

# COURSE NUMBER 4322

## Obstetric and Pediatric Nursing

### Spring 2022

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#### **Instructor: Ashley Jones, MSN, RN**

**Email:** ashley.jones@angelo.edu

**Phone:** 325-486-6851

**Office:** HHS 318W

**Office Hours:**

**Monday:** 1200 – 1500

**Tuesday:** (Clinical) Call/email for appointment

**Wednesday:** 1<sup>st</sup> 8 weeks: 1200 – 1500, 2<sup>nd</sup> 8 weeks: 0930 – 1230

**Thursday:** (Clinical) Call/email for appointment

**Friday:** (Meetings) Call/email for appointment

\*Please contact me if you require a specific date and time as I am happy to accommodate student needs to the best of my ability.

#### **Instructor: Makensie McCormick, MSN, RN**

**Email:** lparker8@angelo.edu

**Phone:** (325) 486-6879

**Office:** 318R

**Office Hours:**

**Monday:** 9:30AM-2:15PM

**Tuesday:** (Clinical) Call/email for appointment

**Wednesday:** 1<sup>st</sup> 8 weeks: 9:30AM-2:15PM

2<sup>nd</sup> 8 weeks: (In OB/Peds Lec. 9-11:50AM) 11:50-2:15PM

**Thursday:** (Clinical) Call/email for appointment

**Friday:** (Meetings) Call/email for appointment

\*Appointments may be scheduled for alternate times if prescheduled. To schedule an appointment, please email (This is best!) or call my office phone and leave a message.

## Course Information

### Course Description

This course focuses on research-based care of childbearing and childrearing families. Students learn processes, concepts and standards of care related to pregnancy, labor, childbirth, newborns, infants, children, adolescents, and their families. Students review common acute, chronic, and behavioral pediatric and obstetric conditions and complications.

### Course Credits

(3-0-0)

### Course Overview

We have designed this course (in conjunction with the NUR 4212 clinical course) to follow a framework of learning so as to support your individual learning needs. The design intentions follow four basic design principles of learning including being **Learner-Centered** (i.e. offering autonomy, putting the student in charge of his/her learning, etc.), **Community-Centered** (i.e. realizing the benefit of learning in groups), **Knowledge-Centered** (i.e. realizing that a basic command of knowledge in OB and PEDS content is essential to functioning in this unique area of the nursing field), and **Assessment-Centered** (i.e. striving to identify and help students develop the ability to identify learning gaps and needs). We have designed a series of classes and assignments to address each of the areas noted in the course description in a meaningful and real-life way.

### Prerequisite and Co-requisite Courses

Co-requisite Courses: NUR 4212 Obstetrics and Pediatric Nursing Practicum

Other courses taken in 3<sup>rd</sup> semester: NUR 4305 Research: An Evidence-Based Approach to Care, NUR 4221 Adult Health II Nursing Practicum, & NUR 4411 Adult Health Nursing II.

### Prerequisite Skills

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer requirements are further delineated in the Department of Nursing Undergraduate Student Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course.

### BSN Program Outcomes

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Department of Nursing

Upon completion of the program of study for the Generic BSN, the graduate will be prepared to:

1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives
3. Identify and appraise best research evidence to improve and promote quality patient outcomes
4. Utilize technology to access information, evaluate patient data, and/or document care
5. Participate in political/legislative processes to influence healthcare policy
6. Engage in effective collaboration and communication within interdisciplinary teams
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care
8. Demonstrate standards of professional, ethical, and legal conduct
9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care

## Student Learning Outcomes

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assignment(s) or activity(ies) validating outcome achievement:</b>	<b>Mapping to BSN Program Outcomes</b>	<b>Mapping to BSN Essentials</b>	<b>Mapping to QSEN</b>
Differentiate normal developmental and physiological findings from abnormal development and pathophysiologic variations in obstetric and pediatric clients and their families.	Quizzes Unit Tests ATI Exams Lecture/Discussion	1;3;4;9	1;3	T&C-S
Integrate theory, research, ethical principles and legal regulations to promote health and plan care for obstetric and pediatric clients and their families.	Quizzes Unit Tests ATI Exams Lecture/Discussion	1;7;8;9	1;2;4	PCC-K
Evaluate protective and predictive factors, including genetics, which influence the health of individuals, families, groups,	Lecture/Discussion	9	1;2;3	EBP-K

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Department of Nursing

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communities, and populations.				
Employ assessment strategies of learning readiness, developmental level, and cultural/spiritual beliefs in the care of obstetric and pediatric clients and their families.	Quizzes Lecture/Discussion	1;9	1;2;38	EBP-K
Utilize evidence-based information in planning care for obstetric and pediatric clients and their families.	Quizzes (developmental screening tools quiz)	3;4;7;9	1;2	EBP-KS
Employ advocacy measures to implement change aimed at enhancing effectiveness, safety, and quality of care in obstetric and pediatric clients and their families.	Lecture/Discussion	3	1;2;5;6	EBP-KS

## Course Delivery

The majority of course meetings will occur face-to-face on **Wednesdays from 0900-1150 in HHS 110**. There are a few days when this course will be delivered in an online format using the Blackboard (Bb) course management system ASU's Blackboard Learning Management System.

## Required Texts and Materials

1. Ward, S. L., & Hisley, S. M. (2016). Maternal-Child Nursing Care with the women's health companion: Optimizing outcomes for Mothers, Children, and Families (2nd ed.). Philadelphia, PA: F. A. Davis.
2. American Psychological Association. (2010). Publication manual of the American Psychological Association (7th ed.).

## Recommended Texts and Materials

Drug guide of choice  
Medical dictionary of choice  
Manual of diagnostic labs of choice  
Nursing care planning book of choice

## Technology Requirements

To successfully complete this course, students need a computer with MAC or Windows Operating System and High Speed Internet Access

**To participate in one of ASU's distance education programs, you need this technology:**

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

## Covid Infection Control Precautions

Please refer to the Angelo State University Nursing Department Undergraduate Student Handbook for more guidance on Covid infection control precautions and policies. Students may also access pertinent information regarding Covid infection control under the COVID – Infection Control link in the NUR 4322 Blackboard course

## Topic Outline

Topic outline and schedule can be found below and within Blackboard

## Communication

Faculty will respond to email and/or telephone messages within 24-36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

*Written communication via Blackboard:* It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6<sup>th</sup> edition (2<sup>nd</sup> Printing or higher only) guidelines for referencing.

*Written communication via email:* All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

### Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

# Grading

## Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
<b>OB Content 50%</b>	
OB Exams	OB Exam 1 – 13% OB Exam 2 – 13%
OB ATI Topic Quizzes*	14 % (7 quizzes at 2 % each)
OB Daily Classroom Participation	5%
ATI Maternal Newborn – Practice Tests/ Comprehensive Test/Remediation	5%
<b>PEDI Content 50%</b>	
PEDS 3 Unit Tests (all over PEDI content)	30 % (10% each)
PEDS Developmental Screening Tools Quiz	1 %
PEDS ATI Topic Quizzes*	12 % (4 quizzes at 3 % each)
PEDS Daily Classroom Participation	2%
ATI Nursing Care of Children - Practice Tests/ Comprehensive Test/Remediation	5%
Total	100%

## Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

Course grades will be dependent upon meeting the learning objectives and completing course requirements. Students must successfully complete NUR 4322 and NUR 4212 *simultaneously* to

receive credit in either course. ***All grades to include final course grade, assignments, and exams are not rounded up to the nearest whole number.***

## Teaching Strategies and Methods

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

- Readings (Textbooks/ Handouts/ Internet resources)
- Lecture/Discussions/Online modules
- NCLEX practice questions/tests
- Case studies/Demonstrations
- Written assignments
- Tests / Quizzes

## Assignment and Activity Descriptions

**\*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.**

Learning outcomes will be assessed by student performance on tests, the guidebook, group presentation and ATI assessments.

1. **OB & PEDI Unit Tests:** The purpose of these tests/exams is to evaluate the student’s mastery of assigned reading material and competence in meeting course objectives. There are two (2) exams for the OB section and three (3) unit tests for the PEDI sections of this course. Tests are time limited. If a student arrives late for a test, (s)he will only be allowed the remaining time to complete the test. Students who are tardy will not be allowed to take the test in the event another student has already completed the exam and exited the testing room. Please see policies below on LATE WORK OR MISSED ASSIGNMENTS POLICY, EXAM COUNSELING, and POLICY ON EXAM REVIEWS.
2. **OB & PEDI ATI Topic Quizzes:** The purpose of these quizzes is to engage the students into the ATI learning resource and allow the students and instructor to assess retention of the assigned ATI readings for that specific class day. These quizzes consist of questions pulled from the assigned ATI readings outlined in the “Course Schedule” of the syllabus. The quizzes are **ONLINE** in Blackboard. Please refer to the course schedule at the end of the syllabus for a breakdown of when each quiz is scheduled. A grade of “zero” will be given if a student does not complete the quiz within the open timeframe. The quiz must be completed once started. The time limit for each quiz will be designated within the quiz instructions on Blackboard.
3. **PEDS Developmental Screening Quiz:** The purpose of this quiz is to expand your knowledge and retention of lecture topics by being able to apply information learned within an interactive module format. Quiz due date is posted below.



4. **Classroom Participation:** The purpose of classroom participation is to allow you the opportunity to engage in class content i.e. asking questions, offering ideas to the group, listening actively to discussions, etc. as a way to help you develop a broader understanding of obstetric and pediatric nursing content. This part of the course will entail your active engagement during required classroom times. Your classroom participation grade will also be based on attendance (either online or face-to-face). Failure to attend either a PEDI or OB class, will result in points deducted. If class is held online, completion of recorded lectures is expected to receive participation points. Exceptions can be made at the discretion of the instructor/academic departmental team. Your instructor will notify you how and when you are required to attend class.
5. **ATI Tests:** The purpose of these tests is to evaluate the student's mastery of assigned material and competence in meeting course objectives. ATI tests evaluate student level of competence in obstetrics and pediatric nursing material using the ATI system. There are several requirements for this part of the course grading system. See below for details.

### ATI Practice Exams, Comprehensive Exams, and Test Remediation

1. Complete RN Maternal Newborn Online Practice 2019A AND RN Nursing Care of Children Online Practice 2019A through ATI Testing. Once you have taken the assessment, you will complete the allotted time (see rubric below) within the focused review based on your score. As you complete the focused review provided by ATI, you will complete the active learning template(s) (ALTs) provided. ALL ALTs MUST BE HANDWRITTEN (handwriting must be legible), scanned in, and submitted via blackboard by the following due dates: RN Maternal Newborn Practice 2019 A due by **3/9/22 by 2359**; RN Nursing Care of Children Practice 2019A due by **5/4/22, by 2359**. Students only need to submit a **MAXIMUM of 20 ALTs (for practice exams A)** if their focused review indicates more than 20 are indicated.
2. Complete RN Nursing Care of Children Online Practice 2019B through ATI Testing AND RN Maternal Newborn Online Practice 2019B. Students must take practice exam B by the above due dates and score 85% or higher on the first attempt in order to receive full credit. Note: Take your time in completing this exam.  
\*\*\*For more practice prior to taking the proctored comprehensive exams, you are encouraged to complete the "Learning Systems RN 2.0" practice quizzes found under the "Tutorials, simulations, and quiz banks" tab on the ATI website (the quizzes are titled "Maternal Newborn 1 & 2" and "Nursing Care of Children 1 & 2")\*\*\*
3. You will take the ATI RN Maternal Newborn 2019 Proctored Exam on **3/11/22** and the RN Nursing Care of Children 2019 Proctored Exam on **5/6/22 in the HHS Testing Center (times listed in the schedule below)**. Each exam is around 70 questions long and you are allotted approximately 70 minutes per exam.
4. This ATI assignment is **10%** of your course grade (The RN Maternal Newborn practice exams, proctored exam, and remediations account for 5% and the RN Nursing Care of Children practice exams, proctored exam, and remediations account for 5%).

### Active Learning Template Guidelines

-All ALTs MUST be handwritten in order to receive credit. You will scan in and submit all handwritten ALTs to Blackboard.

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Department of Nursing

- Make sure your ALT topic and category matches what is identified in your focused review or it will not be accepted.
- DOUBLE CHECK your submission to ensure all ALTs required are completed, accounted for, and are submitted to the correct link or you will not receive credit.

Practice Assessment (for both RN Maternal Newborn & Nursing Care of Children)			
4 Points (2 points for each practice exam)			
<b>Complete Practice Assessment A</b> Remediation: Minimum amount of time spent in your focused review over your FIRST exam attempt is dependent on your score: < 90% requires a minimum of 1 hour spent in the focused review 90-95% requires 40 minutes spent in the focused review 95-99% requires 20 minutes spent in the focused review 100% requires no time spent in the focused review *For each topic missed, complete the active learning template provided in the focused review from your FIRST exam attempt. Max of 20 per exam*		<b>Complete Practice Assessment B</b> Student must take practice exam B by the due date and score 85% or higher on the first attempt in order to receive full credit.	
Proctored Assessment			
<b>Level 3</b> 6 Points	<b>Level 2</b> 4.5 Points	<b>Level 1</b> 3 Points	<b>Below Level 1</b> 1.5 Points

### Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at [lparker8@angelo.edu](mailto:lparker8@angelo.edu) or [ashley.jones@angelo.edu](mailto:ashley.jones@angelo.edu) and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

### Late Work or Missed Assignments Policy

- Due dates and times for assignments are posted.

- If you miss an exam or quiz, you will receive a zero for the missed exam or quiz. There are no make-up exams/quizzes. If you are late to an exam, then you will only be allowed the remaining dedicated time for that exam.
- **Late Work:** Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in a ten percent deduction (or more as determined by the instructor) for each day past the posted deadline. Assignments submitted more than three days past the deadline will result in a score of 0 as the assignment grade followed by a revised deadline due date, if the instructor so chooses.
- **Revisions of Assignments:** If a new submission deadline is given to the student by the instructor for submitting substandard work, there will be an automatic 15 point deduction taken (i.e. all revised assignments will start at an 85% as the maximum grade). Further revisions are at the discretion of the instructor.

## Exam Counseling

A student receiving a grade of 75% or below on a test must receive test counseling. This counseling shall occur within one week after the exam unless otherwise noted by the instructor. Students are responsible for making appointments with their instructor for counseling. During this appointment, the student and faculty member will outline a written plan for improvement. Students in jeopardy of non-progression (performing below 70%) will be advised regarding their status before the last drop date. Readmission criteria are outlined in the current University Catalog.

## Exam Reviews

Exam reviews provide students the opportunity to review exam content. An in-class OR online exam review (as indicated by the instructor) and the opportunity for an individual exam review (requested by the student) will be provided after each exam (with the exception of the final exam). The time, duration, place, and day of the review is determined by the course instructor. During in-class exam reviews, the instructor will review only the questions on the exam that were missed by the majority of the class. Regarding individual exam reviews, the student will be allowed to review questions, options, and correct answers on the respective exam with the instructor present and following along with them. Professional behavior will be expected throughout the process. Faculty will be present to answer questions during the exam review. If incivility occurs, then the student will be asked to leave the exam review at that time. Once a student has completed an exam review, no further request to review the same exam will be granted.

## General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)<sup>1</sup>
- [Angelo State University Catalog](#)<sup>2</sup>
- [Undergraduate Nursing Student Handbook](#)<sup>3</sup>

## Important University Dates

January 18th: Classes officially begin  
March 14th-18th: Spring Break  
April 28th: Last day to drop/withdraw  
May 2nd-May 5th: Dead Week  
May 9th-May 13th: Final Exams  
May 14th: Spring Commencement

## Student Responsibility and Attendance

Class attendance is necessary and required for successful and satisfactory completion of all course objectives; therefore, students must attend all course sessions. If a situation arises that prevents the student from attending, he or she should contact the instructor ASAP, preferably before lecture begins. PLEASE DO NOT SCHEDULE APPOINTMENTS, WORK HOURS, ETC. DURING CLASS TIME.

According to the undergraduate handbook, a week's worth of cumulative absences in any one course will result in faculty evaluation of the student's ability to meet course objectives and may result in failure of the course. Three tardies (over 5 minutes late for lecture, campus laboratory, or clinical) will equal 1 hour of absence. Failure to meet these requirements hinders the student's ability to complete the course. Attendance will be checked for each lecture. Your classroom participation grade will be based on attendance (either online or face-to-face). Failure to attend either a PEDI or OB class will result in points deducted. If class is held online, completion of recorded lectures or presence at a mandatory Bb collaborate meeting is expected to receive participation points. Exceptions can be made at the discretion of the instructor/academic departmental team. Your instructor will notify you how and when you are required to attend class.

## Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day<sup>4</sup>](#) for more information.

## Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity<sup>5</sup>](#).

## Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy<sup>6</sup> in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.<sup>7</sup>

## Social Media Policy

The Angelo State University Nursing Program supports the use of social media in personal/nonacademic or non-professional contexts. Students may encounter confidential information within the academic or patient care environment during clinical practicum and must demonstrate professional behaviors and communication. Consistent with Code of Ethics for Nurses with Interpretive Statements [ANA, 2001], Nursing: Scope and Standards of Practice [ANA, 2<sup>nd</sup> ed., 2010], Nursing's Social Policy Statement [ANA, 2010] and the ASU Confidentiality Statement all students sign at the beginning of their program, it is the Students' responsibility to refrain from the following:

- Uploading images/videos of yourself in a clinical environment or uniform\*
- Discussing patients, visitors, vendors, or organizational partners
- Talking about physicians, hospital/facility/clinical staff
- Discussing clinical events or news stories involving clinical partners
- Giving medical advice online
- 'Friending' or requesting to friend patients (even when they are no longer patients), Department/College faculty, or staff.
- The only exceptions are individual or group photos of the clinical group and faculty.

ASU nursing faculty reserves the right to order the immediate removal of inappropriate items (HIPPA violations, etc.) that are posted on a student's social media site. Students preparing to enter the nursing workforce have a professional obligation to understand the nature and consequences of participating in social networking of all types [blogs, Twitter, Facebook, etc.]. Patient privacy is a fundamental ethical and legal obligation of nurses. Although social networking venues offer opportunities for mentoring and sharing needed health related education and information among colleagues and the lay public it also presents risk. The use of privacy settings and the separation of personal from professional information is not guaranteed from being shared or made public in less protected forums. Online content and behavior has the potential

to enhance or undermine the individual student's career and/or the academic institution they attend. Students should consider the 'unintended consequences' of any information they share outside the context in which it was learned. [adapted from Principles: Social Networking and the Nurse [Draft 25 April 2011], American Nurses Association]

## **Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).<sup>8</sup> The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)  
Houston Harte University Center, Room 112

## **Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)<sup>9</sup> for more information.

## **Copyright Policy**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

## Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

## Nursing Weblinks

- [Board of Nursing for the State of Texas](#)<sup>10</sup>
- [BSN Student Resources](#)<sup>11</sup>

## Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Miller, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: [michelle.miller@angelo.edu](mailto:michelle.miller@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

## Course Schedule

Week/Date	Topic/Assignments/Readings/Due Dates
Wednesdays (0900-1150) HHS 110	<p><b>***PowerPoints will become available at 11:00 PM the Tuesday before lecture***</b></p> <p><b>Red lettering indicates required reading</b></p> <p>Please refer to NUR 4322 Course in Blackboard for a list of weekly objectives</p>
1 January 19 <sup>th</sup>	<p><b>OB: Course Overview &amp; Introduction</b></p> <p><b><u>Module 1:</u></b> Prenatal Care, Changes During Pregnancy, Prenatal Assessment, and Promoting a Healthy Pregnancy</p> <p><b><u>Module 2:</u></b> Complications During Pregnancy</p> <p><b><u>WARD &amp; HISLEY-</u></b></p> <p><b>Chapter 5</b> - please read if you need a thorough review of reproductive A&amp;P</p> <p><b>Chapter 6</b> pages 162-184</p> <p><b>Chapter 7, 8, 10 &amp; 11</b> (all)</p> <p><b>Chapter 9</b> pages 251-284</p> <p><b><u>ATI-RN MATERNAL NEWBORN NURSING 11.0-</u></b></p> <p><b>Chapters 3, 5 &amp; 6</b> (all)</p> <p><b>Chapter 7, 9 &amp; 10</b> (all)</p> <p><b>Quizzes due by January 21st at 2359:</b></p> <p><b>ATI 3/5/6 TOPIC QUIZ</b></p> <p><b>ATI 7/9/10 TOPIC QUIZ</b></p>
2 January 26 <sup>th</sup>	<p><b><u>Module 2:</u></b> Complications During Pregnancy</p> <p><b><u>Intrapartum 1</u></b></p> <p><b><u>Intrapartum 2</u></b></p> <p><b><u>WARD &amp; HISLEY</u></b></p> <p><b>Chapter 12 &amp; 13</b> (all)</p> <p><b><u>ATI-RN MATERNAL NEWBORN NURSING 11.0-</u></b></p> <p><b>Chapter 11, 12, 13 &amp; 14</b> (all)</p> <p><b>Quiz due January 25<sup>th</sup> at 2300:</b></p> <p><b>ATI 11/12/14 TOPIC QUIZ</b></p>
	<p><b><u>Intrapartum 2</u></b></p> <p><b><u>Intrapartum 3</u></b></p>



ANGELOSTATE UNIVERSITY  
Department of Nursing

3 February 2 <sup>nd</sup>	<p><b><u>WARD &amp; HISLEY</u></b>  <b>Chapter 12</b> pages 437-453  <b>Chapter 14</b> (all)  <b><u>ATI-RN MATERNAL NEWBORN NURSING 11.0-</u></b>  <b>Chapter 13, 15 &amp; 16</b> (all)</p> <p><b>Quiz due February 1<sup>st</sup> at 2300:</b>  <b>ATI 15/16 TOPIC QUIZ</b></p>
4 February 9 <sup>th</sup>	<p><b>OB Exam 1: HHS 110</b>  <b>Exam Covers:</b>  Module 1  Module 2  Intrapartum 1  Intrapartum 2  Intrapartum 3</p>
5 February 16 <sup>th</sup>	<p><b><u>Module 3: Postpartum; Breastfeeding &amp; Newborn Nutrition</u></b></p> <p><b><u>WARD &amp; HISLEY</u></b>  <b>Chapter 15 &amp; 16</b> (all)  <b><u>ATI-RN MATERNAL NEWBORN NURSING 11.0-</u></b>  <b>Chapter 17, 20 &amp; 22</b> (all)</p> <p><b>Quiz due February 15<sup>th</sup> at 2300:</b>  <b>ATI 17/20/22 TOPIC QUIZ</b></p>
6 February 23 <sup>rd</sup>	<p><b><u>Module 4: Transition of the Newborn; Caring for the Normal and High Risk Newborn</u></b></p> <p><b><u>WARD &amp; HISLEY</u></b>  <b>Chapters 17 &amp; 18</b> (all)  <b><u>ATI-RN MATERNAL NEWBORN NURSING 11.0-</u></b>  <b>Chapters 23 &amp; 24</b> (all)</p> <p><b>Quiz due February 22<sup>nd</sup> at 2300:</b>  <b>ATI 23/24 TOPIC QUIZ</b></p>
<p>Reminder: ATI practice exam A with active learning templates AND completion of ATI practice exam B (85% or higher 1<sup>st</sup> attempt) due by <b>March 9th at 2359.</b></p>	
7 March 2 <sup>nd</sup>	<p><b><u>Module 4: Transition of the Newborn; Caring for the Normal and High Risk Newborn</u></b>  <b><u>Module 5: Women's Health</u></b></p> <p><b><u>WARD &amp; HISLEY</u></b>  <b>Chapter 15</b> pages 575-587  <b>Chapter 19</b> (all)</p>

ANGELOSTATE UNIVERSITY  
Department of Nursing

	<p><b><u>ATI-RN MATERNAL NEWBORN NURSING 11.0-</u></b> <b>Chapters 25 &amp; 27 (all)</b></p> <p><b>Quiz due March 1<sup>st</sup> at 2300:</b> <b>ATI 25/27 TOPIC QUIZ</b></p>
8 March 9 <sup>th</sup>	<p><b>OB Exam 2: HHS 110</b></p> <p><b>Exam Covers:</b> Module 3 Module 4 Module 5</p>
<b>*OB ATI Comprehensive Exam March 11<sup>th</sup> 0900-1100 HHS Testing Center</b>	
March 14 <sup>th</sup> -18 <sup>th</sup>	<b>Spring Break</b>
9 March 23 <sup>rd</sup>	<p><b>PEDS: Course Overview &amp; Introduction; Caring for the Developing Child -- Ch20, pages 755-783.</b> <b>Caring for the Child in the Hospital, the Community, &amp; Across Care Settings -- Ch 21 (Discussed in clinical)</b> <b><u>ATI-RN Nursing Care of Children 11.0-</u></b> <b>Chapters 3, 4, 5, 6, 7 &amp; 35</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe the principles inherent in the developmental process.</li> <li>2. Identify and explain the theories of growth and development.</li> <li>3. Discuss the components of each developmental stage.</li> <li>4. Compare how each developmental stage differs and how parental guidance will be affected.</li> <li>5. Discuss discipline strategies for parents dependent on a child's developmental stage.</li> <li>6. Describe developmental surveillance and screening during preventive medical checkups for children birth through 6 years.</li> <li>7. Explore the recommended administration schedule.</li> <li>8. Describe recommended car seat safety rules.</li> </ol> <p><b>Assessments/Activities:</b> Lecture / Classroom Participation – Discussion *Turn in PDF certificate to blackboard under "Assignments"</p> <p><b>Quiz due March 29<sup>th</sup> at 2300:</b> <b>WEEK 10 PEDI ATI TOPIC QUIZ (covers psych &amp; respiratory—see ATI chapters below in week 10)</b> <b>Quiz due March 30<sup>th</sup> at 0800:</b> <b>Using Developmental Screening Tools Quiz</b> <a href="https://www.txhealthsteps.com/519-developmental-surveillance-and-screening">https://www.txhealthsteps.com/519-developmental-surveillance-and-screening</a></p>
10 March 30 <sup>th</sup>	<p><b>PEDS: Caring for the Child with a Psychosocial or Cognitive Condition – Ch 22; Caring for the Child with a Respiratory Condition – Ch 23</b></p>

	<p><b><u>ATI-RN Nursing Care of Children 11.0-</u></b> <b>Chapters 17, 18, 19, &amp; 44</b></p> <p><b>Psych/Cognitive Topics:</b> ADHD / Maltreatment of children / Substance Use and abuse / learning abilities &amp; Cognitive disorders</p> <p><b>Respiratory Topics:</b> Esophageal atresia &amp; Tracheoesophageal fistula / Cystic Fibrosis / Croup / Epiglottitis / Bronchiolitis &amp; RSV / Asthma</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Examine the conditions related to various pediatric psychological and cognitive conditions.</li> <li>2. Explore the risk factors that contribute to various pediatric psychological and cognitive conditions.</li> <li>3. Prioritize developmentally appropriate and holistic nursing care for various pediatric psychological and cognitive conditions.</li> <li>4. Discuss the impact of mental health/psychological issues amongst youth and their families.</li> <li>5. Identify signs of child maltreatment and the protocol for nurses for reporting and treating victims and their families.</li> <li>6. Examine common conditions of the respiratory system within pediatric patients.</li> <li>7. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the respiratory system.</li> <li>8. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the respiratory system.</li> <li>8. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the respiratory system.</li> <li>9. Develop teaching topics and discharge criteria for pediatric patients and their families who have common respiratory conditions.</li> </ol> <p><b>Assessments/Activities:</b> Lecture / Classroom Participation—Discussion</p>
<p>11 April 6<sup>th</sup></p>	<p><b>PEDS EXAM 1: HHS 110</b></p> <p><b>Exam covers:</b> Growth and development Care of the hospitalized child Psychosocial/Cognitive conditions Respiratory conditions</p> <p><b>*Complete immune powerpoint in week 11 online post exam:</b> <b>Caring for the Child with an Immunological or Infectious Condition – Ch 25</b></p> <p><b><u>ATI-RN Nursing Care of Children 11.0-</u></b> <b>Chapters 36 &amp; 37</b></p> <p><b>Immune Topics:</b> Fifth's Disease (erythema Infectiosum) / Herpes Simplex Virus (HSV) / Infectious Mononucleosis / Oral Thrush / Cat Scratch Disease / West Nile / Influenza</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe the anatomy and physiology and developmental aspects of the immunological and infectious systems.</li> </ol>

ANGELOSTATE UNIVERSITY  
Department of Nursing

	<p>2. Examine the common conditions of the immunological and infectious systems.</p> <p>3. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the immunological and infectious systems.</p> <p>4. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the immunological and infectious systems.</p> <p>5. Develop teaching topics and discharge criteria for pediatric patients and their families who have common immunological and infectious conditions.</p> <p><b>Quiz due April 12<sup>th</sup> at 2300:</b></p> <p><b>*WEEK 12 PEDI ATI TOPIC QUIZ (covers immune, cardio, &amp; GI—see week 12 for cardio and GI chapters).</b></p>
<p>12 April 13<sup>th</sup></p>	<p><b>PEDS: Caring for the Child with a Gastrointestinal Condition – Ch 24;</b></p> <p><b>Caring for the Child with a Cardiovascular Condition – Ch 26;</b></p> <p><b><u>ATI-RN Nursing Care of Children 11.0-</u></b></p> <p><b>Chapters 20, 22, &amp; 23 (all)</b></p> <p><b>GI Topics:</b> Inguinal &amp; Umbilical hernia / hypertrophic pyloric stenosis / Intussusception / Failure to thrive / Constipation and Hirschsprung's disease/ Diarrhea (Rotavirus)</p> <p><b>Cardio Topics:</b> CHF / Congenital Heart Disorders / Kawasaki Disease/ Infective Endocarditis/ Rheumatic Fever</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe the anatomy, physiology, and developmental aspects of the gastrointestinal system.</li> <li>2. Examine common pediatric conditions of the gastrointestinal system.</li> <li>3. Prioritize developmentally appropriate and holistic nursing care for common pediatric conditions of the gastrointestinal system.</li> <li>4. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the gastrointestinal system.</li> <li>5. Develop teaching plans and discharge criteria for pediatric patients and their families who have common gastrointestinal conditions.</li> <li>6. Describe the anatomy, physiology, and developmental aspects of the cardiac system.</li> <li>7. Discuss congenital heart disease (heart defects) and its effect on children.</li> <li>8. Examine the conditions related to cardiac diseases.</li> <li>9. Prioritize developmentally appropriate and holistic nursing care for pediatric cardiac conditions.</li> <li>10. Explore diagnostic, laboratory testing, and medications for pediatric cardiac conditions.</li> <li>11. Develop teaching plans and discharge criteria for pediatric patients and their families who have cardiac conditions.</li> </ol> <p><b>Quiz due April 19<sup>th</sup> at 2300:</b></p>

ANGELOSTATE UNIVERSITY  
Department of Nursing

	<p><b>*WEEK 13 PEDI ATI TOPIC QUIZ (covers endocrine, hematological, &amp; neuro— see ATI chapters below in week 13).</b></p>
<p>13 April 20<sup>th</sup></p>	<p><b>PEDS: Caring for the Child with a Hematological Condition – Ch 32</b>  <b>Caring for the Child with a Neurological or Sensory Condition – Ch 28</b>  <b>*Begin reading Caring for the Child with an Endocrinological or Metabolic Condition (remainder will be reviewed in week 14) – Ch 27</b></p> <p><b><u>ATI-RN Nursing Care of Children 11.0-</u></b>  <b>Chapters 12-15 (neuro), 21 (hematological), 33, &amp; 34 (endocrine)</b>  <b>Hematological Topics:</b> Anemia / Fe deficiency anemia / Sickle cell disease / Thalassemia / Hemophilia / von Willebrand's Disease  <b>Neuro Topics:</b> Altered Level of consciousness / Increased ICP / Seizure Disorders &amp; epilepsy / Meningitis / Cerebral Palsy / Abusive head trauma</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe the anatomy, physiology, and developmental aspects of the hematological system.</li> <li>2. Examine common pediatric conditions of the hematological system.</li> <li>3. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the hematological system.</li> <li>4. Explore diagnostic and laboratory testing as well as medications for common pediatric conditions of the hematological system.</li> <li>5. Develop teaching topics and discharge criteria for pediatric patients and their families who have common hematological conditions.</li> <li>6. Describe the anatomy, physiology, and developmental aspects of the neurological system.</li> <li>7. Examine common pediatric conditions of the neurological system.</li> <li>8. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the neurological system.</li> <li>9. Explore diagnostic and laboratory testing as well as medications for common pediatric conditions of the neurological system.</li> <li>10. Develop teaching topics and discharge criteria for pediatric patients and their families who have common neurological conditions.</li> </ol> <p><b>Assessments/Activities:</b>  Lecture / Classroom Participation—Discussion</p>
<p>14 April 27<sup>th</sup></p>	<p><b>PEDS EXAM 2: HHS 110</b></p> <p><b>Exam covers:</b>  GI conditions  Immunological/infectious conditions  Cardiovascular conditions  Hematological Conditions  Neurological Conditions</p>

ANGELOSTATE UNIVERSITY  
Department of Nursing

	<p><b>*Complete endocrine/metabolic powerpoint and integumentary powerpoint in week 13 online post exam</b></p> <p><b>PEDS: Caring for the Child with an Endocrinological or Metabolic Condition – Ch 27</b></p> <p><b>Caring for the Child with an Integumentary Condition – Ch 30</b></p> <p><b><u>ATI-RN Nursing Care of Children 11.0-</u></b></p> <p><b>Chapters 30, 31 (skin), 33, 34 (endocrine)</b></p> <p><b>Endocrine Topics:</b> Hypothyroidism / Hyperthyroidism / Type 1 &amp; 2 Diabetes</p> <p><b>Skin Topics:</b> Acne Vulgaris / Impetigo / Cellulitis / HPV / Fungal Skin infections / Dermatitis / Infestations / animal bites / Tick borne diseases</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe the anatomy, physiology, and developmental aspects of the endocrine system.</li> <li>2. Examine the common pediatric conditions of the endocrine system.</li> <li>3. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the endocrine system.</li> <li>4. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the endocrine system.</li> <li>5. Develop teaching topics and discharge criteria for pediatric patients and their families who have common endocrine conditions.</li> <li>6. Describe the anatomy, physiology, and normal function of the skin.</li> <li>7. Examine the conditions related to various pediatric skin conditions.</li> <li>8. Prioritize developmentally appropriate and holistic nursing care for various pediatric skin conditions.</li> <li>9. Explore diagnostic and laboratory testing and medications for various pediatric skin conditions.</li> <li>10. Develop teaching topics and discharge criteria for pediatric patients and their families who have various skin conditions.</li> </ol> <p><b>Quiz due May 3<sup>rd</sup> at 2300:</b></p> <p><b>WEEK 15 PEDI ATI TOPIC QUIZ (covers integumentary, musculoskeletal, and GU).</b></p>
<p><b>Reminder: ATI practice exam A with active learning templates AND completion of ATI practice exam B (85% or higher 1<sup>st</sup> attempt) due by May 4<sup>th</sup> at 2359.</b></p>	
15 May 4 <sup>th</sup>	<p><b>PEDS: Caring for the Child with a Musculoskeletal Condition – Ch 29</b></p> <p><b>Caring for the Child with a Genitourinary Condition – Ch 31</b></p> <p><b><u>ATI-RN Nursing Care of Children 11.0-</u></b></p> <p><b>Chapters 24-26 (GU), 27-29 (musculoskeletal)</b></p> <p><b>Musculo. Topics:</b> Club foot / Legg-calve Perthes / Slipped Capital Femoral Epiphysis (SCFE) / Fractures / Syndactyly &amp; polydactyly / Osgood-Schlatter / Torticollis / osteomyelitis / Juvenile arthritis / Osteogenesis imperfect</p> <p><b>GU Topics:</b> Reproductive disorders affecting females &amp; males / Dehydration / UTI / Vesicoureteral reflux / glomerulonephritis / nephrotic syndrome / Enuresis</p> <p><b>Objectives:</b></p>

ANGELOSTATE UNIVERSITY  
Department of Nursing

	<ol style="list-style-type: none"> <li>1. Describe the anatomy, physiology, and developmental aspects of the musculoskeletal system.</li> <li>2. Examine the conditions related to various pediatric musculoskeletal conditions.</li> <li>3. Prioritize developmentally appropriate and holistic nursing care for pediatric musculoskeletal conditions.</li> <li>4. Explore diagnostic and laboratory testing and medications for various pediatric musculoskeletal conditions.</li> <li>5. Develop teaching topics and discharge criteria for pediatric patients and their families who have various musculoskeletal conditions.</li> <li>6. Describe the anatomy and physiology of the genitourinary system.</li> <li>7. Examine common pediatric conditions of the genitourinary system.</li> <li>8. Prioritize developmentally appropriate and holistic nursing care measures for common pediatric conditions of the genitourinary system.</li> <li>9. Explore diagnostic and laboratory testing and medications for common pediatric conditions of the genitourinary system.</li> <li>10. Develop teaching topics and discharge criteria for pediatric patients and their families who have common genitourinary conditions.</li> </ol> <p><b>Assessments/Activities:</b> Lecture / Classroom Participation—Discussion</p>
<b>*Pedi ATI Comprehensive Exam May 6<sup>th</sup> from 0900-1100 HHS Testing Center</b>	
<p>16</p> <p><b>Final Exam</b></p> <p><b>Wednesday May 11<sup>th</sup></b></p> <p><b>0800-1000</b></p>	<p><b>PEDS EXAM 3: HHS 110</b></p> <p><b>Exam covers:</b></p> <p>Endocrine/metabolic conditions</p> <p>Integumentary conditions</p> <p>Genitourinary conditions</p> <p>Musculoskeletal conditions</p>

## Course Disclaimer

Although it is never the intention of course instructors to offend anyone, we find that on rare occasions students do become offended during discussions. The nature of the content of obstetric and pediatric nursing may lead to someone being offended by ideas read or presented, or someone's ideas or opinions shared. Our purpose is to encourage you to consider, objectively, the viewpoints reflected in other's works as you examine your own views, assumptions, and preconceptions in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to "indoctrinate" you into any particular point of view, persuade you to adopt any specific position, or even "challenge" your personal beliefs. Our hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.

## Grading Rubrics

Criteria	Exemplary	Unacceptable
<b>Classroom Participation</b>	Asks questions, offers ideas to the group, listens to discussions, participates in class activities, etc.  <b>1 point</b>	Is absent from class. If in class, student <u>does not</u> ask questions, offer ideas to the group, listen to discussions, participate in class activities etc.  <b>0 Points</b>

## Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

In order to ensure consistent, sufficient student feedback regarding programs and services provided for students by the Department of Nursing, as required by our accreditation agency, opportunities for students to evaluate both their courses and course instructors will be provided. Student opinions and feedback are valued and are part of each Course and Instructor's evaluation process.

Areas on the IDEA evaluation include:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

### End of Syllabus

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<sup>1</sup> <https://www.angelo.edu/student-handbook/>

<sup>2</sup> <https://www.angelo.edu/catalogs/>

<sup>3</sup> <https://www.angelo.edu/dept/nursing/handbook/index.php>

<sup>4</sup> <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>



<sup>5</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>6</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>7</sup> [https://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)

<sup>8</sup> <https://www.angelo.edu/services/disability-services/>

<sup>9</sup> <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

<sup>10</sup> <https://www.bon.texas.gov/>

<sup>11</sup> [https://www.angelo.edu/dept/nursing/student\\_resources/undergrad\\_info.php](https://www.angelo.edu/dept/nursing/student_resources/undergrad_info.php)