



BSN Program
NURS 3531 Nursing Care of Parents and Newborns
Syllabus

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COURSE INFORMATION

Materials- Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Davidson, M.R., London, M.L., & Ladewig, P.W. (2012). *Olds' Maternal-Newborn Nursing & Women's Health Across the Lifespan* (9th Ed) Upper Saddle River, NJ: Prentice Hall. (ISBN: 0132109077)

Gahart, B. & Nazareno, A. R. (2012) *2012 Intravenous Medications: A Handbook for Nurses and Health Professionals* (28th Ed) Elsevier: Mosby: St Louis, Mo. (ISBN: 0323057993)

Recommended Text:

Hogan, M.A., Glazebrook, R., Brancato, V., & Rodgers, J. (2013). *Maternal Newborn Nursing: Reviews & Rationales* (2nd ed). Upper Saddle River, NJ: Prentice Hall. (ISBN: 0-13-2956864)

PREREQUISITES: NURS 3620, NURS 3414, NURS 3313

Other Resources: Simulation Scenarios
NCLEX-RN Review Resources—HESI and others

COURSE DESCRIPTION

This course focuses on nursing care of childbearing families using both nursing and developmental theories. Biopsychosocial factors, legal/ethical, cultural and educational considerations related to pregnancy, birth and newborn periods are included. An historical overview of obstetrical advances and parent-child nursing are presented. Practice in providing nursing care to families during each phase of the childbearing cycle occurs in local hospitals and clinics. The nursing process is used with emphasis on the theoretical and empirical basis of practice. Experience in patient/family teaching such as childbirth classes is included. (5 credit hours)

Student Learning Outcomes:

At the completion of the course, the student will be able to:

1. Define legal, cultural, ethical, economic, historical, and political factors which impact the delivery of family centered health care.
2. Describe normal and abnormal physiological and psychological changes that occur during each period of the childbearing cycle and newborn period.
3. Discuss the role of the nurse that reflects an understanding of the legal and ethical issues that impact the childbearing family.
4. Use relevant evidence based practice for decision making in relation to childbearing families and the newborn.
5. Synthesize theories and concepts from liberal education to build an understanding of the human experience.
6. Discuss the role of the nurse and the use of nursing standards to monitor patient/family care.
7. Prepare a teaching plan based on principles of teaching/learning.
8. Discuss caring in relation to nursing the childbearing family and newborn.
9. Demonstrate responsibility for growth and development as a learner and a professional.
10. Apply theory related to computer-human interfaces, ethics, confidentiality and privacy, ergonomics and nursing informatics to nursing practice.

Clinical Objectives:

At the completion of the clinical rotation, the student will be able to:

1. Use evidence based information to formulate and modify the nursing plan of care.
2. Derive nursing diagnoses from physiological, psychological, social, and cultural data gathered from a variety of sources.
3. Use the nursing process to plan holistic nursing care for the childbearing family.
4. Demonstrate effective communication with individuals and families to promote optimum well-being.
5. Utilize the nursing process and safety principles in the care of all clients.
6. Implement a teaching plan using principles of nutrition for the antepartum patient and/or the breastfeeding patient.
7. Demonstrate collaborative skills with members of the interdisciplinary health care team in planning, coordinating, providing and evaluating patient care of the childbearing client.
8. Perform safe nursing interventions that reflect caring behaviors in response to physical, emotional, cultural, and humanistic care needs.
9. Demonstrate professionalism, including accountability, attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
10. Develop patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in care.
11. Demonstrate performance of nursing psychomotor skills in a safe manner.
12. Utilize organizational skills and time management concepts in setting priorities in providing patient care
13. Demonstrate critical thinking decision makings skills based on standards of practice, theory, and research.
14. Apply ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.
15. Demonstrate professional standards of moral, ethical, and legal conduct.
16. Evaluate client outcomes for psychobiological intervention effectiveness.
17. Create a safe care environment that results in high quality patient outcomes.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will complete various combinations of online assignments, activities, readings, etc. Instructional Strategies that may be used include: lecture, discussion, demonstration, media resources (YouTube and others), role playing, simulation, team-based learning strategies, audio-visual aids, computer assisted instruction, study and practice groups, case study, clinical assignments and supervision, post clinical conferences, Critical Thinking Tool on assigned patients, practice and return demonstration in campus laboratory.

Grading

Grades will be determined as follows:

Mynursinglab assignments	5%
Exam #1	20%
Exam #2	20%
Exam #3	20%
Ethical Issues Paper	10%
Final Exam--Comprehensive	25%
TOTAL	100%
Clinical	PASS/FAIL

*HESI OB will be administered to students upon completion of all lecture content. Students must obtain a minimum score of 850. Students who score above 850 will receive 1-3 points added to their final grade. The number of points earned is dependent upon the student's composite score. (See policy in Student Nursing Handbook)

Grading Scale:

A = 90-100

B = 80-89

C = 75-79

D = 67-74

F = 66 and Below

A minimum grade of 75 is required to pass the course.

Satisfactory completion of the clinical component requires the following:

1. Completion of the following assigned activities **PRIOR** to start of clinical:
 - Nursing Assessment of the Intrapartum Patient
 - Nursing Assessment of the Postpartum Patient
 - Physical Assessment of the Newborn
 - Gestational Age Assessment of the Newborn (video)
2. Demonstration of postpartum and newborn assessment skills. Students will **NOT** be allowed in clinical until this has been achieved.
3. Newborn assessment and care plan.
4. Gestational Age Assessment of the Newborn
5. Post-partum assessment and care plan.
6. Intrapartum patient assessment and care plan.
7. Teaching plan in the postpartum patient (may be maternal or newborn related). Due on the 2nd Postpartum clinical experience.
8. Reflective clinical journals for each clinical experience utilizing the reflective journal template.
9. Maintain clinical log of clients' age, diagnosis, sex (newborn).

Each student is expected to submit care plans and assignments at designated times. Designated times will be determined by each clinical instructor.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection-high speed recommended (not dial up)*
- Word Processor (MS Word, or Word Perfect)*

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP, Vista, or 7) and a recent version of Microsoft Internet Explorer (6.0, 7.0, 8.0, or 9.0).

Your courses will also work with Macintosh OS X or better along with a recent version of Safari (5.1 is now available). Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows, and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services.

COMMUNICATION AND SUPPORT

Communication between faculty and students is important and taken seriously. Preferred communication methods are through individualized faculty office hours, email, or office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

CLASS

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course faculty in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so will result in the student receiving a zero for the missed exam.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.
5. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

NURSING SKILLS LABORATORY

1. Students are responsible for assigned readings in textbooks and completing DVD and other assignments prior to lab. Participation in discussions over the assigned material is expected. Failure to prepare will result in an

unsatisfactory for the lab session. All lab sessions must be completed satisfactorily to progress to the clinical setting.

2. Students must adhere to the clinical dress code for skills laboratory sessions. Refer to the Nursing Student Guide for policy information.

CLINICAL EXPERIENCE

1. Clinical attendance is mandatory. Refer to the Nursing Student Guide for absence policy information.
2. Immunizations, CPR, and TB status must be current for students to be able to attend clinical experience at the assigned clinical location.
3. Students will be allowed to perform designated nursing skills in the clinical setting only after receiving instruction and successfully demonstrating the skill in the Nursing Skills Laboratory.
4. Students are expected to meet clinical expectations outlined in the clinical evaluation tool.
5. Based on student learning needs, the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.
6. Students are expected to prepare for clinical practice in order to provide safe, competent care.
7. Clinical assignments must be handed in on time to the clinical instructor. No exceptions. **Clinical paperwork is due Thursdays by 5pm on the student's clinical week.**
8. Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.

UNSATISFACTORY CLINICAL PERFORMANCE

1. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
 - Absences
 - Tardiness
 - Violation of dress code
 - Incomplete health immunization records
 - Expired CPR certification
 - Failure to turn in written assignments on time
 - Incomplete hospital orientation
 - Lack of preparation
2. Accumulation of two (2) warnings in this clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.
3. Other offenses which may lead to immediate failure of the course include but are not limited to:
 - A pattern of lack of accountability for class, clinical and lab skills preparation
 - Unsafe or unprofessional practices or behaviors
 - HIPPA violations
 - Inability to pass required clinical assignments
 - Falsification of records
 - Inability to achieve 90% on the dosage calculation exam

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Ge e Library

Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct Code – Refer to the BSN Student Guide

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others.

COURSE OUTLINE

Week	Content	Reading Assignment
1	Contemporary Maternal-Newborn Nursing; Assessment of Intrapartum, Newborn, and Postpartum Clients	Olds, Unit I Chapters 22-23 and Kozier and Erb, pp. 458-460
2	Human Reproduction; Physiologic/Psychologic Changes of Pregnancy; Antepartum Nursing Assessment; Needs and Care of the Expectant Family ; Adolescent Pregnancy and Maternal Nutrition	Olds, Units 3 and 4 + Chapters 29, 30, and 35
3 & 4	Pregnancy at Risk, Pregestational and Gestational Problems and Assessment of Fetal Well-Being	Olds, Chapters 19-21
5&6	Processes/Stages of Labor; Intrapartum Nursing Assessment;	Olds, Chapters 22-25
	Family in Childbirth: Needs and Care; Pain Management during Labor	
7&8	Childbirth at Risk—Pre-Labor and Labor Related Complications; Birth Related Procedures	Olds, Chapters 26-28
9&10	PostPartum Family Adaptation; Needs and Care; Home Care; PostPartum Family at Risk; Grief and Loss	Olds, Unit 7
11&12	Physiologic Responses of the Newborn to Birth; Nursing Assessment of the Newborn	Olds, Unit 6
	The Normal Newborn: Needs and Care; Newborn Nutrition	
	Newborn at Risk: Conditions Present at Birth/Birth Related Stressors	
13	Women's Health Issues	Olds, Unit 2
14	HESI Exam	All Assigned Chapters and Review Book
15	Review for Final	All Assigned Chapters and Review Book
16	Comprehensive Final	All Assigned Chapters

In addition, review chapters for exam are on the required reading list. In addition, reading appropriate to clinical assignments are expected and will be assessed in the clinical area by individual instructors.

**NURS 3531
Teaching/Learning Plan
Grading Rubric**

Student: _____

Date: _____

Topic:	Points Earned	Comments
Planning (4 points each)		
1. Factors affecting learning are addressed.		
2. Learner(s) need(s) is/are evident in description		
3. Readiness of patient(s) to learn is summarized		
4. Management of the learning environment is described		
5. Visual aids are appropriate to the patient(s) and setting		
6. Teaching strategies and materials are identified		
Content (10 points each)		
7. Nursing Diagnosis is appropriate to client's learning needs and is correctly stated		
8. Outcomes address the 3 domains of learning (cognitive, affective, psychomotor)		
9. Outcomes are specific, realistic, and measurable		
10. Interventions address learning needs		
11. Content is described with adequate detail with scientific rationales included		
12. Evaluation of teaching and patient learning are evident in the plan		
13. Statement to discontinue, modify, or continue plan is included		
Format (3 points each)		
14. References are in APA format		
15. Teaching plan is prepared in proper form, correct spelling and free of errors.		

**Ethical Issues
Grading Rubric**

Content	Points	Earned
1. Describes the dilemma in detail having gathered pertinent facts. COMMENTS:	10	
2. The issues pros and cons are thoroughly discussed. COMMENTS:	10	
3. Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of all involved. COMMENTS:	10	
4. Identifies a number of alternatives and in detail evaluates each on the basis of whether or not there is interest and concern over the welfare of all involved COMMENTS:	15	
5. Formulates a plan that is a thoughtful reflection on the benefits and risks of action COMMENTS:	10	
6. Discuss how these ethical issues can affect nursing as a whole. COMMENTS:	15	
7. Thorough, logical and clear discussion of the decision and how it relates to one's own philosophy of ethics. COMMENTS:	5	
8. Content is comprehensive and accurate. COMMENTS:	5	
9. Language is clear and precise; sentences display consistently strong, varied structure. COMMENTS:	5	
10. Structure of the paragraph is clear and easy to follow. COMMENTS:	5	
11. Paper follows designated guidelines (APA format, 12-font, 3-4 pages in length, excluding bibliography). COMMENTS:	5	
12. Rules of grammar, usage, and punctuation are followed; spelling is correct. COMMENTS:	5	
Total Points	100	

Nursing Care Plan Grading Rubric

Content (0-5 points per element)	Grade	Comments
Assessment		
1. Assessment data is complete and accurate.		
2. Erickson's stage is accurately identified and includes supportive data (behaviors).		
3. Identifies abnormal lab and diagnostic findings with explanation for abnormal findings as it relate to patient diagnosis.		
4. Medication information is complete.		
5. Pathophysiology Tree completed on hi-risk diagnosis.		
Nursing Diagnosis		
6. A minimum of 3 NANDA nursing diagnoses are listed.		
7. Includes all 3 parts (stem, related to or R/T, and as evidenced by [AEB] for actual diagnosis).		
8. Diagnosis is appropriate for client and includes actual and risk diagnoses		
9. Nursing Diagnoses are prioritized.		
Planning		
10. Realistic short-term client goals listed.		
11. Goals are measureable.		
Implementation		
12. A minimum of 5 interventions (2 assessment, 2 nursing care, 1 teaching).		
13. Dependent, collaborative, and independent nursing interventions are identified.		
14. Interventions are specific and individualized to the client.		
15. Interventions are measurable and realistic.		
16. Interventions are supported by theory (scientific rationales)/evidence-based.		
Evaluation		
17. Evaluated client responses to interventions.		
18. Evaluated short term goals as met, unmet, or partially met and reason goals were unmet or partially met.		
19. Stated continuation, modification, or completion of plan.		
References		
20. APA format is used on separate page (all sources used for rationales, evidence-based interventions).		
Grade:		

Students must achieve a grade of 75 or better per care plan.

REFLECTIVE Clinical Journal TEMPLATE

Name: _____

Date Submitted: _____

Select a patient-nurse exchange related to a nursing issue.

Take notes and write a narrative with 3-8 lines per sub-category topic (*).

Reference: Johns, C. (2002). Guided Reflection: Advancing Practice.

I. Focus attention

*What was your emotional state upon arriving for clinical? (2 points)

* Describe your assignment for the day. (2 points)

II. Description

*Selected patient situation (what was going on with your patient physiologically, psychologically): (2 points)

*Were there any significant moments (positive or negative)? (2 points)

III. Reflections

Patient:

*Responses to situation described above (eg, verbal, non-verbal)? (5 points)

*What emotions were described (eg, feelings, values)? (5 points)

*What conclusions did you make based on client's emotions? (5 points)

Self as carer:

*What were your interventions (include rationales)? (5 points)

*What were the intentions for the interventions you chose? (5 points)

*What actions and consequences resulted from your interventions? (5 points)

*How did you feel about the actions/consequences of your actions? (5 points)

*How does this support or conflict with your values? (5 points)

*What were the contradictions of your actions, if any? (5 points)

IV. Reflect on Reflections (Make connections for change)

*Reflect on the event that just occurred. Were you satisfied with the nursing care you provided? (10 points)

*What would you do differently in the future when confronted with the same or similar situation? (10 points)

*What professional nursing issue does this situation fall under? (10 points)

V. Critical Thinking Development

*