



BSN Program
NURS 3531 Nursing Care of Parents and Newborns
Syllabus
Fall, 2014

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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. (2015) *2012 Intravenous Medications: A Handbook for Nurses and Health Professionals* (20th 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.
11. Discuss evidence based complementary therapies in managing the childbearing family.

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.
18. Demonstrate knowledge of medications specific to maternal newborn care.

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.

In order to meet requirements and prepare for Maternal-Newborn HESI and the NCLEX_RN licensure examination, students will be required to submit 200 NCLEX-RN style questions over Maternal Newborn content before each course examination. The questions will be submitted via Dropbox and are due by 8a on examination Mondays. The minimum grade for each group of questions is 80. This assignment is mandatory and the student will receive credit for submitting questions. The questions are included in the grade average.

Students must submit the topic for their ethics paper in writing for approval by the faculty by 5p on October 2, 2014. Abortion will not be approved as a topic for this paper. The rubric for grading this paper is included in the syllabus.

Students will select a complementary therapy that can be utilized in the maternal-newborn area and present the topic to the class in the form of a poster the last week of the Fall semester. Students must provide faculty with a power point of their poster as well as an APA formatted reference list. Students must present the topic in writing for approval by the faculty by 5p on October 2, 2014. No exceptions will be made to this date. No duplicate topics will be permitted. The rubric for grading the poster is included in the syllabus.

Grading

Grades will be determined as follows:

Complementary Therapy Poster	10%
Exam #1	15%
Exam #2	15%
Exam #3	15%
Exam #4	15%
Exam #5—Comprehensive	20%
Ethical Issues Paper	10%
TOTAL	100%
Clinical+	PASS/FAIL
*HESI Ob Credit	
NCLEX Questions-1000	0%

*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 900 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)/ If a student scores less than 850 they will undergo remediation and be subject to retake policy (see policy in Student Nursing Handbook)

+Students must achieve a pass/fail in clinical including passing all starred items on the level II clinical evaluation tool, posted in e-college. They must also complete all required NCLEX-RN questions and achieve at least a 75 on all nursing care plans with an average of 85 overall to pass clinical.

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 on the postpartum patient (may be maternal or newborn related). This teaching plan must be pre-approved by the clinical instructor the week before the teaching is planned.
8. Clinical journals for each childbirth class and childbirth clinical experience utilizing the journal template.
9. Maintain clinical log of clients' age, diagnosis, sex (newborn).
10. Appropriate textbook chapter readings must be done before each scheduled clinical experience.
11. Handwritten medication information on maternal newborn drugs (see maternal newborn drug list).
12. Pathophysiology trees completed on any high risk patient situation encountered but if there are no high risk patients, students must complete pathophysiology trees on Pregnancy Induced Hypertension, including HELLP Syndrome, and Diabetes in Pregnancy.

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 or quiz.
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.
6. NCLEX-RN style questions submitted as previously discussed.

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 24 hours following clinical experience. Assignments may be submitted in person or via Dropbox.**
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

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Tobacco Statement

Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

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/REQUIRED READINGS

Week	Content	Reading Assignment
1	Contemporary Maternal-Newborn Nursing; Assessment and Care of Intrapartum, Newborn, and Postpartum Clients	Olds, Unit I Chapters 22-25; 29-32; 35-37 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; Ethics in Childbirth	Olds, Units, 3 and 4 + Chapters 1, 22-24;, 29, 30, and 35-37
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 at Risk; Grief and Loss	Olds, Unit 7
11&12	Newborn at Risk: Conditions Present at Birth/Birth Related Stressors	Olds, Unit 6
13	Women's Health Issues	Olds, Unit 2
14	HESI Exam	All Assigned Chapters and Review Book
15	Complementary Therapies	Chapter 3
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 **REQUIRED** 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. Readiness of client(s) to learn is summarized		
3. Management of the learning environment is described		
4. Teaching materials are appropriate to the client(s) and setting		
5. Teaching strategies are identified		
6. Self-evaluation of teaching is included.		
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 (5 interventions)		
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—at least three; two should be Davidson and Kozier and Erb		
15. Teaching plan is prepared in proper format, correct spelling and free of errors.		

****Teaching content must be pre-approved by clinical instructor the week before student plans to teach the content.**

**NURS 3531
Ethical Issues
Grading Rubric**

Format		
1. Paper follows designated guidelines (APA format, 12-font, 3-4 pages in length, excluding bibliography). COMMENTS:	5	
2. Journal article is submitted with paper. COMMENTS:	5	
3. Content is comprehensive and accurate. COMMENTS:	5	
4. Rules of grammar, sentence structure, and punctuation are followed; spelling is correct. Writing is clear, concise, and cogent. COMMENTS:	10	
Content	Points	Earned
5. Describe the dilemma in detail including pertinent facts. COMMENTS:	10	
6. Describe and discuss the ethical theory or theories this issue falls under. COMMENTS:	15	
7. Determine who should be involved in the decision making process and thoroughly reflect on the viewpoints of all involved. COMMENTS:	10	
8. Identify multiple alternatives and in detail evaluate each on the basis of whether or not there is interest and concern over the welfare of all involved. COMMENTS:	10	
9. Formulate a plan that is a thoughtful reflection on the benefits and risks of action. COMMENTS:	10	
10. Discuss how the ethical issue can affect nursing as a whole. COMMENTS:	15	
11. Describe how the issue relates to one's own philosophy of ethics. COMMENTS:	5	
Total Points	100	

****Chapter one in Davidson text must be read before writing this paper and the topic must be approved by faculty by 5p on October 2, 2014**

**NURS 3531
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 relates to maternal newborn patient diagnosis.		
4. Medication information is complete and pertain to maternal newborn care.		
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. 85 overall average on all care plans

Clinical Journal

Reflective practice is a significant learning opportunity to understand ourselves. Clinical judgment is developed through examining the way we interact, identifying what went well, as well as opportunities to improve our practice. This examination allows us to understand how evidence based theory guides our practice and how patient individualization transforms it into patient centered care.

Points available	Points awarded	Journal guidelines
10 points		Write a brief description of this clinical experience. What were you most surprised by and least surprised by in this setting?
25 points		REFLECTION: Discuss the role of the registered nurse in this setting. Describe the maternal newborn nursing care provided (including client teaching) and evaluate why this is appropriate for the setting.
30 points		EVIDENCE: Locate one article with evidence to support the care you observed in this setting. Discuss how the article supports this care. Submit the article with your journal.
25 points		LEARNING: Describe how you can use the knowledge obtained at this site in your nursing practice
10 points		APA Reference page, grammar, spelling, etc; Include your attendance form with your journal.
Total: 100 points		

Texas A&M University - Commerce
NURS 3531- Nursing Care of Parents/Newborns
Attendance Form

Student Name: _____

Date: _____

The above named student attended:

At (location):

From (time): _____ To (time): _____

Printed Name of Facility Representative

Signature of Facility Representative

**NURS 3531
Complementary Therapy Assignment**

Grading Rubric

Content	Points
1. Topic is approved in advance COMMENTS:	5
2. Content is based on evidence, reflected in bibliography COMMENTS:	10
3. Content is comprehensive and accurate. COMMENTS:	5
4. Content applies to maternal newborn care. COMMENTS:	10
5. Theory regarding therapy is clearly presented COMMENTS;	10
6. Utilization of content in the maternal newborn area is clearly presented. COMMENTS:	10
7. Use of therapy is clearly understood and presented COMMENTS:	10
8. Three to five objectives for the presented content are included.	5
Format	Points
9. Power point of poster is distributed to faculty and the poster reflects the power point. COMMENTS:	10
10. Poster is creatively done, free of grammatical and spelling errors, organized effectively and in appropriate poster format. COMMENTS:	10
11. Bibliography is distributed to faculty and is in APA format. COMMENTS:	10
12. Student presentation of poster is professionally done utilizing correct grammar and student is in professional dress.	5
Total Points	100

NURS 3531- Maternal Newborn Medications

While your patient might have other medications related to specific conditions, the following is a list of drugs that are commonly used in these clinical areas. You must complete the medication information (form posted in eCollege) for each area prior to your scheduled clinical day in the area.

Labor and Delivery (17)

Ephedrine

cefazolin (Ancef, Keflex)

penicillin (Pfizerpen)

oxytocin (Pitocin)

nalbuphine (Nubain)

terbutaline (Brethene)

magnesium sulfate

calcium gluconate

fentanyl (Sublimaze)

promethazine (Phenergan)

butorphanol (Stadol)

ketorolac (Toradol)

ondansetron (Zofran)

lidocaine

methylergonovine (Methergine)

Normal Saline

Ringer's Lactate

Postpartum (10)

zinc oxide with hydrocortisone (Anusol-HC)

docusate sodium (Colace)

zolpidem (Ambien)

magnesium hydroxide (Milk of Magnesia)

simethicone (Mylicon)

hydrocodone/acetaminophen (Norco)

ibuprofen (Advil, Motrin)

naproxen sodium (Naproxen)

Tdap

Influenza vaccine

Rhogam

Newborn (7)

AquaMEPHYTON (Vitamin K)

Erythromycin ointment (Ilotycin)

Hepatitis B vaccine (Energix B, Recombivax HB)

Ampicillin sodium

Cefotaxime (Claforan)

Gentamycin (garamycin)

Dextrose 10% in water