

THE UNIVERSITY OF TEXAS AT TYLER  
SCHOOL OF NURSING

NURS 4723 FAMILY HEALTH  
Fall 2018

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**Wednesday 1300-1645**

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The content of this syllabus/website is subject to change at the discretion of the faculty leaders according to current learning needs.

*I embrace honor and integrity.  
Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do.  
(The UT Tyler Honor Code)*

## NURS 4723 FAMILY HEALTH

### COURSE OVERVIEW

#### **Semester Hours**

Seven (7) credit hour course with four hours per week didactic content and a total of 112.5 clinical hours.

#### **Pre-requisites**

Successful completion of all courses through Level II in the nursing program.

#### **Course Description**

Theories and concepts related to childbearing and childrearing families are presented within a framework of critical thinking and caring. Emphasis is on patient/family assessment, communication skills, clinical judgment, and decision-making skills when implementing nursing interventions and evaluating patient/family care outcomes. Students promote family health with a focus on major health alterations during pregnancy and in children from birth through adolescence in selected structured and unstructured settings.

#### **Course Content**

- Introduction to Family Health
- Conception, Fetal Development, and Reproductive Concerns
- Alterations in Cardiovascular and Respiratory Function
- Neonatal Period
- Pregnancy and the Family
- Assessment of Fetal Well-Being
- Birth and the Family
- Alterations in Immunologic and Hematologic Function
- Alterations in Skin Integrity, Immunizations, and Communicable Diseases
- Alterations in Gastrointestinal, Genitourinary and Endocrine Function
- The Child with Cancer or Chronic Conditions
- The Postpartum Family, Newborn Nutrition, and Contraception
- Alterations in Neurologic, Mental Health, Cognitive Function, and Musculoskeletal Function

#### **Course Student Learning Outcomes**

Upon successful completion of the course, students will demonstrate the ability to:

1. Integrate knowledge from the disciplines of biology, behavioral sciences, and humanities to provide care to family systems.
2. Coordinate family-centered care through collaboration with the interdisciplinary health care team.
3. Utilize current evidence-based findings to improve comprehensive family-centered care.
4. Access and communicate information using technology to improve delivery of comprehensive family-centered care.
5. Discuss the economic and regulatory impact of policies on the provision of comprehensive family-centered care.
6. Serve as an advocate for diverse family structures to provide and promote quality family-centered care.
7. Collaborate with the health care team to promote health restoration and maintenance, risk reduction, and disease management for members of the family experiencing needs.
8. Demonstrate moral, ethical, and legal values in the care of families.
9. Utilize the nursing process to provide safe, holistic, evidence-based family-centered care.

#### **Required Textbook and Support Materials**

London, M. L., Ladewig, P. A., Davidson, M. R., Ball, J. W., Bindler, R. C., & Cowen, K. J. (2017) *Maternal & Child Nursing Care* (5<sup>th</sup> ed.) Boston, MA: Pearson.  
ISBN: 13: 978-0-13-416722-0

## **UNIVERSITY POLICIES**

University policies regarding students' rights and responsibilities, absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state-mandated course drop policy, social security and privacy, and emergency evacuation may be found at: <http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

**Disability/Accessibility Services:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Concealed Weapon Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

## **GRADING POLICIES**

Completion of NURS 4723 is based on satisfactory attainment of didactic and clinical criteria. Any student who fails to meet the course objectives and expectations in either the classroom or clinical area must repeat the entire course and may not progress to the next level.

The simple average of the exam grades, before weighted calculation is performed, must be 75% or greater to pass the course. Grades will not be rounded when calculating the average (74.5 -74.9 is not rounded to 75). Students with an exam average of 75% or greater will have grades calculated based on the weighted calculation of the exams and other required course work.

#### Course grade calculation:

4 Exams (18% each)	72%
Comprehensive Exam	18%
ATI	10%
Clinical	Pass/Fail
Total	100%

Letter grade assigned according to the following scale:

A	90-100
B	80-89
C	75-79
D	60-74
F	59 and below

### **Grade Replacement Policy**

If a student is repeating this course for a grade replacement, the student must file an *intent* to receive grade forgiveness with the Office of the Registrar by the Census Date (see Academic Calendar for date) of the semester in which the course will be repeated. Failure to file an *intent* to use grade forgiveness will result in both the original and repeated grade being used to calculate overall grade point average.

Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats during his/her career at UT Tyler.

Students repeating a course may not use previously submitted assignments in the current course or previous courses nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

### **EXAM AND EXAM REVIEW POLICY**

1. Attendance for exams is mandatory.
2. When absence for an exam is necessary, the student is responsible for notifying the faculty with the reason prior to the exam. Make-up/alternate exams will be administered at the discretion of the faculty and may be in a different format.
3. ONLY with faculty discretion will students be allowed to enter the testing environment after an exam has begun.
4. Exams are administered at the scheduled date and time and are in an online format.
5. All hats/caps/hoodies/head coverings must be removed during exam time. All personal items such as purses, books, backpacks, notebooks, cell phones, watches, and briefcases must be left in the front/side of the computer lab during testing. All cell phones are to be off.
6. Silence is enforced while in the testing environment.
7. Calculators are provided through Examplify computer program.
8. Review will be available immediately upon completion of the exam. Unsuccessful score coaching may be scheduled with the faculty during office hours. Any reviews must be completed within 10 school days from the posting date of the exam grade.
9. Test blueprints are derived from the listed module outcomes. A blueprint for all exams is provided in Canvas.
10. Once an exam has been accessed, no makeup or alternate exam is allowed.

### **ACADEMIC INTEGRITY**

1. Students are expected to assume full responsibility for the content and integrity of all academic work.
2. Students are advised to review the Scholastic Conduct and Discipline Policy in the current School of Nursing (SON) [Guide for Baccalaureate Students](#) and [UT Tyler Student Conduct and Discipline Policy](#). These policies are fully endorsed and enforced by all faculty members within the School of Nursing.
3. **Plagiarism, cheating, and collusion are unacceptable behaviors.** Violation of these standards will be dealt with promptly and disciplined accordingly (See BSN/MSN Nursing Student Guide for definitions).
4. The School of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the Regent's Rules of the University of Texas System.
5. **UT Tyler Judicial Affairs and Scholastic Dishonesty**  
UT Tyler Honor Code: I embrace honor and integrity. Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do.

It is the student's responsibility to abide by and be aware of The University of Texas at Tyler's academic dishonesty policies:

<http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

See <http://www.uttyler.edu/mopp/documents/8-student-conduct-discipline.pdf>

For Chapter 8 Student Conduct and Discipline

### **GENERAL COURSE INFORMATION**

1. All submitted written material (papers, electronic submissions, assignments, etc.) are the property of the School of Nursing.
2. All nursing students are required to use their student email accounts for all correspondence.

3. Each student is required to complete 180 NCLEX style questions over the semester. The student must present proof of completion with 75% or greater, including the date and time of assessment recorded on the screenshot, to their clinical instructor.
4. Netiquette Guide: "Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.  
<http://www.learnthenet.com/learn-about/netiquette/index.php>

As of Fall 2017, all students must have all requirements completed in the Castlebranch system before they attend clinical. Failure to produce documentation of met requirements will result in a missed clinical day.

ATI testing is scheduled on the course calendar. This includes 4 practice and 2 proctored assessments in the computer laboratory. ATI contributes 10% to the course grade.

### **FORMS TO BE READ, SIGNED, AND SUBMITTED ON CANVAS**

These forms are compiled as an assignment in Canvas. The student is responsible for completing the assignment the first week of the semester.

1. Student Affirmation Form
2. IV Policy Form
3. Student Accountability Form
4. Student Dress Code Form
5. Social Networking Policy
6. Confidentiality and Privacy
7. Civility
8. Course Syllabus and quiz
9. Simulation Fiction Contract

## **CLINICAL PRACTICUM**

### **OVERVIEW**

The clinical practicum has four components:

1. Orientation: Must be completed prior to the first scheduled clinical experience.
2. The hospital, day care, and clinic experiences: Students will work with preceptors in accordance with their clinical schedule. Clinical days may include Monday, Thursday, Friday, Saturday, & Sunday (day & night shifts).
3. Independent Experiences and Presentations
4. Simulation Learning Experiences (SLE)

Completion of NURS 4723 is based on satisfactory attainment of didactic and clinical criteria. Passing of clinical is based on successful completion of the following:

- Complete 112.5 clinical hours
- Master all skills assigned in the learning laboratory and clinical area
- Simulation Learning Experiences (SLE)
- Individual Journal of clinical experiences
- Service Learning Project
- Community Hours Activity
- Achieve a score of 2 or greater in all areas of the Clinical Evaluation Tool

Any student who fails to meet the course student learning outcomes in either the classroom or clinical area must repeat the entire course and may not progress to the next level. Clinical is evaluated on a pass/fail basis. **A score of 0 in any of the clinical behaviors at any time during the clinical experience may result in automatic failure in the clinical component of the course. A score below 2 will result in a written contract with expected measures to demonstrate improvement. Failure to demonstrate improvement will result in clinical failure and failure of the course.**

### **MEDICATION CALCULATION ASSESSMENT**

1. All clinical courses require a medication calculation exam to be administered prior to attending actual clinical experiences.
2. If the student does not achieve a grade of 90% or greater after **2 attempts**, the student has failed the clinical component of the course and must withdraw from the course for the semester.
3. A grade of "W" is recorded on the student's transcript; however, the grade is documented in the student's file, in the School of Nursing, as a course failure.

**Clinical medication errors will be documented in the School of Nursing student files.**

### **UNSAFE CLINICAL PRACTICE**

1. Any act of omission or commission, which may result in harm to the patient, family, or staff, is considered unsafe clinical practice, and may result in removal from the clinical setting, disciplinary action according to the discretion of the course faculty, a negative clinical evaluation, a course failure, and/or dismissal from the program.
2. During the clinical practicum, unsafe clinical practice is defined as any one of the following. When the student:
  - a) Violates any part of the Code of Ethics for Nurses.
  - b) Arrives at clinical settings in an impaired condition.
  - c) Commits a single or repetitive serious medication error(s).
  - d) Violates or threatens the well-being or safety of the patient.
  - e) Violates previously mastered principles/expected learning outcomes in carrying out nursing care skills and/or delegated medical functions.
  - f) Assumes inappropriate independence in action or decisions.
  - g) Does not adhere to current CDC guidelines for infection control.
  - h) Fails to recognize own limitations, incompetence, and/or legal responsibilities (HIPAA violations, including taking photos during clinical).
  - i) Fails to accept moral, legal, and ethical responsibility for one's own actions thereby violating professional integrity as determined by the clinical instructor.
3. Failure to comply with any of the above requirements may result in an unexcused clinical and/or negative clinical evaluation.

### **Student Accountability**

\*Students **MUST** be supervised by the instructor or preceptor when:

- Performing any IV related procedures on adults 18 years and older (including IV initiation, hanging solutions, changing tubing, flushes, IVPB, IVP)
- Signing out narcotics.
- Performing a new skill, (i.e. fetal monitor placement, tube feedings).
- Administering medications to neonates, pediatric patients, or administering a medication for the first time
- Performing a heel stick on neonates
- Accompanying patient transports via ambulance

*\*Follow clinical institution policy regarding these activities.*

If present during a code the student may:

- Perform CPR
- Document code procedures
- NOT administer drugs or perform skills other than basic CPR

Students may NOT:

- Take verbal or telephone orders from physicians or mid-level providers
- Transcribe or note physician or mid-level provider orders
- Witness operative or procedural permits
- Perform any skill that violates the Nurse Practice Act, even if under a physician's supervision (i.e. intubation of a client)
- Initiate or adjust IV Pitocin drips during the labor process
- Initiate IV therapy, start IVs, perform IV pushes, perform IV flushes, or perform venipuncture in the pediatric population.

## **CLINICAL STUDENT LEARNING OUTCOMES**

Upon successful completion of the course, the student will:

### **I. PROVIDER OF FAMILY-CENTERED PATIENT CARE**

1. Use clinical reasoning and knowledge based on BSN degree program of study, evidence-based practice outcomes, and research studies as the basis for decision making and comprehensive patient care.
2. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse family health populations compared with evidence based health data and a synthesis of knowledge derived from a BSN program of study.
3. Synthesize comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care the family health patient population using information from evidence-based practice and current published family health research in collaboration with the interdisciplinary team.
4. Provide safe, compassionate, comprehensive family-centered nursing care through a broad array of family health care services.
5. Implement the plan of care for the family health population within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of health and healthy lifestyles of the family.
6. Evaluate and report family health outcomes and responses to nursing therapeutic interventions in comparison to benchmarks from evidence-based practice and research findings, and plan follow-up family-centered care.
7. Develop, implement, and evaluate teaching plans for families to address health promotion, maintenance, restoration, and risk reduction.
8. Coordinate human, information, and material management resources in providing quality family-centered care.

### **II. MEMBER OF THE PROFESSION**

1. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the family health care institution or setting.
2. Assume responsibility and accountability for the quality of family-centered nursing care provided.
3. Promote the practice of professional nursing through leadership activities and advocacy.
4. Demonstrate responsibility for continued competence in nursing practice and develop insight through reflection, self-analysis, self-care, and lifelong learning.

### **III. PATIENT SAFETY ADVOCATE**

1. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas BON rules that emphasize safety as well as federal, state, and local government, and accreditation organization safety requirements and standards.
2. Implement measures to promote quality and a safe environment for family health patients, self, and others.
3. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce family health patient and family-centered community safety.
4. Obtain instruction, supervision, or training as needed when implementing family-centered nursing procedures or practices.
5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
6. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

### **IV. MEMBER OF THE HEALTH CARE TEAM**

1. Coordinate, collaborate, and communicate with the interdisciplinary health care team and with the family health patient including the population and community involved with family health to plan, deliver, and evaluate care.
2. Serve as a health care advocate in monitoring and promoting quality family-centered care and access.
3. Use multiple referral resources for family health patients, their families, and communities considering cost, confidentiality, effectiveness and efficiency of care, continuity and continuum of care, and health promotion, maintenance, and restoration.

4. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of family health patients, their families, and their communities.
5. Communicate and manage information using technology to support decision making to improve family-centered patient care and delivery systems.
6. Communicate and collaborate with the health care team to plan family-centered care based on assessment and evaluation information of the patient and family.
7. Evaluate nursing care provided in the family health care setting using best practice nursing standards.

### **DRESS REQUIREMENTS**

**General:** It is the philosophy of the School of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that is offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn for specific events at the direction of the nursing instructor.

**Classroom:** Business casual wear is expected. This includes but is not limited to the following: slacks, skirt, sweater, blouse, or shirt. Jeans in good condition as well as conservative shorts (mid-thigh or longer) may be worn. Shoes must be worn. See items to avoid below.

**Professional Presentations, Ceremonies/Graduation:** Business professional dress includes: suit, dress, dressy separates, jacket, tie, in nice fabrics, and dress shoes. NO denim, jeans, t-shirts, shorts, or other casual clothing.

**Clinical Experience, Skills Lab/Simulation Hospital:** When attending any clinical experience students are required to wear the standardized UT Tyler uniform with name badge. The NextGen Hospital is designed to simulate the health care clinical area. Students must wear the approved UT Tyler uniform with name badge when learning in these areas.

**Orientation and Pre or Post-clinical Experiences in the Health Care Setting:** Students will attend conferences and visit the clinical areas as part of their course requirements. Students will wear the UT Tyler uniform, a uniform jacket if desired, and a name badge,

When student uniforms are required for clinical experiences, as specified by the course, the following guidelines are expected: School patch on the front left shoulder of the uniform jacket and standardized uniform.

- a) The UT Tyler name badge will be worn in all clinical settings. The name badge must be worn so the name, title and picture of the student are clearly visible.
- b) White hose are worn with dress/skirt; nylon hose, knee-highs or white socks with pants. Socks must cover the ankle.
- c) Clean, white clinical shoes or white leather athletic shoes should be worn (shoes must be mostly white and if stripes or logos are on shoes, these must be minimal and light colored). No canvas shoes or athletic shoes with colored stripes or large logos.
- d) Jewelry: wedding or engagement rings only; single stud earrings and only 1 in each lobe (no dangling or hoops); no rings or studs in the nose, tongue, lip or any other facial or body piercing (other body piercing must be covered or removed); and, no necklaces or bracelets (only Medic Alert). Must have a watch with a second hand.
- e) Make-up, hair, and grooming should be conservative. Hair shoulder length or longer must be pulled neatly back in a ponytail or bun. Hair clips, bands, etc. should be functional, not decorative. Mustaches and beards must be neatly groomed, trimmed, or clean shaven.
- f) Tattoos must be covered and not visible.
- g) Nails are to be clean and neatly trimmed to no more than fingertip length, with clear or no polish. No artificial nails are permitted in any clinical area.
- h) No perfume, after-shave or other strong scents since this causes nausea and/or difficulty in breathing for many patients. Students that smoke should pay close attention to removing smoke odors from their clothes and body.
- i) Gum chewing is not allowed.

- j) Any question concerning adherence to the dress code should be directed to the clinical instructor.
- k) In addition to UT Tyler dress code healthcare facility dress code guidelines will also be followed.

**Failure to comply with the above requirements may result in an unexcused clinical absence and/or negative clinical evaluation.**

**Items to be avoided in all School-related Functions:** Frayed, worn or soiled garments are not appropriate. This also includes costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, open back tops, muscle shirts, overtly sexual dress, gang colors or logos, facial/tongue/body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, and any other clothing that may be offensive to others is unacceptable. Violation of the dress code may result in removal of the student from the school related function for the remainder of the day. **Appropriate disciplinary action will be taken for repeated violations of this code.**

### **LEARNING LAB/ SIMULATION CENTER GUIDELINES**

While in a learning lab at a UT Tyler School of Nursing facility the student is expected to be respectful of the learning environment; this time is considered a clinical experience.

#### UT Tyler Policy

1. All student learners will follow the skills laboratory student dress code while participating in lab experiences. Dress code may be altered at the discretion by the faculty of the course based on the intent or need of the lab.
2. It is the student's responsibility to bring the required, standard equipment for the learning lab/simulation experience, including, but not limited to textbooks, lab book, syllabus, stethoscope, etc.
3. Students are to complete any required preparation for the lab experiences, i.e. viewing required videos, completing case studies, reading assigned articles or text, completion of ATI skill modules, etc.
4. Safety for all participants must be ensured, i.e.
  - a. Keep lab neat and orderly.
  - b. Put equipment where instructed.
  - c. No equipment should be moved, touched, or disconnected unless supervised by the clinical faculty or lab coordinator.
  - d. Be aware of any wires and tubes which may pose a risk for falls or patient endangerment.
5. Students are to speak with their peers and clinical instructor with professional communication.
6. No food or drink is allowed in the simulation area/skills lab except with instructor approval.
7. Do not sit on any bed; there are chairs available.
8. Any supplies or equipment checked out from the lab needs to be returned to the skills lab coordinator by the required date. Failure to do so will result in an incomplete in the course until the equipment is returned or may require replacement cost.
9. Phones are to be silenced and put away while in the learning lab. Students are not to video or audio record any learning lab/simulation experience.

#### Simulator Care

10. Consider all simulators (or peers acting as patients) to be true patients and treat them with respect – keep them covered and dressed. Maintain privacy between your patients (simulators or peers) by pulling screens or pull drapes as necessary.
11. Do not move, reposition, or disconnect any simulator unless instructed by the lab coordinator.
12. Do not apply or insert any substances, such as Betadine, KY jelly, IV catheters, and Foley catheters to any simulator without specific direction from your instructor. There are specific simulator lubricants and tapes available. Students are not to perform any practice task training on the high fidelity simulators as replacement parts are expensive; instead, please use the task trainers for practice.

### **GENERAL CLINICAL INFORMATION**

#### **Hospital, Clinic, and/or Day Care experiences**

1. Each student will be assigned a preceptor (RN) and clinical setting to enhance course content. Clinical faculty will schedule clinical hours at the beginning of the semester and/or per clinical rotation.
2. The student may not alter the clinical schedule without prior approval by the clinical instructor and preceptor. The occurrence of an emergency will be considered on an individual basis. If an absence is necessary, the student is responsible to notify the clinical instructor and the assigned nursing unit

**at least two (2) hours prior** to the scheduled clinical experience. Any unapproved clinical absence will compromise the student's success which can result in clinical failure.

3. The student, with their preceptor, will assume care for a group of patients, including treatments and medications. The student is responsible for informing the clinical instructor and preceptor of specific learning needs. Students are advised to take advantage of every opportunity to enhance previously learned skills, as well as practice new skills.
4. All written work submitted will become the property of the University of Texas School of Nursing.
5. Instructors may elect to assign up to 12 hours of clinical time in simulated clinical activities. These activities must be documented on the appropriate forms and signed by a designated proctor. This learning experience is at the discretion of the clinical instructor.
6. Cell phone usage is expected to be limited to break time. Cell phone should be on "silence" mode and used only in the staff break areas.

**Community Hours:** Each student will have the opportunity to observe the various roles of the RN and other health care providers in different settings. If a student has a special request, this will need to be discussed and approved with their instructor.

- Childbirth Education Class: The student is responsible for locating and securing a Childbirth Education Class to attend (prenatal class, Lamaze class, breast-feeding or sibling class etc.). The preceptor and instructor can help to locate the appropriate class if needed. Following the observation of the class, the student must complete and submit the Community Activity form to the clinical instructor.
- Equine Therapy: Following the observation of the class, the student must complete and submit the Community Activity form to the clinical instructor. Contact information can be found on Canvas.
- Pediatric Grand Rounds may be selected for this activity. See course calendar for dates. Students must RSVP before Monday prior to the event. Contact person: [Janise.McPhersen@uthct.edu](mailto:Janise.McPhersen@uthct.edu)

**Service Learning Activity:** All students will participate in the service learning projects. More information provided during the semester.

**Individual Journal of Clinical Experiences:** Journal entries are a log of clinical experiences. The student will make an entry for each clinical activity that they participate in for the entire clinical rotation in the Family course.

**Group Discussion Questions:** There are four (4) questions in Canvas Discussion Board to answer using clinical reasoning/critical thinking skills. Please answer these in a concise timely manner and summarize the findings of the article. Also reply to at least one other classmate's entry. Responses must include scholarly references including APA formatted citation.

#### **Simulation Learning Experiences (SLE):**

Students will prepare for SLE by:

- Reading the required text assignment; thoroughly reviewing the scenario
- Complete the pre-test in Canvas
- Present in appropriate clinical attire; actively participating in the SLE
- Complete the post-test in Canvas
- Completing a reflection of the simulated experience