** UST students should demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course. The *UST Student Handbook and Planner* is located in Bb under My Organizations, then SON Student Resources.

The *SON Student Handbook* contains detailed information on plagiarism and related policies. The *SON Student Handbook* is located in Bb under My Organizations, then SON Student Resources. Students are held accountable for knowing and adhering to these policies. *Turn It In* software may be used routinely to help address insufficient documentation; this software detects plagiarism.

**Policy on Written Assignments**

The *Publication Manual of the American Psychological Association* (most current edition) is the required style manual that must be used in writing papers in the UST School of Nursing.

**Academic Policies and Procedures**

**ADA Student Accommodations:** In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the instructor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities for students who need special accommodations. Students must contact personnel in the Office of Counseling and Disability Services (2nd floor of Crooker Center). This office is open Monday through Friday, 8 am – 5 pm. The compliance officer will ask for proof of disability and specific accommodations that are needed by students. Academic Accommodations must be applied for in writing EACH semester. Students with special needs should inform the instructor within the first two weeks of class EVERY semester. Students should be aware of and take into consideration if their accommodations conflict with the AACN (2001) *Nursing Essential Functions* as identified in the *SON Student Handbook*.

*If academic accommodations are approved, the student provides the Letter of Accommodations to the Course Coordinator.* Students should contact the instructor immediately if new needs arise. Students can see the instructor before or after class or request another time to discuss such matters. All information will be kept confidential.
Course and Instructor Evaluations: There is an end of semester evaluation for this course and the Course Coordinator. This evaluation is confidential. Students are strongly encouraged to complete the evaluations because input is very valuable. Instructions on how to access evaluations will be provided two to three weeks before the end of each semester.

CLINICAL EXPECTATIONS AND GUIDELINES

Clinical objectives for this course are listed above in this syllabus under Clinical Course Goals & Objectives. The clinical component of this course is graded as Pass or Fail. This clinical experience meets the requirement for the Texas Board of Nurses. The student will demonstrate skills and knowledge learned in the classroom and simulation laboratory during supervised clinical experiences.

Successful completion of a nursing clinical course is defined as follows:
1. Completion of all course assignments and tests.
2. Completion and submission of clinical assignments and written work.
3. Achievement of an average grade of C (75) or higher on all course evaluative work.
4. Achievement of a final course grade of C or higher and
5. A satisfactory clinical evaluation.

Clinical Failing Behaviors: Clinical failing behaviors are based on the Texas Board of Nursing Standards of Professional Practice §217.11 and Unprofessional Conduct rules §217.12 (http://www.bon.state.tx.us/nursinglaw/pdfs/bon-rr-0910.pdf). A list of clinical failing behaviors is in the SON Student Handbook. Some examples include but are not limited to:

- Performance is unsafe.
- Questionable decisions are often made.
- Lacks insight into own behaviors and that of others.
- Significant difficulty in adapting to new ideas/functions.
- Continues to need additional guidance and direction beyond a reasonable period of time.
- Demonstrates professional misconduct.

Criteria for Clinical Grading: Criteria for each clinical competency on clinical evaluation forms is rated as meets, exceeds, or does not meet expectations. Critical items require a rating of at least “meets expectations” on the final evaluation.

Clinical Attendance: Students are expected to attend all of the clinical hours for this course in order to meet required learning outcomes. The Course Coordinator or clinical instructor will contact students in the event that clinical is cancelled due to inclement weather or emergency situations. Attempts will be made to schedule clinical make-up days. Failure to arrive at the clinical site during a scheduled assignment without at least two hours prior notification to the clinical instructor may result in failure of a clinical course, as determined by the faculty.
Students who are unable to complete required clinical hours due to excused clinical absences may receive an incomplete in the course. An incomplete may result in delayed progression in the academic program.

**Clinical Dress Policy:** Uniforms and name badges are worn when on duty in the hospital and in the community during the clinical nursing experience. Attire must be neat and appropriate. Students not following the dress code may be sent home and will receive a written warning for that clinical day. Review the SON Student Handbook for detailed information regarding the dress policy.

**Clinical Evaluations:** The purpose of clinical evaluations is to provide feedback to the student and faculty. Students will be asked to complete clinical evaluation forms about self-evaluations, faculty evaluations, and clinical site evaluations. Formative feedback is provided during each clinical experience. Clinical warnings may be issued any time during the clinical rotation.

**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Time/Place</th>
<th>Topics</th>
<th>Faculty</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> 1/20/16</td>
<td>Wednesday 10am-2pm SON Computer Classroom</td>
<td>Orientation to Course Unit 1: Introduction to Holistic Care of Childbearing Family</td>
<td>Sadler</td>
<td>Complete Unit 1 and selected Quiz.</td>
</tr>
<tr>
<td>1/21/16</td>
<td>Thursday 10am-2pm SON Computer Classroom</td>
<td>Unit 2: Holistic Health Assessment of the Pregnant Woman and Childbearing Family Unit 3: Reproduction and Reproductive Health Systems</td>
<td>Sadler</td>
<td>Complete Units 2 and 3 and selected Quizzes. Be prepared to discuss in class.</td>
</tr>
<tr>
<td><strong>Week 2</strong> 1/27/16</td>
<td>Wednesday 10am-2pm SON Computer Classroom</td>
<td>Unit 4: Conception &amp; Fetal Development/Genetics and Genomics Unit 5: Physiologic and Psychological Adaptation to Pregnancy</td>
<td>Sadler</td>
<td>Complete Units 4 &amp; 5 and selected Quizzes. Be prepared to discuss.</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Activity</td>
<td>Instructor</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1/28/16</td>
<td>Thursday 10am-2pm</td>
<td><strong>SON Computer Classroom</strong>&lt;br&gt;&lt;b&gt;Unit 6: Maternal &amp; Fetal Nutrition During Pregnancy (Online Module due 2/25)&lt;br&gt;Unit 7: Childbirth**</td>
<td>Sadler</td>
<td>Begin Unit 6 &amp; Complete Unit 7 and selected Quizzes. Be prepared to discuss in class.</td>
</tr>
<tr>
<td>1/29/16</td>
<td>Friday 1-2pm</td>
<td><strong>Film Showing: “Microbirth”</strong></td>
<td>Sadler</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>2/3/16</td>
<td>Wednesday 10-11:30&lt;br&gt;12:30-2pm&lt;br&gt;&lt;b&gt;EXAM #1 Units 1-5&lt;br&gt;Unit 8: Postpartum**</td>
<td>Sadler</td>
<td>Complete Unit 8 and selected Quizzes.</td>
</tr>
<tr>
<td>2/4/16</td>
<td>Thursday</td>
<td>Group A: 9-12&lt;br&gt;Group B: 1-4&lt;br&gt;Advanced and Basic Labs&lt;br&gt;&lt;b&gt;#1 OB Hand Skills Lab Antepartum, Well Woman Gynecology**</td>
<td>Sadler &amp; Jose</td>
<td>Bring Skills Lab Check-off Sheets.&lt;br&gt;Review Units 1-6.&lt;br&gt;Read Lowdermilk, Chapters 5 &amp; 8.</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>2/10/16</td>
<td>Wednesday 10am-2pm&lt;br&gt;SON Computer Classroom&lt;br&gt;&lt;b&gt;Unit 9: Newborn&lt;br&gt;Unit 10: Pregnancy Complications (Part 1)**</td>
<td>Sadler</td>
<td>Complete Units 9 &amp; 10 and selected Quizzes. Be prepared to discuss in class.&lt;br&gt;HESI Case Study #1: “Postpartum” Due Friday, 2/12/16 by 10:00 pm.</td>
</tr>
<tr>
<td>2/11/16</td>
<td>Thursday</td>
<td>Group A: 9-12&lt;br&gt;Group B: 1-4&lt;br&gt;Advanced and Basic Labs&lt;br&gt;&lt;b&gt;#2 OB Hand Skills Lab Intrapartum**</td>
<td>Sadler &amp; Jose</td>
<td>Review Units 7-8 and selected Quizzes.&lt;br&gt;Bring Skills Labs Check-off Sheets.&lt;br&gt;HESI Case Study #2: “Healthy</td>
</tr>
<tr>
<td>Week 5 2/17/16</td>
<td>Wednesday 9-10 am: All students for Didactic 10-12 pm: Group A for Skills with Silva 1-3 pm: Group B for Skills with Silva SON Computer Classroom &amp; Advanced lab</td>
<td><strong>Unit 11</strong>: CAM in Pregnancy, Childbirth and Postpartum &amp; Hand Skills Lab #3 Silva Complete Unit 11 and selected Quizzes. Bring Unit 11 Handouts with you to class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/18/16</td>
<td>Thursday Group A: 9-12 Group B: 1-4 Advanced and Basic Labs</td>
<td>#4 OB Hand Skills Postpartum and Newborn Sadler &amp; Jose Review Units 8 &amp; 9 Bring Skills labs Check-off Sheets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6 2/24/16</td>
<td>10-11:30 Exam #2 12:00 -1pm SON Computer Classroom</td>
<td><strong>Unit 10</strong>: Pregnancy Complications (Part 2) Sadler <strong>EXAM #2 (Units 6-9)</strong> Complete Unit 10 and selected Quizzes. Be prepared to discuss in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/25/16</td>
<td>Thursday 9am-4pm</td>
<td>Field Trips to Birth Centers. Assigned Groups posted on Blackboard&gt;Learning Modules&gt;Unit 17 Clinical Forms Chambers Sadler Chan Jose Unit 6 Online Module Due. Bring Scavenger Hunt to Field Trip. HESI Case Study #3: “Preeclampsia” due 2/26/16 by 10:00 pm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7 3/2/16</td>
<td>Wednesday 10am-2pm SON Computer Classroom</td>
<td><strong>Unit 12</strong>: Childbirth Complications Sadler Complete Unit 12 and selected Quizzes. Be prepared to discuss in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Thursday</td>
<td><strong>Unit 13</strong>: Postpartum Sadler Complete Unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
<td>Class Topic</td>
<td>Assignment / Notes</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>----------</td>
<td>--------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>3/3/16</td>
<td>10am-2pm</td>
<td>SON</td>
<td>Complications</td>
<td>13. Be prepared to discuss in class. HESI Case Study #4: “Gestational Diabetes” due 3/4/16 at 10:00pm</td>
</tr>
<tr>
<td>Week 8</td>
<td>3/6/16-3/12/16</td>
<td>Hospital Clinical Rotations Week 1</td>
<td>Hospital assignments and Faculty Contact Info posted on Blackboard&gt;Learning Modules&gt;Unit 17&gt;Clinical Forms.</td>
<td>Alvarado Beasley Bell Chan</td>
</tr>
<tr>
<td>Week 9</td>
<td>3/13/16-3/19/16</td>
<td>Hospital Clinical Rotations Week 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>3/21/16-3/25/16</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Week 11</td>
<td>3/27/16-4/1/16</td>
<td>Hospital Clinical Rotations Week 3</td>
<td></td>
<td>Alvarado Beasley Bell Chan Mother Baby Plan of care and Antepartum Plan of care due no later than 3/31/16 at 10pm</td>
</tr>
<tr>
<td>Week 12</td>
<td>4/6/16</td>
<td>Wednesday</td>
<td>Unit 14: Newborn Complications</td>
<td>Sadler Complete Unit 14 and selected Quizzes. Be prepared to discuss in class. HESI Case Study #5: “Premature Infant” Due Friday, 4/8/16 by 10:00 pm.</td>
</tr>
<tr>
<td>Week 13</td>
<td>4/13/16</td>
<td>Wednesday 10am-2pm SON Computer Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Unit 15</strong>: Infertility, Fertility Loss and Grief <strong>Unit 16</strong>: Women’s Health Care (Part 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sadler</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Unit 15 &amp; 16 and selected Quizzes. Be prepared to discuss in class. <strong>HESI Case Study #6</strong>: “Newborn with Jaundice” Due Friday, 4/15/16 at 10:00pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>4/20/16</th>
<th>Wednesday 10-11:30 HESI Maternity Specialty Exam #1 12:30-2pm Lecture SON Computer Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>HESI Maternity Specialty Exam #1</strong> <strong>Unit 16</strong>: Women’s Health Care (Part 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sadler</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>HESI Practice Exam Due Prior to taking HESI. Unit 16. Be prepared to discuss in class.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>4/27/16</th>
<th>Wednesday Group A 9-12 Group B 1-4 Advanced Lab and Computer Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>OB Simulation Exercise</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sadler</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Simulation Preparation Research and Prep.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>5/4/16</th>
<th>Study Days</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 17</th>
<th>5/12/16</th>
<th>HESI Maternity Specialty Exam #2 Thursday 10am-12:30 pm SON Computer Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sadler</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>HESI Maternity Specialty Exam #2</strong></td>
</tr>
</tbody>
</table>

NURS 3553

Acknowledgement of Receipt of Course Syllabus

Course faculty will review the syllabus on the first day of class. I understand that it is my responsibility to read the syllabus which is available on Blackboard. If I am unclear about any portion of the syllabus, I will ask for clarification from the Course Coordinator, as well as, refer to the SON and UST Student Handbooks.

This form must be signed on or before the 2nd week of class.

Initial the following statement and sign below. This form will be placed in your SON student file.

_______ I acknowledge that I have access to the online NURS 3553 _____________________ course syllabus.

_______ I acknowledge that I have read the syllabus and that I have been given an opportunity to ask questions about the details of the course.

_______ I acknowledge that I understand the methods of evaluation and course grading rules.

_______ I acknowledge that I have sufficient information to sign this form. I understand its contents.

Student Signature _____________________________________ Date: ________________

Revised and Approved by SON Faculty – December 2014