



Fall 2015

<b>Meeting days: Wednesdays</b>	<b>Instructor: Carrie Black, MSN, RN Assistant Professor of Nursing</b>
<b>Meeting times: 1055 - 1250</b>	<b>Cell: 760-207-2405</b>
<b>Location: LSCC, Room 203</b>	<b>E-mail: carrieblack@pointloma.edu</b>
<b>Final Exam: LSCC, Room 203 December 16, 0800 - 1000</b>	<b>Office location: Taylor Hall, Office 109 Hours: W - 9:00 to 10:30 &amp; 12:30 to 3:00 *Office hours as posted or by appointment</b>

**PLNU Mission  
To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**SON Vision Statement**

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one’s shoes in service of others.

*Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV*

**SON Mission Statement**

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

*So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple’s feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV*

*Now that I, your Lord and Teacher, have washed your feet, you also should wash one another’s feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV*

**Faculty reserves the right to make necessary schedule changes to  
this syllabus as the semester progresses.**

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via eclass announcement section, with accompanying email notification, in a timely manner.

**COURSE DESCRIPTION**

This course focuses on nursing theory as it relates to adaptation of families in the childbearing years.

**PREREQUISITE:** Current Junior standing in the nursing program

**COREQUISITE:** NSG 331

Note: A minimum grade of “C” must be achieved in all co-requisite courses in order to progress in the program.

**PROGRAM VALUES & COURSE LEARNING OUTCOMES**

---

Upon completion of NSG 330, the student will meet the following outcomes:

**Inquiring Faithfully** - Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.

**Program Learning Outcomes (PLOs)**

- Initiates dialogue regarding current practice to improve healthcare.
- Demonstrates the use of evidence-based practices as an advocate for self and others.
- Promotes positive client outcomes using evidence-based data.
- Provides holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community.
- Engages in self-care practices that facilitate optimal care of clients.

**NSG 330 Course Learning Outcomes (CLOs)**

1. Implement individualized evidence-based nursing care that reflects an understanding of pregnancy and the management of pregnancy/childbirth/neonatal-related conditions (PLO 1.2).
  2. Acknowledge own strengths and limitations related to therapeutic patient centered care (PLO 1.5)
- 

**Caring Faithfully** - The student will embrace a calling to the ministry of compassionate care for all people in response to God’s grace, which aims to foster optimal health and bring comfort in suffering and death.

**Program Learning Outcomes (PLOs)**

- Demonstrates compassionate care to all people while mirroring Christ’s love for all.
- Partners with the community to establish a trusting relationship
- Demonstrates ethics and values consistent with the practice of professional nursing.

### **NSG 330 Course Learning Outcomes (CLOs)**

1. Integrate multiple dimensions of patient-centered care (PLO 2.1; BSN essential IX-5; QSEN patient-centered care)
  2. Adapts family-centered care to the body, mind, emotion, spirit and social/cultural preferences within the patient and family environment (PLO 2.3; QSEN Patient-centered care)
- 

**Communicating Faithfully** - The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

### **Program Learning Outcomes (PLOs)**

- Engages in active listening to promote therapeutic relationships
- Demonstrates effective verbal and nonverbal communication skills to provide patient care
- Dialogs with members of the healthcare team, including the patient, to facilitate positive patient outcomes.
- Advocates for patients/families and self
- Implements patient care while honoring the diversity of patients, families and communities

### **NSG 330 Course Learning Outcomes (CLOs)**

1. Foster open communication among the healthcare team to improve patient health outcomes (PLO 3.3; BSN essential VI-4; QSEN teamwork and collaboration).
  2. Engage information technologies to provide effective patient care (PLO 3.4; BSN essential I-4; QSEN Informatics).
  3. Evaluates the impact of culture, ethnicity and family dynamics on clinical decision-making (PLO 3.5; QSEN Patient-centered care).
- 

**Following Faithfully** – Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.

### **Program Learning Outcomes (PLOs)**

- Engages in a professional practice environment that promotes nursing excellence
- Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse
- Avails self of learning opportunities to cultivate the life-long learning process

### **NSG 330 Course Learning Outcomes (CLOs)**

1. Applies professional standards of care according to ethical, legal and Christian principles (PLO 4.2; BSN essential VIII-1,2;)

**Leading Faithfully** - The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, and discernment.

### **Program Learning Outcomes (PLOs)**

- Provides graceful service through compassionate responses to others’ needs
- Demonstrates the principles of a servant leader as a reflection of Christ’s love.
- Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner

### **NSG 330 Course Learning Outcomes (CLOs)**

1. Analyze servant leadership concepts and skills for patient safety and high quality care (PLO 5.2; BSN essential II-2;)

### **COURSE CREDIT HOUR INFORMATION**

---

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

### **COURSE CONTENT OUTLINE**

---

- I. Introduction
- II. Pregnancy
  - A. Anatomy and physiology of pregnancy
  - B. Fetal development and newborn transition
  - C. Maternal and fetal nutrition
  - D. Intrapartum fetal assessment
- III. Stages of Labor and Postpartum
  - A. First stage of labor
  - B. Second stage of labor
  - C. Third stage of labor
  - D. Postpartum- the fourth trimester
- IV. Maternal and Fetal Complications of Pregnancy and Birth
  - A. Diabetes in pregnancy
  - B. Preterm labor (PTL)
  - C. Hypertensive Disorders of Pregnancy
  - D. Placental/Cord anomalies
  - E. Hyperemesis gravidarum
- V. The High Risk Neonate
  - A. Prematurity
  - B. Intrauterine Growth Restriction (IUGR)
  - C. Birth defects
  - D. Discharge planning and home care for high-risk newborns and their families
- VI. Ethical Issues Related to the Childbearing Family
  - A. Human Cloning
  - B. Sex Selection
  - C. Fetal Rights

- D. Mandatory Sterilization
- 1. Elective Abortion
- VII. Drug Therapy –Medications commonly used
  - A. In pregnancy and birth
  - B. Drug dosages and calculations
- VIII. Women’s Health Issues & Contraception Methods
- IX. Perinatal Loss

## **LEARNING STRATEGIES**

---

Learning strategies will include lecture, group discussion, written assignments, case studies and required readings. Teaching - learning will focus on process and situational learning. To achieve these goals the student will be held responsible for having read the assigned text and apply theory to practice by sharing examples from clinical experience. The student is also responsible to **complete all written assignments** and submit them on their due dates, unless other arrangements have been made in advance with the instructor in order to receive a grade for the course.

## **ATTENDANCE AND PARTICIPATION**

---

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the undergrad student catalog.

## **INCOMPLETE AND LATE ASSIGNMENTS**

---

All assignments are to be submitted as specified by faculty, including assignments posted in CANVAS. If you have legitimate, unforeseen circumstances that may impact your ability to turn in assignments timely, please ***communicate with me immediately***. You must be proactive. Any accommodation is fully at the discretion of the course faculty.

## **ACADEMIC DISHONESTY**

---

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

## ACADEMIC ACCOMMODATIONS

---

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the undergrad student catalog.

## FERPA POLICY

---

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

## EXAMINATION POLICY

---

Examinations may be deferred due only to illness or because of other equally valid conditions over which the student has no control". Extenuating circumstances will be determined by the faculty of record. Successful completion of this class requires taking the **FINAL** examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved. No additional time will be allotted for those arriving late to the testing session

## USE OF TECHNOLOGY

---

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. The use of technology during class will be determined at the discretion of the faculty. Audio-taping, videotaping or photography of any type is not permitted in this course due to the nature of the content and to allow for open discussion of sensitive topics. Accommodations may be made for those with specific learning needs at the discretion of the course faculty and DRC, as appropriate.

Canvas Learning Management System (LMS) will provide the online platform for this course. You will be logging into Canvas to access course syllabus, supporting documents and assignments.

1. Please use Chrome as your browser.
2. Go to [canvas.pointloma.edu](https://canvas.pointloma.edu).
3. Create a shortcut or bookmark to this site.
4. Log in with your PLNU username and password.

## **SCHOOL OF NURSING - PROFESSIONAL STANDARD**

---

Students are required to adhere to professional standards while students at PLNU. The School of Nursing had developed these standards to provide clarification of expected professional behaviors.

1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions
6. Being prepared and punctual

### **Additional guidelines**

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for his or her words and actions.

Plagiarism or cheating in any class as a pre-nursing or nursing major will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Dean of the School of Nursing, and SON handbook and may include assignment/class failure and possible dismissal from the program.

## SCHOOL OF NURSING – GRADING POLICIES

---

- **Grading Scale** to be used for all exams and final course grades:

93-100% = A

90 - 92% = A-

87 – 89% = B+

84 – 86% = B

81 – 83% = B-

78 – 80% = C+

75 – 77% = C - Must have minimum of 75% to progress in the program

73 – 74% = C-

71 – 72% = D+

68 – 70% = D

Below 68% = F

- The Professor of Record has the authority to determine the schedule and re-scheduling of examinations
- All assigned course work must be completed to receive a final course grade
- In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on tests and quizzes. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A grade of less than a “C” (Below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of  $\geq$  C.
- A grade of at least a “C” in each nursing theory, prerequisite, and/or co requisite course is required in order to progress to the next course or level. The nursing theory and related clinical courses must be taken concurrently and the student must receive a passing grade of “Credit” in the clinical course in order to progress to the next course or level.
- Throughout the curriculum (whether pre-nursing or nursing) students may repeat one pre-requisite or nursing course. With the need for a second repeat of any pre-requisite or nursing course the student will be dismissed from the nursing program.

***There is NO rounding up with percentages, or extra credit offered after the final exam to change final grades. Grades are an accumulation of work completed throughout the semester.***



## **COURSE-SPECIFIC POLICIES**

---

- Check your PLNU email daily as any course updates or notifications from CANVAS will be delivered via email and you are responsible for this information. It is recommended you not modify the notifications settings in CANVAS. Contact ITS for assistance.
- Communicate with me regularly about your progress/concerns/anything – notifying me about problems or issues before things are due – this makes it much easier for me to grant grace.
- Proactively communicate any absence with faculty directly (via email, phone or text) so that you honor the learning community that we are striving to develop. Lack of communication about absences in advance will result in a zero on all in class graded assignments that day and may be reflected in your peer evaluations. Remember your team is relying on everyone for success (the golden rule applies).
- If there is an opportunity for extra credit work offered, it is solely at the discretion of the faculty. Any points earned will not be added to the final grade unless the student achieves a minimum of 75% on all tests and exam grades and the extra credit will not change the students grade by more than one letter grade (i.e. C+ to B- or B to B+).

## **METHODS OF ASSESSMENT & EVALUATION**

---

All evaluation is based on achievement of stated course learning outcomes. Evaluation tools include tests, written assignments, and class interaction and involvement. Ongoing student evaluation of the course is sought throughout the semester. Formal student evaluation of the course and of the faculty is scheduled via IDEA and/or the end of the semester utilizing departmental forms.

### **Points**

1. W.H.O Breastfeeding Module Post Test	10 points
2. “OB-ease” Quiz	30 points
3. Teaching Project	70 points
4. Peri-FACTS Fetal Monitoring Post Test	10 points
5. Journal Club Presentation	20 points
6. Clinical Care Map #3	15 points
7. Two Tests (100 points each)	200 points
8. Final Exam (100 points)	<u>100 points</u>
	455 points

## **REQUIRED TEXTS & RECOMMENDED STUDY RESOURCES**

---

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington D.C. (ISBN: 978-1-4338-0561-5)

Lowdermilk, D.L., Perry, S.E., Cashion, K. & Alden, K.R. (2015). *Maternity & women’s health care* (11th ed.). St. Louis, Missouri: Mosby, Inc. (ISBN: 978-0-323-16918-9)

Stanhope, M. & Lancaster, J. (2012). *Public Health Nursing: Population-centered health care in the community* (8th ed.). Mosby Elsevier, Canada. (ISBN# 978-0-323-08001-9)

Current School of Nursing Student Handbook. See SON Resource Page in eclass for current edition.

## RECOMMENDED TEXTS:

\*Arenson, J. & Drake, P. (2007). *Quick look nursing: Maternal and newborn health*. Sudbury, MA: Jones and Bartlett. (ISBN: 978-0-7637-3887-7)

\*Lowdermilk, D.L., Perry, S.E., Cashion, K. & Alden, K.R. (2015). *Study guide for maternity & women's health care* (11th ed.). St. Louis, MO: Mosby, Inc. (ISBN: 978-0-323-26558-4)

\*Highly recommended

## **PORTFOLIO REQUIREMENT**

---

At the conclusion of each course, students are expected to complete/update a LiveText® portfolio including self-evaluation of outcomes using the BSN Growth Portfolio template. The portfolio provides evidence supporting professional development and attainment of PLNU SON BSN graduate outcomes. For this course, the following assignment(s) are **required** to be submitted in LiveText®.

- Signature Assignment: *Teaching Project*
- All Guided Reflective Assignments: *Reflective Journal on Accountability and Forgiveness*

Students are strongly encouraged to submit additional coursework into LiveText to demonstrate personal and professional growth.

## **LEADERSHIP REQUIREMENT**

---

Attendance of at least one SON meeting is required on an annual basis for each student. This is generally completed during the NSG 340 semester.

### **Assessment Technologies Institute (ATI) Testing**

ATI is a computer-based testing program used by the School of Nursing to help prepare students for the NCLEX examination. ATI is most helpful when students use the program throughout the course. Codes for the non-proctored assessment can be found on Canvas. ***Two non-proctored and one proctored examination must be taken.*** The first non-proctored test (Practice A) will be taken approximately 1/3 of the way through the semester and the second non-proctored test (Practice B) will be taken 2/3 of the way through the semester (refer to course calendar for specific dates). The final proctored examination will be taken at the end of the semester.

### **ATI Focused Review Hours:**

Students that have taken the non-proctored ATI exam will be able to generate a list of topics in the ATI system for review, this is called the Focus Review. For each hour the student reviews these topics in ATI, 2 points per full hour will be awarded. The maximum number of points granted for Focused Review hours is 10. These points will be added to your final **testing** points. Prior to the proctored exam, the student will be responsible for posting an ATI transcript documenting assessments taken, as well as, time spent on ATI remediation. Points for ATI practice, remediation and proctored exams will be awarded based on the transcript printed from ATI. No partial credit will be granted, e.g. 40 minutes of remediation does not round up to 1 hour.

## REQUIRED LEARNING ACTIVITIES

---

### ACTIVITY 1: Peri-FACT's Student Learning Tutorial: An Introduction to Fetal Heart Rate Monitoring

#### Student Learning Outcomes:

Upon completion, the student will be able to:

1. Describe components of a fetal heart rate (FHR) tracing.
2. Determine the FHR baseline.
3. Describe periodic and non-periodic FHR changes as they relate to accelerations and decelerations.
4. Describe FHR variability.
5. List the characteristics of uterine activity.
6. Identify early, late, and variable decelerations and explain their physiologic causes.
7. Describe appropriate interventions for FHR tracings.

*Peri-FACTS® uses the National Institute of Child Health and Human Development's (NICHD) nomenclature for fetal heart rate interpretation.*

#### Student Directions for Use:

- Logon to Blackboard from the Peri-FACTS® website, [www.urmc.rochester.edu/ob-gyn/education/peri-facts](http://www.urmc.rochester.edu/ob-gyn/education/peri-facts) and click on the "for subscribers only" box (on rt. side of screen) then enter assigned username & password.
  - Username: PLNU-CA-01
  - The default password is the same username (PLNU-CA-01) in ALL CAPS. The password field is case sensitive.
- Follow directions for use of the tutorial in the document "STUDENT TUTORIAL- Blackboard instructions.pdf"
- Complete all modules in the student tutorial.
- Complete online test, view and print results. Turn in the results sheet to Professor Black by **the due date (see course calendar)**.
- Complete and submit *electronic* evaluation of program located on Blackboard page.

## ACTIVITY 2: JOURNAL CLUB PRESENTATION

**DUE: Date to be scheduled with Clinical Instructor/Leadership student.  
Presentation will take place in post-conference.**

**Student Learning Outcomes:** Upon completion of this assignment, the student will be able to:

1. Demonstrate the application of research evidence and best practice models to nursing practice
2. Present a brief synopsis of the main components of the article
3. Discuss the validity, reliability and applicability of article in the clinical setting
4. Present the contents in a dynamic professional manner

### **DIRECTIONS:**

This learning activity is designed to foster excellence in nursing practice by promoting evidence-based practice (EBP). This assignment is designed to help students improve their ability in critically appraising research evidence and present their appraisal in professional setting.

Each student will select one RESEARCH ARTICLE related to Maternal & Child Health course contents. The article should be current, less than 5 years old. Each student will turn in a **copy of research article to the clinical instructor ONE week prior to** the scheduled oral presentation.

During a post-conference, the student will distribute copies of **single-spaced one-page oral presentation outline** to the clinical group and deliver a 10- minute presentation.

The oral presentation outline will include authors' names, year of publication, title, journal, study synopsis and critical appraisal of the study. Following should be addressed for study synopsis: study purpose, study design, sample characteristics, and study findings. Critical appraisal should include validity, reliability and applicability of the evidence, and level of evidence.

Name: \_\_\_\_\_

<b>Student Learning Outcomes:</b> Upon completion of this assignment the student will be able to:	<b>Initial 3 points</b>	<b>Emerging 4 points</b>	<b>Developed 5 points</b>
1. Present a brief synopsis of the main components of the article	Articulated < 3 components of research article listed in "Developed" column	Clearly articulated 3 components of research article listed in "Developed" column	Clearly articulated 4 components of research article with a logical flow of ideas: - Study purpose - Study design - Sample Characteristics - Study Findings
2. Discuss the validity, reliability and applicability of research article in the clinical setting	< 2 elements of critical appraisal mentioned	2 elements of critical appraisal mentioned	All 3 elements of critical appraisal mentioned using appropriate terminology: - Validity -Reliability -Applicability
3. Demonstrate the application of research evidence and best practice models to nursing practice	No outline or difficult to read	Outline is basic and organized. Minimal points integrated into body of outline	Outline is organized, easy to read and understand, important points are clearly integrated into body of outline
4. Present the contents in a dynamic professional manner	Presented with < 4 of the professional behaviors listed in "Developed" column	Presented with 4 of the professional behaviors listed in "Developed" column	Presented in professional manner: -Engaging eye contact - Clear articulation - Easily heard - Language was professional - Logical flow to presentation
<b>Total points</b>			<b>20</b>

**Comments:**

### ACTIVITY 3: TEACHING PROJECT

**DUE:** See schedule below and in clinical rotation grid for assigned topic and date.

**Student Learning Outcomes:** Upon completion of this assignment, the student will be able to:

1. Plan and implement a client education program for the childbearing family.
2. Integrate relevant literature, to include journals, books, textbook, in the planning, implementation and evaluation of the teaching plans.
3. Incorporate principles of adult teaching/learning theory in the planning and evaluation of the teaching plans.
4. Research the assigned topic, gather information and compile it collectively as a group. Develop student learning objectives and a detailed outline of information to be taught.
5. Prepare a teaching presentation (in various formats) that presents culturally/age appropriate health information.
6. Demonstrate the ability to work within a group to present the information collected on the topic. Revise oral presentation as necessary for second presentation at health fair.
7. Develop educational handouts that provide information at a level that can be understood by parents. Produce educational presentation materials that can be used in a health festival setting.
8. Provide and receive constructive feedback in a professional manner.

### **DIRECTIONS:**

1. Group presentations will be given during class time (see Clinical Rotation Grid).
2. Assess/research the clientele, including but not limited to language, average level of education, social support and community resources as they apply to the topic/location.
3. Students must research the mutually agreed upon portion of the topic and then share the information with the group. Teaching is to be divided equally between group members.
4. The group will develop a minimum of 5 student learning outcomes and a detailed outline of teaching information to be addressed in the presentation. This teaching outline should be written at the 8<sup>th</sup> grade reading level and take into consideration the cultural and age appropriate needs of the group. **The “Plan” and “Reference Page” (see grading rubric) are to be turned in to Prof. Black 1 week PRIOR to the Tuesday assigned to teach. Include complete reference list in APA 6<sup>th</sup> ed. format.**
5. The group will prepare for the presentation by developing audio-visual aids such as posters, handouts, props, music, etc. to enhance their presentation.
6. Evaluation forms for the students to complete are located on page 18 of the syllabus. Please make enough copies of this form so that each student will be able to evaluate the presentation. The grading rubric, sections: overall scholarship, A-V presentation, oral component and handouts will be graded by RN at Lindsay. Please have a copy of this form to present to them. Each member of the group **MUST** complete both a group and individual evaluation in order to receive a grade for the project.
7. Though work is completed in a group, individual grades are given dependent on individual and group evaluations completed by each group member.

Week/Dates	Teaching Topics
<b>Week 4: 9/23</b>	Labor Support: 1. Non-pharmacologic pain management
<b>Week 4: 9/23</b>	Maternal Self Care: 1. Normal/Abnormal postpartum expectations 2. Sexual activity
<b>Week 6: 10/14</b>	When to Call the Dr: 1. Common newborn concerns, include jaundice 2. What to watch for
<b>Week 6: 10/14</b>	Breast & Formula Feeding: 1. Pros/Cons of each 2. Basics of breast/formula
<b>Week 7: 10/21</b>	Maternal nutrition pre/post delivery
<b>Week 7: 10/21</b>	Baby Basics: How to give a bath, swaddle, give medicine, take a temp, change a diaper, trim nails, care for umbilical stump, introducing solids
<b>Week 8: 10/28</b>	Maternal exercise
<b>Week 8: 10/28</b>	Postpartum mental health: postpartum blues/depression
<b>Week 9: 11/4</b>	Safety! 1. Home
<b>Week 9: 11/4</b>	Contraception

## GRADING RUBRIC FOR TEAM PRESENTATION

\* Submit this grading criteria sheet at the time of presentation

Students Names: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Learning Outcomes	Total Points Possible	Initial	Emerging	Developing	Highly Developed	Student Score
<p><b>Integrates relevant literature to include journals, books, textbooks, in the planning, implementation and evaluation of the teaching plans. Researches the assigned topic, summarizes information collectively as a group</b></p>	<p><b>15</b></p>	<p>Incorrectly identifies significance of teaching plan through inappropriate literature search.                      Poor summarized work reflects poor group planning and unequal division of labor between team members.                      Few elements addressed or illogical flow of ideas represented.                      Misinterpretation of information.</p>	<p>Summary of work is fair, lacks relevant literature supportive of topic.                      Many elements addressed, logical flow, interprets data or merely restates information.                      Plan is unclear how the work will be divided between team members.</p>	<p>Identifies relevance of topic through variety of literature.                      Summarizes paper with relevant literature that supports significance of topic.                      All elements addressed and represented in a logical flow of ideas, explanations are concise and understandable.                      Plan reflects how work has been divided so that each member's contribution is equitable and appropriate</p>	<p>Identifies significance of topic through variety of literature.                      Summarized with a clearly articulated teaching plan.                      Incorporates relevant literature to present a creative teaching plan.                      All elements addressed in a logical flow of ideas, identifies relevant findings, alternate views, explanations in concise terminology.                      Plan details how work has been/will be divided so that each member's contribution is equitable and appropriate.</p>	
<p><b>Incorporates principles of adult learning theory in the planning, implementation and evaluation of the teaching plans.</b></p>	<p><b>5</b></p>	<p>Does not provide rationales for selected teaching strategies.                       Strategies are not appropriate for the setting. Strategies                      -Adult Learning Theory                      -Instructional strategies                      -Evaluation methods</p>	<p>Does not provide rationales for selected teaching strategies.                       Strategies may not be appropriate for the setting. Strategies                      -Adult Learning Theory                      -Instructional strategies                      -Evaluation methods</p>	<p>Provides description of teaching strategies and rationales for selected strategies minus citations.                      - Adult Learning Theory                      -Instructional strategies                      -Evaluation methods</p>	<p>Provides thorough cited description of teaching strategies and cited rationales for selected strategies.                      - Adult Learning Theory                      - Instructional strategies                      -Evaluation methods</p>	



<b>Develops student learning objectives and a detailed outline of information to be taught</b>	<b>10</b>	Student learning outcomes not addressed  Teaching outline does not include details of the content to be presented, no client resources. Teaching outline is not culturally and/or age appropriate.	Student learning outcomes lack integration of clientele research  Teaching outline does not include details of the content to be presented, lacks client resources. May not be culturally and/or age appropriate.	Student learning outcomes integrate clientele research  Teaching outline includes details of the content to be presented minus >2 pertinent details. Resources are listed but may not be appropriate or local. Content is not written at a level that can be understood by the students.	Student learning outcomes integrate clientele research and show utilization of research in content Teaching outline includes complete and cited details of the content to be presented at a level that can be understood by students. Outline includes culturally and age appropriate listing of local resources and evidence of incorporation of population specific teaching	
<b>Provides a complete list of references utilized in teaching plan in APA 6th ed. format</b>	<b>5</b>	5 or more errors in APA formatting. Turned in late and/or incorrect format. Illogical thought or unclear progression.	4 errors in APA formatting. Turned in with outline and teaching plan on time and in proper format. More than 2 grammatical errors	2-3 APA errors in APA formatting. Turned in with outline and teaching plan on time and in proper format. 1-2 grammatical errors	No more than 1 error in APA formatting. Turned in complete with outline and teaching plan in proper format. No grammatical errors	
<b>Presents significance of topic clearly, in a coherent manner with age and culturally appropriate information suited for audience.</b>	<b>10</b>	Topic was inaccurately covered. Significance of topic not discussed. Poor preparation for presentation.	Topic was inaccurately covered. Significance of topic is weak and not convincing.  No consideration of cultural influence and/or socioeconomic status.  Student learning outcomes were not addressed and/or not met.	Topic was covered logically with significance of topic discussed.  Content covered was accurate and current to practice.  Students mentioned or referred to prior experience of audience, no input was solicited.  Student learning outcomes were addressed and were minimally addressed.	Topic was covered in a logical order with significance of topic compelling and encourages audience engagement.  Content covered was accurate and current to actual practice.  Students incorporated prior experiences of audience and solicited input. Consideration of cultural influences and socioeconomic status.  Student learning outcomes were addressed and thoroughly met within presentation	
<b>Utilize appropriate instructional strategies to engage learners</b>	<b>5</b>	No/inappropriate visual learning aids utilized, difficult to interpret	Rare visual learning aids implemented, difficult to interpret	Variety of visual learning aids implemented, easy to read and interpret	Graphics/tables/diagrams were relevant to topic and age appropriate. Clear, creative, pleasing content	

<b>Develop educational handouts that provide appropriate level of information to diverse learners</b>	<b>10</b>	No handout or inaccurate information provided	Handout was simple, insufficient information provided. Not effectively utilized during presentation.	Relevant, current information. Handout is sufficient and useful.	Creative, relevant, current. Handout is useful, contains listing of local resources. Use of age appropriate language. Culturally and socially appropriate	
<b>Communicates (verbally, non-verbally) appropriately and facilitates an environment of learning</b>	<b>10</b>	Eye contact was infrequent. Unprepared presentation, rate was too fast/slow. Volume needs improvement, with variance in pitch needed. Attire unprofessional. Language informal, biased, vague or too simplistic. Did not formulate questions to engage learners. Answers to questions were inappropriate or incorrect reflecting lack of knowledge	Eye contact was infrequently made Rate was too fast or too slow Volume could use improvement. More variance in pitch needed. Attire was not professional and/or appearance was very distracting. Language was informal, unprofessional, biased, vague and/or too simplistic. Does not formulate 3-4 questions to engage audience and facilitate learning Answers to questions are attempted, not answered/handled appropriately and/or reflected lack of knowledge	Eye contact was made Rate was often understandable, pitch was often varied. Often easily heard. Each student presented somewhat equally divided portions. Professional attire was worn but with minimal distractions Language was professional but was informal, biased, vague and/or too simplistic Formulates 1-2 questions for audience to facilitate learning Most questions answered/handled appropriately and in a knowledgeable manner	Eye contact was engaging Rate was understandable, pitch was varied and presentation was easily heard. Each student presented equal portions Professional attire was worn and non-distracting Language was professional and formal without bias, ambiguity or too much simplicity Formulates well thought out questions for audience to facilitate and enhance student learning All questions answered/handled in an expert manner	
<b>Total possible</b>	<b>70</b>	<b>Comments:</b>				

## Evaluation of Group Presentation

Topic:

Presenters:

Please evaluate the group as a whole:

	<b>Poor</b>	-----			<b>Excellent</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Overall Information	1	2	3	4	5
Audio/visual presentation	1	2	3	4	5
Oral presentation component	1	2	3	4	5
Handouts	1	2	3	4	5

Additional Comments:

Please be aware that these comments will be provided to the student presenters and will assist the professor to assess the overall work of the students.

## Evaluation of Group Presentation

Topic:

Presenters:

Please evaluate the group as a whole:

	<b>Poor</b>	-----			<b>Excellent</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Overall Information	1	2	3	4	5
Audio/visual presentation	1	2	3	4	5
Oral presentation component	1	2	3	4	5
Handouts	1	2	3	4	5

Additional Comments:

Please be aware that these comments will be provided to the student presenters and will assist the professor to assess the overall work of the students.

Student's Name \_\_\_\_\_

### INDIVIDUAL EVALUATION OF THE GROUP PROCESS

Complete the following evaluation grid after project completion and presentation. Describe how the variable was effective or ineffective. For each item rank the group or individual's performance on the 1 – 4 scale. Do not give half grades, circle the whole number. Follow each score with brief comments that support your scoring. Be specific. Scale descriptors: 1: *Did not occur* to 4: *Fully met criteria for Effective Group Process*

Variable	Circle one number	Effective	Ineffective
<u>Group Identity</u> : Each member works towards a common goal.	1 2 3 4		
<u>Cohesiveness</u> : Positive interactions aimed at success.	1 2 3 4		
<u>Decision Making</u> : Consensus over vote or leader decision maker.	1 2 3 4		
<u>Leadership</u> : Leader defined, influences others, there are followers.	1 2 3 4		
<u>Power</u> : Each given authority & responsibility to complete role.	1 2 3 4		

Rank each member according to his or her level of participation/sense of responsibility. Support each score with specific comments. Scale descriptors: 1: *Minimal to no participation/lacks sense of responsibility* to 4: *Full participation & sense of responsibility*

Individual Members	Circle one number	Comments to support your score
<i>Self Evaluation</i>	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	
	1 2 3 4	

## **TOPIC: Physiologic Changes of Pregnancy**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

1. Describe the menstrual cycle in terms of the phases of the endometrial cycle, including hormones involved.
2. Describe the process of conception.
3. Calculate the expected date of confinement using Naegele's Rule.
4. Describe Obstetrical history utilizing the GTPAL system. Understand and apply definitions of GTPAL.
5. Discuss the impact of a pregnancy and/or a new member on the family unit.
6. Explain the physiologic changes occurring during pregnancy.
7. Identify the key differences in the presumptive, probable and positive signs of pregnancy.
8. List the common discomforts of pregnancy and associated physiological causes.
9. Select appropriate nursing interventions to reduce or relieve the common discomforts.
10. Correlate the relationship between fundal height and fetal growth.
11. Discuss common laboratory results and their meaning during pregnancy.

### **RELATED STUDENT ACTIVITIES:**

1. Textbook page 67-68, Chapters 13 & 15
  2. Recommended: study guide chapters corresponding to text chapters.
- 

## **TOPIC: Adolescent Health: Teen Pregnancy**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Identify major indicators of adolescent health status.
- Discuss the societal costs of poor adolescent health status, teenage pregnancy and infant health.
- Explain some of the personal costs associated with early parenting for adolescents and their infants.

### **RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope & Lancaster, Ch. 35

## **TOPIC: Fetal Development & Newborn Transition**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

1. Describe important milestones in the development of the embryo and fetus.
2. Describe the circulatory system changes that occur when the fetus becomes a neonate.
3. Identify nursing goals to facilitate the infant's transition to extrauterine life that might affect respiratory function.
4. Name the components of the Apgar score and their interpretation
5. Identify the implications of cold stress for the neonate and identify nursing interventions to facilitate maintenance of body temperature.
6. Identify mechanisms of heat loss in the neonate and explain the neonate's mechanism for maintaining body temperature.
7. Describe how to perform a physical and gestational assessment of the newborn.

**RELATED STUDENT ACTIVITIES:**

1. Textbook Chapters 12, 23
  2. Recommended: study guide chapters corresponding to text chapters.
-

## **TOPIC: Intrapartum Fetal Assessment**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- 1) Describe the normal nutritional needs of the pregnant and lactating woman.
- 2) Discuss the special nutritional needs of high-risk pregnant women.
- 3) Give examples of how to achieve the essential nutritional requirements of pregnancy.
- 4) Define the following FHR monitoring terminology:
  - a) baseline
  - b) baseline tachycardia
  - c) baseline bradycardia
  - d) variability
  - e) periodic FHR pattern
  - f) acceleration
  - g) decelerations: early, late, variable and prolonged
- 5) Explain the physiologic mechanisms creating changes in FHR patterns.
- 6) Identify and name basic FHR patterns.
- 7) Plan appropriate nursing interventions and evaluations based on assessment to maintain fetal well-being.
- 8) Describe the applicability and importance of the following procedures to the assessment of fetal well-being:
  - a) Fetal non-stress tests (NST)
  - b) Fetal stress tests (CST)
- 9) Identify the nurse's role in the care of clients undergoing fetal assessment procedures.
- 10) Describe the applicability and importance of the following procedures to the assessment of fetal well-being:
  - a) Ultrasound
  - b) Amniocentesis
  - c) Chorionic Villus sampling
  - d) Biophysical profile (BPP)

### **RELATED STUDENT ACTIVITIES:**

1. Textbook Chapters 18 & 26
  2. Recommended: study guide chapters corresponding to text chapters.
-

## **TOPIC: The First Stage of Labor**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

1. Describe the phases and average length of the first stage of labor.
2. Verbalize the changes that mark the beginning and end of the first stage of labor.
3. Identify the cardinal movements of labor when the baby is in the cephalic presentation.
4. Describe the physiology and properties of a uterine contraction.
5. Discuss current theories to explain the onset of labor.
6. Discuss the concepts in differentiation between “True” vs. “False” labor.
7. Describe characteristics of the P’s of labor and how they relate to the progress of labor (or lack thereof).
8. Identify the types of presentations and explain potential problems of presentations other than vertex.
9. Explain the way in which fetal position is described.

### **RELATED STUDENT ACTIVITIES:**

1. Textbook Chapters 16
  2. Recommended: study guide chapters corresponding to text chapters.
- 

## **TOPIC: The Second, Third and Fourth Stages of Labor**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

1. Describe therapeutic nursing interventions to aid in adaptation during the first stage of labor.
2. Discuss cultural beliefs that might affect the display of discomfort.
3. Discuss two analgesic agents and nursing considerations for both.
4. Discuss three regional anesthetics that can be used at the time of delivery.
5. List teaching needs and nursing implications when an epidural is administered.
6. Explain the major differences between a spinal and an epidural.
7. Describe the major purpose and average length of the second stage of labor and the changes that mark the beginning and end of this stage of labor.
8. Describe the nursing priorities during the second stage of labor.
9. Describe the effects, rationales and side effects of oxytocic agents used in the 3<sup>rd</sup> stage of labor. Include expectant and active management of the third stage.
10. Plan nursing strategies to promote physiologic adaptation in the 3<sup>rd</sup> stage of labor.

### **RELATED STUDENT ACTIVITIES:**

1. Textbook Chapters 17 & pages 378 - 384
2. Recommended: study guide chapters corresponding to text chapters.



## **TOPIC: The Normal & Complicated Postpartum**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

1. Describe the components of the postpartum maternal and infant assessments during the immediate postpartum periods; including the frequency, normal findings and variations in the normal.
2. Explain the rationale for nursing assessments (BUBBLEE) and interventions in the postpartum period for both mother and infant.
3. Discuss risk factors, signs/symptoms and interventions for postpartum blues and depression, and be able to differentiate between the two.
4. Describe the following possible infections or medical complications that may occur during the postpartum period and give at-risk populations:
  - 4.1 Thrombophlebitis, DVT or SVT
  - 4.2 Postpartum Endometritis
  - 4.3 UTI or Cystitis
  - 4.4 Postpartum Hemorrhage
  - 4.5 Mastitis
  - 4.6 DIC

**RELATED STUDENT ACTIVITIES:**

1. Textbook Chapters 20, 21 & 34
2. Recommended: study guide chapters corresponding to text chapters.

---

## **TOPIC: Diabetes in Pregnancy & Hyperemesis**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

1. Identify maladaptive physiologic changes that are characteristic of gestational diabetes.
2. Describe principles of administration of medications prescribed for clients with gestational diabetes.
3. Identify nursing strategies for the care of clients experiencing gestational diabetes.
4. Identify and describe the physiologic changes & nursing implications of pre-existing diabetes on pregnancy.
5. Identify common lab data and tests for diagnosis and treatment of diabetes in pregnancy.
6. Analyze the consequences of diabetes on the fetus and newborn & nursing implications.
7. Discuss the impact of Hyperemesis on the mother, fetus and family.

**RELATED STUDENT ACTIVITIES:**

1. Textbook pages 701 - 706
2. Recommended: study guide chapter corresponding to text chapter.

## **TOPIC: Hypertensive Disorders of Pregnancy**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

1. Differentiate the defining characteristics of gestational hypertension, preeclampsia and eclampsia, and chronic hypertension.
2. Identify the risk factors for developing preeclampsia.
3. Describe the pathophysiology of preeclampsia.
4. Evaluate the maternal, fetal and newborn morbidity and mortality attributable to the hypertensive disorders of pregnancy.
5. Identify assessment techniques for preeclampsia.
6. Differentiate between the management of the woman with mild vs. severe preeclampsia.
7. Describe HELLP syndrome, including appropriate nursing actions.
8. Evaluate the use of anticonvulsant and antihypertensive medications.

**RELATED STUDENT ACTIVITIES:**

1. Textbook Chapter 27
  2. Recommended: study guide chapter corresponding to text chapter.
- 

## **TOPIC: Labor & Birth Complications & Placental Abnormalities**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

1. Differentiate between preterm birth and low birth weight.
2. Identify the physiological changes that are characteristic of, and risk factors for, preterm labor.
3. Describe the principles of administration of medications prescribed for clients with preterm labor, including tocolytics and glucocorticoids
4. Analyze the consequences of preterm labor on the fetus and newborn.
5. Describe the etiology, signs and symptoms, and consequences for the mother and fetus of the following conditions of the placenta and/or umbilical cord:
  - 5.1 Placenta Previa
  - 5.2 Abruptio Placenta
  - 5.3 Placenta Accreta, Increta and Percreta
  - 5.4 Prolapsed Umbilical Cord
6. Summarize the nursing care management for a trial of labor, the induction and augmentation of labor, assisted vaginal delivery and vaginal birth after cesarean.

**RELATED STUDENT ACTIVITIES:**

1. Textbook Chapters 28 & 33
2. Recommended: study guide chapters corresponding to text chapters each week.

## **TOPIC: The High Risk Neonate**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

1. Compare and contrast the definitions and characteristics of preterm, near-term, term, post-term, and post-mature neonates, as well as LGA, AGA & SGA
2. Discuss respiratory distress syndrome and the approach to treatment.
3. Identify risk factors that predispose preterm infants to retinopathy of prematurity and Chronic Lung Disease (CLD) and the assessments, nursing implications, treatments for the issues.
4. Describe meconium aspiration syndrome & nursing implications.
5. Examine the psychosocial & spiritual needs of parents with infants at risk due to their gestational age and birth weight.
6. Discuss the pathophysiology of hyperbilirubinemia, its treatment & nursing implications.
7. Describe common congenital abnormalities and identify nursing care priorities for each anomaly.
8. Discuss discharge planning and home care for high-risk newborns and their families.

### **RELATED STUDENT ACTIVITIES:**

1. Textbook Chapters 35, 36 & 37
  2. Recommended: study guide chapters corresponding to text chapters each week.
- 

## **TOPIC: Ethical Issues in Obstetrical Nursing**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

1. Develop an awareness of ethical issues that confront a childbearing family.
2. Formulate their personal views related to the ethical issues involved in the childbearing process.
3. Identify specific issues related to ethical issues in the childbearing years, including but not limited to: elective abortion, human cloning, stem cell research, mandatory sterilization, sex-selection and fetal rights.

### **RELATED STUDENT ACTIVITIES:**

1. Textbook pages 8-16 & Chapter 3
2. Come to class ready to discuss those topics specified – review ahead of time.

## **TOPIC: Women's Health, Contraception, & Medications in Pregnancy and Lactation**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

1. Recognize health assessment, screening & prevention measures to maintain women's health.
2. Describe common health problems of women of childbearing age, including breast and cervical cancer, and sexually transmitted infections.
3. Be aware of the problem of violence against women of childbearing age, the cycle of violence and resources available to the victims.
4. Describe physiologic and psychological changes that occur during the perimenopausal period.
5. Name the various types of non-hormonal birth control methods available and their action.
6. Differentiate between hormonal and non-hormonal birth control including at-risk populations.
7. Verbalize some of the barriers to women using birth control measures.
8. Educate clients regarding the benefits, actions, risks, and uses of various birth control methods.
9. Recognize medications commonly used in obstetric and neonatal nursing.
10. Know routes of administration of drugs and common side effects.
11. Know the contraindications for giving each drug and the sequelae to the fetus/newborn if given antepartally or in lactation.

### **RELATED STUDENT ACTIVITIES:**

1. Textbook pages 69-93, Chapters 5, 6, 7, 8, 9
  2. Current drug guide and medication table
  3. Recommended: study guide chapters corresponding to text chapters
- 

## **TOPIC: Perinatal Loss & Family Theory**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

1. Describe ways emotional, behavioral, cognitive, and physical responses commonly experienced during the grieving process associated with perinatal loss.
2. Define types of perinatal loss and identify familial responses to perinatal losses.
3. Develop an appropriate care plan based on the needs of the family experiencing perinatal loss.
4. Differentiate among helpful and non-helpful responses in caring for parents experiencing loss and grief.

### **RELATED STUDENT ACTIVITIES:**

1. Textbook Chapter 39
2. Article listed in Canvas with lecture notes.
3. Recommended: study guide chapters corresponding to text chapter.