

CARE OF THE CHILDBEARING FAMILY**NUR 435****Sections 001****4 credits Lecture/Recitation/Discussion Hours: 2 Lab Hours: 6 4(2-6)****Thursdays, 10:20 am – 12:10 pm; A-131 Life Sciences****Fall 2009**

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 (communications).
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.
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 and 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 this affects nursing interventions with these clients and their families.

Prerequisites: NUR 360 and NUR 350 and NUR 380

Co-requisites: None

Professional Standards & Guidelines: The curriculum is guided by the following documents:

American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional practice*. Washington, DC: Author.

American Nurses Association (2001). *Code of ethics for nurses with interpretive statements*. Washington, DC: Author ISBN 1-55810-176-4

American Nurses Association (2004). *Nursing: Scope and standards of practice*. Washington, DC: Author ISBN 1-55810-215-9

American Nurses Association (2003). *Nursing's social policy statement (2nd ed.)*. Washington, DC: Author ISBN 1-55810-214-0

Faculty: Karen Lake, RNC, MSN, CNP

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: Deborah Nault, MSN, RN

Contact Information: W114 Owen Graduate Hall (office)

E-Mail: debra.nault@hc.msu.edu

Office Hours: by appointment

Note: Times can be arranged to accommodate student schedules.

Faculty: Connie Powe-Watts, MS, RN

Contact Information: A130 Life Sciences Building (office)

Phone: 517-353-4748

E-mail: constance.powe@hc.msu.edu

Faculty: Judy Strunk, MSN, BSN

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: Kathleen Marble

Contact Information: Sparrow Hospital, 1215 E. Michigan Ave, Lansing, MI 48909-7980

Pager: 517-226-0706

Email: Kathleen.marble@sparrow.org

Note: Times can be arranged to accommodate student schedules.

Instruction:

- a. Required Texts: [APA Manual will be listed in all courses]

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Ricci, S. (2007). *Essentials of Maternity, Newborn, and Women's Health Nursing*. Philadelphia, PA: Lippincott Williams & Wilkins.

Workbook to accompany Ricci text above.

NUR 435 Course Packet – available online through Angel website.

Optional Texts: None

- b. 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.

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

%	GRADE
94-100%	4.0
93-89%	3.5
88-84%	3.0
83-79%	2.5
78-75%	2.0
	(Minimum passing grade)
74-70%	1.5
66-65%	1.0
<64%	0.0

Total possible points for the course are 250.

“Final Course Grades will not be rounded”

LEVEL OBJECTIVES, COMPETENCIES, AND INDICATORS BY CURRICULAR CONCEPT ACROSS THE CURRICULUM

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			
Concept	Level III Outcome	LIII Competency	LIII Indicator
COMMUNICATION III (COMM)	Competently engage in interpersonal relationships with person, populations, and colleagues	<ol style="list-style-type: none"> 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)	Analyze and synthesize information from nursing science into (check syllabi).	<ol style="list-style-type: none"> 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)	Evaluate data in the planning and delivery of targeted nursing care to persons and populations.	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. PROFESSIONAL LEADERSHIP, and CRITICAL THINKING; NUR 440)
HEALTH PROMOTION AND RISK REDUCTION III (HPRR)	Demonstrate skill in the development and implementation of health promotion plans for persons and populations. Question if this objective is a high enough level	<ol style="list-style-type: none"> 1. Uses National and State datasets to examine the health of a vulnerable population 2. Applies strategies to a special and vulnerable populations 	<ol style="list-style-type: none"> 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 utilizing age, culture, religion, and gender-appropriate communication methods to disseminate information (also COMMUNICATION and

			GLOBAL AND CULTURAL COMPETENCE, NUR 435).
ILLNESS AND DISEASE MANAGEMENT III (IDM)	Analyzes and evaluate theories and principles in coordinating the care necessary for the management of illness and disease.	<ol style="list-style-type: none"> 1. Anticipates and manages complexities of patient care and health care system that impact coordinated and efficient care 2. Promote achievement of client outcomes by coordinating delivery of care 	Combined with Nursing Therapeutics, Critical Thinking, and Evidenced Based Practice.
PROFESSIONAL LEADERSHIP III (PL)	Assumes responsibility for the effective delivery of nursing care for individuals and groups within evolving health care systems.	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)	Uses ethical problem-solving methods to effectively advocate for vulnerable persons, groups and populations.	<ol style="list-style-type: none"> 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 populations 	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)	Analyze research evidence and theory, clinical expertise, and patient/family preference and values in providing care that promotes health and wellness.	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)	Plan and implement care for persons and populations to address relevant global, cultural, and socioeconomic factors that influence health and illness. Competencies	<ol style="list-style-type: none"> 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.

***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>
- MSU Spartan Life Student Handbook and Resource Guide
<http://www.vps.msu.edu/SpLife/index.htm>
- 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>

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Additional Course Description: This class has a theory and a clinical requirement. Please see the syllabus for information regarding clinical section scheduling.

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.

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.

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.

Quizzes – 80 points

Exam I – 50 points

Exam II = 50 points

Final = 70 points (cumulative)

Theory quizzes and exams:	
Quiz 1	10 points
Quiz 2	10 points
Quiz 3	10 points
Quiz 4	10 points
Quiz 5	10 points
Quiz 6	10 points
Quiz 7	10 points
Quiz 8	10 points
Exam I	50 points
Exam II	50 points
Final Exam (cumulative)	70 points

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 10 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 coursepack 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. There will be one opportunity for an alternative exam. 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.

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. Student Faculty Relationship
Two student representatives will be elected and available to the class as a method for confidential or general communication:

- Two student representatives shall be elected by the students at the beginning of the semester.
- The student representatives are a part of a channel of communication between the faculty and the students they represent.
- The student representatives will identify and share common student concerns and related issues with the faculty.
- The student representatives may make brief announcements, one-two minutes during break time.
- Student representatives will be invited to attend course meetings.

Any student may make an appointment with course faculty to discuss performance or clarify course content. Concerns or issues will be taken to involved faculty first. If further discussion is necessary, students and/or faculty will contact course chairperson. If further action is necessary, the level coordinator will be notified.

c. **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.

d. 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.

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.

Course Calendar: Read the chapters assigned for the first week of class.

Class	Topic	Theory Reading	Assignments
9/3	Course Introduction Overview and History of Health Care for the Childbearing Family	Textbook chapters 1, 2, 10	Review of physiology and antenatal testing materials in course pack
9/10	Antepartum: Nutrition and Physiologic Adaptations to Pregnancy	Textbook Chapter 11	
9/17	Antepartum: Nursing Care During Pregnancy and Assessment for Risk Factors	Textbook Chapter 12	Quiz 1 in class
9/24	Antepartum: High Risk Complications	Textbook Chapters 19 and 20	Quiz 2 in class
10/1	Exam I		
10/8	Intrapartum: Labor and Birth Processes, Management of Discomfort During Labor and Nursing Care During Labor	Textbook Chapters 13 and 14	
10/15	Intrapartum: High Risk Complications	Textbook chapter 21	Quiz 3 in class
10/22	Postpartum: Physiology and Nursing Care of the Postpartum Client	Textbook chapters 15 and 16	Quiz 4 in class
10/29	Postpartum Complications	Textbook Chapter 22	Quiz 5 in class
11/5	Exam II		
11/12	Normal Newborn	Textbook chapters 17 and 18	
11/19	High Risk Newborn	Textbook Chapters 23 and 24	Quiz 6 in class
12/3	Reproductive Issues & Contraception	Textbook Chapters 4	Quiz 7 in class
12/10	STI/IPV	Textbook Chapter 5 & 9	Quiz 8 in class
TBA	Final Exam		