

# **Oakland University School of Nursing**

## **Nursing Care of the Childbearing Family: Clinical**

**NRS 3275 (338)**

**CRN# 10383**

**CRN# 10384**

**Faculty:**

**STEPHANIE VALLIE, MSN, RN  
Special Instructor**

**Winter 2018**

**COURSE NUMBER:** NRS 3275 (338) – CRN #10383 & CRN #10384

<b>CREDIT &amp; HOUR ALLOCATION:</b>	<b>Credits</b>	<b>Hrs/Wks</b>	<b>Total Hours Semester</b>
<b>Clinical</b>	<b>2</b>	<b>6 x 7 x 2</b>	<b>84</b>

**COURSE TITLE:** Nursing Care of the Childbearing Family - Clinical

**CLASS TIME:** CRN #10383 – January 3, 2018 – February 17, 2018  
CRN #10384 – February 26, 2018 – April 25, 2018

**& LOCATION:** TBA

**FACULTY OF RECORD:** Stephanie Vallie, MSN, RN  
Special Instructor  
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### **PREREQUISITES or CO-REQUISITES**

Prerequisites: NRS 308, NRS 329, NRS 336, NRS 452

Co-requisites: NRS 349

### **COURSE OVERVIEW**

This course focuses on patient-centered, outcome-focused nursing care to childbearing women, their unborn child(ren) and their families. Students will apply the nursing process and the ethical decision-making to the care of childbearing women and their families through the integration of nursing theory and evidence-based nursing interventions.

### **CLINICAL OBJECTIVES**

1. Apply the nursing process to the care of childbearing women and their families.
2. Integrate relevant theory and research from the arts and biological and nursing sciences to the care given to childbearing women and their families.
3. Collaborate with childbearing women, other health care professionals, and appropriate community agencies to provide patient-centered, outcome-focused care to childbearing women and their families.
4. Demonstrate ethical decision-making when providing nursing care to childbearing women and their families.
5. Assess the impact of pregnancy, childbirth, breastfeeding, etc. on the role of professional nursing practice and the nursing care given to childbearing women and their families.

## **TECHNICAL REQUIREMENTS**

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

### **Logging into Moodle**

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: <https://moodle.oakland.edu>
- Log-in using the first part of your NetID username and password, e.g. if your email is [jwilson3@oakland.edu](mailto:jwilson3@oakland.edu) then:
  - Username: jwilson3
  - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at [www.adobe.com](http://www.adobe.com)

## **REQUIRED TEXTBOOKS FOR NRS 3275 (338)**

Murray, S. S. & McKinney, E. S. (2014). Foundations of Maternal-Newborn Nursing (6th Ed). St. Louis: Elsevier. ISBN 978-1-4557-3306-4

## **RECOMMENDED TEXTBOOKS FOR NRS 3275 (338)**

Ackley, B. J. & Ladwig, G. B. (2014). Nursing diagnosis handbook: An evidence-based guide to planning care (10th ed.). St. Louis: Mosby

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Carpenito, L. J. (2012). Nursing diagnosis: Application to clinical practice (15<sup>th</sup> ed.). Philadelphia: J.B. Lippincott.

Gelfand, H., Walker, C. J., & The American Psychological Association. (2007). Mastering APA style: Student's workbook and training guide. Washington, DC: Author.

Schuster, P. M. (2015). Concept mapping: A critical-thinking approach to care planning (4<sup>th</sup> ed.). Philadelphia: F.A. Davis.

Vallenrand & Sanoski (2016). Davis's Drug Guide for Nurses (15th edition). FA Davis Publications. ISBN: 978-0-8036-2837-3

## **REQUIRED MATERIALS**

Clinical syllabus  
Textbook

## **CLINICAL REQUIREMENTS**

1. All students must satisfy health, CPR and insurance requirements no later than July 15th of each academic year to participate in clinical and laboratory experiences (See Student Handbook for details). Students who have not met these requirements are considered absent from clinical until notice is provided in writing by the student from the Advising Department to the Clinical faculty.
2. In an effort to best assist each student in his or her clinical experiences, all students must complete the Learning Needs Assessment Tool and Pre-clinical Assignment for Normal Postpartum Care. Each are to be submitted to clinical faculty during the first week of a new clinical experience. In addition, a Weekly Personal Growth Assessment or some other weekly growth assessment will be required as determined by individual clinical instructor.
3. **Attendance at all clinical experiences is mandatory in order to successfully complete this course.** Tardies and absences from clinical experiences are recorded. "Clinical absenteeism will be weighted as a percentage of the total hours of the clinical rotation and those points will be deducted from the clinical evaluation tool score. **A student missing over 20% of any clinical rotation will fail the clinical rotation except in the case of extenuating circumstances as determined by both the clinical faculty and the faculty of record for the clinical course.** In fairness to all students, no make-up will be offered to individual student who are unable to attend clinical. Clinical tardiness is being late at the beginning of a clinical day as defined by the clinical faculty. For each 15 minutes a student is tardy, 1 (one) point will be deducted from the clinical evaluation tool score." Students are referred to the Student Handbook for information regarding "excused" absences and physician documented excuses.
4. **More than two (2) missed clinical days or >20% of a clinical rotation constitutes an automatic failure.**
5. **One (1) point will be deducted from the clinical raw score for EACH day after the due date that a late assignment is submitted.**
6. **Attendance at simulation experiences are considered mandatory and clinically designated time.**

7. All students are expected to be consistently and thoroughly prepared for safe practice. Clinical instructors reserve the right to send students home from a clinical experience if they are deemed unprepared, unprofessional or unsafe for practice.
8. Dress and attire for clinical experience follows the Student Handbook. Clinical instructors reserve the right to send students home from a clinical experience for inappropriate dress or attire.
9. As directed by clinical faculty, completion of midterm and final clinical self-evaluation (Appendix A)
10. As applicable, adhere to Off Unit Experience Guidelines as set forth by clinical faculty.

### **Clinical Assignments**

- **Assessments for Newborn (1) and Postpartum Mother (1)**
- **Care plans for Newborn (1) and Postpartum Mother (1)**
- **Clinical Teaching Plan Presentation**
- **Pre-clinical Assignments (Normal Postpartum Care and Learning Needs Assessment)**
- **Weekly Personal Growth Assessments** or some other weekly growth assessment will be required as determined by individual clinical faculty.
- **Simulation Assignments** *as directed by FOR for introductory and advanced simulation experiences.*

**\*\* It is the responsibility/prerogative of the instructor to assign additional care plans/learning activities or assignments to support student learning needs when the student's work is not meeting expectations.**

### **EVALUATIVE METHODS:**

- A. **Clinical Score (50%)** - A clinical score is derived from an evaluation of the student's cognitive understanding and psychomotor skills. Both components are essential in demonstrating competency in the clinical experience. Thus, both components are equally weighted and recorded on the Junior Clinical Evaluation Tool (Appendix A). The psychomotor component is reflected in the student's clinical experience of providing care for patients, while the cognitive component is represented in both written work and provision of care to patients. Both the midterm and the final clinical grades encompass both cognitive and psychomotor components. Students must achieve a score of 2.5 on the Junior Clinical Evaluation Tool to pass this course.
- B. **Simulation Score (10%)** Simulated clinical experiences will be provided twice/rotation. Students will begin the clinical rotation with an introductory simulation and will participate in an advanced simulation near midterm of the clinical rotation. Students will be graded on their individual performance for each of the simulation experiences. **There will be skill validations integrated into each of the simulation experiences. Students must pass skill validations to progress in the clinical rotation.**

C. Written Work (40%) – A student will be evaluated on their written work for this course as follows:

Newborn Assessment and Care plan 15%

Postpartum Assessment and Care plan 15%

Teaching Plan 10%

D. Points will be deducted from the overall clinical score if students do not comply with additional assignments as directed by their assigned clinical faculty (e.g.: Simulation and pre-clinical assignments)

Junior Clinical Evaluation Score (includes direct patient care and written work) 100%

## Oakland University School of Nursing GRADE CONVERSION

*Note: 70% = 2.5*

<u>PERCENTAGE</u>	<u>GPA</u>
<u>100.00</u>	<u>4.0</u>
<u>98.00 – 99.99</u>	<u>3.9</u>
<u>96.00 – 97.99</u>	<u>3.8</u>
<u>94.00 – 95.99</u>	<u>3.7</u>
<u>92.00 – 93.99</u>	<u>3.6</u>
<u>90.00 – 91.99</u>	<u>3.5</u>
<u>88.00 – 89.99</u>	<u>3.4</u>
<u>86.00 – 87.99</u>	<u>3.3</u>
<u>84.00 – 85.99</u>	<u>3.2</u>
<u>82.00 – 83.99</u>	<u>3.1</u>
<u>80.00 – 81.99</u>	<u>3.0</u>
<u>78.00 – 79.99</u>	<u>2.9</u>
<u>76.00 – 77.99</u>	<u>2.8</u>
<u>74.00 – 75.99</u>	<u>2.7</u>
<u>72.00 – 73.99</u>	<u>2.6</u>
<u>70.00 – 71.99</u>	<u>2.5</u>
<u>68.00 – 69.99</u>	<u>2.4</u>
<u>66.00 – 67.99</u>	<u>2.3</u>
<u>64.00 – 65.99</u>	<u>2.2</u>
<u>62.00 – 63.99</u>	<u>2.1</u>
<u>60.00 – 61.99</u>	<u>2.0</u>
<u>58.00 – 59.99</u>	<u>1.9</u>
<u>56.00 – 57.99</u>	<u>1.8</u>
<u>54.00 – 55.99</u>	<u>1.7</u>
<u>52.00 – 53.99</u>	<u>1.6</u>
<u>50.00 – 51.99</u>	<u>1.5</u>
<u>48.00 – 49.99</u>	<u>1.4</u>
<u>46.00 – 47.99</u>	<u>1.3</u>
<u>44.00 – 45.99</u>	<u>1.2</u>
<u>42.00 – 43.99</u>	<u>1.1</u>
<u>40.00 – 41.99</u>	<u>1.0</u>

Approved Faculty Assembly 2/20/03  
Updated W05

