

NURS 361 Evidence-Based Maternal Child Nursing Care**Abilene Christian University****Spring 2014**

NURS 361

Thursday: 1 to 4 pm

3 credit hours

Classroom:

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ACU Mission

To educate students for Christian service and leadership throughout the world.

School of Nursing Mission

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as registered nurses throughout the world.

Course Description

Evidence-Based Maternal Child Nursing Care introduces students to competencies needed to implement holistic, comprehensive, and safe nursing practice. The course will focus on childbearing women and children of all ages across the health continuum, and in a variety of health care settings.

Prerequisites:

Completion of Level I

Co-requisites:

NURS 360 NURS 370, NURS 371, NURS 380

Course Purpose and Audience

This course is required in junior Level 2 in the school of nursing. This course provides novice to advanced beginner understanding and application of nursing science in the care of childbearing women and children of all ages in diverse health care settings.

Professional Behavior Expectations

Baccalaureate educated nurses are prepared to function within an interdisciplinary team to lead and serve diverse patients (individuals, families, groups, communities, populations) across the life span in a variety of settings along the continuum of care. Since nurses' assume the responsibility of the care of others, professional attitudes, behaviors, judgments and skills must be learned and applied in all communication and interactions to provide safe and quality practice. The faculty at the SON believes that the classroom, simulation labs, and clinical experiences all provide settings for professional learning. Students are asked to engage actively in all settings as preparation for professional expectations encountered in their careers. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and patients involved in any given setting. Distractions should be for emergencies only, and faculty notified if potential phone or other issues are anticipated.

Teaching Philosophy and Christian Perspective

Faculty is responsible to facilitate the learning of students in preparation for professional careers in nursing. The faculty are responsible for modeling Christian character, authenticity, service, and leadership in nursing education and practice, and want to engage students by discussion in the faculty successes and failure of this responsibility. The faculty at the SON believes that nursing curriculum should reflect the current practice environment in compliance with evidence-based professional standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Concepts will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The faculty believes that active participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate.

Faith and learning resources as a background for this course. The faculty invites the students to bring further resources in the semester discussion of faith in nursing practice.

Course Content

This course provides understanding and application of nursing science of childbearing women and children of all ages in diverse health care settings. In the maternity nursing section, content will include an introduction to maternity nursing, female needs in the reproductive years, genetics, conception, fetal development, nursing care in childbirth, the postpartum period, and care of the normal and at risk newborn. In the pediatric nursing section, the content includes contemporary pediatric nursing, influence on child health promotion, community-based care of the child and family, health promotion of special populations (infant, toddler, preschooler, school-aged child, and adolescent), special needs of the hospitalized child, and health problems of children (respiratory, gastrointestinal, cardiovascular, hematologic, immunologic, genitourinary, cerebral, endocrine, integumentary, musculoskeletal, and neuromuscular).

Student Learning Objectives

After successful completion of this course, the student will understand and apply to nursing practice:

1. As a novice to advanced beginner, apply and adapt basic clinical reasoning, and established evidence-based nursing competencies (KBJSa) to holistically address and prioritize simple to complex childbearing women's, children's, and families' needs, preferences, values in diverse health care settings.
2. As a novice to advanced beginner, adapt culturally sensitive nursing competencies (KBJSa) on behalf of patients (IFGCP) of diverse backgrounds across the life-span (neonate, child, adolescent) and the health illness continuum (health promotion, maintenance, and restoration - simple acute, rehabilitation) in a variety of health care settings.
3. As a novice to advanced beginner, engage patients (IFGCP) in their care decisions, and demonstrate effective communication skills and shared decision making with the interdisciplinary health care team for the achievement of the highest potential and safe patient health outcomes.
4. As a novice to advanced beginner, demonstrate knowledge of professional, legal, ethical, and regulatory standards for individual performance and relate system effectiveness for safe nursing competencies (KBJSa), planning the delegation of patient care to others, and demonstrate an understanding of the efficient use and allocation of health care resources.
5. As a novice to advanced beginner, apply basic principles of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care to patients (IFGCP) to ensure safety and quality, apply established evidence-based best practices, and engage in the management of confidential information technology for seamless care and transition within health care systems.
6. As a novice to advanced beginner, demonstrate professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.
7. As a novice to advanced beginner, explores the promotion of the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, legal and patient (IFGCP) advocacy, and participation in professional student nursing organizations.
8. As a novice to advanced beginner, engages in self care and reflection to prepare for clinical demands, pursues growth to professional competence within the program, and understands the need to participate in life long career and professional development.

Topical Outline

1. Maternity Nursing

- a. Introduction to maternity nursing
 - i. Contemporary issues
 - ii. Family and culture
 - iii. Community and home care
- b. Reproductive years
 - i. Health promotion and illness prevention
 - ii. Assessment of the pregnant mother and fetus
 - iii. Common health issues
 - iv. Infertility, contraception, and abortion
- c. Pregnancy
 - i. Genetics, conception, and fetal development
 - ii. Assessment of risk factors
 - iii. Anatomy and physiology of pregnancy
 - iv. Nursing care during pregnancy
 - v. Maternal and fetal nutrition
- d. Childbirth
 - i. Labor and birth processes
 - ii. Pain management
 - iii. Fetal assessment
 - iv. Nursing care
- e. Postpartum period
 - i. Maternal physiologic changes
 - ii. Nursing care of the fourth trimester
 - iii. Complications

- iv. Transition to parenthood

- f. Newborn

- i. Physiologic adaptations
- ii. Nursing care of the newborn
- iii. Newborn nutrition and feeding
- iv. Gestational age-related problems
- v. Newborn at risk: Acquired and congenital problems

2. Pediatric Nursing

- a. Children, families, and the nurse

- i. Community-based pediatric care
- ii. Family influences and child health promotion
- iii. Social, cultural, and religious influences on child health
- iv. Developmental needs

- b. Assessment of the child and family

- c. Health promotion and special health problems

- i. Infant and family
- ii. Toddler and family
- iii. Preschooler and family
- iv. School-age child and family
- v. Adolescent and family

- d. Special needs, illness, and hospitalization

- i. Chronic illness, disability, and end-of-life care
- ii. Cognitive and sensory impairment
- iii. Family-centered home care
- iv. Reaction to illness and hospitalization
- v. Pediatric variations of nursing interventions

e. Health problems of children

- i. Respiratory dysfunction
- ii. Gastrointestinal dysfunction
- iii. Cardiovascular dysfunction
- iv. Hematologic and immunologic dysfunction
- v. Genitourinary dysfunction
- vi. Cerebral dysfunction
- vii. Endocrine dysfunction
- viii. Integumentary dysfunction
- ix. Musculoskeletal dysfunction
- x. Neuromuscular dysfunction

3. Scriptural perspectives of caring for children and mothers

4. Professional values of caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence

Texts and Online Learning Resources

Ackley, B.J. & Ladwig, G. B. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care*. St. Louis: Mosby Elsevier.

Evolve. (2010). *Student resources*. Retrieved at <http://evolve.elsevier.com/Perry/maternal>

Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L. & Wilson, D. (2010). *Maternal child nursing care, 4th ed.* Maryland Heights, MO: Mosby Elsevier.

Piotrowski, K. A. & White, J. (2010). *Study guide: Maternal child nursing care, 4th ed.* Maryland Heights, MO: Mosby Elsevier.

Course Activities

The student will be assigned weekly readings which are reinforced by written reflective and discussion. Class preparation of reading and audio/ video podcast s, will be required for active participation within the class time frame. Class time will be spent in faculty and guest lecture, discussion, in class projects, video presentations, demonstrations, and practice. Student mastery of content will be assessed by a variety of individual and group projects, individual competency, and course exams.

Course Competencies

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student retains concepts of maternity nursing such as family, culture, community/home care, health promotion, infertility, contraception, abortion, genetics, conception, fetal development, maternal/fetal nutrition, labor/birth processes and risks, maternal physiologic changes, postpartum complications, and physiological adaptations of the newborn.	Exams, quizzes, concept maps, case studies, written reflection, other written assignments	Exams and written assignment averages greater than or equal to 80/100.
The student explains and analyzes concepts in pediatric nursing such as social/cultural influences on children and families, health promotion of all phases of childhood, special needs and hospitalization of the pediatric patients.	Exams, quizzes, concept maps, case studies, written reflection, other written assignments	Exams and written assignment averages greater than or equal to 80/100.
The student applies the understanding of assessment of mother, fetus, and children; applies nursing care in prenatal/antenatal/postpartum phases to maternity professional nursing practice; and assesses health problems of children.	Exams, quizzes, concept maps, case studies, written reflection, other written assignments	Exams and written assignment averages greater than or equal to 80/100.
Psychomotor Competency Statements		
The student effectively communicates to peer learners and faculty essential concepts of disease/issue surveillance of a selected maternal or pediatric issue.	Group health issue presentation	Score is greater than or equal to 80/100.
Affective Competency Statements		
The student expresses a personal view of the Scriptural perspectives of caring for children and mothers.	Written assignments, in class assignments	Score greater than or equal to 8/10
The student describes philosophies of professional values of caring, altruism, human dignity, advocacy, truth, justice, freedom, ethics, civility, respect, and cultural competency.	Written assignments, in class assignments	Score greater than or equal to 8/10

Final Course Grading Scale

900 to 1000 points = A

800 to 899 points = B

700 to 799 points = C

600 to 699 points = D

Below 600 points = F

Graded Course Elements

6 Unit Exams (50 points each; 50 questions each)	300 points
10 Quizzes (10 questions, 1 point each)	100 points
Comprehensive Final Exam (100 questions)	100 points
HESI Maternity Pediatrics Exam	100 points
10 in class activities (10 points each)	100 points
Maternal or Pediatric Paper	100 points
Evolve Practice Tests Pediatrics	100 points
Evolve Practice Tests Obstetrics	100 points
Total	1,000 points

Policies

Attendance and Participation

Attendance is expected and required. Absences will be excused for illness with a doctor's note, death in the family, school sanctioned trips, or other reasons approved by the faculty. See the university policy for school sanctioned absences. If a student accumulates more than 2 unexcused absences, an appointment with faculty is required for assistance to cover missed content. After the 3rd unexcused absence, the student is at risk for failure of the course. Three tardies greater than 10 minutes will count as one unexcused absence. Professional behaviors described in the previous section are expected. If a student is disrupting the atmosphere of the learning setting, the faculty will ask the student to leave the group, and make an individual appointment with the faculty to correct the issues.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive, mislead, or misrepresent, and therefore are a form of lying, and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship,

and research. The full policy is available for review at the Provost's office web site <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

The first incident of cheating in any course in the program will result in a 0 for the assignment. A second incident will result in an F in the course, and dismissal from the program.

Dress Code

Students are expected to conform to the dress code as outlined in the ACU Student Handbook. Students wearing inappropriate attire will be asked to leave class.

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Assignments

Exams

The unit exams will be given online with faculty proctors. Attendance is required at exams. The faculty must be notified before the exam if the student is not able to attend. Make-up exams are only given for excused absences (see attendance policy). **Students who score less than 80 on a unit exam will be assigned remedial work/testing at the discretion of the faculty. Students who score less than 400 points out of 500 after the 6 unit and comprehensive exams or less than 850 on the HESI Maternal Child exam will be assigned remedial work/ testing to be completed prior to the beginning of the next semester. The first score earned on each exam will be used in the calculation of the final course grade. A final grade of B or higher is recommended for successful completion of the program.**

Quizzes

Ten online quizzes will be given throughout the semester. The content for the quizzes will come from the reading and audio podcasts.

Class Activities

Students will work in groups of 2- 4 on in class activities that will provide opportunities to prepare for course exams. Students will be assigned case studies, select a creative format (concept map, diagram, mnemonic, or role play), or complete online modules to demonstrate relationships and nursing application of content assigned for class time. The scores for 10 activities will contribute to the total course points. See Appendix A for rubric.

Maternal or Pediatric Paper

Students will choose a maternity or pediatric issue in nursing practice to write. The topic chosen must be approved by the faculty. After the student has researched the topic of interest, the faculty are willing to discuss the substantive points. This paper will include an introduction, summary and at least 4 substantive points (at least 2 paragraphs per point). Resources for integration into the paper will include at least 3 peer reviewed journal articles, and 2 professional websites or books as resources. The length of the body of the paper will be between 5 and 10 typed, double spaced pages. This paper will be written in American Psychological Association (APA) format. A resource for format details are located at the Purdue Online Writing Lab retrieved at <http://owl.english.purdue.edu/owl/resource/560/01/> See Appendix C for grading rubric.

Evolve Practice Tests

Student will complete all assignments to ensure content mastery. An average score of all assignments will contribute to the final grade.

Appendix A: In Class Assignment Rubric

Rubric Component	2 points	1 points	.5 points	0
Identifies and summarizes all components of the problems/questions at issue.	Accurately identifies the problems/questions and provides a well-developed summary.	Accurately identifies the problems/questions and provides a brief summary.	Identifies the problem/questions and provides a poor summary or identifies an inappropriate problem/question.	Does not identify or summarize the problem/question accurately if at all.
Identifies and assesses the quality of supporting data/evidence with list of references	Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion with list of references	Examines evidence and questions the quality. Distinguishes between fact and opinion with list of references.	Merely repeats information provided. Does not justify position or distinguish between fact and opinion.	Does not identify or assess the quality of supporting evidence.
Identifies and considers the influence of the context* on the	Accurately identifies and provides a well-developed	Accurately identifies and provides an explanation of	Does not explain contextual issues; provides inaccurate	Does not identify or consider any contextual

issue	explanation of contextual issues with a clear sense of scope.	potential contextual issues.	information; or merely provides a list.	issues.
Demonstrates higher level thinking by interpreting critical points of issues discussed	Accurately identifies the critical points of issues and provides robust discussion of multiples ideas of the issues	Accurately identifies the critical issues and provides a brief explanation.	Does not explain, provides inaccurate information, or merely lists information.	
Identifies and evaluates conclusions, implications, and consequences	Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions. Total: 10	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary. Total: 5	Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area. Total: 2.5	Does not identify or evaluate any conclusions, implications or consequences. Total: 0

Appendix C Maternal/Pediatric Paper

Needs Improvement	Acceptable	Superior
Content Inadequate response to topic; little development of topic; quality of ideas is poor; little analysis of image or text; the writer missed opportunities to develop the ideas in the essay. 20 - 30 points	Reasonable response to topic: moderately sustained and developed ideas; adequate analysis of image and text; acceptable pairing of image and text; adequate balance of summary and analysis Maximum 35 points	Superior response to topic: fully sustained and developed ideas; outstanding analysis of image and text; excellent choice of image and literary text; excellent balance of summary and analysis Maximum 40 points
Organization Thesis is absent or unclear; Organization is inadequate; introduction fails to get	Thesis is adequate; introduction attempts to capture reader's attention, gives some background, and	Thesis is clear, narrowed, focused; thesis is fully supported by body; introduction effectively captures reader's attention, gives

reader's attention or set up the question to be addressed; paragraphs are too long or too short or confusing; conclusion fails to express significance or pull essay to a close. Maximum 10 points	sets up the question to be addressed; most paragraphs adequately convey main ideas; most paragraphs contain description and analysis; conclusion generally pulls essay together Maximum 15 points	background, and sets up the question to be addressed; paragraphs have excellent structure; conclusion effectively relates to the purpose, expresses significance, and pulls essay to a close Maximum 20 points
Style Little control over sentences evidenced by incomplete, run-on or awkward sentences; little variety in sentences; poor or repetitive word choice; tone is not appropriate for content; the writer's voice is missing or inconsistent. Maximum 3 points	Reasonable control over sentence structure; sentence structure is adequate; words are adequate to create effect; tone is appropriate; the writer's voice is generally acceptable. Maximum 7 points	Excellent control over sentence structure and style; few or no errors in sentence structure; writer varies sentence patterns writer uses concrete or descriptive words to create effective tone; the tone is well suited for the content; the writer's voice is clear, strong, and distinctive. Maximum 10 points
Use of Sources Limited number of sources in References; misses opportunities to use sources to support argument; fails to quote sources exactly or confuses quotations and paraphrases; fails to introduce quotes; many errors in punctuation of parenthetical citations or quotes; many errors on References; many errors in APA format. Maximum 5 points	Adequate research in References; usually quotes sources accurately; usually introduces quotes; contains several errors in punctuation of quotations and citations; contains several errors on References; contains several errors in APA format. Maximum 10 points	Significant research in References; always quotes sources accurately; always introduces quotes; few or no errors in parenthetical citations; few or no errors on References; few or no errors in APA format. Maximum 20 points
Usage Many errors in punctuation,	Some errors in punctuation, mechanics, grammar, or spelling; errors do not distract	Few or no errors in punctuation, mechanics, grammar, and spelling

mechanics, grammar, spelling; errors distract reader or limit understanding of essay. <i>Note: major errors or excessive minor errors in format or language use lower the paper grade one full letter grade or more. Maximum 5 points</i>	reader or limit understanding of essay. <i>Note: minor errors in language use or format lower the paper grade one-third to one-half of a letter grade.</i> <i>Maximum 8 points</i>	Maximum 10 points
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Course Calendar

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 1	Chapters 1,2,3,4 Read and audio pod casts	Course/Syllabus Orientation Contemporary Maternity Nursing Family and Culture Community and Home Care Health Promotion and Illness Prevention Post class Quiz 1	Quiz 1 Practice Tests (PT)
Week 2	Chapters 6,7,8,10 Quiz 2 Read and audio pod casts	Common Health Problems Infertility, Contraception, and Abortion Genetics, Conception, and Fetal Development Anatomy and Physiology of Pregnancy	Quiz 2 PT
			Week 2 Exam 1
Date	Pre Class Preparation	In Class Assignment	Assignment due dates

Week 3	Chapters 11,12,13,14 Read and audio pod casts Quiz 3	Nursing Care during Pregnancy Maternal and Fetal Nutrition Pregnancy at Risk: Preexisting and Gestational Conditions	Quiz 3 PT
Week 4	Chapters 17,18,19,20 Read and audio pod cast Quiz 4	Fetal Assessment during Labor Nursing Care during Labor and Birth Labor and Birth at Risk Maternal Physiologic Changes	Quiz 4 PT
			Week 4 Exam II
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 5	Chapters 22,24,27,28 Read and audio pod cast Quiz 5	Transition to Parenthood Physiologic Changes of the Newborn Infants with Gestational-Age Problems The Newborn at Risk: Acquired and Congenital Problems	Quiz 5 PT
Week 6	Chapters Maternity Review Read and audio pod cast Quiz 6	Maternity Review	Quiz 6 PT

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 7	Chapters 29,30,31,32 Read and audio pod cast Quiz 7	Contemporary Pediatric Nursing Community-Based Nursing Care of the Child and Family Family Influences on Child Health Promotion Social, Cultural, and Religious Influences on Child Health Promotion	Quiz 7 PT
			Week 7 Exam 3
Week 8	Chapters 33,34,35,36 Read and audio pod cast Quiz 8	Developmental Influences on Child Health Promotion Communication, History, Physical, and Developmental Assessment Pain Assessment and Management The Infant and the Family	Quiz 8 PT
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 9	Chapters 37,38,39,40 Read and audio pod cast Quiz 9	The Toddler, Preschooler, School-Age Child, and Adolescent and Family	Quiz 9 PT
Week 10	Chapters 41,42,43,44 Read and audio pod	Chronic Illness, Disability, and End-of-Life Care	Quiz 10 PT

	cast Quiz 10	Cognitive and Sensory Development Family-Centered Home Care Reaction to Illness and Hospitalization	
			Week 10 Exam 4
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 11	Chapters 45,46,47,48 Read and audio pod cast Quiz 8	Pediatric Variations of Nursing Interventions Respiratory, Gastrointestinal, and Cardiovascular Dysfunction	PT
Week 12	Chapters 49,50,51,52 Read and audio pod cast	Hematologic, Immunologic, Genitourinary, Cerebral, and Endocrine Dysfunction	PT
			Week 12 Exam 5
Week 13	Chapter 53,54,55 Read and audio pod cast	Integumentary, Musculoskeletal, and Neuromuscular Dysfunction	PT
Week 14	Prepare for Final	Comprehensive Review	
			Week 14 Exam 6
Week	Prepare for Final	Comprehensive Review	

15		HESI Maternal Child Exam	
Week 16			Final Date and Time TBA