

ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM
Care of Children & Families
Syllabus RNSG 2201
Fall 2011

COURSE TITLE: CARE OF CHILDREN AND FAMILIES

CREDIT: TWO HOURS (2 LECTURE / 6 LAB HOURS CONTACT; 8 WEEK COURSE)

PLACEMENT: THIRD SEMESTER OF NURSING PROGRAM

PREQUISITES: RNSG 1361 AND RNSG 1443 OR CONSENT OF DEPARTMENT

CO-REQUISITES: RNSG 1162, SPCH 1321 OR SPCH 1315 AND ENGL 1301

LICENSING/CERTIFICATION AGENCY: TEXAS BOARD OF NURSING (BON)

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COURSE DESCRIPTION: Study of concepts related to the provision of nursing care for children and their families, emphasizing judgment, and professional values within a legal/ethical framework. (SCANS 1,2,3,4,5,6,9,10)

LEARNING OUTCOMES: Identify changes which may be experienced by the child/family; utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for the child and the family; and explain the roles of the professional nurse in caring for children and families.

COURSE OBJECTIVES: Course objectives utilize the framework of Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs. At the completion of the course, the student will be able to: (PO= Corresponding Program Outcome)

Provider of Care:

1. Utilize the five steps of the nursing process (assessment, analysis, planning, implementation and evaluation) and critical thinking to determine the health status and health needs of pediatric clients and their families. (PO1,2,3,5,7)
2. Relate concepts and processes related to pediatric clients and their families, including physical and psychosocial growth and development, medical diagnosis and treatments, pathophysiology, cultural and spiritual practices related to health, illness, and death and dying.(PO 1,3)
3. Explain pharmacotherapeutic principles and teaching plans to the use, administration, and interaction of medications in the pediatric client.(PO 1,3,4)

4. Examine principles of disease transmission, risk factors for chronic and acute diseases, preventive health practices and health teaching for pediatric clients and their families.(PO 1,3,4)
5. Differentiate patterns and modes of family development, communication and decision making processes within the political, economic and societal environment influencing the family unit.(PO 1,3)
6. Differentiate age specific therapeutic communication principles in delivering nursing care to children and their families. (PO 1,3)
7. Correlate current literature and implication of research findings to improving pediatric client care. (PO7)

As Coordinator of Care:

8. Compare and contrast community resources including agencies and health care providers related to the needs of pediatric clients and their families.(PO 8,10)

As Member of a Profession:

9. Practice accountability and responsibility for quality nursing care, including the role of the nurse as advocate. (PO 12,13)

TEACHING/LEARNING METHODS:

The following teaching/learning methods may be incorporated into RNSG 2201: Lecture, discussion, case studies, technological instructional modalities, reading assignments, peer interaction, role playing, group project/assignments, writing assignments, oral presentations, guest speakers, and study guides. Lab in RNSG 2201 includes skill demonstrations, case studies and virtual clinical assignments.

MATH COMPETENCY: Math competency will be demonstrated by the student throughout the course by correctly calculating math problems related to medication administration to children in the classroom and clinical environment, and through the use of ATI tutorials.

EVALUATION AND GRADING SCALE:

The grading policy for the Associate Degree Nursing Program will be followed. **No assignments or tests are optional.** All work must be submitted in order to earn a grade in this course unless the student has made arrangements with the instructor to receive a grade of incomplete (I) or withdrawal (W). Students will earn grades in RNSG 2201 through testing and written assignments/presentations according to the following grade distribution:

Daily Grades:	5%	
4 Unit exams:	60%	
Ati proctored	10%	A=90-100
Final exam:	25%	B= 80-89
Total	100%	C= 75-79
		D=60-74.99
		F = 59 and below

Students will be given 1 or 2 ATI practice exams during the 8 week course. Students will be allowed to take exam A once and exam B once only. The grades on the exam will be added in as a daily grade.

ATI policy: Assessment Technologies Institute’s (ATI) Comprehensive Assessment and Review Program (CARP) are designed to assist the student in passing the NCLEX-RN. It is composed of comprehensive on line learning tools that complement a variety of learning styles. Critical thinking and test taking skills are emphasized throughout the program. Focused content modules are comprised of critical thinking tools, practice exams, remediation suggestions and content driven proctored exam(s). Odessa College nursing students will begin ATI upon admission into the A.D.N. program and work through the program in each subsequent nursing course. Completion of the ATI program is a requirement for graduation from the A.D.N. program. Remediation tools are available within the ATI program to facilitate the success of the student. Practice exams will be made available by the course coordinator. Practice exams can be taken only once. The proctored exam(s) will be scheduled by the course coordinator. Specific information will be found on the course calendar. These exams(s) are secured online and proctored by nursing faculty. See the table inserted below for how points will be awarded.

Proficiency level on ATI Proctored Assessments	Points Awarded for Achievement on ATI proctored Exams	Points awarded for Evidence of Remediation on missed topics from ATI assessment	Total points awarded out of ten
Proficiency Level 3 on the content mastery series	10	0	10
Proficiency Level 2 on the content mastery series	8	2	10
Proficiency Level 1 on the content mastery series	6	2	8
Proficiency Level below Level 1 on the content mastery series	0	0	0

A grade below 75, “C” does not meet the criteria for progression in the Odessa College Associate Degree Nursing Program. Final course grades will not be rounded up to the next whole number in order for students to achieve a passing grade of 75%. (Example: 74.99 = grade of D). Students must pass the co-requisite clinical course (RNSG 1162) in order to receive a passing grade in RNSG 2201.

UNIT OUTLINE:

- Unit I** Nurses role in care of child in multiple areas such as hospital, community, home; applying family centered care theory, cultural influences. Ch 1-4
- Unit II** Child concepts and application: Concepts of growth and development, communication, assessment, nutrition. Ch 5-8
- Unit III** Health promotion and health maintenance through childhood: Concepts of health promotion and health maintenance in the child, health promotion and maintenance of the newborn, infant, toddler, preschooler, school age and adolescent. Ch9-14
- Unit IV** Child healthcare settings and consideration; Nursing care of the child in the community, in the hospital, pain assessment and management..Ch. 15-17
- Unit V** Health conditions of the child, social and environmental influences on the child and adolescent, immunizations and communicable diseases, chronic conditions, life threatening illness or injury, end of life care and bereavement. Ch 18-22
- Unit VI** Nursing care of specific Health Conditions of the child, Alterations in Fluid and electrolytes imbalances, Alterations in eye, ear, nose and throat function, alterations in respiratory function, alterations in cardiovascular function, alterations in immune function, alterations in hematologic function, cellular growth, gastrointestinal function, genitourinary function, endocrine function, neurologic function, mental health function, musculoskeletal function, skin integrity. Ch 23-36.

UNIT OBJECTIVES:

Unit I chapter 1,2,3,4 (A)

Course objectives satisfied: 1, 2, 3, 4, 5, 8

Learning Objectives: At the end of this unit, the student will be able to:

(1A)Introduction to Nursing Care of children; Nurses Role in Care of child

- a. Understand the historical and current societal influences on pediatric health care and nursing practice.
- b. Analyze the current causes of child morbidity and mortality and identify opportunities for nurses to intervene.
- c. Discuss differences in obtaining an informed consent for minors versus adults.
- d. Identify unique pediatric legal and ethical issues in pediatric nursing practice.

(2A)Family centered care Theory and application

- a. Describe family-centered care and develop a nursing care plan for the child and family that integrates key concepts.
- b. Describe characteristics of different types of families.
- c. Identify four different types of parenting styles and analyze the impact on child personality development.
- d. List the categories of family strengths that help families cope with stressors.
- e. Describe the effect of major family changes on children, including divorce, gaining a stepparent, being placed in a foster care, and adoption.
- f. Review various family theories and identify their application to the nursing process.
- g. Identify the advantages of using a family assessment tool.
- h. Identify a variety of family support services that might be available in a community.

(3A)Cultural Influences

- a. Describe cultural influences on the family's beliefs about health, illness, and treatment.

- b. Describe the various uses of complementary and alternative medicine in child health care.
 - c. Describe and examine the role of the nurse in promoting cultural competence.
 - d. Apply strategies for nurses to achieve cultural competence when providing care to the child and family.
 - e. Identify nursing assessment strategies for various components of culture.
 - f. Discuss nursing interventions for providing culturally sensitive and competent care.
- 4A) Genetic and Genomic Influences
- a. Discuss the role of genetic concepts in health promotion and maintenance.
 - b. Integrate basic genetic concepts into child and family education and the reinforcement of information provided to patients by genetic professionals.
 - c. Discuss the implications of genetic advances on the role of nurses with particular attention to spiritual, cultural, ethical, legal, and social issues.

Unit II Chapters 5,6,7,8 (B)

(5B) Concepts of growth and development

- a. Describe the major psychological theories of development as formulated by Freud, Erikson, Piaget, Kohlberg, social learning theorist and behaviors.
- b. Recognize major developmental milestones for infant, toddlers, preschoolers, school-age, and adolescents.
- c. Synthesize information from several theoretical approaches to plan assessments of the child's growth and developmental milestones.
- d. Plan nursing interventions that are appropriate for the child's developmental state and that apply developmental theories and frameworks.
- e. Recognize risks to normal developmental progression and plan assessments of the child's development.
- f. Use data collected during developmental assessments to plan appropriate nursing interventions that promote development of children and adolescents.

(6B) Child and Family communication

- a. Describe the major components of the communication process as they apply to nursing care of children and their families.
- b. Identify forms of communication and their related concepts.
- c. Identify factors influencing the communication process.
- d. Apply concepts of communication to the developmental levels of childhood.
- e. Identify barriers and challenges to communication with the child and family.
- f. Apply the nursing process to promote effective communication and establish a therapeutic nurse-child-family relationship.

(7B) Pediatric and Newborn Assessment.

- a. Describe the elements of a health history for an infant and child of different ages.
- b. Describe strategies to gain cooperation of a young child for assessment.
- c. List five normal variations in pediatric physical findings observed during exam, such as Mongolian spots.
- d. Modify assessment techniques according to the age and developmental stage of the child.
- e. Describe differences in assessment techniques between newborns and older infants.

(8B) Infant, Child and adolescent nutrition

- a. Discuss major nutritional concepts pertaining to the growth and development of children.
- b. Describe and plan nursing interventions to meet nutritional needs for all age groups from preterm to adolescents.
- c. Integrate methods of nutritional assessment into care for children and adolescents.
- d. Discuss common nutritional concerns of children growing up in developed countries.
- e. Apply the nursing process to care for children and adolescents with feeding and eating disorders.
- f. Describe the nurse's role when children need specialized nutritional support due to illness or lifestyle.

Unit III chapters 9 , 10, 11, 12, 13, 14 (C)

Course objectives satisfied: 1, 2, 3, 4

Learning Objectives: At the end of this unit, the student will be able to:

(9C) Concepts of Health Promotion and Health Maintenance

- a. Define health promotion and health maintenance..
- b. Describe the importance of a medical home, also known as a pediatric healthcare home.
- c. Explore the nurse's role in providing health promotion and maintenance for children of different ages in different settings.
- d. Describe the areas of assessment and intervention for health supervision visits growth and developmental surveillance, nutrition, physical activity, oral health, mental and spiritual health, family and social relationships, disease prevention strategies, and injury prevention.
- e. Apply the nursing process to assess, diagnose, establish goals, intervene and evaluate care related to health promotion and maintenance.

(10C) Health Promotion and Maintenance of the Newborn

- a. Verbalize the important link between prenatal care and health promotion and maintenance of the family and newborn.
- b. Identify the major health concerns of the newborn.
- c. Describe physical and developmental milestones expected by the end of the first month of life.
- d. Apply assessment skills to gather data regarding nutrition, physical activity, mental health status, and growth and development of newborns.
- e. Apply therapeutic communication skills with the newborn and family during health supervision visits.
- f. Intervene with newborns and their families to integrate activities to promote health and to prevent disease and injury.
- g. Describe the advantages of breastfeeding and the nurse's role in breastfeeding promotion

(11C)Health Promotion and Maintenance of the Infant

- a. Describe the general observations made of infant and their families as they come to the pediatric healthcare home for health supervision visits.
- b. Identify the major health promotion and health maintenance needs during infancy.
- c. Apply assessment skills to gather data regarding nutrition, physical activity, mental health status, and growth and development of infants.
- d. Apply therapeutic communication skills with infants and their families.
- e. Intervene with infant to prevent disease and illness.

(12C)Health Promotion and Maintenance of the Toddler and Preschooler

- a. Identify the major health concerns of toddlers and preschoolers.
- b. Apply assessment skills to gather data regarding nutrition, physical activity, mental health status, and growth and development of infants
- c. Apply therapeutic communication skills with toddler/preschooler and family. .
- d. Promote health and prevent disease and injury to toddler/preschooler.

(13C)Health Promotion and Maintenance of the school-age child.

- a. Identify the major health concerns of the school age child.
- b. Apply assessment skills to gather data regarding nutrition, physical activity, mental health status, and growth and development of the school age child
- c. Apply therapeutic communication skills with the school age child
- d. Promote health and prevent disease and injury to the school age child

(14C)Health Promotion and Maintenance of the Adolescent

- a. Identify the major health concerns of the adolescent.
- b. Apply assessment skills to gather data regarding nutrition, physical activity, mental health status, and growth and development of adolescent.
- c. Apply therapeutic communication skills with the adolescent.
- d. Promote health and prevent disease and injury to the adolescent.

Unit IV chapters 15,16,17(D)

Course objectives satisfied: 1, 2, 3, 4

Learning Objectives: At the end of this unit, the student will be able to:

(15D)Nursing Care of the child in the community

- a. List the types of community healthcare settings where nurses provide health care to children.
- b. Describe the role of the nurse in each identified community setting.
- c. Develop a nursing care plan that promotes the health of the child in the community setting.
- d. Describe the special needs of children that should be considered in disaster preparedness..

(16D) Nursing care of the hospitalized child.

- a. Discuss the child's understanding of health and illness according to the child's developmental level.
- b. Discuss the effects of and response to illness and hospitalization on children and their families.
- c. Discuss the child's and family's adaptation to hospitalization.
- d. Apply family centered care principles to the hospital setting.
- e. Identify nursing strategies to minimize the stressors related to hospitalization.

- f. Discuss family presence during procedures and nursing strategies used to prepare the family.
- g. Discuss strategies for preparing children and families for discharge from the hospital setting.
- h. Evaluate the effectiveness of teaching strategies used with the hospitalized child and their family.

(17D)Pain Management

- a. Explain the pathophysiology of pain as well as the physiology that enables nonpainful touch and massage to help reduce pain.
- b. Describe the physiologic and behavioral consequences of pain in infants and children.
- c. Select appropriate tool to measure pain in children.
- d. Contrast the nursing care for children receiving an opioid analgesic and nonsteroidal anti inflammatory medication.
- e. Compare the effectiveness of pain management strategies for procedures such as venipuncture and immunizations.
- f. Contrast the pain management plan for the child with chronic pain and acute pain.
- g. Develop a nursing care plan for monitoring the child who receives sedation and analgesia throughout a medical procedure and during recovery.

Unit V Chapters 18,19,20,21,22 (E)

Course objectives satisfied: 1, 2, 3, 4, 7, 8, 9

(18E) Social and Environmental Influences on the Child and Adolescent.

- a. Identify major social and environmental factors that influence the health of children and adolescents.
- b. List external influences that can affect child and adolescent health.
- c. Examine the effects of substance use, physical activity and other lifestyle patterns on health.
- d. Evaluate the environment for hazards to children, such as exposure to substances and potential for poisoning.
- e. Explore the nursing role in prevention and treatment of child abuse and neglect and other forms of violence.
- f. Plan nursing interventions for children related to social and environmental situations.

(19E)Immunizations and Communicable Diseases

- a. Explain why children are more vulnerable than adults to infectious and communicable diseases.
- b. Describe the process of infection and modes of transmission.
- c. Understand the role that vaccines play in reduction and elimination of infectious and communicable diseases.
- d. Develop a nursing care plan for children of all ages needing immunizations.
- e. Outline a plan to maintain the potency of vaccines.
- f. Contrast the clinical manifestations of common viral and bacterial infections and communicable diseases in infants and children.
- g. Describe the medical and nursing management of common infectious and communicable diseases.

(20E)Nursing Care of the Child with a Chronic Condition

- a. Discuss causes of chronic conditions in children
- b. Assess the child with a chronic condition and identify specific nursing interventions for the child at different ages.
- c. Discuss the nurse's role in care of the child with chronic conditions.

(21E)Nursing Care of the Child with a Life-Threatening Illness or Injury

- a. Discuss the variety of settings in which the nurse may encounter a child with a life-threatening condition.
- b. Describe the child's experiences with life threatening illness according to the developmental level.
- c. Describe the coping mechanisms utilized by the child and family in response to stress.
- d. Discuss the family's experience and reactions to having a child with a life-threatening illness.
- e. Develop a plan of care for the child with a life threatening illness and the family.

(22E)End-of-Life Care and Bereavement

- a. Apply the child's concept of death and loss to each of these age groups: infant, toddler, preschooler, school-age, and adolescent.
- b. Identify the cultural and spiritual influences on the child and family's responses to death, loss, and grief.
- c. Perform interventions based on developmental responses of a child to his or her impending death.
- d. Describe ethical issues associated with the care of a child who is dying.
- e. Apply assessment skills to identify the physiologic changes that occur in the dying child.
- f. Implement strategies for bereavement support of the parents and siblings after the death of a child.
- g. Describe strategies to support nurses who care for children who die.

Unit VI chapters 23,24,25,26,27,28,29,30,31,32,33,34,35,36 (F)

(23F)Alterations in Fluid, Electrolyte, and Acid Base Balance

- a. Describe normal fluid and electrolyte status for children at various ages.
- b. Identify regulatory mechanisms for fluid and electrolyte balance.
- c. Recognize threats to fluid and electrolyte balance in children.
- d. Analyze assessment findings to recognize fluid-electrolyte problems and acid base imbalances in children.
- e. Describe appropriate interventions for children experiencing fluid-electrolyte problems and acid base imbalance.

(24F)Alterations in Eye, Ear, Nose, and Throat Function

- a. Describe abnormalities of the eyes, ears, nose and throat in children
- b. Discuss screening programs to identify vision and hearing impairment.
- c. Integrate preventive and treatment principles when implementing care for children related to the eyes, ears, nose and throat.

(25F) Alterations in Respiratory Function

- a. Describe unique characteristics of the pediatric respiratory system anatomy and physiology and apply that information to the care of children with respiratory conditions.
- b. Describe the different respiratory conditions and injuries that can cause respiratory distress in infant and children.
- c. Assess the child's respiratory signs and symptoms to distinguish between mild, moderate and severe distress and identify the appropriate nursing actions for each level of severity.
- d. Differentiate between different causes of apnea in infants and children and identify nursing actions appropriate for each.
- e. Synthesize information and develop a hospital-based nursing care plan for a child with a common acute respiratory condition.
- f. Synthesize information and develop a home nursing care plan for a child with a chronic respiratory condition.

(26F) Alterations in Cardiovascular Function

- a. Describe the transition from fetal to pulmonary circulation.
- b. List three differences in cardiac functioning between infants and adults.
- c. Describe the pathophysiology associated with congenital heart defects having increased pulmonary circulation, decreased pulmonary circulation, missed defects and obstructed systemic blood flow.
- d. Recognize the signs and symptoms of congestive heart failure in infants and children and develop a nursing care plan.
- e. Differentiate between acquired heart diseases that occur during childhood and congenital heart defects.
- f. Describe the development of hypovolemic shock and nursing management of the condition.

(27F) Alterations in Immune Function

- a. Describe the structure and function of the immune system and apply that knowledge to the care of children with immunologic disorders.
- b. Identify infection control measures to prevent the spread of infection in children with an immunodeficiency.
- c. Describe nursing management for the child with systemic lupus erythematosus or juvenile arthritis.
- d. Describe exposure prevention measures for the child with latex allergy.
- e. Apply nursing interventions and prevention measures for the child experiencing hypersensitivity reactions.
- f. Develop plan of care for child with HIV

(28F) Alterations in Hematologic Function

- a. Describe the function of the red blood cell, white blood cell and platelets.
- b. Discuss the pathophysiology and clinical manifestations of the major disorders of red blood cells affecting the pediatric population.
- c. Discuss the pathophysiology and clinical manifestations of the major disorders of white blood cells affecting the pediatric population
- d. Discuss the pathophysiology and clinical manifestations of the major bleeding disorders affecting the pediatric population

(29F)Alterations in Cellular Growth

- a. Describe the incidence, known etiologies, and common clinical manifestations of cancer.
- b. Recognize the most common solid tumors in children, describe their treatment, and plan comprehensive nursing care.
- c. Plan care for children and adolescents of all ages who have a diagnosis of leukemia.
- d. Recognize the most common soft tissue tumors in children, describe their treatment, and plan care.

(30F)Alterations in Gastrointestinal Function

- a. Describe the anatomic and physiologic characteristics of the developing gastrointestinal system.
- b. Differentiate between different classifications of gastrointestinal disorders.
- c. Identify signs and symptoms that may indicate a disorder of the GI system.
- d. Discuss nursing management and the differences between surgical and non-surgical client.

(31F)Alterations in Genitourinary Function

- a. Describe the pathophysiology processes associated with genitourinary disorders in the pediatric population.
- b. Develop a nursing care plan for the child with a urinary tract infection.
- c. Discuss the growth and development issues for the child with chronic renal failure.
- d. Summarize dietary restrictions for the child with a renal disorder.
- e. Develop a nursing care plan for the child with acute and chronic renal failure on peritoneal dialysis.
- f. Plan a teaching session for the adolescent with a sexually transmitted infection.

(32F)Alterations in Endocrine and Metabolic Function

- a. Describe the general function of the endocrine system.
- b. Identify the function of important hormones of the endocrine system.
- c. Identify signs and symptoms that may indicate a disorder.
- d. Identify three conditions for which short stature is a sign.
- e. Distinguish between the nursing care of the child with type 1 and type 2 diabetes.

(33F)Alterations in Neurological Function

- a. Describe the anatomy and physiology of the neurological system.
- b. Describe the nursing assessment process and tools used for infants and children with altered level of consciousness and other neurological conditions.
- c. Differentiate between the signs in infants and children who have epilepsy and status epilepticus, and describe appropriate nursing management for each condition.
- d. Differentiate between signs of bacterial meningitis, viral meningitis, encephalitis, and Guillain-Barre syndrome in infants and children.
- e. Describe the focus of community based nursing care for the child with cerebral palsy.

(34F)Alterations in Mental Health and Cognition

- a. Define mental health and describe major mental health alterations in childhood.

(35F)Alterations in Musculoskeletal Function

- a. Describe pediatric variations in musculoskeletal system.
- b. Plan nursing care for children with structural deformities of foot, hip, and spine.

- c. Plan nursing intervention to promote safety and developmental progression in children who require braces, casts, traction and surgery.
- d. Provide care for fractures, including teaching for injury prevention and nursing implementations for the child who has sustained a fracture.

(36F) Alterations in Skin Integrity

- a. Describe important differences in the anatomy and physiology of the skin of an infant, child, and adolescent.
- b. Identify the characteristics of different skin lesions by their cause, including those caused by irritants, drug reactions, infestations, infection and injury.
- c. Plan nursing interventions for the child with a chronic skin disorder.
- d. Develop a plan for adolescents with acne to promote self-care.
- e. Describe the nursing care for the child with acute skin disorders, including dermatitis, infectious disorders, infestations and injuries to the skin.

REQUIRED TEXTBOOKS: The following textbooks and references are required:

- Ball, J.W. et Al (2010), *Child Health Nursing Partnering With Children & Families*. (2nd ed.)
Upper Saddle River, New Jersey: Prentice Hall
- Bindler, Ruth. (2007). *Clinical Skills Manual for Maternal and Child Nursing Care*. (2nd ed.).
Upper Saddle River, New Jersey: Prentice Hall
- Stone, B. (2010). *RNSG 2201 Learning Materials Packet*. Unpublished manuscript.
Odessa College Associate Degree Nursing: Odessa, Texas.

Other references include books assigned in previous courses and My Nursing Lab; e version of text book.

COURSE POLICIES:

1. Adhere to the requirements in the OC Nursing Student Handbook.
2. Take all unit exams and the final exam.
3. All assignments must be turned in or the student will receive an incomplete (grade of "I") for the course.
4. Content to be tested on the unit exams will follow course objectives and may include: math problems, assigned reading, information from audiovisual/learning aids, classroom content, study guides and other assigned activities. Exam grades will not be posted.
5. Each unit of study will require the student to complete assignments as instructed.
6. Cell phones and beepers are distracting to students and the instructors when they ring during class. Cell phones and beepers must be turned off or placed in the silent mode while in class and placed in designated cell phone area.

Attendance policy:

See the Nursing Student Handbook. All classes are considered essential for student learning. To report an absence, call your instructor. It is the student's responsibility to make arrangements to obtain any information that was missed during the absence.

Absence from Examinations:

Missed examinations will be made up as arranged by instructor. Format for the missed exam will be at the instructor's discretion. It is the student's responsibility to make arrangements with the instructor to make up the exam. Exam must be made up before the next exam is given. A grade of "0" will be given for any test not taken by the date established by the instructor and agreed on by the student.

Review of Exams:

Because of limited time for instruction, exam reviews will be conducted at the instructor's discretion. All students in the course must have completed the exam. Attendance is not required. The exam must be gone over within one week of taking the exam or student will not be able to go over the exam. Please arrange an appt. time to go over any test you have concerns about in the above time frame.

COURSE CALENDAR: The course calendar will be provided at the beginning of the course.

PROCEDURE FOR REQUESTING SPECIAL ACCOMMODATIONS

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If the student has any special needs or issues pertaining to access to and participation in any class at Odessa College, please contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

Approved: 6/05; 7/09

Tobacco Free Policy

In accordance with Tobacco-Free Policies of area health care facilities, students are **not allowed to consume tobacco during clinical experiences**. Students are not allowed to leave the grounds of the health care facility, to consume tobacco (or for any other reason). If a student leaves the grounds of the clinical site or violates the Tobacco-Free Policy of the Odessa college Nursing program or of a clinical facility, a written warning will be issued to the student by the instructor for the first event. If a second event occurs, a second written warning will be issued. The student will receive a clinical failure for the clinical course in which he/she is enrolled if a third violation occurs.

Students are allowed to wear a nicotine Patch to clinical experiences but are not allowed to chew Nicotine gum. “Gum chewing is not permitted while in the clinical area”. (See page 35, number 11 CLINICAL, Odessa college student Handbook.)

08/09