TEXAS A&M UNIVERSITY CORPUS CHRISTI
COLLEGE OF NURSING & HEALTH SCIENCES

NURS 3550- Nurse as a Provider of Care to Parents & Newborns
Spring 2013

Section 001 Monday 8:00 AM to 10:50 AM, Island Hall 160

Course is via delivered face to face class with clinical and lab components and web-
enhanced resources via Blackboard.

COURSE/ CLINICAL FACULTY:

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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 3318, 3614, 3342, 3435

**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.

**REQUIRED TEXTBOOK & TECHNOLOGY ACCESS:**


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

**Codes to purchase textbook Plus MyNursingLab**

To purchase text and code together:
Olds’ Maternal-Newborn Nursing & Women’s Health Across the Lifespan Plus NEW MyNursingLab with Pearson eText -- Access C, 9/E

To purchase the code only (if text was obtained separately)
NEW MyNursingLab with Pearson eText -- Access Card -- for Maternal-Newborn Nursing

**CONTENT OUTLINE:**

I. Antepartum  
II. Intrapartum  
III. Newborn  
IV. Postpartum  
V. Other topics

**INSTRUCTIONAL STRATEGIES:**

Assigned reading and preparation outside of class. Interactive lectures, discussion, audio-visual aids, student presentations, demonstrations, computer-based modules simulations 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. Students are expected to comply with the Student Handbook, agency policy and course directions.

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. Violation of the Student Handbook, University and CONHS policy, or agency policy may result in a clinical warning.

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 immediately. Attendance is required to meet objectives of the course. (See course evaluation).

Each student is responsible for knowledge about medications being administered for 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, >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 (>75) assessment and care plan of the newborn.
4. Satisfactory (>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 (>75) completion of the following Pearson MyNursingLab computer module activities: Modules 1-5: Overview, Pregnancy, Birth and the family, Newborn, and Postpartum
7. Satisfactory completion of L&D simulation.
8. Viewing of required videos and computer assignments.

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 4 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 to 100</td>
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<tr>
<td>B</td>
<td>83 to 89</td>
</tr>
<tr>
<td>C</td>
<td>75 to 82</td>
</tr>
<tr>
<td>D</td>
<td>67 to 74</td>
</tr>
<tr>
<td>F</td>
<td>66 &amp; Below</td>
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</tbody>
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The course grade will be determined in the following manner:
Care Plans (3) 10%
In-class Quizzes or case studies 5%
Mynursinglab Quizzes 5%
Exam I 20%
Exam II 20%
Exam III 20%
Final Exam 20%

A passing average (>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. Grades are earned by performance in relation to set standards and are therefore not subject to negotiation.

During exams, students are allowed one blank piece of paper and a form to record their questions and notes to faculty, both of 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. The final exam may be administered by computer through HESI. Students may have to purchase the HESI test code from Elsevier for that exam.

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. Make up exams may be a different format (i.e. essay). If the exam is not made up promptly as scheduled or the instructor has not been informed prior to the exam the grade will be recorded as zero. This may result in course failure.

If the student is absent on a day a quiz is given, the grade earned will be a zero for that quiz. Quizzes cannot be made up. All quiz grades (including missed quizzes) contribute to the overall quiz score.

ATTENDANCE POLICY:

Classroom attendance is strongly encouraged. Students will be held responsible for all information given during class and labs. It is the student’s responsibility to SIGN IN for each class themselves IN THE CORRECT SPACE and to make sure that s/he communicates with the instructor (preferably via course email for the record) about her/his extenuating circumstances if there is reason for a student’s absence. If you communicate by phone PLEASE follow up with an email to reaffirm and document for the course record. PLEASE do NOT attend class if you are ill and potentially infectious! Attendance will be as documented by signature on the sign in sheet, not by any verbal reports.

Absence of 3 or more classes may 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 may result in a failing grade.

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 help you to participate in class. You are expected to read all assigned material, use study questions provided, and look over these notes before class so that you will be prepared to participate in class. Viewing and answering the question for MyNursingLab will also help you prepare for class. Taking notes in class is also advised as it helps you integrate the material, and provides another resource for review after class.

Classroom Civility

A comfortable environment facilitates learning. We will embrace a collaborative (versus completely competitive) model for interaction. A core condition of empathy is mutual respect, and this is required in the nursing profession. Empathy and a positive regard for all will be the practice we aspire to in class, also. The learning process involves an exchange of ideas and an exploration of concepts and knowledge between faculty and students. You must be present (both physically and mentally) to participate. A certain level of professional decorum facilitates this process for learners and teachers. Behaviors can also disrupt it. Use the following examples as guides to behaviors that support learning. Avoid those which disrupt the learning process.

Examples of disruptive behaviors to avoid include:
• Coming to class late or leaving early.
• Sleeping in class. This is disruptive due to the distraction, and other students complain about the lack of participation.
• Talking in class while others are presenting or “have the floor”.
• Viewing, sending or answering e-mail and text messaging while class is in session.
• Using your laptop computer for anything other than work for the class.
• Using cell phone or beepers while in class. Cell phones and pagers are to be turned off.
• Walking in and out of the classroom during instruction and discussion time (Breaks will be provided- leave if needed for bodily functions but try to minimize disruption of class time)
• Bringing children to class. No children are allowed in the class except in emergencies (temporarily). An exception is made for quiet nursing babies young enough to sit on your laps, who are welcome.
• Use of humor which is malicious in intent, as a weapon, or as a “putdown” to others.

**Students who are disruptive may be asked to leave the classroom. It is the student’s responsibility to notify the faculty of any special needs, such as a disability, visual or hearing impairment or medical condition which requires special consideration.

Supportive actions include:
• Coming to class prepared. This includes reading the text as assigned and completing all
  Blackboard assignments or questions and assigned MyNursingLab content.
• Being attentive and responsive in class.
• Respecting fellow student’s opinions and ideas.
• Contributing to the class and your group by making topic specific comments.
• Offering critiques, alternative ideas, and elaborating on prior answers in a non-
  condescending manner.
• Providing a fair share of work to group learning activities.
• Supporting the rights of classmates to contribute, even when disagreeing with content.
• Challenging or questioning the instruction or exchange in a non-threatening/non-
  demanding manner.
• Finding out from your peers (classmates) what content or activities have been missed if a
  class is missed
• Monitoring course Blackboard for additional material and announcements
• Responding to surveys, evaluations, and other requests for input
• Use of humor which is intended to be “fun for all” (not maliciously directed towards
  individuals or groups) and reinforces or illustrates course content.
• A little friendly competition between groups is also acceptable, and can add to the fun if
  not taken too seriously.

_Note that drinking in class is restricted to a glass or bottle with a lid, no open cups please._

_Syllabus Disclaimer:_ While the provisions of this syllabus are as accurate and complete
as possible, the faculty reserves the right to change non-critical aspects of the course to
accommodate emergencies, unexpected class cancelations, or any unforeseen
circumstances that require adjustments. Such changes will be announced as soon as
feasible and will be communicated by course email or announcements via Blackboard. It
is the STUDENT’S responsibility to keep abreast of course announcements. Questions
regarding course requirements should be addressed when the syllabus is received, within
the first week of the course.

_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 Corpus Christi Hall 116. If you are a returning veteran and experiencing
cognitive and/or physical access issues in the classroom or on campus, please contact the
Disability Office for assistance at 361.825.5816.

_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

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 and 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:

A student that believes they have an academic grade appeal may pursue a grade appeal through the University l. See the University Catalog 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 Rule13.02.99.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.