Course Number and Title: MCN 414: THE CHILDBEARING FAMILY

Number of Credits: 3 SEMESTER HOURS
Meeting Schedule: Online
Faculty: Sandi Tenfelde, PhD, RN, APN
Women’s Health Nurse Practitioner

Contact Information: Loyola University Chicago, Niehoff School of Nursing
2160 South First Avenue
Maywood, Illinois 60657
Room 2528
Office hours: Wednesdays 12-2 pm, also by appointment
May meet virtually or face to face as desired

Prerequisites: GNUR 442 Advanced Physiology;
GNUR 413: Advanced Pharmacology; and
GNUR 409 Advanced Health Assessment

Corequisites: None

Course Description:
This course will prepare the advanced practice nurse to manage the health care of essentially normal childbearing women during the prenatal and postpartum periods. Theories and knowledge from biological, behavioral, social and nursing sciences will be applied in the provision of care for childbearing women and families. A developmental perspective will be used to address the primary health care needs of perinatal women throughout the childbearing years. Emphasis is on the concept of wellness during pregnancy and the importance of support from family and community networks. Assessment, management and referral for selected pregnancy complications will also be presented. The role of the nurse practitioner in management of normal childbearing, collaboration with other health care providers and community groups, consumer education, and patient advocacy will be addressed.

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Course Outcomes:
Upon completion of the course the student will be able to:

1. Describe the needs of the childbearing family and how they are met at various levels of the health care delivery system.
2. Identify the role of the nurse practitioner in the provision of family-centered care to childbearing families.
3. Identify components of a complete health history and complete health assessment of an essentially normal childbearing woman, including physical, laboratory, psychological, sexual, nutritional, social, cultural and spiritual components.
4. Demonstrate knowledge of factors important in assessment of a childbearing woman’s health status and the process of identification of problems based on correct interpretation of the database.
5. Describe application of knowledge from biological, behavioral, social and nursing science in the development, implementation and evaluation of an appropriate plan of management for normal childbearing women, demonstrating compliance with accepted standards of perinatal care.
6. Identify essential components of a family’s learning needs regarding childbearing and childrearing and verbalized an appropriate teaching plan.
7. Describe the pathophysiology and psychosocial aspects of selected pregnancy and postpartum complications and appropriate nurse practitioner management, or co-management with a suitable physician, or referral of such complications.
8. Describe the normal transition process for the newborn, the expected physical and behavioral characteristics of the normal newborn and development during the neonatal period.
9. Identify the role of other health care personnel in the care of childbearing women.
10. Identify community resources for childbearing families, and the role of the nurse practitioner in working with community groups and agencies for the improvement of family health.
11. Incorporate evidence based research findings into planning of care for childbearing women.
12. Examine ethical and legal issues in perinatal care and their impact on the childbearing family and on the advanced nursing practice role.
13. Continue to develop a personal philosophy of advanced nursing care of women.
Teaching methods:
Learning strategies will include independent readings, voice over lectures, case studies in small groups on BLOGS, independent literature review, and student group presentations.

Evaluation:
1. Exam #1, #2, #3 (15%)
2. Case studies (2 at 5% each)
3. Book review (10%)
4. Group presentation of cultural implications for prenatal care (10%)

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<tr>
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<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>20</td>
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<tr>
<td>Exam #2</td>
<td>20</td>
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<tr>
<td>Exam #3</td>
<td>20</td>
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<tr>
<td>Case study 1</td>
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<tr>
<td>Case study 2</td>
<td>5</td>
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<tr>
<td>Book review</td>
<td>10</td>
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<tr>
<td>Cultural Implications Group Work</td>
<td>20</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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EXPLANATION OF COURSE REQUIREMENTS:

1. Students are required to prepare for the weekly topic by completing the reading assigned. In addition to our required text readings, I will post several articles from current literature to deepen your understanding of selected topics.

2. Voice over power point lectures will be available via Sakai on the Tuesday of each week. Please contact the course instructor (stenfelde@luc.edu) or Mike Paulin (mpaulin1@luc.edu) if you have issues with the posted lectures.

3. Exams will be based on the objectives from the course and will be multiple choice. Note that not all of the content to meet the objectives is included in the lectures. You must do the readings to succeed. The exams will be somewhat comprehensive in nature reflecting the progression of the course. Each exam is worth 20% of the total course grade.

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Two weeks prior to the exam each student will be asked to submit 10 questions on topics that they anticipate to be on the test. Each student that submits 10 acceptable questions (multiple choice format) with the correct answers indicated and why the answer is correct (where did you get the information?) will be awarded 2 points extra credit on their exam. From the submitted questions of the entire class, a study guide for the entire class will be created. The study guide will be posted online the week before the exam. An optional synchronous exam prep session is offered to review the study guide as a group. Five of the best questions will be offered on the exam as extra credit at one point a piece.

4. There will be 2 group case study assignments. Each student is assigned to a small group on Sakai. Each group member is expected to actively contribute to development of the group case study. One word document for the group should be submitted on the Assignment Tool on Sakai by 5 pm on the assignment due date. Faculty will review, evaluate, and respond with feedback to the group on Sakai for each group assignment. Students will evaluate each group member’s participation and submit that to faculty via Sakai using the assignment button by 5 pm on the assignment due date. There is a 10% penalty for each day that the assignment is late. If the assignment is greater than 7 days late, a grade of 0 will be assigned.

Each student is also asked to evaluate their fellow group members. Please use the attached peer evaluation tool to reflect on the contribution of each group member.

5. Each student will select and read a book related to childbearing. Find a book that is interesting to you, and think broadly about childbearing (e.g. pregnancy guides, infertility stories/memoirs, children with chromosomal abnormalities, historical books about childbearing, etc). Once you have selected your book, please enter your selection in the comment section in UNIT 1/week 3. Each student must select a unique book (no duplicates). Please contact me directly via email if you are uncertain if your book is appropriate. Please have your book selected by week 7, as the assignment is due on week I will review all selections prior to. After reading your selected book, write a short book review summarizing the book. Please include the intended audience of the book, the main topics, and the utility of this book. At the conclusion of the book review, please indicate whether or not you would recommend this book to fellow clinicians and your patients. The book review will be posted on the class BLOG.
and will count for 10% of your grade. Each student will then pick 3 other books and read the review by their fellow student colleagues and comment on the other books in the BLOG comment section within one week of the completed assignment (3 other books must be commented on in order to get the full 10 points). You will have one week to comment on your fellow student’s selections. There is a 10% penalty for each day that the assignment is late. If the assignment is greater than 7 days late, a grade of 0 will be assigned.

Resources for writing a book review:

http://owl.english.purdue.edu/owl/resource/704/01/

http://info.emeraldinsight.com/authors/guides/book_review.htm?PHPSESSID=oc9n5l8cjttthdo8rfqmfboct7&PHPSESSID=oc9n5l8cjttthdo8rfqmfboct7&view=print

6. Each group will select a cultural implication topic for the childbearing family and prepare a Voice Thread presentation for the class (20% total; 15% of grade for power point presentation and 5% for annotated bibliography and test question). Think broadly as culture could relate to age, race/ethnicity, religion or anything else that helps to form a group (some examples include adolescents, Korean women, Hasidic Jewish women, etc.) Once the cultural group is selected, please notify me via email. This is on a first come basis, and there will be no duplicates. The presentation should be concise (10-15 slides) on factors to consider when caring for the cultural group (e.g. for adolescents could include unplanned pregnancy rates, learning needs, increased risk factors for sexually transmitted infections, preeclampsia and preterm birth, social support issues, role of the adolescent father of baby, parenting issues, etc.). This should be a collaborative effort.

The group can decide how best to collaborate on the Voice Thread. One representative may be chosen to narrate the Voice Thread, or each member can comment on their respective section

Each student within the group will choose a journal article for that has included this specific cultural group as the sample. An annotated bibliography for the selected journal articles along with one exam question per group member for

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the presentation needs to be submitted to Dr. Tenfelde by April 22 (5% of grade). The power point lecture and the annotated bibliography will be posted on Sakai for the entire class to view. Exam questions from these presentations may be included on the final exam.

Students will evaluate each group member’s participation and submit that to faculty via Sakai using the assignment button by 5 pm on the assignment due date.

Annotated bib resources:
http://www.library.cornell.edu/olinuris/ref/research/skill28.htm

http://www.utoronto.ca/writing/litrev.html

COURSE POLICIES

1. Students are required to take exams and submit assignments on the dates/times assigned on the course calendar.

2. Late submission of assignments will result in lowering of the grade for that assignment by 10 percentage points for each day that the assignment is late. If the assignment is greater than 7 days late, a grade of 0 will be assigned unless special arrangements are made in advance between the student and faculty.
GRADING POLICY

This course covers material essential to advanced practice nursing. A minimum grade of B- is required in order to successfully complete the course. Students earning a grade lower than B- must repeat the course before progressing in their APN specialty program.

Course Grading Scale
A 94-100, A- 92-93, B+ 89-91, B 86-88, B- 84-85
C+ 80-83, C 77-79, C- 75-76, D+ 72-74, D 69-71
F 68 and below

Required course materials:

Recommended course materials:

Course Evaluation Expectation: It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.

Academic integrity statement:
Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Refer to the MSN/DNP Handbook located in the Sakai Organization “Information for MSN/DNP Students” for a description of the Academic Integrity Policy.
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 14</td>
<td>Introduction to Childbearing Family Perinatal Health Care</td>
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<td>2</td>
<td>Jan 21</td>
<td>Preconception Care</td>
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<td>3</td>
<td>Jan 28</td>
<td>Physiologic and psychological adaptation to pregnancy</td>
<td>10 test questions</td>
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<td>4</td>
<td>Feb 4</td>
<td>Nutrition and exercise</td>
<td>Thursday 2.6 Synchronous Review</td>
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<td>5</td>
<td>Feb 11</td>
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<td>Exam 1</td>
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<td>6</td>
<td>Feb 18</td>
<td>Prenatal Care</td>
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<td>7</td>
<td>Feb 25</td>
<td>Fetal Assessment</td>
<td>Case study 1</td>
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<td>8</td>
<td>March 4</td>
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<td>No Classes- Spring Break</td>
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<td>9</td>
<td>March 11</td>
<td>Common Problems in Pregnancy</td>
<td>Book report 10 test questions</td>
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<td>10</td>
<td>March 18</td>
<td>Pregnancy complications</td>
<td>Thursday 3.20 Synchronous Review</td>
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<td>11</td>
<td>March 25</td>
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<td>Exam 2</td>
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<td>12</td>
<td>April 1</td>
<td>Labor and Birth</td>
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<td>13</td>
<td>April 8</td>
<td>Neonatal Care and Infant feeding</td>
<td>Case study 2</td>
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<td>14</td>
<td>April 15</td>
<td>Post-partum assessment and management</td>
<td>10 test questions</td>
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<td>15</td>
<td>April 22</td>
<td>Cultural implications in pregnancy Student presentations</td>
<td>Thursday 4.24 Synchronous Review</td>
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<td>16</td>
<td>April 29</td>
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<td>Exam 3</td>
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