

SAM HOUSTON STATE UNIVERSITY
College of Health Sciences
School of Nursing
NURS 4540:Maternal-Newborn Nursing

COURSE DESCRIPTION: This course examines childbearing families and women's health in normal and high-risk situations and the role of the nurse in meeting health needs of women, families and their newborns. Supervised clinical experiences and/or simulation experiences in the application of the nursing process in meeting these health needs are offered and promote the acquisition of skills in caring for women, families and newborns during uncomplicated and/or complicated health experiences in a variety of settings. *In this Academic Community Engagement (ACE) course, you will collaborate with an organization as part of your field experience/clinical placement and explore a variety of ways to interact with your population as you apply your knowledge and skills.*

(Class: 3 hours weekly Clinical/Lab: 7-12 hours weekly)

SEMESTER/YEAR: Fall 2017

CLASS MEETING DAY/TIME: Monday 8:00 AM – 11:00 AM

CLASS MEETING PLACE: Room 302, Huntsville; Room TWC (TBD)

Faculty:

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COURSE CREDIT: Five (5) Credit Hours **Didactic:** (3 credit hours) **Clinical:** (2 credit hours)

PRE-REQUISITES: NURS 3520, 3640, 3440, 3350, 3360. **CO-REQUISITES:** NURS 4520, 4030; clinical portion of NURS 4540.

Course Objectives: (Link each to Program Objectives, Texas DECS and AACN BSN Essentials)

Objective/s	Activities/Assignments	Measurement (rubric, demonstration, grade, etc)	Standards Alignment (if applicable)
1. Analyze principles and theories from the sciences and humanities, including genetics and genomics as they relate to the needs of women’s health and childbearing families.	Maternal Care Plan Newborn Care Plan Journal	Rubric in syllabus; graded Rubric in syllabus; graded Rubric in syllabus; graded for clinical portion	Program Outcome 1; TX DEC IIA; BSN Essentials I.
2. Recognize the role of professional organizations in the development of standards of care for women and the childbearing family.	Scholarly Paper-Presentation	Rubric in syllabus; graded	Program Outcomes 3, 5, 7, 8, 10; TX DEC IA, IIIA; BSN Essentials V, VIII.
3. Summarize ethical/legal standards related to the nursing care of women’s health and childbearing families.	Maternal Care Plan Newborn Care Plan Journal	Rubric in syllabus; graded Rubric in syllabus; graded Rubric in syllabus; graded for clinical portion	Program Outcome 3; TX DEC I-A, III-A, III-B, III-E, III-F; BSN Essentials V.
4. Use evidence-based practices and critical thinking to guide nursing care of women and childbearing families.	Maternal Care Plan Newborn Care Plan Quizzes & Exams, ATI Scholarly Paper-	Rubric in syllabus; graded Rubric in syllabus; graded Quizzes & exams in ExamSoft; ATI within ATI platform Rubric in syllabus;	Program Outcomes 1, 6, 8; TX DEC I-B, II-A, II-B, II-C, II-F; BSN Essentials III.

	Presentation	graded	
5. Collaborate with the client, the client's family, and other health care professionals when caring for women and childbearing families.	Maternal Care Plan Newborn Care Plan Head-to Toe exam Newborn exam Clinical evaluation	Rubric in syllabus; graded Rubric in syllabus; graded Instructor observation Instructor observation Satisfactory completion of paperwork, simulation, and assignments; instructor/preceptor observation	Program Outcomes 2, 4, 7, 10; TX DEC II-H, III-F, IV-A, IV-B, IV-C, IV-D, IV-F, IV-G; BSN Essentials II, IX.
6. Compare and contrast the roles and perspectives of families and the women's health nurse with other interprofessional team members.	Journal Systems disorder template-NICU	Rubric in syllabus; graded for clinical portion Rubric in syllabus; graded for clinical portion	Program Outcomes 2, 5, 7, 10; TX DEC I-C, III-A, III-E, III-F, IV-A, IV-F; IV-G; BSN Essentials VI.
7. Complete and accurately record the history and physical of a newborn and perinatal patient.	Maternal Care Plan Newborn Care Plan Head-to Toe exam Newborn exam	Rubric in syllabus; graded Rubric in syllabus; graded Instructor observation Instructor observation	Program Outcomes 2, 3, 9; TX DEC II-A, II-B, IV-A; BSN Essentials II, IV
8. Provide comprehensive holistic care for the childbearing family during pre-natal, perinatal, and post-partum stages.	Maternal Care Plan Newborn Care Plan Head-to Toe exam	Rubric in syllabus; graded Rubric in syllabus; graded Instructor observation	Program Outcomes 1, 2, 3, 4, 5, 6, 7, 9, 10; TX DEC II-A, II-B, II-C, II-D, II-E, II-F, II-G, II-H, III-B, III-C, III-F; BSN Essentials II, IX.

	Newborn exam Clinical evaluation Quizzes & Exams, ATI	Instructor observation Satisfactory completion of paperwork, simulation, and assignments; instructor/preceptor observation Quizzes & exams in ExamSoft; ATI within ATI platform	
9. Integrate therapeutic communication while caring for women and childbearing families.	Head-to Toe exam Newborn exam Clinical evaluation Quizzes & Exams, ATI	Instructor observation Instructor observation Satisfactory completion of paperwork, simulation, and assignments; instructor/preceptor observation Quizzes & exams in ExamSoft; ATI within ATI platform	Program Outcomes 2, 4; TX DEC II-B, IV-A, IV-B; BSN Essentials II, IX.
10. Use selected technologies in caring for women and childbearing families.	Clinical evaluation	Satisfactory completion of paperwork, simulation, and assignments; instructor/preceptor observation	11. Program Outcomes 3, 9; TX DEC I-D, II-D, III-B, III-D; BSN Essentials IV

IDEA OBJECTIVES: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system).

1. Gaining a basic understanding of the subject (e.g. factual knowledge methods principles generalizations theories).
2. Learning to apply course material (to improve thinking, problem-solving, and decisions).
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
4. Acquiring skills in working with others as a member of a team.

INSTRUCTIONAL STRATEGIES:

Instruction methods will include some or all of the following: lecture, discussion, computer/internet activities, small group activities, student presentations, case studies, and both in-class and preparatory assignments. This list is not all-inclusive; additional instructional strategies may also be utilized.

LEARNING ACTIVITIES:

A variety of learning activities will be used in this course in order to best fit the knowledge or skill required of the learner. Learning activities will include some or all of the following: participation in class discussion, student presentations, case scenarios, online activities, simulation, clinical agency time, or other activities as specified by the course coordinator.

EVALUATION METHODS:

Quizzes (9 total/low quiz dropped).....	10%
Exam 1.....	10%
Exam 2.....	15%
Exam 3.....	15%
Comprehensive Final Exam.....	15%
ATI.....	10%
Scholarly Paper & Presentation	15%
Concept map.....	10%
Total	100%

SCHOOL OF NURSING GRADING SCALE:

	Percentage	
A	89.5-100	Passing
B	79.5-89.4	
C	74.5-79.4	
D	69.5-74.4	Not Passing
F	69.4 and below	

Calculation of Course Grade:

- In order to progress in nursing, students are expected to pass all nursing courses with at least a “C”.
- Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.
- All clinical and classroom assignments must be completed in order to pass the course.
- Must obtain minimum of 75% exam grade in order to pass the course. 3 exams, the Final exam, the ATI, and quiz grade average make up the weighted exam grade; exam grade must be 74.5 (rounds to 75 per policy; 74.499 DOES NOT) to pass the course.
- Failure for exam grade, failure for the didactic grade or failure in the clinical portion will necessitate repeating the entire course, including clinical or lab. The letter grade that will

be reported to the Registrar's Office for students not achieving the required minimum of 75% exam grade will be the letter grade corresponding to their exam grade.

- During each semester with clinical practice opportunities, students must take and pass a level-adjusted drug dosage and calculation test per Sam Houston State University School of Nursing Student Handbook Dosages and Calculations Competency Policy. Please see the policy for further information about the test. For the S1 semester, the dosage and calculations exams are proctored and given in a classroom setting, but any student who fails both attempts of the level exam must withdraw from NURS 4520, 4540 and NURS 4030.
- Each standardized test will count as 5% (for Juniors) or 10% (for Seniors) of entire final grade.
- NOTE: Assessment grades are posted in Blackboard (Bb) as a convenience for students. The official, final course grade is submitted to the registrar's office at the end of the semester.

First Alert Program

Students who are in academic jeopardy (e.g., demonstrate poor academic performance, poor clinical performance, have frequent or unexcused absences) will be referred to the First Alert team in Academic Support Services. First Alert is a referral system that enables Sam Houston State University faculty and staff to refer students whose in- or out-of-class performance demonstrates a need for academic support to the academic mentors at the SAM Center.

Additional information on the First Alert Program can be accessed from

<http://www.shsu.edu/centers/sam-center/mentoring/firstalert>.

REQUIRED TEXT(S):

- American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association. ISBN: 978-1-4338-0562-2
- Karch, A. M. (2012). *2013 Lippincott's nursing drug guide* (33rd ed.). Philadelphia, PA: Lippincott Williams & Wilkins. ISBN: 978-1-6091-3621-5
- OR
- Kizior, R. & Hodgson, B. (2014). *Saunders nursing drug handbook 2015*. St. Louis, MO: Saunders. ISBN: 978-0-323-28013-6
- McKinney, E.S., James, S.R., Murray, S.S., Nelson, K.A. & Ashwill, J.W. (2018). *Maternal-child nursing* (5th ed.). St. Louis, MO: Elsevier. ISBN: 978-0-40170-8
- Ohman, K. (2010). *Davis's Q&A for the NCLEX-RN examination*. Philadelphia: F.A. Davis. ISBN: 978-0323-40170-8
- Ogden, S. J., & Fluharty, L. K. (2015). *Calculation of drug dosages: A work text* (10th ed.). St. Louis, MO: Elsevier ISBN: 978-0-3233-1069-7
- Pagana, K. D. & Pagana, T. J. (2014). *Mosby's manual of diagnostic and laboratory tests* (5th ed.). St. Louis, MO: Mosby. ISBN: 978-0-3230-8949-4

OPTIONAL TEXT(S):

- Zerwekh, J. & Miller, C. (2011). *Mosby's OB/peds & Women's health memory notecards: Visual, mnemonic, and memory aids for nurses* (1st ed.). St. Louis, MO: Mosby. ISBN: 978-0-323-08351-5.

Course Calendar with Content Outline

	Date	Course Content	Chapters
	8/23/17	OB Orientation 2-5 pm TWC (All Groups)	
1	8/28	Foundations of Maternity, Women's Health; Nurses' Role in Maternity, Women's Health; Child bearing/child rearing family; QUIZ (current unit+5 prep items from Module 1: Prenatal Care and Care Planning-Concept Maps)	Chapter 1 Chapter 2 Chapter 3
	8/31	OB Skills 9-5 TWC (All Groups)	
2	9/4	Labor Day- no classes	
	9/7	OB Simulation 9-5 HUNTSVILLE	
3	9/11	Reproductive Anatomy & Physiology; Conception and Prenatal Development; Management of Fertility and Infertility; QUIZ (current unit+5 prep items from Module 2)	Chapter 11 Chapter 12 Chapter 31
4	9/18	Adaptations to pregnancy; Nutrition for childbearing; Prenatal diagnostic tests QUIZ (current unit) All TOPICS must be selected by 9/18/17	Chapter 13 Chapter 14 Chapter 15 pp.709-714
5	9/25	FIRST EXAM- 50 items Weeks 1-4, prep materials (9 chapters); 75 mins/1.25 hrs Giving birth; Intrapartum fetal surveillance;	Chapter 16 Chapter 17
6	10/2	Pain management for childbirth; Nursing care during Obstetric procedures; Postpartum Adaptation QUIZ (current unit) Submit AWHONN policy & 3 abstracts via Blackboard 10/2/17 by 8 PM	Chapter 18 Chapter 19 Chapter 20
7	10/9	The normal newborn: Adaptation & assessment, The normal newborn: Nursing care, Newborn feeding – QUIZ (current unit)	Chapter 21 Chapter 22 Chapter 23
8	10/16	SECOND EXAM-75 questions (120 min/2 hrs) Weeks 5, 6, 7 (8 chapters) Melanie Jackman – Speaker (TWC)	
9	10/23	The childbearing family with special needs; Pregnancy-related complications; Concurrent disorders during pregnancy QUIZ (current unit)	Chapter 24 Chapter 25 Chapter 26
10	10/30	The woman with an intrapartum complication; The woman with postpsrtum complications QUIZ (current unit)	Chapter 27 Chapter 28

		GROUP SCHOLARLY PAPER DUE 10/30/17 5 PM First ATI practice by 10/30/17 at 8 PM	
11	11/6	The high-risk newborn: Problems related gestational age & development; problems RT acquired and congenital conditions QUIZ (current unit)	Chapter 29 Chapter 30
		Remediation Practice A	
		ATI practice B -11/6/17 at 8 PM	
12	11/13	THIRD EXAM 75 Questions (120 minutes) Weeks 8, 10, 11 (7 chapters)	
		Melanie Jackman – Speaker (HUNTSVILLE)	
		Remediation ATI Practice B: 11/13/17 at 8 PM	
13	11/20	Woman’s Healthcare QUIZ (current unit)	Chapter 32
		FIRST PROCTORED ATI ASSESSMENT	
14	11/27	GROUP VIDEO PRESENTATIONS	
		Peer evals submit/place to faculty mailbox by 11 AM today	
		Submit PowerPoint to Blackboard by 11/27/17 at 8 PM	
		Remediation first proctored exam: 11/27/17 at 8 PM	
15	12/5	COMPREHENSIVE FINAL EXAM – 100 questions – 2.5 hours SECOND PROCTORED ATI ASSESSMENT (1 HOUR) if needed	TBA

IMPORTANT: During lab activities and exams/quizzes, students will be required to store their belongings in open bins and/or shelving. These dates are clearly spelled out on the class schedule. Please plan accordingly in order to properly store your valuables.

ATI Testing for NURS 4540:

- ATI practice A assessment **due 10/30/17 by 8 PM**
- Focused remediation from practice A assessment **due by 11/6/17**
- ATI practice B assessment **by 11/6/17 8 PM.**
- Remediation from ATI practice B assessment **due 11/13/17 by 8 PM**
- First Proctored Assessment **11/20/17**
- Remediation for first proctored assessment **due 11/27/17 at 8 PM**

Calculation of Standardized Grade and Remediation Instructions

Practice assessments/activities due prior to First Proctored Assessment			
4 pts. Total if all activities are completed			
Complete Practice Assessment A (1 pt.) Remediation: (1 pt.) ATI Focused Review when available For each topic missed, complete remediation per faculty instructions.	Complete Practice Assessment B (1 pt.) Remediation: (1 pt.) ATI Focused Review For each topic missed, complete remediation per faculty instructions.		
Each activity = 1 point: first practice test, remediation, second practice test, remediation. If there is only one practice exam the points will be doubled so they still equal a total of 4 points if all activities are completed.			
First Proctored Assessment			
Level 3 (4 pts.)	Level 2 (3 pts.)	Level 1 (1 pt.)	Below Level 1 (0 pts.)
Remediation (2 pts.) • For each topic missed, complete remediation per faculty instructions.	Remediation (2 pts.) • For each topic missed, complete remediation per faculty instructions	Remediation (2 pts.) • For each topic missed, complete remediation per faculty instructions	Remediation (2 pts.) • For each topic missed, complete remediation per faculty instructions.
Proctored Assessment Retake *			
Retake optional	Retake optional	Retake required	Retake required
Total Points = 10/10	Total Points = 9/10	Total Points = 7-8*/10	Total Points = 6-7*/10

*Students with Level 0/ 1 who score Level 2 or higher on proctored retake receive 1 additional pt.

Note: For course grade, 10/10 pts. =100 for ATI; 9/10 pts. = 90; 8/10 pts.=80; 7/10 pts.=70; 6/10 pts.=60. The student must complete remediation on the FIRST attempt of the assigned practice assessment. Rationales can be turned off and turned on after the completion due date at the discretion of the faculty. Time in-between practice assessments will be set by the course coordinator.

ASSIGNMENT INSTRUCTIONS & GRADING RUBRICS:

Following are the assignment instructions and grading rubrics that will be used for each of the assignments in this course. Faculty members recommend that students frequently refer to the rubric appropriate for the assignment as they are completing the assignment.

Scholarly Paper and Presentation

The purpose of this assignment is to examine a controversial issue in maternal newborn nursing, including a relevant AWHONN position statement and related research, presented as a scholarly paper and a PowerPoint that includes a video presentation. Students will be assigned to groups. Groups must review the available controversies/issues and identify one issue that they will

potentially use in completion of this assignment. There will be no duplication of controversies/ issues between groups.

The group will write a 6-8 page paper (not including title and reference pages) addressing: the issue, a related AWHONN position statement, and the research studies that your group selects, using the questions below. **Pages beyond page 8 of the body of the paper will not be read.** Write the paper using correct APA format; including citations in the text, a title page, headings, running head/page headers, and reference page. The final paper is submitted electronically via Blackboard. **Peer evaluations MUST be done for self & every group member, and submitted/placed to faculty mailbox by 11 AM, prior to group presentations.**

Position statements may be accessed [via this link](#). Choose the most closely related position statement. The paper must include:

- A clearly stated introduction, which identifies the purpose of the paper, the controversial issue and the selected position statement, and the group’s position in 4-6 sentences.
For each study that is used (2 supporting/1 dissenting) and discussed, include 1-2 paragraphs that detail the type of study, study design, study method, setting, sample, findings/results, and threats to internal or external validity.
- A discussion of information in each of the 2 supporting research studies (published 2011-2016) that were found, and how each research study supports the group’s position on the issue.
- A discussion of one research study (published 2011-2016) that disagrees with the group’s position and how this research study supports the opposing view or disagrees with the group position on the issue.
- A discussion of the relevance of the related AWHONN position statement and summarized research to nursing care of childbearing families.
- A conclusion summarizing the position statement, the discussion and one research-based ideas/EBP ideas.
- A reference page in APA format.

References: A reference list that includes a **minimum** of 4 references including the **AWHONN Position Statement and a minimum of 3 peer-reviewed, published research articles published in 2011 or later (2 supporting and 1 that disagrees) must be provided**, using the American Psychological Association’s Publication Manual for formatting (6th Edition).

Final papers: 10 points will be deducted for **each day** that it is late up to 3 days. After 3 days no points will be awarded.

Scholarly Paper-Presentation Grading Rubric

Criteria	Excellent (90-100%)	Good (80-89%)	Fair (75-79%)	Poor (60%)
Introduction <i>10% Possible</i>	Discusses purpose, summarizes issue &	Identifies purpose, summarizes issue &	May be brief or may be missing more	Not addressed in

Criteria	Excellent (90-100%)	Good (80-89%)	Fair (75-79%)	Poor (60%)
	position statement thoroughly, but concisely. 1-2 errors.	position statement; some information missing. 3 errors	than half of the relevant information	submitted paper
Supporting research studies <i>15% possible</i>	Clearly summarizes each study per paper guidelines. 1-2 errors. Support of position thoroughly explained.	Each study is summarized but may include 3-5 errors. Support of position is described.	Each study is summarized but may include 6+ omissions or errors. Support not clearly explained.	Not addressed in submitted paper
Dissenting/ disagreeing research <i>10% possible</i>	Clearly summarizes study per paper guidelines. 1-2 errors. Relevance to position thoroughly explained.	Study summarized; may include 3-5 errors. Relevance to position described.	Study summarized; may include 6+ errors. Relevance to position not clearly explained.	Not addressed in submitted paper
Relevance of topic to nursing care <i>15% possible</i>	Relevance to nursing care is clear & well discussed. Research discussed	Relevance to nursing care is clear, some discussion present.	Relevance to nursing care stated in very simple, basic terms.	Not addressed in submitted paper
Conclusion <i>10% possible</i>	Summarizes position, discussion & 1-2 EBP ideas. May use additional sources. 1-2 errors possible.	Summarizes the position, discussion & 1 EBP idea. 3 errors possible	May not completely summarize the position, discussion & EBP idea- one element very minimal or missing	Not addressed in submitted paper
Professional Writing <i>5% possible</i>	Correct sentence/ paragraph structure with 1-2 errors in typing, spelling, word choice.	Correct sentence/ paragraph format with 3-4 errors in typing, spelling, word choice.	Poor sentence/ paragraph structure; 5 or more errors in typing, spelling, word choice.	Not addressed in submitted paper
APA <i>5% possible</i>	Paper written in correct APA style with 1-2 APA errors.	Paper written in correct APA style; 3-4 errors.	Paper uses incorrect APA format; 5 or more errors.	Not utilized in submitted paper.
PowerPoint /Video <i>15% possible</i>	All slides/elements present with 1-2 errors. Video concise; shows issue. All members present Professional dress.	All slides present; 3-4 errors noted. Video may be long. 1-2 members do all talking. Neat, professional dress.	Slides are missing or unclear; poorly organized. 5+ errors. 1 person speaks. Casual or sloppy dress.	Issue not addressed; criteria not utilized in PowerPoint.
Participation <i>15% possible</i>	Behavior in group is professional, accountable, & respectful. Fully participates	Behavior in group mostly professional, accountable, & respectful. Participates as a rule	Behavior in group is professional & accountable with reminders, usually respectful. Participates with reminders as a rule	Behavior and work ethic identified as problematic by majority of group.

Position Statement PowerPoint and Video Presentation

The purpose of this assignment is to examine a controversial issue in maternal newborn nursing using a relevant AWHONN position statement and related research, and to communicate the information as a PowerPoint with a professional video presentation. Students will be assigned to groups. Groups must review the suggested topics and identify one topic that they will potentially use in completion of this assignment. There will be no duplication of topics between groups.

The group presentation must include the following:

- A title slide with presentation name and names of all group members
- One slide with a clearly stated introduction, purpose and identification of selected topic.
- One slide that identifies a related AWHONN position statement.
- One slide to summarize supporting research and how the research relates to and supports the group position related to the controversy/topic.
- One slide to summarize the dissenting research study, and how it dissents or disagrees with the group position related to the controversy/topic.
- One slide with a link to a short video (3-4 minutes long) that uses a vignette with students playing nurses, doctors, patients, partners or family members to show the problem or issue.
- One slide that summarizes the relevance of the topic to nursing of childbearing families including one EBP recommendation for improving nursing practice.
- One slide that lists references in APA format. These will be the same references used in the paper.
- **NOTE:** Professional dress will be expected for the presentation and video- ladies wear dress slacks/ skirts with professional blouses or tops, just as you would dress for an interview. Men will wear slacks, shirts and a tie that are suitable for a professional interview. No denim allowed.

Presentation Format:

Each group will be given 10 minutes (including 1-2 minutes for Q & A) for presentation of their chosen issue. One role that will be important during presentation is that of timekeeper. The group may choose a peer in the audience to act as their timekeeper. Faculty will develop time-warning signs to indicate when the group has 5 minutes and 2 minutes left of their allotted time.

**NURS 4540 – Maternal-Newborn Nursing
Position Statement Paper and Presentation
Group Participation Peer Evaluation**

Instructions: Read each criterion carefully and rate your peer on a scale of 0-5 as to the quality of their participation with you in this activity, 0 is poor, 1 is very low, 2 is low, 3 is moderate, 4 is good, and 5 is excellent. Keep this page private and do not share this with anyone in your class. When you are finished filling out the page, do the following:

1. Do NOT put your name on it unless you are evaluating yourself.
2. On your self-evaluation, indicate that you are evaluating yourself by circling YES above.
3. Makes enough copies to evaluate ALL peers in your group, including yourself.
4. Candidly evaluate everyone in your group; use one page per person.
5. Justify with comments or descriptions any grades that are 3 or less.
6. Submit these documents to faculty/mailbox at the start of class on 11/27/17

Date: _____ **Name of Peer Being Evaluated:** _____

This is a self-evaluation (circle one): YES or NO

	Criterion	Rating
1	I / this peer (circle one) was responsible for this section or aspect of the paper/presentation : _____	*must be completed or no participation points given
2	Reliable: Peer was on time every time for all group activities. I was very satisfied with the quality of his/her work. I was very satisfied with the amount of work s/he provided during the group activity.	0...1...2...3...4...5
3	Respectful: Peer was respectful of the thoughts and feelings of others during group discussions. S/he communicated with everyone in a constructive and helpful manner.	0...1...2...3...4...5
4	Problem-Solver: Peer showed initiative and was innovative in his/her approach to the group assignment.	0...1...2...3...4...5
5	Shows Commitment: Peer was present and engaged in the group activity every time we met to complete this assignment.	0...1...2...3...4...5
6	Cooperative: Peer cooperated and pitched in to assist with completing the assignment. S/he exhibited flexibility	0...1...2...3...4...5

Comments:

Grading Rubric for Written Nursing Concept Map

Students complete 2 concept maps based on holistic health assessments. Assessments are completed using provided forms (maternal or newborn assessment/Ballard) and attached to the concept map. One concept map should be completed for 1) a mother and 2) a newborn baby and are due as you are directed by your clinical instructor. USE YOUR OBSTETRIC TEXTBOOK, OR PEDIATRIC TEXT FOR NEWBORNS ONLY.

Each concept map should contain 2 **PHYSIOLOGIC** issues and 1 **FAMILY/ COPING/ PSYCHOLOGIC** issue. The concept map includes: summary of data supporting each diagnosis, 3 concepts, each with client/family-centered goal, objective, and a minimum of 4 interventions with appropriate obstetric rationale for each. Criteria for evaluation of objective progress and relevant data is included. The goal is to improve problems, reduce risk and/or enhance learning. Objectives are how we measure progress towards the goal.

Grading Criteria	Excellent (90-99)	Good (80-89)	Fair (75-79)	Poor (60)
Maternal or Newborn Assessment form <i>15% possible</i>	All required data is attempted; at least 90% is complete and correct	Most required data is attempted; at least 80%-85% is complete and correct	Majority of required data is attempted; 75-79% is complete and correct	Data largely incomplete or incorrect
Assessment Summary Subjective, objective and historical data supports identified concepts. <i>10% possible</i>	Has all pertinent data related to concepts; may have 1-2 pieces of irrelevant data	Has most pertinent data related to concepts; may have 3-4 pieces of irrelevant data	Includes little pertinent data related to concepts; may have 5 pieces of irrelevant data	Nursing assessment incomplete; no relation to this patient
Diagnosis Three (3) concepts/ concept map. Show connections to other concepts as appropriate. <i>15% possible</i>	All 3 concepts appropriate for patient. All parts noted; correct format. 1-2 minor errors	All 3 concepts appropriate for patient. 2/3 of format correct in 1 concept. 3-4 minor errors	One concept not appropriate for patient; 2/3 of format correct in both problems. 5+ errors	Nursing concepts have no relation to this patient
Planning Two objectives/ goal; realistic for patient & concept. Measurable; target date/ time noted. <i>15% possible</i>	Goal and objectives are patient-oriented; 1-2 measurable criteria & a target date/time.	Goal and objectives are patient-oriented; one objective of two has measurable criteria or a target date/time.	Goal or 1 of 2 objectives not patient-oriented; may not have measurable criteria; target date/ time.	Multiple errors in goals and objectives.

Implementation 4 interventions per concept; rationales R/T objectives & OB. 30% possible	Interventions all clear, nursing-focused; correct rationales; 1-2 minor errors.	3-4 interventions noted; 1 may not be specific, nursing-focused, correct rationales.	2-3 interventions present; most not specific, labeled, or no rationales.	1-2 interventions present
Evaluation States objective is met, partially met, not met w/ relevant data. Revised if not met/partially met. 15% possible	R/T objective; has data listed as criteria. Objective revised if partially met/ not met. 1-2 errors possible	R/T objective; missing some data listed as criteria. If partially met/not met, objective is revised. 3 errors possible.	May not R/T objective; may not have data listed as criteria. Needed revision missing. Has 1 criterion.	Evaluation has no data and does not clearly indicate “met vs not met”.

Revised 8-19-17 MFM

Clinical Experiences

Instructional Strategies:

Teaching/learning strategies will include assistance in the provision of client care, observation of clinical skills, and assistance with completion of group work, presentation and assignments. Provision of client care, observation/return demonstration of clinical skills, completion of concept maps and other documentation, group work, oral presentations by students demonstrate learning. This list is not all-inclusive; additional instructional strategies may also be utilized.

Learning Activities:

Provision of client care, observation/return demonstration of clinical skills, completion of concept maps and other documentation, group work, oral presentations. In this course, students will not only become familiar with the concepts in Maternal Newborn Nursing, but will use this knowledge to make a difference within a community. *This ACE experience, it is hoped, will help students see themselves as positive forces in this world and able to improve the quality of life.*

Evaluation Methods:

1. The assigned clinical faculty will evaluate each student. The grading system for this clinical course is **Pass/Fail**. To pass the course, the following must be completed satisfactorily:
 - Concept Maps (2): Newborn, Maternal. The second concept map is graded for course average.
 - SBAR form/patient flow sheets
 - Journal entries (1-2): Rubric on Blackboard, completed on outpatient (offsites) or lactation days.
 - Preceptor evaluations for each outpatient experience attended.
 - Systems disorder template –choose a patient in the NICU; Rubric on Blackboard
 - Head to Toe assessment –maternal/newborn
2. Any student who is evaluated by the clinical faculty/preceptor as UNSAFE or failing to follow the Texas statutes of professional practice according to the Texas Board of Nurse

Examiners in the clinical setting, will be administratively withdrawn from the course with a failing grade.

3. No-call/no-show absences are addressed in the *SHSU Student Nursing Handbook Absence Policy*. Any clinical absences must be reported to the faculty prior to the scheduled time.

Description of Clinical Expectations:

1. The clinical experience will consist of 90 hours, consisting of orientation, patient care, observation, preparation, skills lab and simulation, or other activities as assigned.
2. Clinical evaluation will be completed at the mid-term and at the completion of **ALL** clinical requirements. A final copy of the **Skills Checklist** must be handed in to the clinical faculty at the time of the final evaluation.
3. Assignments will be determined by the clinical faculty on the day of the clinical experience unless otherwise indicated. The student will share the clinical objectives and expectations with the staff nurses/preceptors as needed to maximize the clinical experience.
4. Dress code includes wearing complete uniform in accordance with school and agency policy. Refer to the **SHSU Student Nursing Handbook** for additional information.
5. Students are required to wear SHSU name badge, SHSU student badge, and SHSU patch, with the uniform when in any clinical area.
6. All written work is mandatory and failure to submit any such work will result in a failure in the course. All written work must be **completed satisfactorily** according to the instructor in order to pass the course.
7. Written assignments (concept maps, journals, etc.) are submitted electronically and expected to be professionally presented, in APA format (6th Ed.) with correct spelling, punctuation and grammar.
8. SBAR/Flow sheets are done **IN PEN** during the clinical day and turned in at the end of the clinical day.
9. **Students are required to save a copy of any assignments that are submitted.**
10. Students will need computer skills to complete assignments in the undergraduate nursing program. Skills needed include the use of Microsoft Word, as well as information retrieval systems.

Guidelines for Clinical Practice

Medication Administration

1. Remember the 6 “Rights” of medication administration.
2. Medications will be given under the supervision of a registered nurse or clinical faculty only.
3. NEVER GIVE MEDICATION UNLESS AN INSTRUCTOR OR A NURSE IS WITH YOU.
4. Students MAY NOT take verbal or phone orders from M.D.

Skills/Procedures

1. Never perform a skill or procedure that you are not familiar with before talking to the instructor.
2. Students are not to administer chemotherapeutic medications or treatments, or blood or blood components (including RhoGam). They may perform related assessments (vital signs, intake and output).

Notify Clinical Instructor immediately of any problems or errors that occur during clinical day.

Clinical Site Requirements

Some facilities require students' information, health information, criminal background checks, and drug screening. These requirements are imposed by the agencies. As guests of these facilities we are obligated to comply with their policies related to patient care areas. **It is each student's responsibility to obtain or submit the required documentation prior to attending clinical.**

Clinical Evaluations

Students must maintain a record of their own accomplishments. Students should keep their clinical instructor informed of their progress on a regular basis. Students should complete the **Skills Checklist** and review it with their clinical instructor. The Skills Checklist will be reviewed at midterm and the completed checklist should be turned in during the final evaluation. **Concept maps and any associated assessment(s) are submitted electronically to the clinical instructor by the instructor-determined deadline. The first concept map will be graded and returned for correction and review; the second concept map is graded after the first attempt and this grade is part of the course grade.**

The rubrics for most clinical assignments are posted in Blackboard; the rubric for the concept map is here in the syllabus, since this assignment is included in the calculated course grade.

Course Policies/Expectations

Classroom Conduct and Civility: The instructor will conduct this class in an atmosphere of mutual respect. The instructor encourages active participation in class discussions. We may have strongly differing opinions on the various topics of class discussions. Conflicting ideas are encouraged and welcome. The orderly questioning of the ideas of others, including the instructor, is similarly welcome. Faculty will manage the discussions so that the exchange of ideas can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

Cell Phones:

Use in Classroom Environment

Use of laptop computers and cell phones is encouraged when related to classroom activities **only**. When students are participating in didactic (in-class) activities, mobile devices may **ONLY** be used for educational purposes (i.e.: e-book, healthcare websites, medical/nursing mobile applications). Uses of mobile devices for non-educational activities are a distraction for the student and their peers, and are considered incivility. Students found using mobile devices for non-educational purposes (i.e.: Facebook, games, shopping, etc.) will receive a verbal warning for their first offense. Subsequent offenses will result in faculty completing the Unprofessional/Unsafe Conduct form found in Appendix C of the SHSU SON Student Handbook. Faculty has the right to ask students to leave the classroom for any actions of incivility or students who are a distraction to the learning environment. Students asked to leave will be subject to loss of class participation or relevant assignment points. Students with multiple violations may be subject to course failure. Faculty may ask students violating this policy to complete additional activities (i.e.: written paper, presentation, etc.).

Use in Clinical Environment

When students are participating in clinical experiences, cellphones/mobile devices may ONLY be used for reasonable educational or patient care purposes and ONLY in appropriate, nonpublic areas (i.e.: conference room, bathroom, locked med room, etc.). Students are not to use cellphones or mobile devices in any patient care areas or other areas identified by the clinical agency or faculty. When faculty ask students to use their cellphone during clinical hours (i.e.: to contact faculty for patient care assistance), students must go to appropriate areas as instructed by faculty and/or per clinical agency policy. Students are not to text, make phone calls, take pictures, or any other activity that could be perceived as non-patient care activities during clinical experiences. Non- patient care use (i.e.: calling or texting family, etc.) of mobile devices may only be performed during faculty-assigned break periods (i.e.: lunch). Students suspected of or found using cellphones/mobile devices for non-patient care activities during their clinical experience will receive a failing grade for the day. In addition, faculty will complete the Unprofessional/Unsafe Conduct form found in the SHSU SON Student Handbook. Students with 2 or more violations may be subject to clinical failure. Faculty may ask students violating this policy to complete additional activities (i.e.: written paper, presentation, etc.).

Faculty/Student Communication: Course faculties often communicate important course updates using the SHSU email system. Students are expected to check their SHSU email account daily and reply, as appropriate, to faculty, using their SHSU email account. Students may text faculty when the faculty member has indicated that this as an acceptable means of communication. Students must include their name in the text message. In addition, students are to abide by texting guidelines set forth by the faculty member (ie: no phone calls/texts after 9pm or on the weekend).

Refer to the *Faculty/Student Communication Policy* in the Student Handbook for further guidance.

Group Assignments: Group dynamics and the group process are important learning outcomes for the School of Nursing graduates. Many opportunities for learning these skills are integrated into the curriculum. Characteristics of successful groups are:

1. Members identify goals and objectives.
2. Members set deadlines for completion of tasks.
3. Members distribute equitable assignments and complete them in a timely fashion.
4. Members report back at scheduled meeting times.
5. If problems arise in a group, members attempt to resolve the problems internally.
6. If unable to resolve group dynamic problems, consult course faculty for direction in problem resolution.

Late Work: All assignments will be assigned a due date which is considered the last day it will be accepted. Any assignment submitted after the assigned deadline will generally receive a “0”. There may be circumstances in which the instructor may allow a student to hand in an assignment and still receive up to full credit. This remains at the discretion of the instructor.

Recording lectures: Students who wish to record lectures must request permission to do so from the faculty member(s) teaching the course.

School of Nursing Policies

Absence Policy

Presence at lectures, clinical rotations, and other events are an important part of the student learning experience in the Sam Houston State University (SHSU) School of Nursing (SON). Absences are obstructive to this process and are strongly discouraged.

There are two kinds of absences recognized by SHSU SON: an absence given with prior notice and a no-call/no-show absence. An *absence given with prior notice* is one in which the professor or clinical instructor was directly spoken with by phone call or in person before the scheduled class/clinical start time. A *no-call/no-show absence* is an absence in which the student does not attend the class or clinical rotation and has not directly spoken with the instructor/professor before the scheduled class/clinical start time.

An absence “occurrence” is defined as any absence, regardless of the reason, and will begin the first absent day and end the last absent day, so multiple days can comprise a single absence occurrence.

ATTENDANCE AT ALL SCHEDULED CLINICAL EXPERIENCES (INCLUDING SIMULATION, SKILLS LAB, OR OTHER EXPERIENCE) IS MANDATORY FOR ALL STUDENTS. Any student who is experiencing symptoms of an infectious process (ie: fever, vomiting, diarrhea, etc.) should contact faculty at least one hour prior to scheduled clinical start time to advise of symptoms. Depending on the assigned clinical experience, students may be required to notify appropriate clinical agency personnel. Clinical make-up assignments will be required.

Due to the importance of clinical experiences for the student’s learning, any absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.

The following absence guidelines apply:

- Two no-call/no-show absences may result in dismissal from SON.
- Two or more didactic (course) absence occurrences in a single semester may result in failure of the course.
- One absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.
- Six absence “occurrences” while the student is enrolled and engaged in coursework within the SON may result in dismissal from the SON.

Any occurrence lasting two days or more will require documentation (SHSU Student Health Center or healthcare provider’s note, etc.) to be submitted to the faculty member of each

course/clinical rotation missed. The healthcare providers note is submitted in addition to a completed Form 8: Student Absence/Tardy Form.

With each absence occurrence, the student must complete and sign the Form 8: Student Absence/Tardy Form and submit to course faculty within 24 hours upon return to classroom or clinical for the SON. All Student Absence/Tardy forms are to be signed by course faculty and submitted to the Administrative Assistant for the Director of the SHSU SON. Student Absence/Tardy forms for students assigned to The Woodlands campus (TWC) are to be submitted to the Administrative Assistant to the Assistant Director of the SON at TWC.

Tardiness Policy

Tardiness is an unprofessional behavior and is disruptive to the class and clinical environment. Thus all students are expected to arrive on time to class and clinical and are expected to return from break on time. Students arriving after the scheduled start time are considered tardy. Tardiness may result in loss of course points and/or additional assignments per course faculty discretion. The student must complete Form 8: Student Absence/Tardy form for each tardy incident and submit it to course faculty with 24 hours of incident. The following outlines the consequences of student tardiness.

First tardy incident = counseling of student by the Course Coordinator;

Second tardy incident = counseling of student by the Level Coordinator;

Third tardy incident = counseling of student by the Director of the School of Nursing;

Fourth tardy incident = may result in course failure

Examination Policies: When possible, test grades will be posted within 48 hours of the exam. Written exams and written assignments must be completed as scheduled. If a student is unable to complete a written (clinical or class) assignment, arrangements must be made with the instructor(s).

See *Absence from Scheduled Examinations Policy in the SON Student Handbook for guidelines regarding absence from exams.*

Cell phones must be turned off during the exam. Both cell phones and laptops not being used to test cannot be visible during testing and exam reviews. If a student has a cell phone visible, his or her test will be taken away and the student will receive a grade of zero on the test. There will be no sharing of calculators during exams.

Contact with a student taking an exam can occur by calling 936-294-2371 (Huntsville) or 936-202-5111 (TWC) and someone will come and notify the student of an emergency.

ATI Testing Policy: As a part of coursework in the School of Nursing, standardized examinations (ATI) are mandatory to fulfill requirements of many courses. These examinations provide students with diagnostic information regarding their knowledge base for nursing practice. Students should take these standardized examinations seriously.

If the student does not achieve the acceptable passing score of proficiency level 2 or higher when tested, remediation will be required. *The student is responsible for completing any required remediation or testing.* Students must make an appointment with course faculty to discuss specific individual performance concerns. The student must retest within a specified period. If the acceptable passing score is still not achieved, the student must remediate further.

Progression Policy: In order to successfully pass a course with exams, students must achieve at least a 75% exam score. If your exam score at the end of the course is less than 75% (74.5% and higher rounds up; 74.49 does not) you will fail the course and will be required to retake the course including the clinical component, if applicable.

All clinical and classroom assignments must be completed in order to pass the course. Failure in any component will necessitate repeating the entire course. Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.

In order to progress in the SHSU nursing program, students are expected to pass all nursing courses with at least a “C”.

Students are expected to abide by and will be held accountable to all policies within the most current SON Student Handbook, found on the SON Nursing Cohorts page within Blackboard.

University Policies

Academic Honesty/Plagiarism: Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

The use of unauthorized material, communication with fellow students during an examination, use of unauthorized technology during an exam, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, the use of a single essay or paper in more than one course without permission, and falsification of records or documentation are considered serious offenses and shall be grounds for disciplinary action. Students will receive a zero on the test or assignment in question and will be reported to the Director of the School of Nursing and to the Dean of the College of Health Sciences. For more information, please refer to SHSU Academic Policy Statement #810213, *Procedures in Cases of Academic Dishonesty*.

<http://www.shsu.edu/dotAsset/728ecc25-f780-4dcf-932c-03d68cade002.pdf>

Allegations of **student misconduct**, as defined in paragraph 5.2, Chapter VI of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines*, published by the Dean of Students' Office, will be referred to the Dean of Students' Office for necessary action.

Dean of Students: <http://www.shsu.edu/dept/dean-of-students/>.

Student Absences on Religious Holy Days (AP 861001)

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

Academic Grievance Procedures for Students (AP 900823)

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

Students are expected to abide by and will be held accountable to all SHSU policies contained with the SHSU Student Guidelines available at <http://www.shsu.edu/students/guide/>. Please refer to this handbook for further information in regards to the following policies.

FERPA

Disruptive conduct under Dean of Students-General Conduct And Campus Regulations
Withdrawal/resignation

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then we encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how we can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy related to rights and responsibilities, see:

<http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728

Telephones and similar devices have become increasingly a part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The technology is constantly changing and evolving. So, the present policy does not specify particular devices or device types. Rather, the policy applies to any device that performs the function of a telephone or text messenger.

1.0 Each course syllabus must contain a policy statement as to the disposition of telephones and text messengers (1) in the classroom, (2) during testing periods, and (3) for emergency considerations.

2.0 The use by students of electronic devices that perform the function of a telephone or text messenger during class-time may be prohibited if deemed disruptive by the instructor to the

conduct of the class. Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor's policy could result in expulsion from the classroom or with multiple offenses, failure of the course.

3.0 Any use of a telephone or text messenger or any device that performs these functions during a test period is prohibited, except when expressly permitted by the instructor. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>).