TITLE: NURS 3550 - Nurse as a Provider of Care to Parents & Newborns

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CREDIT HOURS: 5 semester hours (3 hours lecture, 2 hours clinical)
Lab time is considered 3:1; therefore, there are 90 hours of clinical in this course

PREREQUISITES: NURS 3514, NURS 3214, NURS, 3318, NURS 3435, NURS 3342
COURSE DESCRIPTION: A study of the theoretical and empirical basis for nursing care of child bearing families using both nursing and developmental theories. Biopsychosocial factors such as legal/ethical, cultural and educational considerations related to pregnancy, birth and newborn periods are included. Social, economic, historical and political factors influencing the delivery of health care to childbearing families are also considered.

COURSE OBJECTIVES: 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 health care to childbearing families.

2. Describe normal and abnormal physiological changes that occur during each period of the childbearing cycle and newborn period.

3. Identify common psychological and developmental processes in the newborn and the childbearing woman and her family.

4. Use relevant research for decision making in relation to childbearing families and the newborn.

5. Use the nursing process to identify problems and appropriate nursing interventions for family.

6. Discuss the role of the nurse and the use of nursing standards to monitor patient/family care.

7. Prepare a teaching plan based on principles of teaching/learning.

8. Analyze the respective roles of interdisciplinary team members in perinatal care.

9. Discuss caring in relation to nursing the childbearing family and newborn.

10. Identify the nurse's counseling role in each area of practice.

11. Demonstrate responsibility for growth and development as a learner and a professional.


*Access to “My Nursing Lab” is also required (code specific).*


**CONTENT OUTLINE:**

I. Antepartum  
II. Intrapartum  
III. Newborn  
IV. Postpartum  
V. High Risk (antepartum/intrapartum)

**INSTRUCTIONAL STRATEGIES:** Lectures, discussion, audio-visual aids, student presentations, demonstrations and case studies. Antenatal clinics, care of patients on postpartum and birth units, clinical conferences, care plans on assigned patients, patient/family teaching experiences, computer assisted instruction, student/instructor conferences.

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

1. Use nursing theories and theories from other disciplines in working with newborns and families during the childbearing cycle.
2. Derive nursing diagnoses from physiological, psychological, social, and cultural data gathered from a variety of sources.
3. Assist the patient/family to formulate goals and determine priorities.
4. Plan nursing care with the patient/family to achieve goals and meet priorities.
5. Implement a plan of care based on standards of practice, research, and theory.
6. Participate with other health care providers from other disciplines to evaluate progress toward goal achievement.
7. Demonstrate caring behaviors while managing the health care of newborns and families in the childbearing cycle.
8. Use teaching/learning principles in client instruction to promote health and encourage choices.

**CLINICAL REQUIREMENTS:** The clinical component of the course is composed of simulation check-offs, scheduled observations, in-hospital experiences, required clinical papers (listed below), computer programs, and an issues presentation.

The clinical component of this course will be evaluated on a pass/fail system. A passing grade must be attained for clinical (see clinical evaluation form) in order to pass the course. Failure of the clinical component will result in failure of the course.

Due to the nature of this course, some of your clinical experiences will be observational and without your instructor’s direct presence. It is essential that you conduct yourself in a professional manner at all times. Failure to do so may result in failure of clinical.

Clinical attendance is mandatory. Loss of time in the clinical setting for whatever reason could place a student in jeopardy of not meeting the course objectives. 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; Illness; Violation of dress code (either in hospital or during data collection); Incomplete health immunization records; Expired CPR certification; Failure to turn in care plan when due; Incomplete hospital orientation on Blackboard.

If an absence from the clinical site is absolutely necessary, the student must notify his/her clinical instructor at least one hour before the clinical day begins. Accumulating 2 warnings in a 90 hour clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course. Other offenses, which depending on severity, may lead to immediate failure of the course, including but not limited to: No call, no show for clinical day; Unsafe or unprofessional practices or behaviors; HIPAA violations; Inability to pass required clinical assignments; Falsification of records.

All absences for illness must be covered by a written note from a physician or nurse practitioner. If clinical absence or tardiness is absolutely necessary, notify your instructor and the clinical agency immediately. Attendance is required to meet objectives of the course. (See course evaluation).

Each student is responsible for knowledge about medications being administered on every patient to which they are assigned. Each student is also responsible for any additional medication assignment made by the instructor.

Students are to wear their name tags and uniforms for all clinical assignments, unless specifically told otherwise.
Satisfactory completion of the clinical component requires the following:

1. **Satisfactory** demonstration (as evaluated by clinical instructor, \( \geq 75\% \)) of postpartum and newborn assessment skills via simulation check offs, during clinical orientation. Students will be **NOT** be allowed to enter hospital clinicals until this has been achieved.

2. **Satisfactory** \( \geq 75\% \) assessment and care plan of the newborn.

3. **Satisfactory** \( \geq 75\% \) assessment and care plan of the post-partum patient.

4. **Satisfactory** \( \geq 75\% \) assessment and care plan for the L&D patient.

5. **Satisfactory** Issues presentation: Conduct a lab group discussion on a selected issue in maternity nursing (see guidelines).

6. **Satisfactory** \( \geq 75\% \) completion of the following computer activities:
   - Nursing Assessment of the Postpartum Patient
   - Physical Assessment of the Newborn
   - Gestational Age Assessment of the Newborn
   - Managing the Experience of L&D
   - Nursing Care of High Risk Maternity Patient and Family

7. **Satisfactory** completion of L&D simulation

Each student is expected to submit care plans and assignments at designated times. **Late papers will have 5 points per day deducted from grade.** Designated times will be determined by each clinical instructor.

**EVALUATION**

Evaluation is an ongoing process and provides students with information about progress in relation to course objectives. Conferences with faculty allow opportunities to discuss progress, and will be formal at the end of the 5 weeks clinical experience. Students may make appointments with faculty to discuss progress at any time during the semester. Feedback will be given immediately when appropriate. Students will participate in self-evaluation throughout their clinical experiences. The final clinical evaluation form will become part of the student record.

**GRADING PROCEDURES:**

Grading is a process of measuring performance (the outcome of learning) against a designated standard or set of criteria and assigning a symbol to the level of performance achieved.

The College letter grading scales for all programs consist of the following:

- **A** \( \text{---------} \) 90 to 100
- **B** \( \text{---------} \) 83 to 89
- **C** \( \text{---------} \) 75 to 82
- **D** \( \text{---------} \) 67 to 74
- **F** \( \text{---------} \) 66 & Below
The course grade will be determined in the following manner:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Care Plans</td>
<td>10%</td>
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<tr>
<td>In-class Quizzes</td>
<td>5%</td>
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<tr>
<td>Mynursinglab Quizzes</td>
<td>5%</td>
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<tr>
<td>Exam I</td>
<td>20%</td>
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<tr>
<td>Exam II</td>
<td>20%</td>
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<tr>
<td>Exam III</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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A passing average ($\geq 75$) must be attained on exams (excluding quizzes) in order to pass the course. In other words, the 20% attributed to course assignments (i.e. care plans and quizzes) cannot be used to pass a student with a failing exam average. Students with an exam average $<75$ will be assigned that letter grade for the course. In addition, if a student has a clinical failure, the student will receive an F for the course and may not withdraw from the course, regardless of the university calendar. A student who does not pass the course (i.e. receives less than a C) will not be allowed to progress to courses requiring NURS 3550 as a prerequisite.

All exams will be administered by computer through HESI. During HESI exams, students are allowed one blank piece of paper which must be turned in at end of the exam, with your name on it. Cell phones are not allowed to be on your person during the exams. Textbooks and all other materials must be placed outside the seating area for exams. Students will purchase the HESI test code from Elsevier for two exams. The CONHS will purchase the other two exams for each student.

Exams may be missed only in extraordinary circumstances; arrangements for a makeup exam must be made with the instructor prior to the scheduled exam date. If the exam is not made up promptly within one week of exam and the instructor has not been informed prior to the exam the grade will be recorded as zero.

The lowest in-class quiz grade will be dropped, and the rest of the quiz grades will be averaged together. If the student is absent on a day a quiz is given, that will be considered as the grade dropped. If absent for more than one, a zero will be averaged for all but the first missed quiz. No makeup quizzes will be given.

**ATTENDANCE POLICY:**

Classroom attendance is strongly encouraged. Students will be held responsible for all information given during class and labs. *Absence of greater than $\frac{1}{4}$ of classes will result in the student receiving one letter grade lower than earned.* Please be considerate of others and be on time for class. Attendance at all labs is mandatory. In the event of an unavoidable absence from lab, it is the responsibility of the student to notify the instructor in advance and to plan to
make up the work within one week. Failure to make these arrangements will result in a failing grade.

**STUDY NOTES:**
Lecture notes and supplemental materials posted on Blackboard are to be used for personal study. You should bring these to class. Use of these notes, as well as the text, will assist you in preparing for the exams, as well as allow you to participate in class without tedious note taking. You are **expected** to look over these notes **before** class so that you will be prepared.

**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 believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in Driftwood 101.

**ACADEMIC HONESTY POLICY:**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) [http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm)

There is a zero tolerance policy for Academic dishonesty in this class. Students entering the profession of nursing are held to the highest standards of ethical behavior. These standards include but are not limited to **not giving, receiving, or tolerating unauthorized aid.** Please refer to the University Catalogue, Student Handbook College Student Handbook for descriptions of academic dishonesty. If you violate the rules of academic honesty you will receive an **F** in this course and you may be dismissed from the program.

**ACADEMIC ADVISING:**
The College of Nursing and Health Sciences require that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Island Hall, 3rd Floor. Advisors are Rachael Verhayden 825-3748 and Angelica Santillan 825-2461.

**GRADE APPEAL PROCESS:**
As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review...
process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
<table>
<thead>
<tr>
<th>CLASS# Date</th>
<th>TOPIC</th>
<th>ASSIGNED READING</th>
</tr>
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<tbody>
<tr>
<td>Jan 23</td>
<td>Course overview, Breastfeeding</td>
<td>Breastfeeding resources to be provided by guest speaker</td>
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</tbody>
</table>
| Jan 30      | Antepartum | Chapter 10 “The Reproductive System”  
Chapter 11 “Conception and Fetal Development”  
Chapter 14 “Physical and Psychologic Changes of Pregnancy”  |
| Feb 6       | Antepartum | Chapter 15 “Antepartum Nursing Assessment”  
Chapter 16 "The Expectant Family: Needs and Care”  
Chapter 18 “Maternal Nutrition”  |
| Feb 13      | Intrapartum | Chapter 22 “Processes and Stages of Labor and Birth”  
Chapter 23 “Intrapartum Nursing Assessment”  |
| Feb 20      | Intrapartum | Chapter 24 “The Family in Childbirth: Needs and Care”  
Chapter 25 “Pain Management During Labor”  |
| Feb 27      | Intrapartum | Chapter 21 “Assessment of Fetal Well-Being”  
Chapter 28 “Birth-Related Procedures”  
Dr. Ridley’s VBAC article (under units icon in Blackboard)  |
| Mar 5       | ANTEPARTUM INTRAPARTUM | CLASS TO FOLLOW @ 2:45p  |
| Mar 5       | Newborn | Chapter 29 “Physiologic Responses of the Newborn to Birth”  |
| Mar 19      | Newborn | Chapter 30 “Nursing Assessment of the Newborn”  
Chapter 31 “The Normal Newborn: Needs and Care”  |
| Mar 26      | Newborn | Chapter 33 “The Newborn at Risk: Conditions Present at Birth”  
Chapter 34 “The Newborn at Risk: Birth-Related Stressors”  |
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<tr>
<th>CLASS# Date</th>
<th>TOPIC</th>
<th>ASSIGNED READING (Olds et al, 2012)</th>
</tr>
</thead>
</table>
| #10 Apr 2   | Postpartum | Chapter 35 “Postpartum Family Adaptation & Nursing Assessment”  
|             |        | Chapter 36 “The Postpartum Family: Needs and Care” |
| #11 Apr 9   | Postpartum | Chapter 39 “The Postpartum Family at Risk”  
|             |        | Chapter 38 Grief & Loss in the Childbearing Family  
|             |        | Chapter 5 “Women’s Health: Family Planning” |
| EXAM 2-1p   | Newborn Postpartum | CLASS TO FOLLOW @ 2:45p |
| #12 Apr 16  | High Risk Antepartum/Intrapartum | Chapter 26 “Childbirth at Risk: Prelabor Complications”  
|             |        | Chapter 27 “Childbirth at Risk: Labor-Related Complications”  
|             |        | Dr. Ridley’s Occiput Posterior Malposition article in Blackboard |
| #13 Apr 23  | High Risk Antepartum/Intrapartum | Chapter 19 “Pregnancy at Risk: Pregestational Problems”  
|             |        | Chapter 20 “Pregnancy at Risk: Gestational Onset”  
|             |        | Chapter 6 “Women’s Health: Commonly Occurring Infections”  
|             |        | STI and TORSCH Handouts (in Blackboard)  
|             |        | Chapter 17 “Adolescent Pregnancy” (will not be covered in class-see PowerPoint slides & notes on Adolescent Pregnancy posted in Blackboard) |
| EXAM 3-1p   | High Risk Antepartum & Intrapartum | NO CLASS AFTER EXAM |
| #13 Apr 30  | High Risk Antepartum & Intrapartum | NO CLASS AFTER EXAM |
| Additional reading that may be included on the final exam: | Chapter 2 “Care of the Family in a Culturally Diverse Society”  
| | Chapter 3 “Complementary and Alternative Therapies”  
| | Chapter 12 “Special Reproductive Concerns: Infertility & Genetics”  
| | Chapter 13 “Preparation for Parenthood” |
| FINAL EXAM | All topics | ALL CONTENT AREAS |
| Mon, May 7  |        | 11a-1:30p |