

Oakland University School of Nursing

Nursing Care of the Childbearing Family Clinical

**NRS 3325 (383)
CRN #11287**

Faculty:

**ANNE MARIE MITCHELL Ph.D., CNM WHNP
Associate Professor**

COURSE NUMBER: NRS 3325 (383) – CRN #11287

CREDIT & HOUR ALLOCATION:	Credits	Hrs/Wks	Total Hours Semester
	Clinical	2	12 x 7

COURSE TITLE: Nursing Care of the Childbearing Family

**CLASS TIME &
LOCATION:** February 26, 2018 – April 25, 2018
TBA

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PREREQUISITES or COREQUISITES

Prerequisites: NRS 280, NRS 380, & NRS 381
Co-requisites: NRS 382

COURSE OVERVIEW

The focus of this course is providing patient-centered nursing care to childbearing women, their unborn child(ren), and families. Students will apply the nursing process and ethical decision-making to childbearing women and their families through the integration of theory, rationale, and specific nursing interventions.

CLINICAL OBJECTIVES

1. Apply the nursing process to the care of childbearing women and their families.
2. Integrate relevant research from the arts, sciences, and nursing theory into the nursing 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 nursing care to childbearing women and their families.
4. Demonstrate and model personal and professional accountability, responsibility and ethical decision-making when providing nursing care to childbearing women and their families.
5. Assess the impact of the American health care system and its prevailing norms related to childbirth; as well as patient culture, ethnicity, race, religion, and gender on the role of nurses 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 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

REQUIRED TEXTBOOKS

Lowdermilk, L.D., Perry, S.E., Cashion, K., Alden, K.R. (2016) Maternity Nursing 11th ed.
Mosby Elsevier, MO
ISBN Number: 978-0-323-169189-9 for the hard copy e-book

Student Resource: <http://evolve.elsevier.com/Lowdermilk/MWHC>

American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Hale, T.W. & Rowe, H.E. (2014) Medications and mother's milk: A manual of lactational pharmacology (16th ed.) Hale Publishing, Plano Texas
ISBN: 978-1-9398473-8-6

Miller, L.A., Miller, D.A., Cypher, R. (2016) Mosby's pocket guide to fetal monitoring: A multidisciplinary approach. (8th ed). Mosby Elsevier, MO.
ISBN:9780323401579

CLINICAL ASSIGNMENTS

ANA/AACN Standard	Assignments	Requirement
	Written Papers	
Standard I Assessment Standard II Diagnosis Standard III Planning	Intrapartum (L/D) REQUIRED	Students are to complete an IP Assessment on a patient that you are assigned to care for. The assessment is on a patient who is in labor. It may be submitted orally in post conference with group participation or in writing. The daily work sheet is to be included with the appropriate assessment tools. (Bishop Score, Friedman Curve)
Standard I Assessment	Newborn REQUIRED	Students are to complete and submit one written newborn assessment.
Standard I Assessment Standard II Diagnosis Standard III Planning	Postpartum Assessment	This is an <i>optional assignment</i> available at the instructor's discretion. The student may be asked to provide additional evidence of the ANA Standards to be successful in the course. The daily work sheet is to be included.
Standard III Planning & Outcome Identification	Prenatal Assessment REQUIRED	Each student is to complete one assessment on a prenatal client seen in triage or on the antenatal unit. Using the form on Moodle.
	Clinical Assignments	
Standard II Assessment Standard III Planning & Outcomes Standard V Evaluation	Care Maps REQUIRED	A care maps is required for each client a student cares for in the maternal-infant settings. The care map is to reflect: a focused assessment, the nursing diagnosis and a plan for the priority concern. Verbal reports can be used to demonstrate the application of the nursing process. Clinical faculty will determine the number written vs. oral care maps a student is required to submit to demonstrate passing or above skill level. Daily work sheets are to be incorporated.
	Oral Presentation	
Standard VIII Leadership & collegiality Standard IX Evidenced Based Practice	Journal Club REQUIRED	Each student is to select a topic from designated choices on the course Moodle site and present on that topic to their clinical group. A written paper is not required. Review grade evaluation details on Moodle.
Standard VII	Discharge Teaching REQUIRED	Each student will provide discharge teaching on at least one occasion with the instructor present to evaluate clinical performance. A written paper is not required.
	Patient Care	
Standard V Interventions Standard VI Leadership Standard X Safety	Direct Patient Care REQUIRED	Students will be assigned to care for women in labor, newborn infants, and families in the postpartum units. Refer to the psychomotor skills list (on Moodle) to review the interventions. Review the standards in the CET for the evaluation criteria. Students are to safely administer medications under supervision.

- Each clinical instructor will determine the students assignment based upon the availability of clients in the unit areas. The order in which assignments are done by the students may vary even within a given clinical group. The assessment tools can be found on the Moodle NRS 3325 11287 site. Two written assessments are required using APA format. They are the Newborn Assessment and the Prenatal Assessment. A title page is to be included and the prepared work is to be typed. Your clinical instructor will identify the date the assessment is due based upon the date you were assigned to care the mother or infant at your respective clinical site. A clinical instructor may require additional formal written assessments if it is determined the work submitted by a student did not meet expectations and further opportunities are needed to demonstrated improvement.
A third assessment, the Intrapartum Assessment, is to be completed on a patient in labor. The individual may or may not give birth while you are in the clinical setting. The individual may give birth vaginally with or without instrument assistance or operatively. The emphasis is on correctly assessing the stage of labor, planning, implementing and evaluating care for a woman in labor.
- Care Maps are the written description of the client's diagnosis and the student's plan. Each student will submit a care map to reflect their critical thinking and the diverse nature of the care provided in the maternal-child health care units. Care Maps may be submitted at the end of the clinical day or the following day per the instructor's discretion. Following satisfactory written submission, oral reports or presentations may be used to demonstrate critical clinical thinking of the assessment, plan, implementation and evaluation of the student's clinical care activities. **Notes must be made in the clinical evaluation tool that provides evidence of the faculty's assessment of the student's progress in the ANA Standards of Practice and the AACN Essentials.**
- One formal oral presentation is to be given by each student to the clinical group during post conference. This will be a 10-15 minute presentation of clinical relevance selected from the topics provided on the Moodle course site.
- Standards in the left hand column are examples of the standards that the corresponding assignment is use to establish evidence of the student's ability to meet the standards itemized in the clinical evaluation tool (CET). Assignments may provide evidence of the student's ability to meet the criteria provided in other standards in addition to the ones specified in the left hand column.

EVALUATION TECHNIQUES

Clinical Grade

The clinical grade for NRS 3325 will be determined by the score calculated on the Clinical Evaluation Tool (CET) which is located in Part A. The tool consists of two components. The first component is based on the American Nurses Association (ANA) Standards of Practice. The criteria for evaluation in this section incorporates the nursing process; assessment, diagnosis, planning, implementation, health teaching, health promotion, and evaluation. Written work, specifically the submitted assessments, and care maps will be considered in determining the clinical grade. In addition the student's **psychomotor performance of skills will be evaluated by the instructor and considered in the establishment of the midterm and final grade.** The criteria for evaluation of the clinical grade also includes the student's participation in educational efforts, collegiality, collaboration, ethical behavior, use of research in practice, resource utilization and leadership skills based on the AACN Essentials. The post conference presentation will be considered in this grade component. Professional behavior with peers, hospital staff and clients will be noted and carefully considered in the grade evaluation. Further areas that contribute to the formation of this grade include **professional appearance** and concurrence with the respective clinical site policies and protocols. The institutional polices may vary for the respective cooperating clinical sites. Examples may include policies on nail extensions, jewelry, tattoos or uniforms. Uniforms including lab coats, are to always be **clean, pressed and have the Oakland University patch sown on the sleeve.**

A student must demonstrate clinical competency in the application of theory as evidenced by written work, oral communication of knowledge and most importantly **direct client care**. A 2.5 minimum (70%) is required to pass the course. Thus the expectation is one of competency and professionalism at the junior level.

A student may seek feedback from the instructor at any time. A midterm conference will be held at the completion of the first ½ of the clinical hours. **The student's strengths and areas for improvement are to be identified in writing.** Opportunities for continued improvement are to be provided within the clinical setting. An absence or tardy will decrease the student's opportunities to demonstrate improvements. Likewise any absence of the faculty also limits the student's opportunity to learn and demonstrate improvement and must be considered in the grade evaluation. The FOR is to be notified if a student is jeopardy of not passing the course at any point in time during the clinical rotation. A formal written notice of a potential failure including supporting rational is to be provided to any student in danger of not passing NRS 3325. The notice regarding a potential failure must also specify the necessary remediation require of the student to achieve a passing grade by the completion of the course. A final conference will be held *on campus* after all clinical work has been completed and a grade has been assigned. The grade percentile calculation (0-100%) must be provided in ink on the evaluation tool **prior to the asking for the student's signature**. A concern about a grade must be addressed with the clinical faculty **first**. If the concern is not resolved, the student should then contact the FOR.

ORIENTATION and SIMULATION

Orientation and Simulation for NRS 3325 will be held on February 27th for those in the first clinical session and on March 20th for all of those in the second clinical session. Information on simulation will be available on the Moodle site via the News Forum. Points will be deducted from the final clinical grade in the instance of a late or absent occurrence for orientation and simulation. For those who have weekend clinicals you will attend orientation on February 27th if you are in the first clinical group or March 20th if you are in the second clinical group. Both sessions take place in the HHB on the 4th floor.

The Breastfeeding Skills sheet is to be completed by the end of the respective rotations and submitted with the Clinical Evaluation Tool. The Assessment Skills sheet is to be completed by the end of the respective rotation and submitted with the Clinical Evaluation Tool.

COURSE REQUIREMENTS

1. All students must satisfy health, CPR and insurance requirements 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 to the Clinical faculty from the Advising Department. All students must provide conformation of influenza vaccination to their clinical instructor.
2. Students are expected to check Moodle daily for e-mail and course information. An electronic copy of two written assignments is to be submitted on Moodle. All written assignments are to be submitted to the clinical instructor.

3. In an effort to best assist each student in his or her clinical experiences, all students must complete the Learning Needs Assessment Tool (Moodle) and submit it to the clinical faculty.
4. Attendance at all clinical experiences is mandatory in order to successfully complete this course. Tardiness and absences from clinical experiences are recorded. A student is considered “tardy” when he or she is not in the clinical setting ready to begin at 07:00 A.M or an earlier designated time. Students are referred to the Student Handbook for information regarding “excused” absences, and physician documentation of illness.
5. The total score on the Clinical Evaluation Tool will be reduced by a percentage equal to the percent of time missed from a clinical experience up to 20% of the total clinical time hours. Additional clinical hours missed **beyond 20% will result in an automatic failure for the course.**
6. Each tardy during a clinical rotation will result in a 2 point deduction up to and including a 3rd tardy. Each additional tardy (beyond) three will count as absence (in addition to points already deducted for prior absences.) A student with either 5 tardies or 3 tardies and five absences will **automatically fail the course.**
7. All students are expected to be consistently and thoroughly prepared for safe practice.
8. Dress and attire for clinical experience follows the Student Handbook.

Material on Moodle

COURSE E-MAIL is on the home page

Learning Objectives are on the home page and due **before simulation**. They are to be sent to clinical instructor via the Moodle site.

Assessment Tools

Bishop Score Assessment Tool

Prenatal Assessment Tool

Intrapartum Assessment Tool

Friedman Curve Assessment Tool

Newborn Assessment Tool

Postpartum Assessment Tool

Report Sheets for Assignments

Care Map Form

Fetal Heart Rate Recording Form

Assignment Sheet Form

Daily Clinical Report Form

Journal Club

Clinical Topics for Journal Club/Post Conference

Articles for Review

Clinical Faculty Data

We have three to four clinical faculty on the Maternal–Infant team in any given term. Information that they request to be uploaded on Moodle will also be posted on the course site. Information is often specific to the clinical facility and the clinical agency.

Best to all this term, Dr. Mitchell

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 W105