



**Ferris State University
College of Health Professions
School of Nursing
NURS 371 Maternal Health & Childbearing
Fall 2017**

Instructor

	Kristie L. Bruesch, BSN, RN
Office	College of Health Building, Room 371, Phone: 231.591.2259 ext. 371
E-Mail	Bruesck@ferris.edu
Office Hours	Tuesday and Thursdays 1pm-3pm or by appointment

Course Description

This course will provide an introduction to concepts, principles and theories of nursing care related to maternal and neonatal care. Focusing on the holistic needs of family members during pregnancy, labor and delivery, post-partum and early infancy at various degrees of wellness and illness (Lyndaker, N.A.). This course will provide information on evidence-based practice, communication, and national patient safety initiatives using a learner-centered philosophy and problem-based learning theory.

3 Credits (3+0)

Pre-requisites: COMPLETED NURS 360, 361, 362, 363, 370

Course Outcomes (Allegany College of Maryland, 2017)

1. Perform a head to toe assessment of at least one of the following clients: pre-natal mother; postpartum patient; newborn.
2. Develop a plan of care in collaboration with the client, family, as well as the interdisciplinary health care team, using the nursing process and evidence-based practice for an obstetrical patient with health care needs.
3. Deliver appropriate nursing care, including medication administration, to the obstetrical client or newborn under the supervision of the nursing instructor focusing on quality and safety initiative to prevent medication errors.

Instructional Delivery Method & Schedule

This course meets on-campus on Tuesdays and Thursdays from 9am-12pm, starting August 29th, 2017 and ending on December 7th, 2017. The class will meet in the College of Health Professions Building, room 371 for lecture. Lab simulation will take place across the hall in room 370.

Required Course Materials

- American Psychological Association. (2009). *APA Publication Manual*. (6th ed.). American Psychological Association, Washington, DC.
- Gulanick, M., & Myers, J. (2016). *Nursing Care Plans: Diagnoses, Interventions, and Outcomes*, (9th ed.). St. Louis: Elsevier.
- Kizior, R., & Hodgson, B. (2017). *Saunders Nursing Drug Book 2017*. St. Louis: Elsevier.
- London, M., Ladewig, P., Davidson, M., Ball, J., Bindler, R., & Cowen, K. (2016). *Maternal & Child Nursing Care*, (5th ed.). Boston: Pearson.
- VanLeeuwen, A., & Bladh, M. (2015). *Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications*, (6th ed.). Philadelphia: F.A. Davis Company.

Course Learning Activities & Assessment Method

Assignment	Course Outcome	Percent of Grade	Due Date
Case Study/Discussion	1, 2, 3	5%	Sept. 12 th Oct. 3 rd Oct. 24 th Nov. 7 th Dec. 5 th
Presentations	1, 2, 3	5%	Sept. 21 st Oct. 12 th Nov. 2 nd Nov. 21 st
Laboratory Simulation	1, 2, 3	10%	Sept. 14 th Oct. 5 th Oct. 26 th Nov. 9 th Dec. 7 th
Gestational Hypertension APA paper	1, 2, 3	10%	Oct. 19 th
Neonatal Illness APA paper	1, 2, 3	10%	Nov. 16 th
Tests- 2	1, 2, 3	30%	Sept. 28 th & Oct. 31 st
Final Exam	1, 2, 3	30%	Dec. 12 th

Lab Simulation	Course Outcome	Grade
Simulation 1: Uncomplicated Spontaneous Vaginal Delivery	1, 2, 3	Pass/Fail
Simulation 2: Complicated Vaginal Delivery with newborn complication	1, 2, 3	Pass/Fail

Simulation 3: Placental Abruption	1, 2, 3	Pass/Fail
Simulation 4: Infant with Respiratory Distress Syndrome	1, 2, 3	Pass/Fail
Simulation 5: Postpartum Psychosis	1, 2, 3	Pass/Fail

School of Nursing Grading Scale

A = 95-100	B = 85-88	C = 75-78	D = 65-68
A- = 92-94	B- = 82-84	C- = 72-74	D- = 62-64
B+ = 89-91	C+ = 79-81	D+ = 69-71	F = <62

In order to pass the course, students must receive a grade of 75% or better.

General Course Policies (Colley, 2017)

College of Health Profession policies available at:

<http://www.ferris.edu/HTMLS/colleges/alliedhe/Policies-Resources-Faculty-Staff-Students.htm>

Americans with Disabilities Act:

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations. School of Nursing Graduate Student Handbook available at:

http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/MSNprogram/Handbook_Graduate_Nursing_Students_2015_nd_b.pdf

NURS 371 Specific Course Policies (Colley, 2017)

Attendance and Late Assignments:

Ferris State University under-graduate nursing students are expected to participate in all learning activities. Whenever it is possible, advance notice of absences is appreciated. An email message to the instructor is generally adequate to keep me from worrying about you. If activities are missed, please contact the instructor as soon as possible afterwards to communicate an update on your progress and plan. All assignments are expected by the due dates. Unless prior arrangements have been made with the instructor, late submissions may not be accepted and may result in a grade of 0 or F for that assignment. Grades for late submissions will not be reduced if a later due date has been negotiated ahead of time.

Plagiarism:

According to Webster, plagiarism is “the taking of ideas, writings, etc., from another and passing them off as one’s own”. This practice is not acceptable to the university, the college, the nursing programs, or to the faculty. In an academic setting, this is equivalent to grand larceny. Severe consequences will result. A helpful website is:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Course Structure – Learner Centered

Module	Dates	Topics/Assignments Due
Introduction to the Childbearing Family	Aug 29 th - Sept. 4 th	Chapters 1, 2, 3, 4, 5
	Sept. 5 th – Sept. 11 th	Chapters 5, 6, 7, 8
	Sept 12 th – Sept. 18 th	Chapters 9, 10 Case Study- Sept. 12 th Lab Simulation- Sept. 14 th
	Sept 19 th – Sept 21 st	Chapters 11, 12, 13, 14 Presentation- Sept. 21 st
	Sept 22 th - Sept. 28 th	Chapters 14, 15 Test- Sept. 28 th
Introduction to Intrapartum and Antepartum Nursing	Sept. 29 th - Oct. 9 th	Chapters 16, 17, 18 Case Study- Oct. 3 rd Lab Simulation- Oct. 5 th
	Oct. 10 th - 16 th	Chapters 19, 20, 21

		Presentation- Oct. 12 th
	Oct. 17 th - Oct. 23 rd	Chapters 22 Gestational Hypertension APA paper- Oct. 19 th
	Oct. 24 rd - Oct. 31 st	Case Study- Oct. 24 th Lab Simulation- Oct. 26 th Test- Oct. 31 st
Introduction to the Newborn	Nov. 1 st - Nov. 6 th	Chapters 23, 24 Presentation- Nov. 2 nd
	Nov. 7 th - Nov. 13 th	Chapters 25, 26, 27 Case Study- Nov. 7 th Lab Simulation- Nov. 9 th Neonatal Illness APA paper- Nov. 16 th
	Nov. 14 th - Nov. 20 st	Chapters 32, 34, 41, 43
Introduction to the Postpartum	Nov. 21 st - 27 th	Chapters 28, 29, 30 Presentation- Nov. 21 st . NO CLASS NOV 23 rd
	Nov. 28 th - Dec. 7 th	Chapters 44, 46, 47 Case Study- Dec. 5 th Lab Simulation- Dec. 7 th
	Dec. 8 th - Dec. 12 th	FINAL EXAM- Dec. 12 th

Preparation for class

Each student must prepare prior to attending class. Chapters noted for the week must be studied prior to the week; for example Sept. 5th – Sept. 11th has chapters 5, 6, 7, 8 listed to be studied. These Chapters will be reviewed throughout the lectures on Sept 5th and 7th, each student must study these chapters prior to these dates.

Writing Expectations (Ferris State University, 2016)

Writing assignments will be graded in an APA format. Students who need extra help with assignments may utilize the writing center for additional help. The Writing Center is a free tutoring service for all of the students at Ferris State University. Our mission is to offer assistance with all aspects of the writing process, from preliminary brainstorming and outlining, to revising and polishing final drafts. We also provide guidance on business letters, applications, and resumes as well as mechanical issues, such as spelling, grammar, and sentence structure. Located in ASC 1017, the Writing Center provides in-person, on-site

tutoring with student tutors and paraprofessionals, many of whom hold graduate degrees. On-line we offer e-mail tutoring. In addition, this website: <http://www.ferris.edu/arts-sciences/departments/languages-and-literature/writing-center/index.htm> contains information about the Center, worksheets, and practice tutorials.

Participation/In-Class Activities

Gestational Hypertension APA paper

In APA format, excluding the title and reference page, the student will prepare a 4-5 page paper focusing on Gestational Hypertension. The student will provide an example within the paper of how QSEN relates to this risk factor. There needs to be at least four credible resources referenced. An abstract can be exempt from the paper but students can qualify for one extra credit point in the paper grade if the abstract meets all APA criteria.

Neonatal Illness APA paper

In APA format, excluding the title and reference page, the student will prepare a 4-5 page paper focusing on a Neonatal Illness. The student will provide an example within the paper of how QSEN relates to this illness. The Neonatal Illness will be chosen by the student based on readings within:

London, M., Ladewig, P., Davidson, M., Ball, J., Bindler, R., & Cowen, K. (2016). *Maternal & Child Nursing Care*, (5th ed.). Boston: Pearson.

There needs to be at least four credible resources referenced. An abstract can be exempt from the paper but students can qualify for one extra credit point in the paper grade if the abstract meets all APA criteria.

Presentations

In providing a learning-center model, students will be grouped randomly at the beginning of the course based on number of students within the class. These students will remain in these groups throughout the course. The week prior to the presentations, students will be given random subjects from course readings. Each group will participate in presenting to the class a 15-20 minute presentation. The discussion will be on the subject, risk factors, side effects, and management. Presenters will be provided with a case study to present which includes class discussion. The presentation will need to review medication in relation to the

subject for quality and safety initiative purposes. Each student will need to participate in providing some aspect of the subject. Throughout the course, four presentations will be performed. Each presentation is worth 1% each. If the student is present at all four presentations, and reviews their peer presentations, the student will earn an additional 1%. At the end of the presentation, peers will provide anonymous feedback utilizing an on-line feedback tool created by the instructor on kahoot.it.

**Presentations may be recorded for grading purpose.*

Case Studies

In providing a learning-centered model and problem-based learning, students will be grouped randomly at the beginning of the course based on number of students within the class. This group will be different from the presentations to allow students to have different perspectives from other peers. The groups will be given a case study the previous week to prepare. Each group will have a different case study based on the current lecture. The students will then group together and create one care plan for the case study. The care plan will include the assessment, nursing diagnosis, planning, implementation and evaluation. The group will then present their case study to the class, allotting 5-10 minutes for each group. At the end of the presentation, peers will provide anonymous feedback utilizing an on-line feedback tool created by the instructor on kahoot.it.

**Case studies may be recorded for grading purpose.*

Lab Simulations

Students will be grouped with two other peers for the lab simulations. Students will remain with this group for the entirety of the course. One student will act as the primary nurse, one student will observe, and the other student will act as additional help on a rotating basis. Students will be given five minutes to prepare once case study is given. Once the simulation begins the students will have no longer than 20 minutes to complete the lab simulation. A post-simulation debrief session will be performed. Grading will be based on a pass/fail. There will be no make-up day given for these simulations.

**Lab simulations may be recorded for grading purpose.*

Testing (Ferris State University, 2016)

There will be two, 50 question mid-exams and one 100 question final exam. If a student is absent for an exam, a make-up exam will be considered IF prior arrangements were made with the instructor (see accepted absence reasons outlined in the student handbook); a 26% grade reduction may be applied prior to the beginning of a make-up exam. Electronic unit and final exams will close immediately following student submission of the exam. Scores will not be available until the exam has been analyzed as outlined in the SON testing policy. Analysis may take up to three (3) days.

Test Taking Rules (Ferris State University, 2016)

In an effort to prepare students for the NCLEX the following testing rules will apply (see: http://www.pearsonvue.com/nclex/bulletin_2010.pdf). All tests are property of FSU SON and will be administered either on paper or electronically. Students may not leave their seats until all students have completed the exam, so please use the restroom prior to the test as you will not be allowed to continue taking the test if you leave your seat. Students may bring Kleenex if needed. All information sources (i.e. PDA's, texts, notes, calculators, cell phones, etc.) must be in a closed backpack/briefcase prior to taking a test/quiz. Backpacks, purses, baseball caps, and hats will be placed along the walls of the room. Hoods on sweatshirts must remain down. The only personal items allowed on your desks will be pens and/or pencils. You may not seek help from any other party in answering items (in person, by phone, text or e-mail) during your examination (including breaks). No food allowed while taking the exam. Only drinks in clear containers are allowed while taking the exam. If any of the above is found in contact or in the immediate possession of the student it will be considered a cheating tool and the student will receive a zero on the exam and will fail the course. Students will be provided with a calculator (Ferris State University, 2016).

GRADING RUBRIC FOR CASE STUDIES-5%

	Below Expectation	Met Expectation
Case Study		Clear and concise case study was given to the class. (1 point)
Assessment		Excellent head to toe assessment was discussed, focusing on abnormal findings. (1 point)
Nursing Diagnosis		Excellent choice in one appropriate nursing diagnosis was chosen and discussed. (1 point)
Planning		Excellent planning of realistic patient outcomes was discussed. (1 point)
Implementation		Excellent nursing interventions based on evidence-base practice strategy was discussed. (1 point)
Evaluation		Excellent patient outcomes were discussed. (1 point)
Discussion		Excellent peer discussion/review was performed. (2 points)
Group Members		Excellent discussion was made with all members of the group. (2 points)
TOTAL POINTS		10 points

~Online evaluation form will be given after each case study. Students will need access to internet via smartphone, tablet or computer.

GRADING RUBRIC FOR PRESENTATIONS-5%

	Below Expectation	Met Expectation
Subject		Clear and concise health subject was given to the class. (1 point)
Background		Excellent discussion was performed on the history of the health subject. (1 point)
Evidence-Base Practice		Excellent choice in one appropriate evidence-based practice on health subject discussed. (1 point)
Medication		Excellent discussion to medications related to or against health subject. (1 point)
Assessment		Excellent assessment points were clear including signs and symptoms patient may present with to a facility. (1 point)
Nursing Diagnosis		Excellent (one) nursing diagnosis was discussed (1 point)
Discussion		Excellent peer discussion/review was performed. (2 points)
Group Members		Excellent discussion was made with all members of the group. (2 points)
TOTAL POINTS		10 points

~Online evaluation form will be given after each case study. Students will need access to internet via smartphone, tablet or computer.

GRADING RUBRIC FOR GESTATIONAL HYPERTENSION (GHTN) PAPER- 10%

	Below Expectations	Needs Improvement	Meets Expectation	Exceeds Expectations
A. Introduction				Includes an excellent description of GHTN and states a clear purpose statement. (10 points)
B. Qualifications of GHTN				Includes an excellent description of GHTN including criteria and how it pertains to pregnancy. (20 points)
C. Care Plan				Includes a clear and concise nursing care plan related to GHTN including proper assessment skills needed, one nursing diagnosis, planning, implementation, and proper skills in evaluating. (30 points)
D. QSEN Competency				Applies the six QSEN competencies to the caring of a GHTN pregnant patient. (30 points)
E. Conclusion				Excellent summary highlighting all areas discussed within the GHTN paper. No new material is provided in this section. (10 points)
TOTAL POINTS	100 points			
<p>Deductions: Deductions up to 20% will be made to the content score for lack of clarity and errors in sentence structure, spelling, grammar, punctuation, and APA format based on the students' level in the BSN program. A general idea of potential deduction is:</p> <p>Excellent- Ideas are clearly presented with no errors in sentence structure, spelling, grammar, punctuation or APA format. (0 point deduction)</p> <p>Good- Ideas are clearly presented with few (<5) errors in sentence structure, spelling, grammar, punctuation or APA format. (5 point deduction)</p> <p>Average- Ideas are generally clear with some (<10) errors in sentence structure, spelling, grammar, punctuation or APA format. (10 point deduction)</p> <p>Below Average- Ideas are generally unclear with some (<10) errors in sentence structure, spelling, grammar, punctuation or APA format. (15 point deduction)</p> <p>Far Below Average- Ideas are unclear with many (>30) errors in sentence structure, spelling, grammar, punctuation or APA format. (20 point deduction)</p>				
TOTAL After Deduction				

GRADING RUBRIC FOR NEONATAL ILLNESS APA PAPER-10%

	Below Expectations	Needs Improvement	Meets Expectation	Exceeds Expectations
A. Introduction				Includes an excellent description of Neonatal Illness's and states a clear purpose statement. (10 points)
B. Neonatal Illness				Includes an excellent description of a specific Neonatal illness including criteria and it affects the newborn. (20 points)
C. Care Plan				Includes a clear and concise nursing care plan related to the Neonatal illness including proper assessment skills needed, one nursing diagnosis, planning, implementation, and proper skills in evaluating. (30 points)
D. QSEN Competency				Applies the six QSEN competencies to the caring of a Neonatal patient with the chosen illness. (30 points)
E. Conclusion				Excellent summary highlighting all areas discussed within the Neonatal illness paper. No new material is provided in this section. (10 points)
TOTAL POINTS	100 points			
<p>Deductions: Deductions up to 20% will be made to the content score for lack of clarity and errors in sentence structure, spelling, grammar, punctuation, and APA format based on the students' level in the BSN program. A general idea of potential deduction is: Excellent- Ideas are clearly presented with no errors in sentence structure, spelling, grammar, punctuation or APA format. (0 point deduction) Good- Ideas are clearly presented with few (<5) errors in sentence structure, spelling, grammar, punctuation or APA format. (5 point deduction) Average- Ideas are generally clear with some (<10) errors in sentence structure, spelling, grammar, punctuation or APA format. (10 point deduction) Below Average- Ideas are generally unclear with some (<10) errors in sentence structure, spelling, grammar, punctuation or APA format. (15 point deduction) Far Below Average- Ideas are unclear with many (>30) errors in sentence structure, spelling, grammar, punctuation or APA format. (20 point deduction)</p>				
TOTAL After Deduction				

References

- Colley, S. (2017). *NURS 611: Teaching theories and methodologies in nursing education*. Retrieved from Ferris State University: https://fsulearn.ferris.edu/bbcswebdav/pid-1510956-dt-content-rid-11290687_1/courses/10655.201701/NURS%20611%20Syllabus%20Spring%202017%20slc%281%29.pdf
- Gulanick, M., & Myers, J. (2016). *Nursing Care Plans: Diagnoses, Interventions, and Outcomes, (9th ed.)*. St. Louis: Elsevier.
- Kizior, R., & Hodgson, B. (2017). *Saunders Nursing Drug Book 2017*. St. Louis: Elsevier.
- London, M., Ladewig, P., Davidson, M., Ball, J., Bindler, R., & Cowen, K. (2016). *Maternal & Child Nursing Care, (5th ed.)*. Boston: Pearson.
- Lyndaker, C. (N.A.). *Nursing 324 nursing of childbearing family course syllabus*. Retrieved from James Madison University: <https://repository.library.georgetown.edu/bitstream/handle/10822/556614/se0418.pdf?sequence=1>
- Allegany College of Maryland. (2017). *Clinical objectives –205 LPN-RN online program*. Retrieved from Allegany College of Maryland: <https://www.allegany.edu/Documents/Nursing/LPN-RN%20Special/CLINICAL%20OBJECTIVES%20OB%20acute%20care.pdf>
- Ferris State University. (2016). *Nursing 261 health-related quality of life syllabus*. Retrieved from Ferris State University: <https://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/BSN/pdfs-docs/Nursing-curriculum-syllabi/NURS-261-Syllabus.pdf>

VanLeeuwen, A., & Bladh, M. (2015). *Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications, (6th ed.)*. Philadelphia: F.A. Davis Company.