



Name of Department:	Nursing
Instructor Name:	Audie Sherell B. Sillana, BSN, RN, MN
Office Location:	SCC 212
Office Hours:	Tuesday - 09:00-12:00, Wednesday – 09:00-12:00 – By appointment
E-mail:	asillana@unm.edu
Telephone:	925-8519
Class Meeting	N111
Days/Times:	Thursday: 09:00-11:50AM
Lab/Clinical Days/Times	Monday and Wednesday
Syllabus Fall 2015	
Title of Course:	NURS 230 - Women's Health
Course Description:	This course focuses on the application of the nursing process to care for female clients, neonates, and families before, during and after the birth process. Students will care for clients in a variety of inpatient and community settings.
Credit Hours and Contact Hours:	Classroom Hours: 2hrs and 50minutes/week theory Lab/Clinical Hours: 48hrs/semester Total: 4 Credit hours
Learning Outcomes and Course Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Apply the nursing process and develop a care plan, considering the physiologic, cultural and spiritual needs of the childbearing client using collaboration involving client, family, significant others and health care team members for one childbearing client and one complex client.<input type="checkbox"/> Demonstrate and utilize knowledge of growth and development as well as incorporate knowledge of maternal/newborn norms and (communication) with client and family.<input type="checkbox"/> Demonstrate nursing actions that assist in maintaining or restoring wellness in a variety of health care environments, documenting skillfully with electronic means.<input type="checkbox"/> Identifying community resources and professional organizations and their roles in Maternal Health nursing practice to support health care needs of childbearing clients.<input type="checkbox"/> Evaluate own nursing practice and client's/ family's beliefs and values related to ethical/ legal implications and responsibilities when caring for childbearing clients.
Required Text(s) and Supporting Materials:	<ul style="list-style-type: none">• McKinney, et al.: Maternal –Child Nursing, 4th Edition• Perry, et al.: Maternal Child Nursing Care, 5th Edition
Course Communication	Blackboard is the repository for all things related to this course. You will need to check it at least daily. All email communication related to this course is expected to be through Blackboard messaging. Emails sent through this method will be responded to within 48 hours. Sending course related messages through the UNM email system will not guarantee response or that they were received.

Cell phone Policy:	Cellphones are not permitted in the classroom setting. They must be silenced and put away. Cellphone that ring or are used during class or testing will result in the student being excused from the class or test. Any make-up of assignments or exams due to violation of this policy is solely at the discretion of the instructor.
Academic Dishonesty	Academic dishonesty such as cheating on exams, homework, assignment, readings, papers, presentations, computer research, including auditory, visual, verbal, physical, and/or electronic means is cause for dismissal from the program. Academic dishonesty is seen as a breakdown in professional development and will be handled according to UNM-Valencia's policies on academic dishonesty as found in the UNMValencia catalog.

Classroom Use/ Attendance/ Professional Behavior	<p>The classroom is available for student use outside of regularly scheduled classes when other classes are not in session. There is a reference area and computers available. In accordance with UNM policy there is no eating or drinking allowed in the classroom. Students may have water in enclosed bottles during class.</p> <p>Students are expected to attend all classes, including those when tests are scheduled. If a student must miss a test, notify the instructor of the course directly <u>prior</u> to the time of the test. If notification is received prior to the time of the test, the faculty member may reschedule the test or schedule a test over the material in an alternate format, such as an essay test. If notification is not received by the instructor prior to the time the test is scheduled, <u>the test grade will be zero (0)</u>. The opportunity to make-up any exam, whether notification is received or not, is at the discretion of the instructor as outlined in their course syllabus, and if allowed, the date and format is determined by the instructor. If a student misses more than one test in a semester, the S&P committee will meet to discuss the issue and determine consequences, up to and including failure of the course.</p> <p>Classroom attendance is expected. More than one (1) absences in this course may result in dismissal from the course. It is expected that students will be on time for class. Any tardy is disruptive. Tardy is defined as entry to the classroom after the instructor has begun class. Any student who is tardy will be counseled by the instructor. Excessive tardiness may result in disciplinary action. A student who is more than 5 minutes tardy to class will be considered excessively tardy and will be counseled by the Director of Nursing. Repeated offenses will result in dismissal from the course.</p> <p>Obligations, such as jury duty active military or reserves service, will be accommodated upon verification of such obligations.</p> <p>Professional behavior requires the nurse to be accountable for their actions in any setting. Behaviors that are established in the nursing program will prepare the student for the role of graduate and registered nurse. Any behavior that the instructor believes to cause disruption to the flow of the course or compromises the learning environment for other</p>
	<p>class members will result in counseling by the instructor. All nursing student handbook policies on attendance and professional behavior apply (See nursing student handbook.)</p>

Student Concerns or Grievances	<p>UNM-Valencia nursing program follows the specific Grievance Procedure as provided in the UNM Valencia Catalog. Prior to participating in the campus procedure, the student is encouraged to review their complaint within the nursing department by following these steps:</p> <p>SBAR: To be used as a tool for communicating student concerns in a professional manner.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • The student completes the SBAR using professional language to communicate a concern about classroom, clinical or lab. You may check with your faculty if you are unsure if this process is necessary. • Email the completed SBAR to the instructor. • The instructor will contact the student after reviewing the SBAR to schedule a face to face meeting to discuss the SBAR. The student should bring a printed copy to the meeting.
Disabilities Statement:	<p>In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact Equal Access Services at 925-8560 (Student Services Bldg.) It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.</p>
<p>Teaching Methods (Lecture, Labs, Clinical Experiences, Small Groups, Case Studies, On-Line Components, including Asynchronous Discussions, Kaplan/Evolve, Live stream videos/DVD):</p> <p>NURS 230 will use a variety of approaches to meet the course outcomes. These instructional methods may include, but are not limited to lecture, audio-visual materials, guided discussions, group projects, role playing, self-evaluation, written assignments, computer and on-line activities, decision-making exercises, clinical experiences, field trips and observational experiences.</p>	
<p>Evaluation/Grading Policies:</p> <p>To successfully complete the course, the student must achieve 1) a minimum of 75% (C) test average 2) a minimum of 75% (C) overall course average, and 3) Pass in the clinical portion. Failure of any one or more of these components results in failure of the course regardless of the time the student is exited from the course. See the student handbook for progression policies. <u>There is no rounding of any score or course grade (examples: a 74.99% is not rounded to a 75%. A score of 90.99% is not rounded to a 91%).</u></p> <p>The course grade is based on the below listed components. Late assignments will result in a one (1) letter grade penalty for each calendar day the assignment is late. No assignment will be accepted if more than three (3) calendar days late.</p>	
Quizzes	75%

Simulation	5%
Assignment	5%
Group Activity	10%
Kaplan	5%

All assignments are to be created as a Microsoft Word document and uploaded into the appropriate link in Blackboard. Discussions or Journal entries should be created in Word and then cut and pasted into the appropriate discussion block or Journal section. Written work must follow APA 6th edition guidelines. Refer to the APA Publication Manual 6th ed. (a copy is on reserve in the library) and/or the Purdue Owl website. **Font setting must be Times New Roman or Arial at 12pt.**

Grading Scale

98-100 A+	75-77 C
94-97 A	70-74 C- 91-93 A- 67-
69 D+	
88-90 B+	64-66 D
84-87 B 60-63 D- 81-83 B- 0-59 F	
78-80 C+	

Clinical Grading Policy: All clinical/lab rotations will be graded with a “Pass/Fail.” To pass, a student must successfully complete all required clinical hours, assignment work, and Meet the following performance evaluation criteria:

- Student is expected to *Meet Expectations* for Clinical Evaluation Competencies (CEC) in order to pass the course.
- It is understood student MAY NOT meet all of the CECs in the beginning weeks of the course. It is expected the student will be meet all of the CECs within the last weeks of the clinical experience.
- If student *Meet Expectations* in all CECs, it is optional for the course instructor of record to write a narrative note.
- If student DOES NOT *Meet Expectations* in one competency, the course instructor of record is required to write narrative note.
- If a student DOES NOT *Meet Expectations* in one competency two weeks in a row, the course instructor of record will discuss with student options for improvement.
- If a student DOES NOT *Meet Expectations* in one competency three weeks in row, the student will be placed on Clinical Probation and a written improvement plan developed by the course instructor of record and signed by both that instructor, the program director, and the student.

Failure to pass the clinical/lab component will result in a failure of both theory and clinical components of the course. All admission and progression policies apply.

Kaplan

This course has a Kaplan component that is comprised of three (3) segments that total 5% of the course grade. Specific requirements related to Kaplan for this course include:

Focused Review (practice) Test in Content Area (Average of first attempt in assigned practice exams)	Points
90-100%	10
80-89.9%	8

60-79.9%	5
----------	---

40-59.9%	2
< 39.9%	0
Integrated (proctored) Test in Content Area	
≥ 70 th percentile	15
60- 69.99 th percentile	12
50-59.9 th percentile	10
40-49.9 th percentile	5
<40 th percentile	0
Remediation of Integrated Test	
Remediates all questions minimum of 1 minute	25
Remediates all questions minimum of 45 seconds	20
Remediates only wrong questions minimum of 45 seconds	15
Remediates >50% minimum of 45 seconds	10
Remediates < 50% and/or minimum of 45 seconds	0
Total points:	

Assignment Grading Policy:

Assignments will be lowered by 10% of the total possible points for each day the assignment is late. No points will be awarded if the assignment is more than three (3) days late. All assignments are to be created as a Microsoft Word document and uploaded into the appropriate link in Blackboard. Written work must follow APA 6th edition guidelines. Refer to the APA Publication Manual 6th ed. (a copy is on reserve in the library) and/or the Purdue Owl website. **Font setting must be Times New Roman or Arial at 12pt**

Criteria	Excellent 10pts	Good 5pts	Poor 0
Content & Development	<ul style="list-style-type: none"> Content is comprehensive, accurate, and persuasive. Major points are stated clearly and are well supported. Research is adequate, timely and addresses course concepts. Content and purpose of the writing are clear. 	<ul style="list-style-type: none"> Content is not comprehensive and /or persuasive. Major points are addressed, but not well supported. Research is inadequate or does not address course concepts. Content is inconsistent with regard to purpose and clarity of thought. 	<ul style="list-style-type: none"> Content is incomplete. Major points are not clear and /or persuasive.

Organization & Structure	<ul style="list-style-type: none"> Structure of the paper is clear and easy to follow. 	<ul style="list-style-type: none"> Structure of the paper is not easy to follow. Paragraph transitions need improvement. 	<ul style="list-style-type: none"> Organization and structure detract from the message of the writer. Paragraph is disjointed and lack transition of thoughts.
Grammar, Punctuation & Spelling	<ul style="list-style-type: none"> Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure. 	<ul style="list-style-type: none"> Paper contains 2 grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone. 	<ul style="list-style-type: none"> Paper contains more than 2 grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone.
Uniqueness and Creativity	<ul style="list-style-type: none"> Expresses opinions and ideas in a clear and concise manner with obvious connection to topic 	<ul style="list-style-type: none"> Opinions and ideas are stated clearly with occasional lack of connection to topic 	<ul style="list-style-type: none"> Does not express opinions or ideas clearly, no connection to topic
Format	<ul style="list-style-type: none"> Paper follows APA guidelines. Paper is the appropriate length as described for the assignment. 	<ul style="list-style-type: none"> Paper follows most guidelines. <p>Paper is over/ under word length.</p>	<ul style="list-style-type: none"> Paper lacks many elements of correct APA formatting. <p>Paragraph is inadequate/excessive in length.</p>

Group Activity Rubric:

Clarity of presentation	20- the presentation was done in a logical manner and was understandable throughout	15- most of the information was presented clearly and logically	10- some of the material presented was difficult to follow or understand	5- most of the material presented was difficult to follow or understand	0- almost all of the material presented was difficult to follow or understand
--------------------------------	---	---	--	---	---

Quality of presentation delivery	20- volume and speed of delivery was appropriate; any technology/tools used was appropriate and helpful	15- speakers were sometimes difficult to understand (too soft, too fast, etc); use of technology/tools was appropriate and helpful	10- often difficult to understand speakers, some technology/tools did not add to effectiveness of presentation	5- usually difficult to understand speakers, some technology/tools did not add to effectiveness of presentation	0- most or all presenters were difficult to hear or understand, technology/tools used did not add to effectiveness of presentation
Coverage of required contents	20- every requirement listed on the assignment sheet was adequately covered	15- most requirements listed on the assignment sheet were adequately covered	10- some requirements were skipped or not adequately covered	5- many requirements were skipped or not adequately covered	0- few of the required areas were addressed and adequately covered
Quality of handout	20- the handout added a lot to the presentation and my understanding of the topic	15- the handout added some to the presentation and my understanding of the topic	10- the handout is somewhat helpful	5- the handout is only slightly helpful, it is confusing in areas	0- the handout is unclear or confusing and therefore not helpful
Usefulness of material presented	20- I feel significantly better prepared to care for clients of this age group than before the presentation	15- I feel somewhat better prepared to care for clients of this age group than before the presentation	10- I feel slightly better prepared to care for clients of this age group than before the presentation	5- I'm not sure if I'm better prepared to care for this age group than I was before the presentation	0- this presentation was not helpful in preparing me to care for clients in this age group

NURS 230 GRADING WORKSHEET

Name: _____

Quiz #1 _____

Quiz #2 _____

Quiz #3 _____

Quiz #4 _____

Quiz #5 _____

Quiz #6 _____

Final _____

Average:

** X 0.75 = _____

Simulation

X 0.05 = _____

Assignment

X 0.05 = _____

Group activity

X 0.10 = _____

KAPLAN Standardized Exam

X 0.05 = _____

TOTAL = _____ **

GRADE =

Clinical grade= ____

pass; ____ fail

**Must be 75% or > to pass the course

MIDTERM CONFERENCE

FINAL CONFERENCE

Student: _____

Student: _____

Instructor: _____

Instructor: _____

Date: _____

Date: _____

Any disagreement with this grade should be pursued as outlined under "Conflict Resolution" in the Nursing Student handbook.

Attendance Policy and Policies on Clinical/Lab Behavior:

Attendance for clinical/lab is mandatory. There are some circumstances under which students should not be in the clinical setting. These include, but are not limited to, hospitalization and communicable illnesses. It is always the responsibility of the student to notify the clinical instructor and the course faculty member prior to the time of the absence. If proper notification is not provided, the absence will be considered unexcused. Unexcused absence will result in a 0 for that clinical day and failure of the course.