NURS 3550.E01 CARE TO PARENTS AND NEWBORNS

Syllabus

Spring 2016

FACULTY: Professor Bunny Forgione
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OFFICE: Island Hall – CONHS

OFFICE HOURS: By appointment only

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CREDIT HOURS: 5 semester hours (3:2)

PREREQUISITES: NURS 3614, NURS 3202, NURS 3218, NURS 3230, NURS 3242

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 and cultural 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. (AACN Essentials I, II, IV, V, VII, VIII, IX)

2. Describe normal and abnormal physiological changes that occur during each period of the childbearing cycle and newborn period. (AACN, Essentials I, III, VII, IX)

3. Identify common psychological and developmental processes in the newborn and the childbearing woman and her family. (AACN Essentials I, II, III, IV, VII, IX)
4. Use relevant research for decision making in relation to childbearing families and the newborn. (AACN Essentials I, III, IV, VII, IX)

5. Use the nursing process to identify problems and appropriate nursing interventions for family. (AACN Essentials I, III, VI, VII, IX)

6. Discuss the role of the nurse and the use of nursing standards to monitor patient/family care. (AACN Essentials I, II, III, IV, V, VI, VIII, IX)

7. Prepare a teaching plan based on principles of teaching/learning. (AACN Essentials I, IV, VI, VII, IX)

8. Analyze the respective roles of interdisciplinary team members in perinatal care. (AACN Essentials I, II, III, V, VI, VIII, IX)

9. Discuss caring in relation to nursing the childbearing family and newborn. (AACN Essentials I, II, VI, VIII, IX)

10. Identify the nurse's counseling role in each area of practice. (AACN Essentials I, IV, VI, VII, VIII, IX)

11. Demonstrate responsibility for growth and development as a learner and a professional. (AACN Essentials I, III, VIII)

**REQUIRED TEXTBOOKS:**


**CLINICAL COURSE 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 form 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.

INSTRUCTIONAL STRATEGIES:

On-Line Modules (assignments and quizzes)

COURSE EXPECTATIONS:

1. Assignments are answered in a thoughtful, reflective scholarly manner. APA format required.
2. Clinical attendance is mandatory.
3. Each student is expected to submit care plans and assignments at designated times
4. 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.

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 5 weeks. Students may make appointments with faculty to discuss progress at any time in the semester. Feedback will be given immediately when appropriate. Students will participate in self-evaluation during final clinical evaluation. Clinical evaluation criteria is attached. The clinical evaluation form will become part of the student record.

GRADING:

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 School letter grading scales for all programs consist of the following:

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<tr>
<th>Letter</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 to 100</td>
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<td>B</td>
<td>83 to 89</td>
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<td>C</td>
<td>75 to 82</td>
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<td>D</td>
<td>67 to 74</td>
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A HESI specialty exam will be administered at the end of the semester. If students do not receive a satisfactory grade (85%) on the HESI exam remediation will be required.

**CONTENT OUTLINE:**

Chapter 1  
Current Issues in Maternal-Newborn Nursing

Chapter 2  
Community-Based Teaching for Childbearing Families

Chapter 3  
Womens Health Care

Chapter 4  
Womens Care: Social Issues

Chapter 6  
The Reproductive System

Chapter 7  
Conception and Fetal Development

Chapter 8  
Special Reproductive Concerns

Chapter 9  
Preparation for Parenthood

Chapter 10  
Physical and Psychologic Changes of Pregnancy

Chapter 11  
Antepartal Nursing Assessment

Chapter 12  
The Expectant Family: Needs and Care

Chapter 13  
Adolescent Pregnancy

Chapter 14  
Maternal Nutrition

Chapter 15  
Pregnancy at Risk: Progestational Problems

Chapter 16  
Pregnancy at Risk: Gestational Onset

Chapter 17  
Assessment of Fetal Well-Being

Chapter 18  
Processes and Stages of Labor and Birth

Chapter 19  
Intrapartal Nursing Assessment

Chapter 20  
The Family in Childbirth: Needs and Care

Chapter 21  
Pain Management During Birth

Chapter 22  
Childbirth at Risk

Chapter 23  
Birth-Related Procedures

Chapter 24  
Physiologic Response of the Newborn to birth

Chapter 25  
Nursing Assessment of the Newborn

Chapter 26  
The Normal Newborn: Needs and Care

Chapter 27  
Newborn Nutrition

Chapter 28  
The Newborn at Risk: Conditions Present at Birth

Chapter 29  
The Newborn at Risk: Birth Related Stressors

Chapter 30  
Postpartal Adaptation and Nursing Assessment

Chapter 31  
The Postpartal Family: Needs and Care
Chapter 32  Home Care of the Postpartal Family
Chapter 33  The Postpartal Family at Risk

POLICIES:

Evaluation Input From Students
The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty
It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own).

Please see the following sites for additional information:

University Student Handbook and Code of Conduct:  http://www.tamucc.edu/~students
University catalog related to academic integrity and honesty:  http://catalog.tamucc.edu/

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 CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

Title IX
As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms.
Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty
Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process
The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

Support Services
Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.