New Course Request

Check Appropriate Boxes:  Undergraduate credit □  Graduate credit □  Professional credit □

1. School/Division  Nursing
2. Academic Subject Code  NURS

5. Course Title  Nursing Care of Childbearing Families
   Recommended Abbreviation (Optional)  Childbearing Families
   (Limited to 52 Characters including spaces)

6. First time this course is to be offered (Semester/Year):  Spring 2010

7. Credit Hours: Fixed at 2 or Variable from ______ to _______

8. Is this course to be graded S-F (only)? Yes □  No □

9. Is variable title approval being requested? Yes □  No □

10. Course description (not to exceed 50 words) for Bulletin publication:  This course focuses on family centered nursing care of childbearing women and newborns. It includes an overview of various health issues related to the female from puberty to menopause, pregnancy care, labor and birth, and postpartum care (normal and complicated pregnancies) as well as health issues of newborns. P: NURS 351, NURS 352, NURS 353, NURS 354; C: NURS 361, NURS 366, NURS 367

11. Lecture Contact Hours: Fixed at 30 per semester or Variable from ______ to _______

12. Non-Lecture Contact Hours: Fixed at ______ or Variable from ______ to _______

13. Estimated enrollment: 48-50/yr of which ______ percent are expected to be graduate students.

14. Frequency of scheduling: Every Semester

15. Justification for new course: Separating combined course into own content (peds + ob)

16. Are the necessary reading materials currently available in the appropriate library? Yes □  No □

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:  

[Signature]  Date 12/15/08

Department Chairman/Division Director

Dean of Graduate School (when required)

[Signature]  Date

[Signature]  Date

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
NURS H 368 Nursing Care of Childbearing Families (2 cr)


This course focuses on family centered nursing care of childbearing women and newborns. It includes an overview of various health issues related to the female from puberty to menopause, pregnancy care, labor and birth, and postpartum care (normal and complicated pregnancies) as well as the health issues of newborns.

Course Competencies The student learner will be able to demonstrate successfully the following junior- year competencies:

OUTCOME #1: CRITICAL THINKER Applies previously learned information to new situations with developing families. Presents reasoned arguments to support stated views with increasing self-direction. Uses standard approaches in seeking solutions to identified health care issues with developing families in mind.

OUTCOME #2: CULTURALLY COMPETENT Integrates the cultural beliefs values & practices of individuals, families & communities into relevant nursing therapeutics for developing families with increasing self-direction.

OUTCOME #3: COORDINATOR OF COMMUNITY RESOURCES Facilitates access to community resources with increasing self-direction. Advocates for community health care resources for developing families with appropriate consultation & increasing self-direction.

OUTCOME #4: POLITICALLY COMPETENT Identifies actual & potential strategies that may be used by professional nursing to influence health care policies at the community, state, national & international level of decision-making.

OUTCOME #5: LEGAL & ETHICAL PRACTITIONER Examines ethical & legal standards & models that have application to health care dilemmas pertaining to developing families.

OUTCOME #6: EFFECTIVE COMMUNICATOR Produces writing consistent with University standards that include clarity of thoughts, coherency of arguments, organization of ideas & grammatical accuracy.

OUTCOME #7: COMPETENT HEALTH CARE PROVIDER Uses expert resources to increase individual knowledge base and skill acquisition about developing families.

OUTCOME #8: PROFESSIONAL ROLE MODEL Defines the profession of nursing and nursing’s contribution to the health and well-being of developing families.

OUTCOME #9: RESPONSIBLE MANAGER OF RESOURCES Discusses the relationship of having adequate human, fiscal and material resources to the provision of health care to developing families.

Required Textbooks
McKinney, ES, James, SR, Murray, SS, & Ashwill, JW(2004). Maternal-child nursing (2nd ed), Elsevier: St Louis. ISBN# 0-7216-0699-7. **Previously required texts, such as diagnostics, assessment, pharmacology/drug, nutrition, life span development, and transcultural, may be used throughout the course.
Course Evaluation
The evaluation of whether a person passes or fails the course will be determined by two in
course exams, a final, combined score on the OB presentation, and Short Answer assignments.

Exams 1 & 2 are worth 50 points each. The final exam is worth 100 points. Students will also
earn 20 points for the OB presentation and 30 points for the Short Answer papers.

Total points for the course are 250. You must earn at least 188 points to pass the course.

The assignment of grades will follow the School of Nursing grading policy. IUSON Grading Scale

97-100% A+
93-96% A
90-92% A-
87-89% B+
83-86% B
80-82% B-
77-79% C+
75-76% C
70-74% C-
67-69% D+
63-66% D
60-62% D-

In- Course Test Rebuttal Policy and Procedure
Due to the nature of the type of questions asked in the course, the following is the approved
test rebuttal policy & procedure. Test Review: exams will be reviewed in class. The faculty will
go over the exam items, discuss why the answer is correct. If, after test review a student
continues to have reason to believe their chosen response is correct or has merit, they are
invited to complete a rebuttal for that item. A correctly-written rebuttal MUST contain a brief,
concise and complete rationale for the chosen response, with references noted. Appropriate
references include texts, course notes or on-line approved health care resources. Recorded
course lecture materials, correspondence with other health care professionals, and non-health
care professional texts may be used. Individual rebuttals may be electronically submitted
through OnCourse email. Rebuttals should be no longer than 1-2 brief paragraphs. Students have
up to 2 weeks after the exam review has been completed to submit their test rebuttal.

Due to the fact that the final exam is purely evaluative in nature, there is no review nor
rebuttal system available for the final exam.

Exams are to be taken on the date and time in the schedule. If you cannot take the exam on the
assigned date due to illness, death in the family, or other serious problems you must petition
the faculty for a makeup time. You must also inform the faculty of your absence at least one
hour before the exam. Exams should be made up within 48 hours of the scheduled time.

Assignments are due on the dates indicated. Any unexcused lateness will result in a 50%
reduction in points earned. Any assignments that must be redone in order to be satisfactory will
incure the same penalty. In addition, if the revised assignment is not presented at the time
negotiated, two points will be removed from the total grade for each late day. This penalty may
result in a failure for the course.

OB Learning Issue Guidelines
All students are expected to come prepared & participate in class. This mandatory, component
of the course is designed to help the student in applying the complex principles associated with childbearing families, using client scenarios as a mechanism for critical clinical thinking.

Each student will be assigned to present on the scheduled client scenario dates as noted in the syllabus. The student will be given 10 minutes to present their assigned portion to the class. Students are expected to have hard copies of their learning issue information to provide to the class and faculty at the time of presentation. All references must be cited, using APA format. Learning Issues should be 1 page in length; tables can be used.

Oral presentations are to be BRIEF and TO THE POINT, lasting no more than 10 minutes. Guidelines are attached. Client Scenario assignments attached. This assignment is worth 20 points.

Each student will also be required to complete the Short Answer questions for EACH of the client scenarios. These are due by 1300 on the assigned dates. Each of the 5 clients have questions worth 6 points - totaling 30 points for these assignments.

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Course Policies
Ethical Behavior & Other Student Behavior:

Please turn off all cell phones and put beepers on vibrate mode prior to coming to class.

Students are expected to follow the Indiana University Code of Student Ethics and the Code for Nurses in the School of Nursing Bulletin and comply with the Essential Abilities identified by the IUSB School of Nursing. Non-compliance can constitute grounds for failure and/or disciplinary action. Your conduct must conform to the Indiana University Code of Student Rights, Responsibilities and Conduct. Section III of the Code defines academic and personal misconduct (http://campuslife.indiana.edu/Code/index1.html).

Civility towards one’s peers and the faculty is the basis of demonstrating respect. Once class has started, no extraneous talking will be tolerated. Other disrespectful behaviors, such as negative verbal and nonverbal language, loud noises, the use of cell phones during class, will not be tolerated. If a student is found to be disrespectful and disruptive (asked two times or more to be quiet), the student will be asked to leave the class. This will result in an unexcused absence, the student is not allowed to make up or earn points for classroom activities for that day. If a student is asked to leave more than one time they can be subject to further disciplinary action, including course failure.

ADA statement

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone
number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services [www.iusb.edu/~sbdss/services.shtml](http://www.iusb.edu/~sbdss/services.shtml)

Religious accommodations

If any student will require academic accommodations for a religious observance, please provide the faculty with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact faculty after class, during office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs ("VCAA") should be sought. Either the instructor or the student may appeal the VCAA's decision to the Office of Affirmative Action within ten business days of his or her determination.

Student integrity

It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing [www.dsa.indiana.edu/Code/](http://www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.