

FAYETTEVILLE STATE UNIVERSITY
Department of Nursing
COURSE SYLLABUS: NURS 361, Caring for Populations with Unique NEEDS: OBSTETRIC
Fall 2009

I. LOCATOR INFORMATION

Course: NURS 361 – Caring of Populations in Acute Care Settings
 Course Credit: 5 Semester Hours, six(6) theory hours per week;
 10 clinical hours per week

Class Meets:	Tuesday	Lecture	0900-1200	
	Tuesday	Lab	1500-1700	Nsg Skills Lab
	Wednesday	Lecture	0800-1050	TBA
	Wednesday	SI	1500-1700	TBA
	Thursday	Clinical	10 Hours	

Course Coordinator: Dr. Sonja Wilson, EdD, 205 Cook Hall, 672-2181,
swilson3@uncfsu.edu

Office Hours: TBA

Instructors: Mrs. Laura Pressley, MS, NP 208 Cook Hall, 672-2249
lpresl1@uncfsu.edu

Office Hours: TBA

Marjorie Stokes, MSN, RN Nursing Skills Lab, 672-1064
mstokes@uncfsu.edu

Office Hours: TBA

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account that is easily accessible via the Internet. The university has established email as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. Students are responsible for reading their email on a regular basis to remain aware of important information disseminated by the university. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Students making inquiries via email to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of confidential nature are required to use their FSU email account.

Rules and regulations governing the use of FSU email may be found at:
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

II. COURSE DESCRIPTION:

The unique needs of reproducing families health needs will be explored. Building on the foundation of previous nursing courses and the nursing process, the student will design nursing care for the preconceptual, perinatal, postpartal, and neonatal periods. Tasks of pregnancy, psychosocial adaptations, and cultural impact will be addressed

III. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. REQUIRED TEXTBOOKS:

Assessment Technology Institute (ATI) Learning Modules.

Lowdermilk, D. and Perry, S. (2007). *Maternity and women's health care*, 9th ed. St. Louis: Mosby.

Lowdermilk, D.L. and Piotrowski, K.A. (2007). *Study guide to accompany maternity and women's health care*, 9th ed. St. Louis: Mosby.

RECOMMENDED TEXTBOOKS:

Center for Disease Control and Prevention (2007). *Mother-to-child (perinatal) HIV: Transmission and Prevention*.
www.cdc.gov/hiv/topics/perinatal/resources/factsheets/perinatal.htm

Schaefer, C., Peters, P., & Miller, R. K. (2007). *Drugs during pregnancy and lactation: Treatment options and risk assessment*. St. Louis: Elsevier.

Hatcher, R. A., Trussell, J., Nelson, A. L., Cates, W., Stewart, F., & Kowal, D. (2007). *Contraceptive Technology (19th ed.)*. New York: Ardent Media.

Rowley, D. L. & Fry, Y. W. (2004). Reproductive Health Disparities among African American Women. In L. Livingston. (Ed.), *Praeger handbook of Black American health: Policies and issues behind disparities in health: Vol. 1*. (pp. 451-469). Westport: Praeger.

V. STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Apply the nursing process to assist adaptation of families with physiological and psychosocial alterations across the life-span.
2. Apply developmental and interdisciplinary theories in the nursing care of childbearing families.
3. Use critical thinking skills to design evidence-based nursing care for childbearing families.
4. Collaborate with the interdisciplinary health care team in the delivery of care to childbearing.
5. Utilize current research findings in designing care for childbearing families.
6. Participate in health promotion activities for childbearing families.
7. Construct arguments addressing the cultural and sociopolitical issues effecting clients in the childbearing family.
8. Discuss the care-giving role of the nurse as it relates to the care of the childbearing family.

Web Resources:

La Leche League International: <http://www.lalecheleague.org>

National Women's Health resource Center: <http://womenshealth.gov>

March of Dimes: <http://www.marchofdimes.com>

Office on Women's Health: <http://www.4woman.gov/owh/index.htm>

Planned Parenthood Federation of America: <http://www.plannedparenthood.org>

Sexuality Information and Education Council of the United States (SIECUS):

<http://www.siecus.org>

VI. COURSE REQUIREMENT AND EVALUATION CRITERIA

Students are expected to prepare for and actively participate in all class/lab and clinical activities. The student must pass both content areas of NURS 361 in order to pass the course.

Assignment	Possible Points	Description
Unit Exams (3)	20 points each exam for a total of 60 points	You will complete up to five (3) unit exams for a total of 60% of course grade. Each exam will consist of 45 multiple choice questions and 5 math calculations. Exam content may be from assigned readings, class lectures, notes, pre/post conferences, and skills lab. If you score less than 85 on an exam you must attend SI for content mastery enhancement (CME). See schedule for specific exam dates.
Quizzes/CME	10 points total	The course instructor may give up to 5 quizzes of 10 multiple choice questions during Supplemental Instruction (SI). Quiz content is based on topic items not mastered in a previous exam. Students must be present when quiz is administered to receive grade, otherwise the grade is a zero. Quizzes may be announced or unannounced.

Final Exam	30 points total	You will complete a final comprehensive exam. The exam will consist of 100 items of which 90 are multiple choice and 10 are math calculations.
HESI Specialty Exam	No points earned, not computed in final grade.	The Health Education Systems Inc (HESI) Maternal Health specialty exam) is a computerized, standard comprehensive exam given end of the course. See schedule for date.
ATI Learning Modules	No points earned, not computed in final grade.	Assessment Technology Institute (ATI) Maternal Health computerized learning modules are used in supplemental instruction. You should complete modules as assigned by the course instructor. You must obtain 85% competency on modules or retake until 85% is achieved.
Supplemental Instruction (SI)	No points earned, not computed in final grade.	Designed to assist you with mastering course content and to receive additional support in challenging concepts using various methodologies. Attendance is required of all students. Course quizzes are a component of CME.
Skills Lab	Pass/Fail	Offers you the opportunity to practice hands-on learning in lab environment. Prior to each lab, you will read assignments, become familiar with terminology and study objectives and performance requirements. During skill demonstrations, the instructor may verbally quiz you on unit objectives with emphasis on principle and rationale of skills performed. To pass the skills lab course component, you must successfully perform skills checklist items satisfactory level.
Clinical Experience*	Pass/Fail	Clinical experiences are essential and of high critical importance to the nursing learning process. Once a week, you will complete a 10 hour day at a clinical agency. To pass the clinical experience you must successfully meet the course critical behaviors and submit a case study as noted in appendix A, Clinical Guidance and Safety Policy.
Calculation Test	90	Students must take and pass a pharmacology and calculation in order to participate in the clinical component of the course. A minimum of 90% is required for successful completion of this examination. Students are allowed a maximum of three attempts. If a student fails the second re-take, he/she will work with faculty on the course.

*In order to pass the course, you must obtain a “pass” in clinical.

Unit Exams	60%
Final Examination	30%
Quizzes	10%
HESI	Required; No grade
ATI	Required; No grade
* *Dosage Calculations	P/F
Clinical Experience	P/F (including Clinical Case Study)
Clinical Practicum	P/F
Laboratory Session:	P/F (All laboratory sessions must be attended)

*Students must be present when quiz is administered to receive grade, otherwise the grade is a zero. Quizzes may be announced or unannounced.

MISSED/LATE WORK- FSU STUDENT NURSE HANDBOOK

ILLNESS AND ABSENCE FROM EXAM- FSU STUDENT NURSE HANDBOOK

GRADING SCALE FOR THE DEPARTMENT OF NURSING – See FSU Student Nurse Handbook

- A = 93-100
- B = 85-92
- C = 78-84
- D = 70-77
- F = ≤ 69 or less
- I = Incomplete

FSU POLICY & PROCEDURES

The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules: See FSU Student Nurse Handbook.

VII. ACADEMIC SUPPORT RESOURCES

Academic support resources available in this class are Supplemental Instructions/Content Mastery Enhancement, Smarthinking, and University College Learning Center

VIII. COURSE OUTLINE AND ASSIGNMENT SCHEDULE -see appendix A

Course Outline and Assignment Schedule

NURS 361 -- ASSIGNMENT SCHEDULE

WEEK/DATE	WEEK/DATE		
SESSION I	SESSION II		Psych-Mental Health
WEEK 1 08/25-26/09		Class overview, course introduction, and required baseline skills: Nursing Process Review, Dosage calculation, Medication Administration, Postpartum and Newborn assessment	Class overview, course introduction, and required baseline skills: Nursing Process Review, Dosage calculation, Medication Administration (Day 1 and Day 2- 8/21 and 8-22)
WEEK 2 09/1/09-9/2/09	WEEK 1 10/20/09	Lecture: The family, culture, genetics, Conception/Fetal development, A&P of Pregnancy,	Foundations of Psychiatric Nursing Key processes and Competencies LS-RN Communication Exam I due by August 27
WEEK 3 09/08/09-9/9/09	WEEK 2 10/27/09	Lecture: Prenatal assessment, nursing care, nutrition, education *SI: LS-RN Pharmacology Exam #3	The client experiencing stressors (cognitive disorders, substance related disorders) *SI:LS-RN Psychiatric Exam 2 due by Sept 10 (10/29)
WEEK 4 09/15/09-9/16/09	WEEK 3 11/3/09	EXAM I Lecture: Prenatal complications, newborn care LS-RN – Women’s Health Exam # 1 due	EXAM I The client experiencing stressors (Schizophrenia and other psychotic disorders, mood disorders) LS-RN Psychiatric Exam #3 due by Sept 17th (11/05)
WEEK 5 09/22/09-9/23	WEEK 4 11/10/09	Lecture: Labor and birth processes, Managing discomfort in labor, Nursing care in labor, Fetal Monitoring LS-RN- Women’s Health Exam # 2 due	The client experiencing stressors continued Anxiety, somatoform and dissociative disorders, gender identity Disorders, eating disorders *SI: LS-RN Psychiatric Exam #1 due by Sept 24th (11/12)
WEEK 6 09/29/09	WEEK 5 11/17/09	EXAM II Lecture: Postpartum Changes and Nursing care, Newborn Transition, assessment, and Nursing care LS-RN: Women’s Health Exam #3 due	EXAM II Sleep disorder, personality disorder, coexisting disorders LS-RN Comprehensive Psychiatric Exam October 8 – Session I – SI time October 26- Session II –SI time
WEEK 7 10/6/09 Midterm Exam Week	WEEK 6 11/24/09	Lecture: Postpartum complications, Newborn complications LS-RN Comprehensive Women’s Health	Vulnerable Populations Therapeutic Modalities(Individual, group, and family therapy; Crisis Intervention)
WEEK 8 10/13/09	WEEK 7 12/2/09	EXAM III Lecture: Discharge Planning, Home Care; Infertility/ Contraception	EXAM III Psychopharmacological therapy
10/14/09		FALL BREAK -THANKSGIVING BREAK (TH/FR)	FALL-BREAK (THANKSGIVING BREAK)
		REVIEW FOR FINAL EXAM	Review for final exam
	TBA	Final Exam	Final Exam

***CME quiz will follow each exam as indicated by exam scores.**

IX. TEACHING STRATEGIES

Classes: A variety of methodologies will be used to support the student's needs in meeting course outcomes. These methodologies include, but are not limited to:

Lecture /Discussion

Guided discussions

Assigned readings

Supplemental Instruction/Content Mastery Enhancement

Laboratory Experiences:

Demonstrations

Return demonstrations

Audio- visual materials

Simulations

X. NURSING PROGRESSION POLICIES

There is no guarantee that this course will be offered again if you are unsuccessful. If you should fail this course, you will not be able to progress to another clinical course.

XI. DISCLAIMER

This syllabus may be modified based on assessed identified needs. Changes with rationales will be provided in writing. Implicit in each student's enrollment is an agreement to comply with the course requirements and policies, which the professor may modify to exercise properly his/her educational responsibility.

REVISION OF GRADES – STUDENT RESPONSIBILITIES

The following revisions became effective on August 16, 2007.

WN GRADE DISCONTINUED:

- WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. **See warning below about class withdrawals.*

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- INTERIM GRADE X = NO SHOW – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. **See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- INTERIM GRADE EA = EXCESSIVE ABSENCES - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. **See warning below about class withdrawals.*

NEW FINAL GRADE:

- FN = FAILURE DUE TO NON-ATTENDANCE – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. **See warning below about class withdrawals.*

WARNING ABOUT CLASS WITHDRAWALS:

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY.

Appendix A Course Outline

**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING
CHILDBEARING FAMILY TEACHING OUTLINE**

**UNIT A: CONTEXTUAL BASIS FOR CONTEMPORARY MATERNITY & WOMENS
HEALTH CARE**

ENABLING OBJECTIVES	CONTENT OUTLINE	TEACHING STRATEGIES/LEARNING OPTIONS
<p>By the end of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss demographic, sociological, economical, political, cultural, and educational forces that contribute to the patterns of pregnancy and pregnancy outcome in the population. 2. Outline the goals of Healthy People 2010 in regards to maternal health care. 3. Explain the influence of genetics in the health care field 	<ol style="list-style-type: none"> A. Issues and Trends <ol style="list-style-type: none"> 1. Health People 2010 Goals 2. Health Care Delivery and Cost <ol style="list-style-type: none"> a. Structure of health care b. Integrating health care practices c. Consumerism d. Cost of Health Care e. Limited access f. Global Perspectives 3. Vulnerable Populations 4. Cultural Competence 5. Community Health Promotion B. Standards of Practice and Legal Issues <ol style="list-style-type: none"> a. Professional standards b. ANA standards c. Risk Management C. Trends in Nursing Practice <ol style="list-style-type: none"> a. Evidenced-based practice b. Nursing Interventions Classification c. The Continuum of Care D. Genetics <ol style="list-style-type: none"> a. Nursing & genetics b. Human Genome Project c. Genetic testing d. Chromosomal abnormalities 	<ol style="list-style-type: none"> 1. Complete demographics worksheet 2. Cultural Competence test. 3. Discussion group 4. Read, Lowdermilk, pp.1-68 5. Read: Saftias, A. F., Koonin, L.M., and Tatrash H. K. (Sept. 1, 2000). <i>Racial disparity in pregnancy-related mortality associated with livebirth: Can established risk factors explain it?</i> Am. J. Epidemiology, 152(5): 413-419. <p>Mapping: Karyotype sickle cell anemia</p>

**FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING
CHILDBEARING FAMILY TEACHING OUTLINE**

UNIT B: WOMEN'S HEALTH ISSUES

BEHAVIORAL OBJECTIVES:

1. Compares the menstrual, ovarian and endometrial cycle.
2. Outlines the components of a well woman examination.
3. Summarizes routine health promotion screening for women.
4. Appraises the impact of cultural, religious and ethical influences on contraceptive care in women's health.
5. Outline client teaching about premenstrual syndrome (PMS).
6. Identify the health risks of perimenopausal women.
7. Compare and contrast signs, symptoms, and management of selected vaginal infections in nonpregnant and pregnant women.
8. Discuss the effect of group B streptococcus (GBS) on pregnancy and management of pregnant clients with GBS.
9. Describe the various structural disorders of the uterus and vagina.
10. Discuss the pathophysiology of selected benign and malignant neoplasms of the female reproductive tract.

UNIT B: WOMEN’S HEALTH ISSUES

ENABLING OBJECTIVES	CONTENT OUTLINE	TEACHING STRATEGIES/LEARNING OPTIONS
<p>By the end of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Outline components and functions of female reproductive system. 2. Distinguish the signs and symptoms of common menstrual disorders. 3. Analyze conditions that promote health and decrease illness in women. 4. Describe different contraceptive methods. 5. Explore decision-making process in abortion and sterilization procedures. <ol style="list-style-type: none"> 1. Describe fetal development and possible affect of teratogens. 2. Compare signs and symptoms of pregnancy and their physiologic causes. 	<ol style="list-style-type: none"> A. Pre-Pregnancy <ol style="list-style-type: none"> 1. Review Female Reproductive System <ol style="list-style-type: none"> a. External & Internal Structures b. Female pelvis 2. Menstrual Cycle & Common Disorders <ol style="list-style-type: none"> a. Menarche b. Menopause c. Hypothalamic-Pituitary Unit d. Menstrual cycle 3. Human Sexual Response (Phases) 4. Health Assessment and Health Promotion <ol style="list-style-type: none"> a. Preconceptual Care b. Well Woman’s Care c. Health Screening/Prevention 5. Sexually Transmitted Diseases & Infertility <ol style="list-style-type: none"> a. STD’s and pregnancy b. TORCH c. Contraception & Abortion <ol style="list-style-type: none"> a. Different methods b. Counseling – BRAIDED c. Sterilization d. Abortion <ul style="list-style-type: none"> - Decision Making - Methods 6. Benign & Malignant Neoplasms Leiomyomas, Uterine Polyps, Ovarian Cancer, Cervical Cancer B. Antepartum <ol style="list-style-type: none"> 1. Conception & Fetal Development <ol style="list-style-type: none"> a. Fertilization b. Embryo development 2. Presumptive indicators of Pregnancy <ol style="list-style-type: none"> a. Morning sickness b. Breast tenderness c. Urinary frequency d. Fatigue e. Quickening 	<p>Read, Lowdermilk, pp. 145-232</p> <p>Matching Games</p> <p>Group discussions</p> <p>Read Lowdermilk, pp. 276-303(read on identified subjects only).</p> <p>Read Lowdermilk, pp. 52-72, 88-124</p>

ENABLING OBJECTIVES	CONTENT OUTLINE	TEACHING STRATEGIES/LEARNING OPTIONS
	<ul style="list-style-type: none"> f. Elevated BBT g. Breast/Abdomen enlargement. h. Uterine changes i. Vaginal changes j. Pigmentation changes <p>3. Probable indicators of Pregnancy</p> <ul style="list-style-type: none"> a. Uterine enlargement b. B-H contractions c. Uterine soufflé d. Ballotement e. (+) pregnancy test <p>4. Positive indicators of Pregnancy</p> <ul style="list-style-type: none"> a. FHT b. Fetal movement c. U/S visualization of fetus 	<p>Read Lowdermilk, pp.313-332</p> <ol style="list-style-type: none"> 1. Complete sign and symptom puzzle. 2. Sign/Symptom of pregnancy matching game. 3. Discussion group 4. Read, Lowdermilk, pp. 333-352 5. Video <p>Watch movie: “Nine Months”, then identify psychosocial responses to pregnancy.</p>

UNIT C: ANTEPARTUM

BEHAVIORAL OBJECTIVES:

1. Summarize the significant changes in growth and development of the embryo and fetus.
2. Identify the potential effects of teratogens during vulnerable periods of embryonic and fetal development.
3. Determine gravidity and parity by using the four- and five-digit systems.
4. Describe the various types of pregnancy tests including the timing of tests and interpretation of results.
5. Explain the expected maternal anatomic and physiologic adaptations to pregnancy for each body system.
6. Differentiate among presumptive, probable, and positive signs of pregnancy
7. Identify the maternal hormones produced during pregnancy, their target organs, and their major effects on pregnancy.
8. List five nutritional risk factors during pregnancy.
9. Compare the dietary needs of adolescent and mature pregnant women.
10. Analyze examples of eating patterns of two women from different ethnic or cultural backgrounds, and identify potential dietary problems.
11. Describe the process of confirming pregnancy and estimating the date of birth.
12. Summarize the physical, psychosocial, and behavioral changes that usually occur as the mother and other family members adapt to pregnancy.
13. Outline the patterns of health care used to assess maternal and fetal health status at the initial and follow-up visits during pregnancy.

Discuss education needed by pregnant women to understand physical discomforts related to pregnancy and to recognize the signs and symptoms of potential complications

Unit C: Antepartum

ENABLING OBJECTIVES	CONTENT OUTLINE	TEACHING STRATEGIES/LEARNING OPTIONS
<p>3. Estimate the date of confinement</p> <p>4. Discuss the psychosocial changes which occur in the family unit during pregnancy for the mother, father, and extended family.</p> <p>5. Complete a prenatal history.</p> <p>6. Outline the components of the physical examination and laboratory testing essential to prenatal well-being</p>	<p>d. Nägele’s Rule</p> <p>5. Nutrition</p> <ul style="list-style-type: none"> a. Pregnancy Nutritional Needs b. Weight Gain Pattern c. Nutrition During Lactation d. Cultural Influences <p>6. Nursing Care During Pregnancy</p> <ul style="list-style-type: none"> a. Maternal Adaptation & Pregnancy Acceptance b. Paternal Adaptations c. Sibling Adaptations d. Prenatal Screening <ul style="list-style-type: none"> 1) History 2) Initial P.E. <ul style="list-style-type: none"> -Baseline Values -Heart/Breath Sounds -Body hair distribution -Thyroid gland assessment -Fundal height -Pelvic exam e. Follow-Up Visits <ul style="list-style-type: none"> - Frequency - Baseline measures - Abdominal Assessment - fundal Height - fetal Assessment <ul style="list-style-type: none"> --Fetal heart tones (FHTs) --Gestational Age --Quickening f. Laboratory testing 	<p>Read pp. 353-427</p> <p>ID psychosocial responses in assigned prenatal client.</p> <p>Video Tape: Prenatal Assessment</p> <p>Skills Lab:</p> <ol style="list-style-type: none"> 1. PE Techniques on the Pregnant Client 2. Prenatal Assessment

<p>7. Describe educational content for woman during the prenatal period</p>	<p>g. Common Discomforts of Pregnancy</p> <p>7. Childbirth Education</p> <ul style="list-style-type: none"> a. Childbirth education methods b. Components c. Birth Plan d. Pain management e. Outcomes 	<p>Read Lowdermilk, pp. 428-447</p> <p>Video tapes</p> <p>Attend a prenatal education class with assigned prenatal client.</p> <p>Volunteer to teach a prenatal class (topic, teaching plan to be approved by Faculty).</p> <p>Clinical Experiences</p>
---	---	---

UNIT D: INTRAPARTUM

BEHAVIORAL OBJECTIVES:

1. Explain the five major factors that affect the labor process.
2. Describe the anatomic structure of the bony pelvis.
3. Summarize the cardinal movements of the mechanism of labor for a vertex presentation.
4. Examine the maternal anatomic and physiologic adaptations to labor.
5. Describe fetal adaptations to labor.
6. Analyze the various childbirth preparation methods.
7. Describe breathing and relaxation techniques used for each stage of labor.
8. Summarize the nursing responsibilities appropriate for a woman receiving analgesia or anesthesia during labor.
9. Explain the baseline FHR and evaluate periodic changes.
10. Describe nursing measures that can be used to maintain FHR patterns within normal limits.
11. Differentiate among the nursing interventions used for managing specific FHR patterns, including tachycardia and bradycardia; increased and decreased variability; and late and variable decelerations.
12. Describe the ongoing assessment of maternal progress during the first, second, and third stages of labor.
13. Recognize the physical and psychosocial findings indicative of maternal progress during labor.
14. Discuss ways the nurse can use evidence-based practices to enhance the quality of care a woman receives during labor and birth.

UNIT D: The Intrapartum Period

ENABLING OBJECTIVES	CONTENT OUTLINE	TEACHING STRATEGIES/LEARNING OPTIONS
<p>By the end of this unit, the student will be able to:</p> <p>1. Describe anatomy and physiology of labor</p>	<p>A. Five “Ps” that Affect Labor</p> <ol style="list-style-type: none"> 1. Passenger <ol style="list-style-type: none"> a. Fetal Head <ul style="list-style-type: none"> --Structure --Fontanelles --Molding b. Presentation <ul style="list-style-type: none"> --Cephalic --Breech --Shoulder c. Lie d. Attitude <ul style="list-style-type: none"> --critical diameters e. Position <ul style="list-style-type: none"> --Position --engagement --station 2. Passageway <ol style="list-style-type: none"> a. A and P of pelvis b. Soft tissues 3. Power <ol style="list-style-type: none"> a. Uterine Contractions <ul style="list-style-type: none"> --Characteristics --Effacement --Dilation b. Pushing 	<ol style="list-style-type: none"> 1. Examine models: <ol style="list-style-type: none"> a. Fetal Head Model b. Pelvic Model 2. Interpretation of BPDs. 3. Lecture/Discussion group 4. Read, Lowdermilk, pp. 448-466 5. Review A and P video: Reproductive system.

<p>1. Describe anatomy and physiology of labor continued.</p> <p>2. Compare the process of labor and its stages.</p>	<p>4. Positioning of Woman 5. Psychological Changes</p> <p>A. Definition of Labor B. Stages of Labor 1. Stage one: Dilation a. Latent b. Active c. Transition 2. Stage two: Complete dilation to Birth 3. Stage three: Fetal birth to Placental expulsion 4. State four: Immediate Recovery C. Mechanisms of Labor 1. Engagement 2. Descent 3. Flexion 4. Internal Rotation 5. Extension 6. External Rotation 7. Expulsion</p>	<p>1. Read, Lowdermilk, Chapter 18, pp. 448-466.</p> <p>2. Skills Lab: Explore birth process using the birthing model.</p> <p>3. Video: Labor and Birth</p> <p>4. Clinical Experience in</p>
<p>3. Explain the physiologic changes to mother and fetus during labor</p>	<p>A. Maternal Adaptations 1. CV system 2. Respiratory 3. Renal 4. GI changes 5. Neurologic 6. Integumentary 7. Musculoskeletal B. Fetal Adaptations 1. HR Changes 2. Circulatory</p>	<p>1. Read, Lowdermilk, Chapter 18, pp. 448-466</p> <p>2. Critical Thinking Exercise no. 1, p 459</p> <p>3. SKILLS LAB: Fetal Adaptation—APGAR scoring Birthing Room/Labor Room</p>

<p>3. Explain the physiologic changes to mother and fetus during labor continued.</p> <p>4. Compare pharmacologic pain relief methods and non-pharmacologic methods.</p>	<p>B. Fetal Adaptations continued</p> <ol style="list-style-type: none"> 2. Circulatory changes 3. Respiratory changes <p>A. Systemic analgesic: Opioid analgesics</p> <p>B. Nerve Block analgesia</p> <ol style="list-style-type: none"> 1. Locals 2. Epidural 3. Pudendal 4. Spinal 5. CSE <p>C. General Anesthesia</p> <ol style="list-style-type: none"> 1. Nitrous Oxide 2. General <p>D. Nursing Care</p>	<p>4. Maternal Teaching Plan for Prenatal Client</p> <p>1. Read, Lowdermilk, pp. 467-496</p> <ol style="list-style-type: none"> 1. Skills Lab: Preparation for Labor—Breathing Patterns in Labor 2. Video: Pain relief in labor 3. Review³ of medication guides for common pharmacologic agents
--	--	---

<p>7. Explain fetal assessment during labor.</p>	<p>A. FHR monitoring 1.. Techniques 2. EFM 3. FHR Patterns a. Baseline b. Variability c. Rate changes d. Accelerations e. Decelerations 4. Patterns a. Early decelerations b. Late decelerations c. Variable decelerations B. Fetal Stimulation C. FPO D. Scalp pH E. Amnioinfusion F. Tocolysis G. Nursing Management</p>	<p>4. Clinical Experiences in L and D.</p> <p>1. Read, Lowdermilk, pp. 497-518</p> <p>2. Video: FHR monitoring</p> <p>3. Skills Lab: FHR monitoring with pattern interpretation.</p> <p>4. Skills Lab Quiz</p>
<p>8. Outline nursing care during labor.</p>	<p>A. Baseline Measures B. Physical Care C. Emotional Support D. Fetal Position/Location E. Uterine Contraction Assessment F. Assessment of Labor Progression G. Birth Process</p>	<p>1. Read, Lowdermilk, pp. 519-575</p> <p>2. Videos: Fetal assessment and Birth</p> <p>3. SKILLS LAB: a. Leopold's Maneuvers b. Cervical Assessment c. Emergency Delivery</p>

UNIT E: POSTPARTUM

BEHAVIORAL OBJECTIVES

1. Describe the anatomic and physiologic changes that occur during the postpartum period.
2. Identify characteristics of uterine involution and lochial flow and describe ways to measure them.
3. List expected values for vital signs, deviations from normal findings, and probable causes of the deviations.
4. Summarize nursing interventions to prevent infection and excessive bleeding, to promote normal bladder and bowel patterns, and to care for the breasts of women who are breastfeeding or bottle-feeding.
5. Examine the influence of cultural expectations on postpartum adjustment.
6. Identify psychosocial needs of the woman in the early postpartum period.
7. Discuss discharge teaching and postpartum home care.
8. Identify parental and infant behaviors that facilitate and those that inhibit parent-infant attachment.

UNIT E: The Postpartum Period

ENABLING OBJECTIVES	CONTENT OUTLINE	TEACHING STRATEGIES/LEARNING OPTIONS
<p>By the end of this unit, the student will be able to:</p> <p>1. Distinguish the anatomic and physiologic changes of postpartum period.</p> <p>2. Explain uterine involution.</p> <p>3 Construct care plan for the postpartum client.</p>	<p>A. Abdomen B. Urinary System C. Breasts D. CV System E. Neurologic F. Musculoskeletal G. Integument</p> <p>A Involution B. Sub involution C. Contractions/After pains D. Placental Site E. Lochial Flow 1. Rubra 2. Serosa 3. Alba F. Cervical changes G. Vaginal Changes</p> <p>A. Uterine Tone B. Prevention of Infection C. Bladder Care D. Comfort 1. nonpharmacologic 2. Pharmacological E. Perineal Care F. Rectal Care G. Self Care Instruction</p>	<p>1. Lecture/Discussion group</p> <p>1. Skills Lab: Postpartum Assessment</p> <p>2. Clinical Assignment: Postpartum clients</p> <p>1. Read, Lowdermilk pp. 576-632</p> <p>2. Skills Lab: a. Perineal Care b. Breast Care --Breast Feeding --nonbreastfeeding c. Sitz Bath</p>

ENABLING OBJECTIVES	CONTENT OUTLINE	TEACHING STRATEGIES/LEARNING OPTIONS
<p>3. Plan care for the postpartum client continued.</p> <p>4. Summarize psychosocial adaptation needs in the postpartum period.</p> <p>5. Describe health promotion activities for the postpartum period.</p> <p>6. Explain major postpartum complications and the related nursing care.</p>	<p>H. Exercise I. Breast Care J. Sexual Activity K. Contraception</p> <p>A. Self-Image B. Adaptation to Parenthood</p> <p>1. Rubella Vaccine 2. Rh Isoimmunization</p> <p>A. Postpartum Hemorrhage 1. Etiology 2. Uterine Atony 3. Lacerations of genital trauma 4. Retained placenta 5. Uterine inversion 6. Subinvolution B. Coagulopathies C. Thromboembolic disease D. Postpartum Infections E. Postpartum Depression</p>	<p>Assigned client in clinical</p> <p>1. Skills Lab: Assessing maternal adaptation</p> <p>2. Pharmacology drug review.</p> <p>3. Assigned clinical clients</p> <p>4. Round table discuss/lecture</p> <p>5. Video Tapes on postpartum complications</p> <p>6. Read, pp. 975-990</p>

UNIT F: COMPLICATIONS

BEHAVIORAL OBJECTIVES

1. Differentiate the defining characteristics of gestational hypertension, preeclampsia and eclampsia, and chronic hypertension.
2. Describe the pathophysiology of preeclampsia.
3. Evaluate maternal, fetal, and newborn morbidity and mortality attributable to the hypertensive disorders of pregnancy.
4. Differentiate between the management of the woman with mild versus severe preeclampsia.
5. Describe HELLP syndrome, including appropriate nursing actions.
6. Identify the priorities for management of eclamptic seizures.
7. Evaluate the use of anticonvulsant and antihypertensive medication.
8. Compare and contrast abruptio placentae and placenta previa in relation to signs and symptoms, complications, and management.
9. Discuss clotting disorders in pregnancy, with emphasis on disseminated intravascular coagulation.
10. Differentiate the types of diabetes mellitus and their respective risk factors in pregnancy.
11. Identify maternal and fetal risks or complications associated with diabetes in pregnancy.
12. Develop a plan of care for the pregnant woman with pregestational or gestational diabetes.
13. Discuss anemia during pregnancy.
14. Identify the risk factors for preterm birth.
15. Analyze current interventions to prevent preterm birth.
16. Discuss the use of tocolytics and antenatal glucocorticoids in preterm labor and birth.
17. Explain the care of a woman with postterm pregnancy.
18. Discuss obstetric emergencies and their appropriate management.

UNIT F: Complications of Pregnancy

ENABLING OBJECTIVES	CONTENT OUTLINE	TEACHING STRATEGIES/LEARNING OPTIONS
1. Summarize the possible complications during pregnancy. 2. Identify nursing interventions during complications of labor and delivery. 3. Distinguish between the signs and symptoms of	A. Assessment of Risk Factors B. Hypertensive Disorders of Pregnancy 1. Chronic Hypertension 2. Gestational Hypertension 3. Preeclampsia 4. HELLP Syndrome C. Antepartum Hemorrhage Disorders 1. Placenta Previa 2. Abruptio Placenta 3. Incompetent Cervix D. Hyperemesis Gravidarum E. Diabetes Mellitus 1. Gestational Diabetes 2. Pregestational Diabetes	9. Read, Lowdermilk, pp. 762-844, 860-864, 874-899, 905-912, 925-974 (read on identified subjects only).

ENABLING OBJECTIVES	CONTENT OUTLINE	TEACHING STRATEGIES/LEARNING OPTIONS
placenta previa and abruptio placenta.	F. Anemia G. Substance Abuse H. Indications for Obstetrical Critical Care I. Preterm Labor J. Post term Labor K. Obstetrical Emergencies	

UNIT G: NEWBORN

BEHAVIORAL OBJECTIVES

1. Describe the physiologic adaptations that the neonate must make during the period of transition from the intrauterine to the extrauterine environment.
2. Describe the behavioral adaptations that are characteristic of the newborn during the transition period.
3. Explain mechanisms of thermoregulation in the neonate and the potential consequences of hypothermia and hyperthermia.
4. Recognize newborn reflexes and differentiate characteristic responses from abnormal responses.
5. Describe the purpose and components of the Apgar score.
6. Describe the method for estimating the gestational age of a newborn.
7. Explain the procedure for assessment of the newborn.
8. Describe common deviations from normal physiologic findings during physical examination of the newborn.
9. Discuss benefits of breastfeeding for infants, mothers, families, and society.
10. Analyze common problems associated with breastfeeding and nursing interventions to help resolve them.
11. Develop a teaching plan for the parents of a formula-fed infant.
12. Review the anticipatory guidance nurses provide parents before discharge.
13. Distinguish between the effects of maternal use of alcohol, heroin, methadone, marijuana, and cocaine and maternal smoking on the fetus and newborn.
14. Describe the assessment and care of a newborn experiencing drug withdrawal; include the infant's family.

UNIT G: Newborn

ENABLING OBJECTIVES	CONTENT OUTLINE	TEACHING STRATEGIES/LEARNING OPTIONS
<p>By the end of this unit, the student will be able to:</p> <p>1. Describe the physiologic adaptations in the transition period</p> <p>2. Describe the nutritional needs of the newborn</p>	<p>A. Period of Reactivity</p> <ol style="list-style-type: none"> 1. First 2. Second <p>B. Physiologic Adaptations</p> <ol style="list-style-type: none"> 1. Breathing 2. CV System Changes 3. Hematopoietic System changes 4. Thermoregulation and thermogenesis 5. Renal System 6. GI system 7. Reproductive System 8. Musculoskeletal 9. Neurologic <p>C. Sleep-Awake States</p> <p>A. Assessment of readiness to feed.</p> <p>B. Breastfeeding</p> <ol style="list-style-type: none"> 1. Positioning 2. Feeding frequency 3. Pumping/expression 4. Milk storage 5. Breast care 6. Weaning 7. Other maternal care needs <p>C. Formula feeding</p> <ol style="list-style-type: none"> 1. Types of formulas 2. Formula preparation <p>D. Weaning</p> <p>E. Vitamin/mineral supplementation</p>	<ol style="list-style-type: none"> 1. Read, Lowdermilk, Chap. 25, pp 633-661. 2. Videos: <ol style="list-style-type: none"> a. Care of the Newborn b. Newborn Assessment 3. Clinical assignments in newborn nursery, mother-baby 4. Teaching Plan <ol style="list-style-type: none"> 1. Read. Lowdermilk, Chap. 27, pp 709-741. 2. Sills Lab; Feeding and Formula Preparation 3. Teaching Plan for assigned prenatal patient 4. Clinical Experiences

ENABLING OBJECTIVES	CONTENT OUTLINE	TEACHING STRATEGIES/LEARNING OPTIONS
<p>2. Describe the nutritional needs of the newborn continued.</p> <p>3. Describe key components of newborn assessment</p> <p>4. Describe nursing care of the newborn</p>	<p>F. Introduction of Solid Foods</p> <p>A. Newborn assessment</p> <ol style="list-style-type: none"> 1. Reflexes 2. Baseline VSs 3. Head to toe Assessment <p>B. Gestational Age Assessment</p> <p>A. Assessment</p> <ol style="list-style-type: none"> 1. Head to toe assessment 2. Gestational age assessment <p>B. Laboratory and Diagnostic Testing</p> <ol style="list-style-type: none"> 1. Routine testing 2. Newborn genetic screening 3. Collection of specimens <p>C. Newborn Medications and medication Administration.</p> <ol style="list-style-type: none"> 1. Hepatitis B 2. Eye Prophylaxis: Erythromycin and Tetracycline 3. Vitamin K <p>D. Cord Care</p> <p>E. Circumcision and Circumcision Care</p> <p>F. Newborn Homecare</p>	<ol style="list-style-type: none"> 1. Read, Lowdermilk, Chapter 26, pp 662-708. 2. Skills Lab <ol style="list-style-type: none"> a. Newborn Assessment b. Gestational Age Assessment c. Growth Charts d. Baseline Measures 3. Newborn/Gestational age assessments in clinical <ol style="list-style-type: none"> 1. Read, Lowdermilk, Chap. 26, pp 662-708; Chap. 28, pp 743-760. 2. Skill Lab <ol style="list-style-type: none"> a. Newborn Care b. Medication Administration 3. Teaching plan for antepartum client and for assigned clients at clinical sites.

Appendix B

Excerpt from FSU Department of Nursing BSN Student Handbook 2008-2009, pp 37-39, 42-47

SECTION V

ACADEMIC POLICIES

POLICIES GOVERNING ACADEMIC STANDARDS

A. Grading System

1. The grading scale for the Department of Nursing is as follows:
A – 93 -100
B – 85 – 92
C – 78 – 84
D – 70 – 77
F – 69 and below
2. It is the requirement of this department that students must earn a grade of “C” or higher in all Upper Level nursing courses in the curriculum.
3. A nursing course may be repeated one time. Students should be aware that re-entry into a course is competitive and based on space available.
4. Students who are seeking permission to repeat a course are required to submit a letter of request to the Chairperson of the Admission, Progression, and Retention committee at least one semester in advance of the desired semester to repeat the course.
5. Clinical nursing courses are comprised of a theoretical (didactic) component and laboratory/practicum. Students must demonstrate competence in both components. A “C” or higher is required for successful completion of the theoretical/didactic component. A “satisfactory/pass” is required for successful completion of the clinical (laboratory/practicum) component of the course. A student must satisfactorily complete both components of the course in order to progress to the next clinical course.

Students must take and pass a pharmacology and calculation examination in ALL clinical courses, EXCEPT NURS 326, in order to participate in the clinical component of the course. A minimum of 90% is required for successful completion of this examination. Students are allowed a maximum of three attempts. If a student fails the second re-take, he/she may submit an appeal to the Admission, Progression, and Retention Committee to retake the examination by hand-delivering a letter requesting permission to retake the exam to the Pre-Nursing Counselor (a member of the Admission, Progression, and Retention Committee), within 24 hours following notification of the failure of the pharmacology and calculation test.

Upon approval from the Committee, the student will then proceed with the following steps within 7 business days:

- 1). Contact Course Coordinator.

- 2). Review the computer program related to the pharmacology and calculation test. The laboratory instructor will validate completion of computer program.
- 3). Complete remediation work. The Course Coordinator will submit validation of student's remediation work.
- 4). Re-take the pharmacology and calculation test with a minimum of 90% accuracy.

Failure to follow the guidelines from the Committee will result in the Committee's recommendation that the student withdraw from the nursing course.

Academic Standards for Progression

The following requirements must be met to progress in the nursing program:

1. Maintain a cumulative grade point average of C (2.0) or higher.
2. Achieve a grade of C or higher in each nursing course before proceeding to the next nursing course.
3. Must pass the laboratory or clinical component of each nursing course that has either laboratory or clinical experience. A failure on any laboratory or clinical component will result in an F for the course.
4. Only one nursing course may be repeated during progression through the nursing program.
5. Receiving a D or F in any two nursing courses will result in an automatic dismissal from the Nursing Program.
6. Maintain current CPR certification; TB (or x-ray) testing; evidence of Hepatitis B vaccination; liability and health insurance while enrolled in the nursing program.
7. Adhere to all policies of the university, nursing program, and clinical agencies.
8. Maintain an unrestricted, current RN license. (RN-BSN students only)

F. Annual Health Requirements

Students must submit evidence of their health status including:

1. PPD or chest x-ray as appropriate
2. Rubella and rubeola titers
3. A varicella titer (required whether or not the student has had chicken pox. A negative varicella titer indicates that you are not immune and must receive the varicella vaccine.)
4. Tetanus booster (should be administered every ten (10) years throughout the life span)
5. Hepatitis B series (Students must complete the Hepatitis B vaccines or sign the declination forms.)

Documentation of all initial and ongoing health requirements must be submitted prior to beginning the program and throughout the matriculation in the program. Currency of health requirements are monitored before all clinical rotations. Students will be notified if facilities request additional facility specific health requirements.

G. Additional Certifications/Requirements:

1. **Cardio-pulmonary Resuscitation (CPR):** American Heart Association Cardio Pulmonary Resuscitation (CPR) certification (Basic Life Support for Health Care Providers) is required for all nursing students prior to beginning the program and throughout their matriculation in the program. Attaining and maintaining certification is the student's responsibility. Documentation must be provided. **Red Cross certification is not acceptable.**
2. **Malpractice Insurance:** Students are required to secure liability insurance (\$1,000,000/3,000,000) prior to beginning the program and throughout their matriculation. Documentation of such insurance must be provided.
3. **Pregnancy:** Documentation from a physician must be provided noting evidence of your ability to function in the role of a nursing student. This is to ensure the safety of the student and clients.

H. Clinical Laboratory:

1. A number of local health agencies affiliated with Fayetteville State University to provide clinical practicum experiences for nursing students. Students must maintain appropriate demeanor and adhere to student policies established by each agency. No student may participate in clinical setting/unit where he/she is employed.
2. **Clinical Attendance:** Absence from the clinical area should be avoided. If a student must be absent for illness or other unavoidable circumstances, makeup assignments will be at the discretion of the faculty. Attendance in the clinical area is an expectation of professional responsibility and absenteeism reduces the achievement of clinical objectives. Absences from on-campus laboratory and off-campus clinical experiences will be documented. Students who are late three or more occurrences are documented as one absence. Failure to adhere to the dress code may result in dismissal from the clinical site and in an unexcused absence.
3. **Dress Code for Clinical:**
 - a. Shoes and Attire – Students should obtain and wear the required nursing school uniform. White shoes and hose/socks should be worn with the clinical uniform, (no tennis shoes, sneakers, clogs or colored logos). Clothes and shoes must be clean, non-stained, fabric pressed and free of wrinkles and must be in good condition, well maintained, and in good repair. Female students attending community practicum experience are required to wear navy blue or black skirts or pants with white blouses. Male students attending community practicum experience are required to wear navy blue or black trousers with white dress shirts. Students attending community practicum experience are required to wear attire determined by the agency.
 - b. Jewelry – students are allowed to wear one pair of small post earrings and one plain band ring. Students must remove jewelry from piercing of other areas of the body

- c. Hair – Hair should be worn off the collar in such a fashion that it will not fall forward into a working area or brush across a client. Facial hair should be clean and trimmed close to the face.
- d. Fingernails – Acrylic/artificial nails or nail polish are prohibited. Nails must be neat and no longer than one-quarter inch past the tip of the finger.
- e. General Appearance – Makeup should not be excessive, and no perfume or cologne is permitted.
- f. Nametag – Student nametags are to be worn on the left side of the uniform top at all times in the clinical setting.

Implemented in Fall 2009

SAMPLE

Jane Doe
Bachelor of Science Nursing Student
Fayetteville State University

4. Clinical Requirements

- a. Students will not be allowed to participate in the clinical experience when any of the following are not documented in their record: (1) all health requirements; (2) current CPR certification (Basic Life Support); (3) current malpractice insurance (\$1,000,000/3,000,000); and (4) Criminal Background Check.

Note: Students who do not have an up-to-date record on file of all required immunizations/health requirements will not be allowed to participate in the clinical experience. Currency of this requirement is monitored before all clinical rotations.

- b. Faculty will complete an incident report if a student's practice in the clinical area is deemed unsafe. The incident will be reviewed in a conference with the faculty, the student, and the course coordinator or department head, if necessary. A copy of the report will be placed in the student's permanent record. Unsafe practice will result in dismissal from the nursing program. (Please see Appendix B)
- c. Each student is required to sign weekly and summary clinical performance evaluations indicating that she or he has reviewed the evaluation with the faculty. Students may write comments in the designated area of the evaluation. (Please see Appendix E)
- d. Students must report to the clinical area at the time and location designated by their instructor. Students should eat prior to their arrival at the clinical facility. Students may not report to the patient care areas consuming food or drink.
- e. Students must arrive at the clinical site with their completed clinical preparation form ready to administer patient care. Students must bring a black ink pen, pen light, stethoscope, watch with a second hand, and a notebook with paper.

- f. Students should not bring back packs, handbags, textbooks, cell phones, and pagers to the clinical facility. Unless otherwise indicated, faculty will provide additional resources when necessary.
- g. Students completing more than four (4) hours of clinical will be assigned a meal break by the clinical faculty. Students may purchase meals in the agency cafeteria or bring their own. Students may not leave the clinical site at any time during the clinical experience.
- h. Students may not be in the patient care areas without the presence of the clinical faculty. All clinical procedures should be completed with faculty supervision, unless otherwise directed by the faculty.

Appendix C

Excerpt from FSU Department of Nursing BSN Student Handbook 2008-2009, pp 42-47

Academic Standards for Progression

The following requirements must be met to progress in the nursing program:

- 1. Maintain a cumulative grade point average of C (2.0) or higher.**
- 2. Achieve a grade of C or higher in each nursing course before proceeding to the next nursing course.**
- 3. Must pass the laboratory or clinical component of each nursing course that has either laboratory or clinical experience. A failure on any laboratory or clinical component will result in an F for the course.**
- 4. Only one nursing course may be repeated during progression through the nursing program.**
- 5. Receiving a D or F in any two nursing courses will result in an automatic dismissal from the Nursing Program.**
- 6. Maintain current CPR certification; TB (or x-ray) testing; evidence of Hepatitis B vaccination; liability and health insurance while enrolled in the nursing program.**
- 7. Adhere to all policies of the university, nursing program, and clinical agencies.**
- 8. Maintain an unrestricted, current RN license. (RN-BSN students only)**

F. Annual Health Requirements

Students must submit evidence of their health status including:

- 6. PPD or chest x-ray as appropriate**
- 7. Rubella and rubeola titers**
- 8. A varicella titer (required whether or not the student has had chicken pox. A negative varicella titer indicates that you are not immune and must receive the varicella vaccine.)**
- 9. Tetanus booster (should be administered every ten (10) years throughout the life span)**
- 10. Hepatitis B series (Students must complete the Hepatitis B vaccines or sign the declination forms.)**

Documentation of all initial and ongoing health requirements must be submitted prior to beginning the program and throughout the matriculation in the program. Currency of health requirements are monitored before all clinical rotations. Students will be notified if facilities request additional facility specific health requirements.

G. Additional Certifications/Requirements:

- 1. Cardio-pulmonary Resuscitation (CPR): American Heart Association Cardio Pulmonary Resuscitation (CPR) certification (Basic Life Support for Health Care Providers) is required for all nursing students prior to beginning the program and throughout their matriculation in the program. Attaining and maintaining certification is the student's responsibility. Documentation must be provided. Red Cross certification is not acceptable.**
- 2. Malpractice Insurance: Students are required to secure liability insurance (\$1,000,000/3,000,000) prior to beginning the program and throughout their matriculation. Documentation of such insurance must be provided.**
- 3. Pregnancy: Documentation from a physician must be provided noting evidence of your ability to function in the role of a nursing student. This is to ensure the safety of the student and clients.**

H. Clinical Laboratory:

- 1. A number of local health agencies affiliated with Fayetteville State University to provide clinical practicum experiences for nursing students. Students must maintain appropriate demeanor and adhere to student policies established by each agency. No student may participate in clinical setting/unit where he/she is employed.**
- 2. Clinical Attendance: Absence from the clinical area should be avoided. If a student must be absent for illness or other unavoidable circumstances, makeup assignments will be at the discretion of the faculty. Attendance in the clinical area is an expectation of professional responsibility and absenteeism reduces**

the achievement of clinical objectives. Absences from on-campus laboratory and off-campus clinical experiences will be documented. Students who are late three or more occurrences are documented as one absence. Failure to adhere to the dress code may result in dismissal from the clinical site and in an unexcused absence.

3. Dress Code for Clinical:

- a. Shoes and Attire – Students should obtain and wear the required nursing school uniform. White shoes and hose/socks should be worn with the clinical uniform, (no tennis shoes, sneakers, clogs or colored logos). Clothes and shoes must be clean, non-stained, fabric pressed and free of wrinkles and must be in good condition, well maintained, and in good repair. Female students attending community practicum experience are required to wear navy blue or black skirts or pants with white blouses. Male students attending community practicum experience are required to wear navy blue or black trousers with white dress shirts. Students attending community practicum experience are required to wear attire determined by the agency.**
- b. Jewelry – students are allowed to wear one pair of small post earrings and one plain band ring. Students must remove jewelry from piercing of other areas of the body**
- c. Hair – Hair should be worn off the collar in such a fashion that it will not fall forward into a working area or brush across a client. Facial hair should be clean and trimmed close to the face.**
- d. Fingernails – Acrylic/artificial nails or nail polish are prohibited. Nails must be neat and no longer than one-quarter inch past the tip of the finger.**
- e. General Appearance – Makeup should not be excessive, and no perfume or cologne is permitted.**
- f. Nametag – Student nametags are to be worn on the left side of the uniform top at all times in the clinical setting.**

Implemented in Fall 2009

4. Clinical Requirements

- a. Students will not be allowed to participate in the clinical experience when any of the following are not documented in their record: (1) all health requirements; (2) current CPR certification (Basic Life Support); (3) current malpractice insurance (\$1,000,000/3,000,000); and (4) Criminal Background Check.**

Note: Students who do not have an up-to-date record on file of all required immunizations/health requirements will not be allowed to participate in the clinical experience. Currency of this requirement is monitored before all clinical rotations.

- b. Faculty will complete an incident report if a student's practice in the clinical area is deemed unsafe. The incident will be reviewed in a conference with the faculty, the student, and the course coordinator or department head, if necessary. A copy of the report will be placed in the student's permanent record. Unsafe practice will result in dismissal from the nursing program. (Please see Appendix B)**
- c. Each student is required to sign weekly and summary clinical performance evaluations indicating that she or he has reviewed the evaluation with the faculty. Students may write comments in the designated area of the evaluation. (Please see Appendix E)**
- d. Students must report to the clinical area at the time and location designated by their instructor. Students should eat prior to their arrival at the clinical facility. Students may not report to the patient care areas consuming food or drink.**
- e. Students must arrive at the clinical site with their completed clinical preparation form ready to administer patient care. Students must bring a black ink pen, pen light, stethoscope, watch with a second hand, and a notebook with paper.**

- f. Students should not bring back packs, handbags, textbooks, cell phones, and pagers to the clinical facility. Unless otherwise indicated, faculty will provide additional resources when necessary.**

- g. Students completing more than four (4) hours of clinical will be assigned a meal break by the clinical faculty. Students may purchase meals in the agency cafeteria or bring their own. Students may not leave the clinical site at any time during the clinical experience.**

- h. Students may not be in the patient care areas without the presence of the clinical faculty. All clinical procedures should be completed with faculty supervision, unless otherwise directed by the faculty.**