NURSING CARE OF THE CHILDBEARING FAMILY  
NUR 435, 002  
4 credits  

Lecture/Recitation/Discussion Hours: 2  
Thursdays, 10:20 am – 12:10 pm; A-133 Life Sciences Building  
Clinical Lab Hours – TBA 6 hrs  
Spring 2012  

Catalog Course Description: Health promotion and risk assessment of individuals and families during pregnancy and birth. Therapeutic communication and assessment skills for providing holistic care to culturally diverse childbearing families during the prenatal, intrapartum, and postpartum periods. Caring for mother and baby in utero and after birth. 

Course Objectives: At the end of this course, students will:  
1. Competently engage in interpersonal relationships with the childbearing family (Communication)  
2. Use clinical decision making to evaluate the interrelationships among physiological, psychological, social, spiritual, ethical and cultural factors and their impact on the normal and at risk childbearing experience. (Clinical decision making)  
3. Demonstrate competency in the nursing process to facilitate and optimum health of the contemporary childbearing family. (Nursing therapeutics)  
4. Utilize concepts of health promotion and risk reduction in providing a family-centered approach in caring for clients and their families. (Health promotion/risk reduction)  
5. Apply theories and principles in coordinating the care necessary for the management of complicated, complex childbearing process. (Illness and disease management)  
6. Formulate professional leadership approaches to promote optimal health outcomes for the childbearing family in varied care settings (professional leadership).  
7. Define ethical, social and health care policy issues that impact the health care of the childbearing family. (Ethical practice)  
8. Critically evaluate concepts from theory and research when providing care for the childbearing family. (Evidence-based practice)  
9. Analyze the influence of diversity culture and ethnicity of clients’/families’ perspective of the childbearing experience and how this affects nursing interventions with these clients and their families.  

Additional Course Objectives:  
1. Analyze the role of the professional nurse in caring for the childbearing family.  
2. Identify professional nursing standards necessary for the provision of care to the childbearing family.  
3. Explain normal and at-risk physiological, psychological, social, spiritual, ethical and cultural factors and their interrelationships which impact the childbearing experience.  
4. Discuss and demonstrate an appreciation of cultural diversity in the childbearing experience.  

Prerequisites: NUR 360 and NUR 370 and NUR 380  

Co-requisites: NUR 440 concurrently and NUR 450 concurrently
Professional Standards & Guidelines: The curriculum is guided by the following documents:


Faculty and Course Coordinator: Karen Lake, RNC, MSN, WHNP

Contact Information: W-124 Owen Graduate Hall (Office)

E-mail: karen.lake@hc.msu.edu

Office Hours: by appointment

Note: Times can be arranged to accommodate student schedules.

Faculty: Debra Nault, RNC, MSN, CNM

Contact Information: W-145 Owen Hall

Email: debra.nault@hc.msu.edu

Note: Times can be arranged to accommodate student schedules.

Faculty: Judy Strunk, RN, DNP

Contact Information: W127 Owen Graduate Hall (office)

E-mail: judy.strunk@hc.msu.edu

Office Hours: by appointment

Note: Times can be arranged to accommodate student schedules.

Faculty: Pamela Wadsworth, RNC, MSN, NP

E-Mail: pamela.wadsworth@hc.msu.edu

Office Hours: by appointment

Note: Times can be arranged to accommodate student schedules.

Faculty: Lisa Evans-Thomas, RNC, DNP

Email: lisa.evans@hc.msu.edu

Note: Times can be arranged to accommodate student schedules

Faculty: Susan Godfrey, MPA, RNC

Email: susan.godfrey@hc.msu.edu

Note: Times can be arranged to accommodate student schedules

Instruction:

a. Methodology:

Presentation of course content is accomplished through two scheduled class hours weekly, accompanied by weekly clinical assignments. The theory portion of the course incorporates class discussion, small group activities, case examples, and lecture presentation. Active learning by the student is emphasized. Completion of required reading, activities, and media prior to class is essential in order to facilitate comprehension and synthesis of content. You must receive a passing grade in both the theory and the clinical components of the course in order to pass the course.
b. Required Texts:


(*Note to Student:* Access to these three books listed above can be done thru the MSU Health Library. They are available thru Ovid under an unlimited concurrent user format.)


(NOTE: this book has a white cover)

Study guide to accompany above.

NUR 435 Course Packet – available online through Angel website.

Optional Texts: None

c. Required Resources, References, Supplies:

ANGEL Help Line
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
www.angel.msu.edu (ANGEL Help link in upper right corner)
Always check with the ANGEL Help Line first!

Lecture notes will be available through Angel. **Students are responsible for announcements and information sent electronically.** Students are encouraged to make use of electronic data resources, such as the internet, as well as library resources and outside study group activities in order to meet the course objectives.
Evaluation:
  a. Learning Assessments and Grading:

Lecture notes will be available through Angel. Students are responsible for announcements and information sent electronically. Students are encouraged to make use of electronic data resources, such as the internet, as well as library resources and outside study group activities in order to meet the course objectives.

<table>
<thead>
<tr>
<th>Quizzes</th>
<th>40 points</th>
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<tbody>
<tr>
<td>Exam I</td>
<td>50 points</td>
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<tr>
<td>Exam II</td>
<td>50 points</td>
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<tr>
<td>Final</td>
<td>50 points</td>
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The theory quizzes and exams:

<table>
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<tr>
<th>Quiz</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quiz 1</td>
<td>5 points</td>
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<td>Quiz 2</td>
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<td>Quiz 3</td>
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<td>Quiz 4</td>
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<td>Quiz 8</td>
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<tr>
<td>Exam I</td>
<td>50 points</td>
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<tr>
<td>Exam II</td>
<td>50 points</td>
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<tr>
<td>Final Exam (non-cumulative)</td>
<td>50 points</td>
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The theory portion of this course will be evaluated using exams and quizzes, and a group teaching project that is presented as a part of the clinical assignment. There will be 3 exams including the final exam, and 8 quizzes each worth a minimum of 5 points which will cover content from reading assignments. Quizzes will be in class. They will be timed. Each student will have only one attempt for each quiz. If a student has any special requests for exams and quizzes, such as family emergency, illness or religious holiday, the student will present documentation to support this request.

The clinical portion of this course will have an evaluation of performance and written assignments. Please see NUR 435 course pack for further grading information.

The theory component of this course is worth 70% of the final grade. Individual appointments for appropriate guidance throughout the semester with theory faculty are encouraged and may be arranged by contacting the course faculty. It is an expectation that all students who have less than 80% on any exam shall seek guidance from the theory instructors.

The clinical component of this course is worth 30% of the final grade. A clinical evaluation tool and a clinical grading form (review of assignment grades) will be available during the first week of clinical for you to review.

Student/faculty conferences are held only with clinical faculty for this course.

All requirements for this course must be achieved with a passing grade in order to pass the course.

Examinations
Examinations will be given during course periods. Students arriving late will have the scheduled time for completion of the exam. All students are expected to take examinations on the date scheduled, unless prior arrangements are made with the course faculty. For emergency situations, students are to contact faculty prior to the exam or as soon as possible. If unable to contact faculty, call the College of Nursing office and leave a message regarding the reason for the absence. It is the student’s responsibility to reach faculty as soon as possible following the examination. Arrangements to take an alternate examination will be made at that time. Alternate exams may use additional formats (essay, fill in the blank, etc.). Make-up exams are routinely scheduled within one week of the original exam date. Health provider statement may be required. Questions regarding examination grades will be put forward within two weeks of the exam date (see exam grade appeal in course pack). Alterations will not be considered after this time.
Information presented in the syllabus and the accompanying assignment schedule is subject to change. The instructor will announce any deviations from the syllabus in class or via email through Angel. The student is held responsible for all materials covered in class and for any changes in the syllabus that are announced in class/email. The student is also responsible for obtaining the scheduled time, date, and location of each exam and the due dates for all assignments. It is the student’s responsibility to inform the instructor if there are any special arrangements to be made for testing, etc.

All post-examination reviews will be done on an individual basis, by appointment only.

b. **Course Grading Scale**: The standard College of Nursing grading scale will be utilized.

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<thead>
<tr>
<th>%</th>
<th>GRADE</th>
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<tr>
<td>94-100%</td>
<td>4.0</td>
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<tr>
<td>93-89%</td>
<td>3.5</td>
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<tr>
<td>88-84%</td>
<td>3.0</td>
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<tr>
<td>83-79%</td>
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<td>78-75%</td>
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<td>(Minimum passing grade)</td>
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<td>74-70%</td>
<td>1.5</td>
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<tr>
<td>66-65%</td>
<td>1.0</td>
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<tr>
<td>&lt;64%</td>
<td>0.0</td>
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“Final Course Grades will not be rounded
The CON has defined the following competencies that must be achieved by all students in each Level before progressing onto the next Level and graduating. At the end of each Level, all students will achieve the objectives and competencies listed below for that level, as well as the indicators specific to each course. **All indicators, as well as the overall grade for a course, must be at 75% passing to proceed onto the next level.**

## Level III

<table>
<thead>
<tr>
<th>Concept</th>
<th>Level III Outcome</th>
<th>LIII Competency</th>
<th>LIII Indicator</th>
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| COMMUNICATION III (COMM)      | Effectively communicate and collaborate with individuals, families, and health professionals in person, in writing and using technology. | 1. Initiates effective written and verbal communication with persons, populations, and colleagues to affect patient care.  
2. Evaluate group communication skills. | Combined with Professional Leadership, Health Promotion Risk Reduction, and Global and Cultural Competence. |
| CRITICAL THINKING III (CT)    | Apply critical thinking processes to nursing practice.                           | 1. Critique and value the impact of her/his critical thinking process used in their nursing practice  
2. Formulates and defends an argument | Combined with Nursing Therapeutics, Illness and Disease Management, and Evidenced Based Practice. |
| NURSING THERAPEUTICS III (NT) | Utilize data to competently deliver targeted nursing care to individuals, families and groups. | Uses evidence and outcomes critically evaluates effectiveness of the Nursing Care Plan and revises care to improve outcomes | Presents at least one grand round presenting a patient case, include family dynamics, developmental stages, home and school environment. Critiques the barriers and limitation of the health care system and strategies for resolution, include theoretical base of practice (also ILLNESS AND DISEASE MANAGEMENT, COMMUNICATION, EVIDENCE BASED PRACTICE, HEALTH PROMOTION AND RISK REDUCTION, PROFESSIONAL LEADERSHIP, and CRITICAL THINKING; NUR 440) |
| HEALTH PROMOTION AND RISK REDUCTION III (HPRR) | Implement appropriate health promotion plans for individuals, families, and groups. | 1. Uses National and State datasets to examine the health of a vulnerable population  
2. Applies strategies to a special and vulnerable populations | 1. As part of a group, select a culturally diverse (OB) vulnerable population group.  
Using an evidence-based approach, topics from scholarly published research will be reviewed. Using HEALTH PROMOTION AND RISK REDUCTION strategies, develop an educational plan of care to meet selected HC needs. Individual students will construct a group teaching plan to present to this population, their families, and others. Students will analyze relevant evidence to select appropriate information |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
<th>Related Courses</th>
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| ILLNESS AND DISEASE MANAGEMENT III (IDM)         | Apply theories and principles to competently provide high quality, safe and efficient management of illness and disease for individuals, families and groups.                                               | 1. Anticipates and manages complexities of patient care and health care system that impact coordinated and efficient care  
2. Promotes achievement of client outcomes by coordinating delivery of care  
Combined with Nursing Therapeutics, Critical Thinking, and Evidenced Based Practice. |
| PROFESSIONAL LEADERSHIP III (PL)                 | Assumes leadership responsibility for the effective delivery of nursing care for individuals, families, and groups in varied care settings.                                                                    | Coordinates care in collaboration with faculty and agency staff including supervision of ancillary staff in providing care to a selected group of patients  
Combined with Health Promotion Risk Reduction, Global and Cultural Competence, and Communication. |
| ETHICAL PRACTICE III (EP)                        | Articulate ethical practice and advocate for individuals, families and groups.                                                                                                                                   | 1. Analyze ethical problems related to the health care for vulnerable population                   
2. Engage in respectful and reasoned dialog with colleagues related to the health care needs for a vulnerable population  
Examine an ethical problem related to a specific health care issue affecting various populations. Use ethical problem-solving skills to identify one ethical question related to the presented case, support a single perspective with appropriate ethical concepts, compare and contrast opposing ethical concepts, and provide supportive arguments for personal perspective (Also COMMUNICATION; NUR 450). |
| EVIDENCE-BASED PRACTICE III (EBP)                | Value and use of theory, research based evidence, and patient preferences in the provision of care to individuals, families, and groups.                                                                         | Evaluate selected research and theory as relevant to a client and family of choice.               
Combined with Nursing Therapeutics, Illness and Disease Management, and Critical Thinking. |
| GLOBAL AND CULTURAL COMPETENCE III (GCC)         | Delivers care with consideration of the impact of global, cultural, societal, and policy factors affecting the health and wellness of individuals, families and groups.                                              | 1. Systematically investigate the interaction between social and cultural determinants               
2. Using culturally specific data, develop plan for care of culturally diverse vulnerable populations  
Combined with Professional Leadership, Health Promotion Risk Reduction, and Communication. |
Theory Objectives

I. Content area 1: Overview of maternal-neonatal nursing. (evaluated Quiz I and on Exam I)
A. Learning objectives:
   i. Define the goals of maternal-neonatal nursing.
   ii. Describe various roles of maternal-neonatal nursing.
   iii. Describe the basic structures of different family types and the basic functions of the family in present day society. Included in this is the role of grandparents and extended family.
   iv. Discuss current legal and ethical issues in maternal-neonatal nursing.
   v. Demonstrate understanding concepts of risk assessment and health promotion pertinent to caring for the childbearing family.
   vi. Describe cultural competence.

II. Content area 2: Women’s Health; Review of physiology of conception and fetal Development (evaluated on Quiz 7 and Final Exam)
A. Learning Objectives:
   i. Understand basic diagnostic studies and procedures used in caring for women across the life span.
   ii. Demonstrate an understanding of the anatomy and physiology of the menstrual cycle and common abnormalities of the menstrual cycle (review anatomy and physiology textbook on own).
   iii. Demonstrate a basic understanding of mode of transmission, treatment, potential complications during pregnancy and follow-up care for sexually transmitted infections (content will also be discussed during week 7).
   iv. Demonstrate understanding of cancers, treatment and follow-up care commonly affecting women (Review medical - surgical content for breast cancer information).
   v. Identify the function of the male and female organs within the reproductive cycle (review anatomy and physiology textbook on own, complete worksheet).
   vi. State the hormonal and uterine changes that occur during the menstrual cycle, and post-menopausally.
   vii. Review and complete study guide in course pack for anatomy and physiology during conception and fetal development (understand basic steps involved with gametogenesis, structure and function of placenta, composition and function of amniotic fluid and the umbilical cord, difference between embryonic and fetal development and describe basics of fetal-placental circulation).

III. Content area 3: The Antepartum; the normal prenatal period (evaluated on Quiz 1 and Exam I)
A. Learning objectives:
   i. Describe physiologic and psychological adaptations to pregnancy.
   ii. Explain causes of and understand the rationale for interventions intended to treat common discomforts of pregnancy.
   iii. Describe common methods for assessing fetal status (see coursepack for handout on common methods for fetal surveillance/antenatal testing).
   iv. Identify major points to include when counseling a pregnant patient.
   v. Demonstrate understanding of the components of prenatal care: health history interview and subsequent follow-up care through the perinatal continuum of care.
vi. Understand the impact of the role of the nurse in assessing risk and promoting health during prenatal care.

vii. Describe common barriers to care.

viii. Understand basic cultural prescriptions and proscriptions during the prenatal period.

ix. Describe community resources that are available to the childbearing family during the prenatal period.

IV. Content area 4: The Antepartum: complications and high-risk conditions of the Prenatal period (evaluated on Quiz 2 and Exam I)

A. Learning objectives:
   i. Describe potential complications of pregnancy.
   ii. Describe the impact of preexisting conditions on pregnancy.
   iii. Understand the shift of risk assessment to one of assessment and management with at-risk pregnancies.
   iv. Demonstrate understanding of treatment and follow-up care for at-risk diagnoses.
   v. Identify the role of the nurse when caring for a patient whose pregnancy is complicated.

V. Content area 5: Intrapartum: normal labor and delivery (evaluated on Quiz 3 and Exam II)

A. Learning objectives:
   i. Differentiate between the four stages of labor.
   ii. State the nurses role when caring for a patient in labor.
   iii. Describe the pregnant woman’s physiologic and psychological response to labor.
   iv. Identify methods for assessing fetal status during labor.
   v. Describe current theories of pain (review from text on own).
   vi. Identify potential sources of pain/discomfort during labor and delivery.
   vii. Name the non-pharmacologic and pharmacologic methods used to relieve pain during labor and delivery. Understand the role of the support person, including doulas.
   viii. Discuss the nurse’s role in caring for a patient who has received an analgesic or anesthesia during labor and delivery.
   ix. Describe potential maternal, fetal and neonatal adverse reactions to pharmacologic measures used during labor and delivery, and nursing actions for such.
   x. Demonstrate understanding of basic electronic fetal monitoring (EFM) interpretation.
   xi. Understand childbearing practices and beliefs in at least one other culture than your own.
   xii. Demonstrate sensitivity to diversity in caring for the childbearing woman and her family.

VI. Content area 6: Intrapartum: complications and high-risk conditions of labor and Delivery (evaluated on Quiz 4 and Exam II)

A. Learning objectives:
   i. List possible complications during labor and delivery.
   ii. Describe management of the patient in premature labor.
   iii. Describe immediate steps to follow when an umbilical cord prolapses.
   iv. Describe immediate steps to follow when identifying an obstetrical emergency.
   v. Understand the difference between emergency cesarean section and scheduled cesarean section.
VII. Content area 7: Cesarean birth and vaginal birth after cesarean (VBAC) and Infections during the childbearing period (evaluated on Quiz 4 and Exam II)

A. Learning objectives:
   i. Demonstrate understanding of the nurses role in a cesarean section.
   ii. Understand the plan of care for a woman who desires a vaginal birth after cesarean.
   iii. Understand the basic risks for VBAC, and the immediate steps for caring for women with uterine rupture.
   iv. Understand the basic physiology of HIV and the care of the pregnant HIV patient during the prenatal period and labor and delivery.
   v. Understand the difference between horizontal and vertical transmission of a disease.
   vi. Demonstrate an understanding of sexually transmitted infections, and other viral and bacterial infections, and know how and when they are dangerous to the fetus during pregnancy.
   vii. Understand the basic screening tests performed for infections during pregnancy.

VIII. Content area 8: The normal newborn (evaluated on Quiz 6 and Final Exam).

A. Learning objectives:
   i. Describe the normal physical and neurological characteristics of the neonate.
   ii. Describe normal physiologic and behavioral adaptations following birth.
   iii. Explain how to perform neonatal care; at birth, the first 24 hours, through the transition period.
   iv. Name the variables included in a gestational age assessment.
   v. State the advantages of breast and bottle feeding.
   vi. Understand the basic physiology and hormonal control of lactation.

IX. Content area 9: The high-risk neonate (evaluated on Quiz 8 and Final Exam).

A. Learning objectives:
   i. Identify potential complications in high-risk neonates.
   ii. State the signs of respiratory distress syndrome in a neonate.
   iii. Discuss the effect of maternal infectious diseases on a fetus or neonate.
   iv. Describe the physical characteristics of premature, postmature, small for gestational age (SGA) and large for gestational age (LGA) neonates.

X. Content area 10: The normal postpartum period (evaluated on Quiz 5 and Exam II)

A. Learning objectives:
   i. Describe the physiologic changes that normally occur during the postpartum period.
   ii. Trace the course of psychological adjustments made by the patient during the postpartum period.
   iii. Name the steps to include in a postpartum teaching plan.
   iv. Identify the needs of the patient and her family in adjusting to the neonate.

XI. Content area 11: Complications and high-risk conditions of the postpartum period (evaluated on Exam II)

A. Learning objectives:
   i. Describe management of the patient with mastitis.
   ii. Identify predisposing factors to uterine subinvolution.
   iii. Identify the difference between early and late postpartum hemorrhage, the basic predisposing factors and the immediate nursing actions in caring for each.
   iv. Understand the etiology of endometritis and the association of this diagnosis with morbidity and mortality statistics nationally and around the world.
   v. Give examples of various puerperal psychiatric disorders and treatment and nursing care for each.
   vi. State the nurse’s role in caring for the family with a possible genetic disorder.
XII. Content area 12: Family planning and contraception (evaluated on Final Exam)

A. Learning objectives
   i. Identify the goals of family planning.
   ii. Describe how various methods of contraception prevent pregnancy.
   iii. Describe cultural variations in the practice of contraception.
   iv. Discuss the nurse’s role in family planning.
   v. Describe various emotional responses to an elective abortion.
   vi. Discuss methods of pregnancy termination for each trimester.

Professionalism
Preparation for the professional practice of nursing requires that students demonstrate certain essential behaviors in addition to acquisition and application of knowledge. To progress in the undergraduate major in the College of Nursing, the student must show evidence of continuing development in interpersonal relations and communication with clients, peers, faculty and other health care personnel; demonstrate sensitivity to the effect of his/her behavior on others; demonstrate responsible fulfillment of class and practicum obligations; provide safe nursing care in the practicum setting; and demonstrate honesty and integrity in all academic and professional matters. These expectations are reflected in the Professional development Objectives identified for each nursing clinical course. The student must meet each Professional Development Objective or the student will receive a 0.0 for the practicum course. The student is referred to the BSN Student Handbook for the CON Professional Development section.

Students are expected to read and understand the grading system and to keep a record of their quiz and exam grades for their own use. Students are expected to study for exams comprehensively, therefore no study sessions/review questions will be provided by faculty prior to exams.

Students are referred to the BSN Student Handbook of the CON for policies and professionalism related to HIPAA, CPR, and Health policies. Students who do not comply with the policies will be restricted from attending clinical and/or other experiences.

Students Responsibility to submit prior to start of the semester:
   1. Submit completed Student Immunization Record and all copies of immunizations and record to the Office of the University Physician.
   2. Form and requirements are available online at: http://www.uphys.msu.edu/hcpimmunize/index.html
   3. Submit to the Office of Student Support Services as part of the College of Nursing (CON) Compliance Requirements the following CON Customize Requirements:
      a. Completed Blood Borne Pathogen (BBP) Training form
         www.orcbs.msu.edu (annual requirement);
      b. Card indicating completion and currently certified in Basic Life Support for Healthcare Providers (BLS) Training (required every two year);
      c. Completed Background Check (admission requirement);
      d. Completed Drug Screening (admission requirement)
      e. Copy of Personal Medical/Health Insurance coverage (annual requirement).
      f. Complete and document HIPPA and Safety Training with each clinical experience
   4. Submit to Clinical Faculty on the first day of clinical
      a. Office of the University Physician’s Immunization documentation form, indicating that all immunizations are in compliance.
      b. Office of the University Physician’s College of Nursing Customized Requirement documentation form, indicating that BBP training, BLS training, HIPPA training, Drug Screening, Background Check, proof of medical/health insurance, and in compliance.

No taping of lectures or presentations without instructor consent. Refer to the Student Handbook of the CON regarding Communication Devices.
a. Communication
Faculty can be reached through email, phone or by pager. Faculty responses to email may take up to 3 days. Urgent/emergency contacts may be made by phone or pager. The following is an example of urgent/emergency calls: unexpected personal or serious family illness requiring absence, including missing an exam. Phone messages may also be left on the office phone answering system in the College of Nursing.

b. It is expected that students will complete the SIRS evaluation at the end of the term.
This is a private evaluation designed for your input into the course. Your input is very valuable to faculty, administration and upcoming students for purposes of yearly course and faculty evaluation.

c. Honors Option:
Honors option is available upon request. Interested students must make arrangements with faculty for honors option learning activities during the first two weeks of the semester. Refer to the BSN Student Handbook for CON Policy related to Honors Options in Nursing Courses.

Course Policies:
Compliance with immunizations, CPR, and HIPPA regulations. Each student is required to print a copy of their immunization compliance letter and present it to their clinical faculty on the first day at the clinical site. Compliance records and the associated letter (signed by the University Physician) are available at www.hcpimmunize.msu.edu. Note. If you have problems accessing your records or have updates or questions about the content of your immunization report, please contact Paula Guss guss@msu.edu or the University Physicians Office at occhealth@ht.msu.edu.

University & College Policies:
The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON Student handbook http://nursing.msu.edu/handbooks.asp
- Information for Current Students—including Rights, Responsibilities and Regulations for Students http://www.msu.edu/current/index.html
- Academic Programs http://www.reg.msu.edu/UCC/AcademicPrograms.asp

Academic Integrity: Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Nursing adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course.
Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR 435. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also http://www.msu.edu/unit/ombud/honestylinks.html )

Accommodations for Students with Disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu

Disruptive Behavior: Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. (Attendance policy, if different from the University attendance policy and especially when the attendance policy affects students' grades. For details, see Attendance Policy, Excused Absences and Make-up Work on the Ombudsman's Web site. This site includes discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester).

College of Nursing policies regarding Professional Development Guidelines [found in CON Student Handbooks at CON website]. Students are responsible for the information found in the CON Student BSN Handbook

Refer to MSU Spartan Life Handbook and College of Nursing BSN Handbook for policies regarding:
1. Taping and communication devices
2. Weather
3. Protection of property/computers
4. Protection of Scholarship and grades
5. SIRS
6. Clinical Attire/dress code

Attendance: Attendance for class is mandatory. You are responsible for notifying your instructor prior to class if your absence will involve missing an exam. You are responsible for all of the content presented during any absence.

Preparation for course work--Theory
Review anatomy and physiology concepts for the menstrual cycle, conception and fetal development. There are quick review sheets available in the course pack for this course, or you may want to review this content from previous textbooks.

Final Exam: Final Exam-Monday, April 30 7:45-9:45 am--50 new questions

Course Calendar: Read the chapters assigned for the first week of class.
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 12</td>
<td>Course Introduction Overview and History of Health Care for the Childbearing Family</td>
<td>Textbook chapter 1 Video When the Bough Breaks Strunk Review of physiology and antenatal testing materials in course pack /ppt on Angel</td>
</tr>
<tr>
<td>1/19</td>
<td>Normal Postpartum-physiological adaptation and nursing management</td>
<td>Textbook chapters 13, 14, 15 Lake Read assigned chapters, do workbook chapters, &amp; review ppt before class Quiz 1 in class</td>
</tr>
<tr>
<td>1/26</td>
<td>Newborn-physiological adaptation and nursing management</td>
<td>Chapter 16, 17, 18 Lake Read chapters, do workbook, &amp; review ppt before class Quiz 2 in class</td>
</tr>
<tr>
<td>2/2</td>
<td>Intrapartum: Labor and Birth Processes, Management of Discomfort During Labor and Nursing Care During Labor</td>
<td>Textbook Chapters 9, 10, 12 Strunk Read chapters, do workbook &amp; Review ppt before class Quiz 3 in class</td>
</tr>
<tr>
<td>2/9</td>
<td>Exam I-50 questions</td>
<td>Review key concepts at back of chapters/review ppt notes</td>
</tr>
<tr>
<td>2/16</td>
<td>Antepartum: Nutrition and Physiologic Adaptations to Pregnancy, Fetal Growth</td>
<td>Textbook Chapters 5, 6, 8 Strunk Read chapters/do workbook &amp; Review ppt before class</td>
</tr>
<tr>
<td>2/23</td>
<td>Antepartum: Nursing Care During Pregnancy and Assessment for Risk Factors</td>
<td>Textbook chapters Chapter 7, 19 Strunk Read chapters/do workbook &amp; Review ppt before class Quiz 4 in class</td>
</tr>
<tr>
<td>3/1</td>
<td>Antepartum: Dev.High Risk Complications-Diabetes, PIH, Coagulopathies Normal</td>
<td>Textbook chapters Chapter 20, 21 Strunk Read chapters/do workbook &amp; Review ppt before class Quiz 5 in class</td>
</tr>
<tr>
<td>3/16</td>
<td>Fetal Assessment During Labor Breastfeeding</td>
<td>Textbook chapters Chapters 11, 18 Strunk Read chapters/do workbook &amp; review ppt before class Quiz 6 in class</td>
</tr>
<tr>
<td>3/23</td>
<td>Exam II-50 questions</td>
<td></td>
</tr>
<tr>
<td>3/30</td>
<td>Intrapartum: High Risk Complications-risks, interventions and nursing management/ C/S</td>
<td>Textbook chapters Ch. 22 Strunk Do study guide/review workbook and ppt notes</td>
</tr>
<tr>
<td>4/6</td>
<td>High Risk Newborn-physiological adaptation and nursing interventions</td>
<td>Chapter 24 Guest Read chapters/do workbook &amp; Review ppt before class Quiz 7 in class</td>
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<tr>
<td>4/13</td>
<td>Postpartum Complications-risks, nursing management and interventions of hemorrhage, infection, coagulopathies, psychological disorders</td>
<td>Textbook Chapters Chapter 23 Strunk Quiz 8 in class</td>
</tr>
<tr>
<td>4/20</td>
<td>Reproductive &amp; Women’s Health Sexually Transmitted Diseases-viral and bacterial; signs and symptoms; treatment and nursing</td>
<td>Textbook Chapters 2, 3 Strunk Read chapters/do workbook &amp; Review ppt before class Quiz 9 in class</td>
</tr>
<tr>
<td>4/27</td>
<td>IPV Contraceptives-options, use, risks and advantages</td>
<td>Textbook Chapter 4 Lake Read chapters/do workbook &amp; Review ppt before class</td>
</tr>
</tbody>
</table>

**Final Exam-Monday, April 30 7:45-9:45 am--50 new questions**