

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No: 12-691-
UWUCC Action-Date: App-2/12/13 Senate Action Date: App-2/26/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Nursing and Allied Health	Phone 724-357-3264

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: NURS 333 Maternal-Neonatal Health Clinical

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy

3. Other Designations, as appropriate

- Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- New Degree Program Catalog Description Change New Track Other
 New Minor Program Program Title Change Liberal Studies Requirement Changes in Program

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Theresa Gropelli</i>	11/9/12
Department Chairperson(s)	<i>Elizabeth Palmer</i>	11/9/12
College Curriculum Committee Chair	<i>Janet Wachter</i>	11/12/12
College Dean	<i>Nancy E. Seuder</i>	11/14/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	<i>Gail Sedrust</i>	2/12/13

Please Number All Pages

Received

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JAN 28 2013

NOV 15 2012

Liberal Studies Liberal Studies

Part II. Description of Curriculum Change

1. New syllabus of record:

I. CATALOG DESCRIPTION:

NURS 333 Maternal-Neonatal Health Clinical

0 class hours
7.5 lab hours
2.5 credits
(0c-7.5l-2.5cr)

PREREQUISITES: BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission

COREQUISITES: NURS 332; NURS 312 or 316, or permission

Provides students with opportunities to apply the nursing process with pregnant women, neonates, postpartum patients and their families in a variety of settings and demonstrate nursing professionalism in their interactions with individuals, families, and community. Increases students' ability to perform comprehensive health assessments and collaborate with members of the health care team to identify problems, plan, intervene, and evaluate care for pregnant women, neonates, postpartum patients and their families. Emphasizes safe, patient-centered comprehensive, evidence-based nursing care, and professional standards of practice.

II. COURSE OUTCOMES:

Students will be able to:

1. Perform a comprehensive nursing assessment on pregnant women, neonates and postpartum patients.
2. Integrate knowledge of pathophysiology into clinical practice.
3. Use the nursing process to provide effective interventions for pregnant women, neonates, postpartum patients and their families.
4. Develop communication, teaching, and technical skills in the delivery of health care to pregnant women, neonates and postpartum patients.
5. Identify the impact of evidence-based practice on clinical issues.
6. Function as a collaborative member of the health care team.
7. Demonstrate skills in using patient care technologies, information systems and communication devices that support safe nursing care.
8. Demonstrate professional nursing standards, core values, and knowledge in a variety of clinical settings.

III. COURSE OUTLINE:

- | | |
|--|-------|
| <p>A. Health assessment skills for the pregnant woman, neonate, and postpartum patient.</p> <ol style="list-style-type: none"> 1. Care planning 2. Medication administration 3. Blood glucose meter instruction 4. OB skills introduction through simulation lab | 8 hr |
| <p>B. Orientation maternal-infant unit</p> <ol style="list-style-type: none"> 1. OSHA, safety, fire, confidentiality, infection control 2. Electronic charting | 15 hr |
| <p>C. Prenatal assessment</p> <ol style="list-style-type: none"> 1. Teaching strategies 2. Cultural issues 3. Practice bathing newborn 4. Application of fetal heart rate monitor 5. Student presentations on complications of the prenatal complications | |
| <p>D. Labor and delivery</p> <ol style="list-style-type: none"> 1. Assessment 2. Nursing care during labor 3. Fetal assessment 4. Complications 5. Fetal heart rate monitoring <ol style="list-style-type: none"> a. Early, late, and variable decelerations b. Policy and legal implications 6. IV calculations 7. Student presentations on labor and delivery complications | 14 hr |
| Exam 1 | 1 hr |
| <p>E. Newborn</p> <ol style="list-style-type: none"> 1. Assessment 2. Nursing care of the newborn 3. Newborn nutrition and feeding <ol style="list-style-type: none"> a. Breastfeeding b. Bottle 4. Complications <ol style="list-style-type: none"> a. Perinatal loss and grief b. Respiratory distress 5. Student presentations on newborn complications 6. Discharge planning/teaching | 30 hr |

F. Postpartum	30 hr
1. Assessment	
2. Nursing care of the postpartum patient	
3. Complication	
4. Research utilization	
5. Student presentations on the postpartum period	
6. Discharge teaching	
G. Additional Post-conference/Simulation Lab Experiences	7 hr
1. Electronic documentation – electronic medical record	
2. Clinical competency practice and testing	
3. Delegation/prioritization of nursing services	
4. Postpartum complications	
5. Simulated obstetrical emergencies	
6. Neonatal crises	
Final Exam	2 hr

Possible Clinical Sites

- Clinics
- Hospitals
- Women, Infants and Children clinics (WIC)
- Home health agencies

IV. EVALUATION METHODS

An example of the evaluation method is as follows:

100% of the course grade comes from the course exams and clinical performance*

50% Mid-term exam

50% Final exam

A pass/fail grade in clinical performance, including:

- Assignments
- Clinical competencies
- Appropriate professional behavior
- Clinical evaluation with a passing score for all behaviors

V. GRADING SCALE:

A 90-100% + pass in clinical performance

B 80-89 % + pass in clinical performance

C 70-79 % + pass in clinical performance

D 60-69 % or an average on course exams of 60-69% + pass in clinical performance

F Less than 60% or an average on course exams less than 60% or F in clinical performance

NOTE: for a student whose exam grade is less than a 70% average, a grade of D/F will be assigned regardless of performance on written assignments or class projects. To progress in the Nursing Program, the student must achieve a 70% average grade (C) or higher on the course exams and satisfactorily complete all assignments. Please see the Department Academic Progression and Graduation Policy.

VI. ATTENDANCE POLICY:

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. REQUIRED TEXTBOOKS:

Doenges, M. E., Moorhouse, M. F., & Murr, A. C. (2010). *Nurse's pocket guide* (12th ed.).

Philadelphia, PA: Davis.

Fishbach, F. (2009). *A manual of laboratory and diagnostic tests* (8th ed.). Philadelphia, PA:

Lippincott.

Karch, A. M. (2009). *2009 Lippincott nursing drug guide*. Philadelphia, PA: Lippincott,

Williams, & Wilkins.

Lowdermilk, K. L., Perry, S. E., Cashion, K., & Alden, K. (2012). *Maternity and women's health*

care (10th ed.). St. Louis, MO: Mosby.

Lowdermilk, K. L., Perry, S. E., Cashion, K., & Alden, K. (2012). *Maternity and women's health*

care study guide (10th ed.). St. Louis, MO: Mosby.

Pickar, G. (2008). *Dosage calculations* (8th ed.). New York, NY: Thompson Delmar Learning.

VIII. SPECIAL RESOURCE REQUIREMENTS

All nursing students are responsible for and required to have the following:

1. Current CPR certification
2. Professional liability insurance

3. Health requirements
4. Student uniforms and physical assessment equipment
5. Clearance papers (criminal record check and child Abuse; act 34 and 151 clearance forms)
6. Clinical agencies requirements
7. Urine drug screening

*Please refer to the Department of Nursing and Allied Health Professions Student Information Handbook for details regarding these items. Students will not be permitted to attend clinical without meeting these requirements.

IX. BIBLIOGRAPHY:

Ardoin, K., & Wilson, K. (2010). Cultural diversity; What role does it play in patient safety?

Nursing for Women's Health, 14(4), 322-326.

Armstrong, D. S., Hutti, M. H., & Myers, J. (2009). The influence of prior perinatal loss on

parents' psychological distress after the birth of a subsequent healthy infant. *Journal of Obstetric, Gynecologic, & Neonatal Nursing, 38(6), 654-675.*

Davidson, M., London, M., & Ladewig, P. (2012). *Maternal-newborn nursing and women's*

health across the lifespan (9th ed.). New York, NY: Pearson.

Drake, E., & Gibson, M. E. (2010). Update on expanded newborn screening. *Nursing for*

Women's Health, 14(3), 199-211.

Ersek, J., & Brunner-Huber, L., (2009). Physical activity prior to and during pregnancy and risk

of postpartum depressive symptoms. *Journal of Obstetric, Gynecological & Neonatal Nursing, 38(5), 556-566.*

Giarratano, G., Sterling, Y., Orlando, S., Matthews, P., Deeves, G., Bernard, M., & Danna, D.,

(2010).

- Targeting prenatal emergency preparedness through childbirth education. *Journal of Obstetric, Gynecological & Neonatal Nursing*, 39(4), 480-488.
- Hanson, M., (2010). Health behavior in adolescent women reporting and not reporting intimate partner violence. *Journal of Obstetric, Gynecological & Neonatal Nursing*, 39(3), 263-276.
- Hung, K. J., & Berg, O. (2011). Early skin-to-skin after cesarean to improve breastfeeding. *Nursing for Women's Health*, 36(5), 318-326.
- Kauffman, S. G., Hauck, C. B., & Mandel, D. (2010). Perinatal palliative care. *Nursing for Women's Health*, 14(3), 188-197.
- Labant, A., & Greenawalt, J. (2009). Pandemic flu: A major concern for pregnant women. *Nursing for Women's Health*, 13(5), 374-382.
- Lefebvre, L., Midmer, D., Boyd, J., Ordean, A., Graves, L., Kahan, M., & Pantea, L. (2009). Participant perception of an integrated program for substance abuse in pregnancy. *Journal of Obstetric, Gynecological & Neonatal Nursing*, 39(1), 46-52.
- McCarter-Spaulding, D., & Gore, R. (2009). Breastfeeding self-efficacy in women of African descent. *Journal of Obstetric, Gynecological & Neonatal Nursing*, 38(2), 230-243.
- Raab, C., & Palmer-Byfield, R. (2011). The perinatal safety nurse. *Nursing for Women's Health*, 36(5), 280-289.
- Soltani, H., & Arden, M. (2009). Factors associated with breastfeeding up to 6 months postpartum in mother with diabetes. *Journal of Obstetric, Gynecological & Neonatal Nursing*, 38(5), 586-594.

Thajam, D., Atkinson, D., Sibley, C., & Lavender, T. (2010). Is neonatal abstinence syndrome related to the amount of opiate used? *Journal of Obstetric, Gynecological & Neonatal Nursing, 39*(5), 503-509.

2. A summary of the proposed revisions:

The course name, description, outcomes, co-requisites, and outline were changed and updated to reflect current nursing standards. The course bibliography has also been updated. The total credit hours remain the same.

3. Justification/rationale for the revision:

This course was revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community.

4. The old syllabus of record:**I. CATALOG DESCRIPTION:**

NURS 333 Maternal-Neonatal Health Clinical	0 class hours
	7.5 lab hours
	2.5 credit hours
	(0c-7.5l-2.5cr)

PRE-REQUISISTES: FDNT 212, NURS 236, PSYC 310, or permission

PRE OR

CO-REQUISITES: NURS 316

CO-REQUISITE: NURS 332

Provides clinical learning experiences designed to enable students to administer primary and secondary nursing care for mothers, neonates, and their families. These experiences are planned in a variety of settings to facilitate student development of core values, knowledge, competencies, and skills associated with nursing care of mothers, children, and their families.

II. COURSE OUTCOMES:

At the conclusion of this course students will be able to:

1. Utilize the nursing process for primary and secondary prevention/intervention for pregnant women, neonates and their families.
2. Perform a comprehensive health assessment of pregnant women and neonates.
3. Implement a teaching plan for a child-bearing family.

4. Identify cultural and community issues which affect the health of pregnant women, neonates and their families.
5. Use evidence-based research as it relates to the child-bearing family.
6. Demonstrate behaviors consistent with professional nursing standards.

III. COURSE OUTLINE:
hrs

Total of 105

Week one

15 hrs

- A. Health Assessment skills for the woman of reproducing age, the pregnant woman, and neonate.**
1. Care planning
 2. Medication administration
 3. Blood glucose meter instruction
 4. OB skills introduction through Simulation Lab
 5. Math/medication quiz

Week two

15 hrs

- B. Orientation Maternal-Infant Unit**
1. OSHA, Fire, Confidentiality, Infection Control
- C. Prenatal assessment**
1. Teaching strategies
 2. Cultural issues
 3. Practice bathing newborn
 4. Application of FHR monitor
 5. Prenatal concept map
 6. Cultural issues

**Weeks three
and four**

29 hrs

- D. Labor and delivery**
1. Assessment
 2. Nursing care during labor
 3. Fetal assessment
 4. Complications
 5. Fetal heart rate monitoring
 - a. early, late, and variable decelerations
 6. IV calculations
 7. Student presentations on L&D complications with concept map
- Exam 1**

1 hour

Week five
E. Newborn

15 hrs

1. Assessment
 - a. Respiratory distress

2. Nursing care of the newborn
3. Newborn nutrition and feeding
 - a. Breastfeeding
4. Complications
 - a. Neonatal death
5. IV calculations
6. Student presentations on newborn complications with concept map

Week six 15 hrs

F. Postpartum

1. Assessment
2. Nursing care of the postpartum patient
3. Complications
4. Domestic violence
5. Research utilization
6. Student presentations on postpartum complications with concept map

Week seven 13 hrs

G. Postpartum complications-competencies completion

Final exam 2 hrs

To enhance the clinical skills identified in the course outline for this unit, students will contract with faculty to participate in activities in a selection of the following agencies/sites:

1. Expansion of health assessment skills within university & selected community agencies/facilities.
2. Nursing Management of pregnancy conducted at various in-patient & out-patient obstetrical units.

IV. EVALUATION METHODS*

The grade for the course will be calculated based on:

- 100% of the course grade comes from the course exams*
- 30% Exam I (multiple choice nursing process questions)
- 70% Final Exam (multiple choice)

* To progress in the Nursing Program, the student must achieve at least a 70% average grade on the course exams and satisfactorily complete all assignments.

V. GRADING SCALE:

A = 90-100% + pass in clinical performance (Must have a "3" on a 1-5 scale in all clinical evaluation areas. Clinical evaluation form will be distributed with syllabus.)

B = 80-89% + pass in clinical performance (Must have a “3” on a 1-5 scale in all clinical evaluation areas. Clinical evaluation form will be distributed with syllabus.)

C = 70-79% + pass in clinical performance (Must have a “3” on a 1-5 scale in all clinical evaluation areas. Clinical evaluation form will be distributed with syllabus.)

D = 60-69% OR an average on course exams of 60-69% + pass in clinical performance* (Must have a “3” on a 1-5 scale in all clinical evaluation areas. Clinical evaluation form will be distributed with syllabus.)

F = less than 60% OR an average on course exams less than 60% OR F in clinical performance*

The grade (P/F) in clinical performance includes:

- a. **Written assignments**
- b. **Clinical Competencies & Critical Elements**
- c. **Appropriate professional clinical behaviors**

VI. ATTENDANCE POLICY:

Although there is no formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions.

VII. REQUIRED TEXTBOOKS:

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Karch, A. M. (2008). 2008 Lippincott Nursing Drug Guide. Philadelphia: Lippincott, Williams, & Wilkins.

Lowdermilk, K.L., & Perry, S.E. (2007). Maternity and women's health care (9th ed.). St. Louis: Mosby.

Lowdermilk, K.L., & Perry, S.E. (2007). Maternity and women's health care study guide (9th ed.). St. Louis: Mosby.

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5. Clearance papers
(Criminal Record Check and Child Abuse; Act 34 and 151 Clearance forms)
6. Clinical agencies requirements

***Please refer to the Department of Nursing and Allied Health Professions Student Information Handbook for details regarding these items.**

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IX. BIBLIOGRAPHY:

Bobby, P. (2003). Multiple assessment techniques evaluate antepartum fetal risks. *Pediatric Annals*, 32(9), 609.

Bridges, E. J., Womble, S., Wallace, M., & McCartney, J. (2003). Hemodynamic monitoring in high-risk obstetrics patients, II: Pregnancy-induced hypertension and preeclampsia. *Critical Care Nurse*, 23(5), 52.

Conway, D. L. (2007). Obstetrical management in gestational diabetes. *Diabetes Care*, 30, S175-179.

Coyle, M., Sulger, E., Fletcher, C., & Rouse, D. (2008). A successful 39-week pregnancy on hemodialysis: A case report. *Nephrology Nursing Journal*. 35(4), 348-356.

Goldenberg, R. L., Kirby, R., & Culhane, J. F. (2004). Stillbirth: A review. *Journal of Maternal-Fetal & Neonatal Medicine*, 16(2), 79-94.

Gunes, T., Koklu, E., & Ozturk, M. A. (2007). Maternal and cord serum lipid profiles of preterm infants with respiratory distress syndrome. *Journal of Perinatology*, 27, 415-421.

Raghavan, K., Thomas, E., Patole, S., & Muller, R. (2005). Is phototherapy a risk factor for ileus in high-risk neonates? *Journal of Maternal - Fetal & Neonatal Medicine*, 18(2), 129-31.

Schiller, C., & Allen, P. J. (2005). Follow-up of infants prenatally exposed to cocaine. *Pediatric Nursing*, 31(5), 427-436.

Silvestri, L. (2008) *Saunders Comprehensive Review for the NCLEX-RN Examination* (4th. Ed): Saunders Esevier.

Westrup, B., Sizun, J., & Lagercrantz, H. (2007). Family-centered developmental supportive care: A holistic and humane approach to reduce stress and pain in neonates. *Journal of Perinatology*, 27(S1), S12-18.

Zlatnik, M. G., Cheng, Y. W., Norton, M. E., Thiet, M., & Caughey, A. G. (2007). Placenta previa and the risk of preterm delivery. *Journal of Maternal - Fetal & Neonatal Medicine*, 20(10), 719-723.

5. Liberal Studies course approval form: – N/A

Part III. Letters of Support or Acknowledgment – N/A