



**BSN Program  
NURS 3531 Nursing Care of Parents and Newborns  
Syllabus  
Fall, 2015**

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**COURSE INFORMATION**

**Materials- Textbooks, Readings, Supplementary Readings:**

**Textbook(s) Required:**

- Arnold, E. & Boggs, K.U. (2010). *Interpersonal relationships: Professional communication skills for nurses* (6<sup>th</sup> Ed.). Philadelphia: W.B. Saunders. (ISBN: 1437709443).
- Berman, A., & Snyder, S. (2015). *Kozier and Erb's fundamentals of nursing* (10<sup>th</sup> Ed.). New Jersey: Pearson. (ISBN:978-0133974362).
- 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* (20<sup>th</sup> Ed) Elsevier: Mosby: St Louis, Mo. (ISBN: 0323057993)
- 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)
- Silvestri, Linda Anne (2014). *Comprehensive Review for the NCLEX-RN Examination* (6th Ed.). St. Louis: Saunders. (ISBN: 9781455727551).

Skidmore-Roth, L. (Consultant) *Mosby's drug guide for nurses* (9<sup>th</sup> Ed.). St. Louis: Mosby.  
(ISBN: 9780323081047) or any current nursing drug book

**PREREQUISITES:** NURS 3620, NURS 3414, NURS 3313

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

**Syllabus/schedule subject to change**

### **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. Discuss caring in relation to nursing the childbearing family and newborn.
8. Demonstrate responsibility for growth and development as a learner and a professional.
9. Apply theory related to computer-human interfaces, ethics, confidentiality and privacy, ergonomics and nursing informatics to nursing practice.
10. 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 and implement a patient teaching plan 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.

### **Student Responsibilities**

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 (800 total). 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. You must download the questions with your score to Dropbox. Questions may be obtained from Sylvestri and

Hogan texts/CD's. Questions should reflect the content being tested at the time of the exam. This assignment is mandatory and the student will receive credit for submitting questions. The questions are not included in the grade average.

Students must submit a paper related to a maternal newborn ethical issue in this course, written according to the grading rubric attached to this syllabus. Students must submit the topic for their ethics paper in writing for approval by the faculty by 1700 on October 6, 2015. Abortion will not be approved as a topic for this paper. The rubric for grading this paper is included in the syllabus. The ethics paper allows a student to discuss the ethical components of a dilemma related to maternal, fetal or newborn clients. Both points of view must be presented per the rubric and must be based on evidence found in the literature. There is a chapter in your therapeutic communication book on ethics and ethical decision making that you might find useful (Arnold and Boggs, Chapter 3). The paper is due by 23:59 on Friday, November 20, 2015.

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 on October 20, 2015. Students will work in assigned groups of two for this assignment. The therapy must include all the components of the rubric included in this syllabus and must be based on evidence found in the literature. 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 1700 on September 8, 2015. 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.

Students will be required to attend a complementary therapy workshop presented by the East Texas Holistic Nurses' Association. It will be 900-1600, Saturday, October 10, 2015 in the Athens, Texas area. Pre-work for this assignment as well as post conference paperwork will be required. A fee of \$20 for the workshop is assessed and pre-registration will be required. This will be discussed in detail at course orientation.

Students will participate in three simulations during this course. They must come prepared for the simulation (information is posted for simulations on E-College) and pass the simulation requirements to pass the course. In the event that a student fails a simulation, re-takes will be offered. Students are required to complete a simulation evaluation by 23:59 of the date they participate in the simulation. Students will be divided into groups for simulation experience.

Clinical schedules will be presented at clinical orientation, along with a discussion of clinical course requirements, both pre and post clinical.

### **Assessments/Grading**

Grades will be determined as follows:

Complementary Therapy Poster	13%
Exam #1	17.5%

Exam #2	17.5%
Exam #3	17.5%
Exam #4— Comprehensive	22.5%
Ethical Issues Paper	12%
<b>TOTAL</b>	100%
<b>Clinical+</b>	<b>PASS/FAIL</b>
<b>Practice HESI</b>	Cr/nc
<b>*HESI Ob Credit</b>	
<b>NCLEX Questions-750</b>	Cr/nc

**\*HESI OB will be administered to students upon completion of all lecture content. Students must obtain a minimum score of 900. Students who score above 900 will receive 2-3 points added to their final grade, starting at 950 (2 points); 1000 (3 pts). 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 900 they will undergo remediation and be subject to retake policy (see policy in Student Nursing Handbook). If course is failed, you may not re-take the HESI.**

**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 to pass clinical.**

***Students must achieve a minimum average of 75% on all exams in order to pass the course. Other graded assignments will not be added to the final grade unless exam grade average is 75% or higher.***

**Grading Rubrics must be submitted with all assignments, including clinical paperwork.**

### **Late Submissions**

It is expected that you will submit all assignments on time. If you need an extension, it must be requested **before** the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

### **Paper submissions**

All documents submitted online are to be in .docx, .rtf or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. A self-graded grading rubric must be submitted with all written assignments.

*Failure to follow these guidelines will result in a grade of "0" on the assignment.*

## 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.
4. Gestational Age Assessment (Ballard) 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 at least one 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 completed 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 (must include HELLP Syndrome), and Diabetes in Pregnancy.

Each student is expected to submit care plans and assignments at designated times. Nursing Care Plans are due at 23:59 the day after the clinical experience via Dropbox.

## TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical](https://secure.ecollege.com/tamuc/index.learn?action=technical)

# ACCESS AND NAVIGATION

## Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx). <http://www.tamuc.edu/myleo.aspx>

**You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).**

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the "My Courses" tab, and then select the "Browser Test" link under Support Services.

## Pearson Learning Studio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson Learning Studio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the



local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

## **Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

## **Internet Access**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

## **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).  
<https://leo.tamuc.edu>

## **Learner Support**


Go to the following link [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/)- created to serve you by attempting to provide as many resources as possible in one location.  
<http://www.tamuc.edu/admissions/onestopshop/>

Go to the following link [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/)- focused on providing academic resources to help you achieve academic success.  
<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

## FREE MOBILE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone</b> – Pearson LearningStudio Courses for iPhone <b>Android</b> – LearningStudio Courses - Phone
	<b>Operating System:</b>	<b>iPhone</b> - OS 6 and above <b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS
	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lsphone">https://play.google.com/store/apps/details?id=com.pearson.lsphone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement

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**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)  
<http://www.albion.com/netiquette/corerules.html>

### **ADA Statement**

#### **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

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses,

with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **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.

### **COURSE SPECIFIC PROCEDURES**

(The material in this syllabus and dates identified in the Course Calendar are subject to change.)

#### **CLASS**

1. Class Cancellation: In the event that a class is canceled, the student is expected to complete the readings and objectives for that day. The content will still be included on examinations.
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 be subject to the late paper policy presented earlier in the syllabus.
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 at 23:59 on the day following clinical experience. Assignments may be submitted via Dropbox.**
8. **Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.**
9. **Clinical Experiences:**
  - a. Labor and Delivery—students will arrive with assigned paperwork and will be expected to care of a patient, including appropriate assessments, experiencing a vaginal birth, preterm labor, having prenatal complications or having a C-Section.
  - b. Postpartum/Mother/Baby—students will arrive with assigned paperwork and will be expected to provide all care for mother and baby, including appropriate assessments, medications, treatments and teaching.
  - c. Newborn Nursery—students will arrive with assigned paperwork and will be expected to provide all care for normal newborn patients, including appropriate assessments, teaching and medications. High risk newborn experience will be observational only.
  - d. Lactation—all students will spend a day with the lactation consultant, observing assessments, care, teaching and any support groups that occur.
  - e. Childbirth Education—all students will spend ½ a day or evening observing a childbirth education class.
  - f. All clinical assignments have post experience paperwork to be submitted.

**CLINICAL PREPARATION REQUIREMENTS: Discussed in a separate document reviewed at orientation and posted on E-College.**

## **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
  - HIPAA violations
  - Inability to pass required clinical assignments
  - Falsification of records

### **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

<b>Week</b>	<b>Class Content—All readings are from Davidson, et.al. text</b>
Sept 1	Contemporary Maternal-Newborn Nursing (ch 1,2); Assessment and Care of Intrapartum(20,21,22,23), Newborn (27,28,29,30), and Postpartum Clients (33,34,35) Presenting a Pro and Con Argument (Kozier, pp. 406-408)
Sept 8	Human Reproduction (ch 9-11); Physiologic/Psychologic Changes of Pregnancy (ch 12) Antepartum Nursing Assessment (ch13); Needs and Care of the Expectant Family (ch14) ; Adolescent Pregnancy (ch15) Maternal Nutrition (ch 16); Ethics in Childbirth (ch1)
Sept 22	Processes/Stages of Labor (ch 20) Intrapartum Nursing Assessment (ch 21); Family in Childbirth: Needs and Care (ch 22) Pain Management during Labor (ch 23)
Oct 6	Normal (33,34,35) and High Risk (37) Postpartum; Grief and Loss (36)
Sat. Oct 10	Complementary Therapy Workshop <b>(attendance mandatory)</b>
Oct 14	Women's Health Issues (ch 3-8) <b>No class (on your own)</b>
Oct 20	Complementary Therapies—Poster Presentation
Nov 3	Newborn at Risk: Conditions Present at Birth/Birth Related Stressors (ch 31, 32)
Nov 17	Childbirth at Risk—Pre-Labor (ch 24) and Labor Related Complications (ch 25); Birth Related Procedures (ch 26)
Dec 1	High Risk Antepartum—Pregnancy at Risk, Pregestational (ch17) and Gestational Problems (ch18) and Assessment of Fetal Well Being (ch19) Ethics paper due at 23:59 on Friday, November 20
Dec 10	HESI Exam
Dec 15	Comprehensive Final

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: \_\_\_\_\_

<b>Topic:</b>	<b>Possible Points</b>	<b>Points Earned</b>
<b>Assessment/Planning</b>		
1. Assessment data (Ob Assessment form) is complete and accurate	5	
2. Assessment data includes client's medications as well as client's learning readiness, learning environment and factors affecting learning	5	
3. The teaching environment is managed appropriately and is conducive to learning	5	
4. Teaching materials are appropriate to the client(s) and setting	5	
5. Demonstrated thorough knowledge of topic taught	5	
6. Student demonstrated professional behavior.	5	
7. Self-evaluation of teaching is included.	5	
<b>Content</b>		
8. Nursing Diagnosis is appropriate to client's learning needs and is correctly stated	10	
9. Outcomes address the 3 domains of learning (cognitive, affective, psychomotor)	10	
10. Outcomes are specific, realistic, and measurable	10	
11. Interventions address learning needs	10	
12. Content is described with adequate detail with scientific rationales included	10	
13. Evaluation of teaching and patient learning are evident in the plan	10	
14. Minimum of three (include OB and Fundamentals textbooks) references	5	
<b>Up to 20% may be deducted from grade for incorrect APA, grammar, sentence structure, punctuation and spelling.</b>		
Total Points:	100	

**\*\*Teaching content must be pre-approved by clinical instructor the week before student plans to teach the content. Refer to Kozier and Erb, Chapter 27 for more information on Teaching/Learning**



**NURS 3531**  
**Ethical Issues Paper**  
**Grading Rubric**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Paper is submitted in full and on time: yes_____ no _____ (*see below) Body of Paper is no more than 5-8 pages in length yes_____ no _____ (-5 pts) Scholarly journal articles are submitted with paper yes_____ no _____(-5 pts) *IF paper is not submitted in full and/or on time, the paper will be penalized 10% per day for each of the first two days overdue/incomplete; on the 3rd day, the grade will be assigned as 0%.		
<b>Content</b>	<b>Points</b>	<b>Earned</b>
1. Ethical dilemma is stated in the form of a question. COMMENTS:	5	
2. The dilemma is described accurately, including pros and cons. (Include statistics as needed.) COMMENTS:	10	
3. The ethical theory or theories related to the issue is fully discussed (refer to Arnold and Boggs text). COMMENTS:	15	
4. Identify all persons involved in the dilemma (eg, parents, fetus/newborn, medical staff, others). COMMENTS:	10	
5. Identify multiple alternatives (choices) related to this dilemma. COMMENTS:	15	
6. Identify expected outcomes related to each of these alternatives. COMMENTS:	15	
7. Discuss how the ethical issue can affect nursing as a whole. COMMENTS:	10	
8. Describe how the issue relates to your ethical philosophies (beliefs). COMMENTS:	10	
9. Information is presented formally, unbiased and objective. COMMENTS:	10	
Total Points* <b>Up to 20% may be deducted from grade for incorrect APA, grammar, sentence structure, punctuation and spelling.</b>	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 6, 2014. Chapter in your therapeutic communication text will also be helpful.**

NURS 3531  
PP Nursing Care Plan  
Grading Rubric

Content (5 points for each element)	Grade	Content
<b>Assessment</b>		
1. Preconference work is complete and accurate		
2. Assessment data is complete and accurate.		
3. Erickson's stage is accurately identified and includes supportive data (behaviors).		
4. Identifies all pertinent lab and diagnostic findings with explanation for abnormal findings as it relates to maternal newborn patient diagnosis		
5. Demonstrates thorough knowledge of medications, both in writing and verbally.		
6. Pathophysiology Tree completed on hi-risk diagnosis.		
<b>Nursing Diagnosis</b>		
7. A minimum of 3 NANDA nursing diagnoses are listed.		
8. Includes all 3 parts (stem, related to or R/T, and as evidenced by [AEB] for actual diagnosis).		
9. Diagnosis is appropriate for client and includes actual and risk diagnoses		
10. Nursing Diagnoses are prioritized.		
<b>Planning</b>		
11. Realistic short-term client goals listed.		
12. Goals are measurable.		
<b>Implementation</b>		
13. A minimum of 5 interventions (2 assessment, 2 nursing care, 1 teaching).		
14. Dependent, collaborative, and independent nursing interventions are identified.		
15. Interventions are specific and individualized to the client.		
16. Interventions are measurable and realistic.		
17. Interventions are supported by theory (scientific rationales)/evidence-based.		
<b>Evaluation</b>		
18. Evaluated client responses to interventions.		
19. Evaluated short term goals as met, unmet, or partially met and reason goals were unmet or partially met.		
20. Stated continuation, modification, or completion of plan.		
<b>References</b>		
<b>Up to 20% may be deducted from grade for incorrect APA, grammar, sentence structure, punctuation and spelling)</b>		
<b>Grade:</b>		

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

**NURS 3531  
L&D Nursing Care Plan  
Grading Rubric**

<b>Content</b>	<b>Grade</b>	<b>Comments</b>
<b>Assessment (0- 8 points per element)</b>		
1. Preconference work complete.		
2. Assessment data is complete and accurate, including multiple assessments that include physical, psycho/emotional, pain and social support		
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.		
<b>Nursing Interventions (0- 8 points per element)</b>		
6. A minimum of 4-5 interventions per phase/stage		
7. Dependent, collaborative, and independent nursing interventions are correctly identified.		
8. Interventions are measurable and realistic.		
9. Interventions relate to maternal and fetal/newborn client.		
10. Interventions are supported by theory (scientific rationales)/evidence-based.		
<b>Evaluation (0- 5 points per element)</b>		
11. Evaluated client responses to interventions.		
12. Modified interventions to relate to client.		
<b>References (0- 5 points per element)</b>		
13. APA format is used on separate page (all sources used).		
<b>Grade:</b>		

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

**NURS 3531**  
**Reflective Journal**  
**Grading Rubric**

**Include completed attendance form with 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. **Used for lactation and childbirth experiences. Due at 23:59 on the day after the experience.**

<b>Points available</b>	<b>Points awarded</b>	<b>Journal guidelines</b>
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		<b>REFLECTION:</b> 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		<b>EVIDENCE:</b> Locate one scholarly 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		<b>LEARNING:</b> Describe how you can use the knowledge obtained at this site in your nursing practice
10 points		APA Format and 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**

**Names:**

**Date:**

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

**\*\* Topic must be approved in advance by 5p on September 8, 2015**

## **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. **Handwritten.**

### **Labor and Delivery (19)**

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

Cervidil

Cytotec

## **Postpartum (12)**

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

Penicillin

Rubella

## **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



NURS 3531-Nursing Care of Parents and Newborns  
Ob Skills Checklist

**Nursery**

<b>Skill</b>	<b>Student Initials/Date</b>	<b>Staff Nurse/Instructor</b>	<b>Skills lab</b>
1. IM injection			
2. Eye Prophylaxis			
3. Newborn Assessment			
4. Gestational Age Assessment			
5. Newborn Bath			
6. Safety/Security Check			

**L&D/PP**

<b>Skill</b>	<b>Student Initials/Date</b>	<b>Staff Nurse (full name)</b>	<b>Skills Lab</b>
1. Assessment of Uterine Activity			
2. Postpartum Fundal Assessment			
3. Postpartum Assessment			
4. Postpartum Teaching			

Texas A&M University - Commerce  
NURS 3531  
OB Assessment Form (L&D / Postpartum)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date Admitted	Room # (last 2 digits)	Age	Marital Status	LMP
Pregnancy History Gravida:    Para:    Abortions:    Living:			EDC	Gestational Age: _____ Weeks
Method of Delivery:		Date/Time of Birth: _____	Duration of Labor: Stage 1: _____ hr _____ min Stage 2: _____ hr _____ min Stage 3: _____ Stage 4: _____	
Membranes: AROM    SROM    Date _____ Time _____		Color of Fluid: _____ Duration of ROM: _____		
Laboratory Tests				
WBCs:		HBsAg:	Other:	
Neutrophils:		HIV:		
H/H:		Rubella:		
Platelets:		VDRL/RPR:		
Group/Type:		GBS:		
History of Pregnancies/Complications of Labor and Delivery (all pregnancies-include current pregnancy):				
Complete Physical Assessment (include all systems):				
IV Fluids/Medications (drug, dose, route, freq, time, dosage range)				
Times	Vital Signs			
	T:	P:	R:	BP:
	T:	P:	R:	BP:
	T:	P:	R:	BP:

**Record all medical and nursing interventions and patient responses to interventions.**

[illegible]