

UNIVERSITY OF CALGARY
BACHELOR OF NURSING

COURSE OUTLINE

Nursing 403

**Childbearing & Childrearing Families
 (Theory Course)**

Fall 2009

BNRT

Mondays 0830-1050

*First class occurs Wednesday September 9, 2009

September 9, 2009 - December 7, 2009

Location: A167

COURSE FACULTY

Pediatric Team	Maternity Team
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Nursing 403: Childbearing/Childrearing Families Theory Course Outline

Course Prerequisites

Nursing 213/311

Course Co-requisite

Nursing 404

Calendar Description H (5-0)

Maternity and child health with family as context; the role of nursing pertinent to wellness patterns and alterations in health in these populations.

Course Description

The concepts of family-centred care and transitions are central to the nursing care of childbearing and childrearing families. Using a family-centred approach, learners in Nursing 403 will be introduced to health care of the neonate, child, childbearing woman, and childbearing and childrearing families. The course is designed to address nursing initiatives that are responsive to the health needs of individuals and families from preconception through the key developmental phases of childhood and adolescence. The course focuses on promoting health, maintaining wellness, restoring health, and intervening during illness.

Course Aims

The course is designed to enable learners to achieve the following aims:

1. Demonstrate an understanding of the physiological, psychological, socio-cultural, developmental and spiritual transitions and/or stressors experienced by the childbearing woman and her family, and children and their families;
2. Use critical thinking to identify and analyse family health needs from multiple perspectives including various members of the health care team, across the life span, and through various places in health and illness.
3. Use nursing, research-based, and experiential knowledge to:
 - a) assess childbearing and child-rearing individuals and families,
 - b) generate evidence-based nursing responses to the family health needs, and
 - c) develop criteria for evaluating nursing outcomes;
4. Explore students' personal knowledge and theories and how they integrate with various ways of knowing into the classroom and course work (including clinical and simulation experience) to identify and meet the needs of childbearing and child-rearing families.

Learning Environment

Nursing 403 is a blended learning course. Foundational content to support classroom (and clinical learning N404) includes lecture, readings, and online references/breeze presentations available on Blackboard. Students are expected to complete assigned readings prior to class in order to fully participate in classroom activities and discussions when assigned. “Follow up readings” are intended to bridge theory/classroom to clinical practice and take the information presented in class further. These are required.

Schedule of Classes

Below you will find the schedule of classes. The class occurs on Mondays from 0830-1050 in Administration 167. As Nursing 403 is a blended learning course, Wednesdays have been designated as on-line learning time (except for one Wednesday in the semester where the student is scheduled for pediatric simulation).

Date	Seminar
Wednesday, September 9, 2009	Course Introduction & Family Centre Care
Monday, September 14, 2009	Anatomy & Physiology + Pediatric Assessment
Monday, September 21, 2009	Pregnancy-Physiological & Psychological Changes Postpartum 101
Monday, September 28, 2009	Infant Feeding
Monday, October 5, 2009	Growth and Development Healthy Children
Monday, October 12, 2009	No Class Happy Thanksgiving!!
Monday, October 19, 2009	Labour Support and Care GUEST: Tannice Hinrichsen
Monday, October 26, 2009	Postpartum Depression GUEST: Dori-Ann Martin
Monday, November 2, 2009	Online Learning
Monday, November 9, 2009	Loss and PPC GUEST: TBD
Monday, November 16, 2009	Online Learning
Monday, November 23, 2009	Online Learning
Monday, November 30, 2009	Exam Day
Monday, December 7, 2009	Closing Seminar

Required Resources

- Wong, D.L., Hockenberry, M.J., Wilson, D., Perry, S.E., & Lowdermilk, D.L. [2006]. *Maternal Child Nursing Care [3rd edition]*, St. Louis, Missouri: Mosby Elsevier.
- Literature assigned will be posted on blackboard or disseminated in class. These are considered 'course readings'/foundational content (on exam, and inclusion in to the final assignment)
- Access and use of blackboard and breeze presentations is a course requirement.

Recommended Resources

- Wright, L., & Leahy, M. [2005]. *Nurses and Families: A Guide to Family Assessment and Intervention [4th edition]*. Philadelphia, PA: F.A. Davis.
- Additional resources will be highlighted by instructors through out the course. If you would like to discuss potential resources or course texts that would adjunct your learning (current or future) please do not hesitate to ask the course instructors

Interdisciplinary Simulation (Pediatrics)

Students will be assigned ONE interdisciplinary simulation session at Alberta Children's Hospital. These simulation sessions are intended to offer students the opportunity to learn pediatric theoretical content in an experiential forum for learning. The purpose of these interdisciplinary simulation sessions is to offer students an opportunity to" work collaboratively with medical clerks through pediatric scenarios to create solutions to maximize health outcomes for children and their families. In addition to integrating relational and theoretical knowledge and skills, the students would learn from, about each other, recognizing the importance of communication in providing a coordinated approach to decision-making.

All sessions will occur at Alberta Children's Hospital on a **designated Wednesday from 0800-1300**. Students will meet with the facilitator in the main cafeteria at ACH by 0800. If you are late you will not be able to participate in the simulation session. It is a course expectation that you will attend the simulation session for which you are assigned. Due to group size restrictions it is not possible for students to attend sessions for which they are not assigned.

Emails

Emails to the instructors are more than welcomed. Often email is a convenient way to an instructor and student to communicate quickly and easily. Often emails related to this course will be directed through blackboard. Please remember to check your email regularly. *Note: if you are using webmail accounts such as "yahoo" "gmail" or "hotmail" you may not receive the emails sent through blackboard as often they are recognized as "junk". Students are strongly recommended to use their ucalgary.ca account to missing any correspondence.*

When sending an email to the instructors please ensure that you include your first and last name. Also please note that the instructors will always attempt to reply promptly to

inquiries; however emails sent on weekends or holidays will not be answered until the next business day.

Evaluation

Please refer to the University of Calgary calendar (2008-2009)
<http://www.ucalgary.ca/pubs/calendar> for policies

UNDERGRADUATE GRADING SYSTEM

* Please refer to U of C 2008-2009 Calendar, for detailed information on the
 “**Undergraduate Grading System** and **STUDENT STANDING** : General Requirements”
 for information on minimum passing grades for non-clinical courses.

Percentage	Grade	Grade Points	Grade Point Average	Description
98.0 - 100	A+	3.95 - 4.00	4	Outstanding-exceptional analysis and synthesis of subject matter
93.0 - 97.9	A	3.85 - 3.94	3.9	Excellent-superior performance, showing comprehensive understanding of the subject matter.
88.0 - 92.9	A-	3.50 - 3.84	3.7	
83.5 - 87.9	B+	3.25 - 3.49	3.3	
78.0 - 83.4	B	2.85 - 3.14	3	Good-clearly above average performance with knowledge of subject matter generally complete
73.5 - 77.9	B-	2.50 - 2.84	2.7	
69.0 - 73.4	C+	2.15 - 2.49	2.3	
63.5 - 68.9	C*	1.85 - 2.14	2	Satisfactory-basic understanding of the subject matter
59.0 - 63.4	C-	1.50 - 1.84	1.7	
54.5 - 58.9	D+	1.15 - 1.49	1.3	
50.0 - 54.4	D	0.50 - 1.14	1	Poor performance in theory courses
49.9 or less	F	0.00 - 0.49	0	Failure to meet requirements in Theory courses

Course Evaluation

Learning will be evaluated in the following ways:

Item	Weight	Due Date
Clinical Narrative Project	40%	November 10 @ 0900
Exam	50%	November 30, 2009
Attendance	10%	On-going

Please note: All items must be completed in order to successfully complete Nursing 403.

Exam

- There is no final examination in the course during the exam schedule
- The Exam will occur on November 30, 2009:
 - The exam will be online
 - The exam will be “open” at 0900 on the exam day and will remain open for **12 hours**. You can write the exam as many times as you would like, and they are ‘open book’. Each time you write the exam, the questions will shuffle into a random order. The score that is recorded on November 30, 2009 @ 2100 will be considered the FINAL GRADE and that score is considered official.
 - Please note that online exam attempts after the exam is closed will not be considered for grade. If there is no mark available in blackboard i.e. if the quiz is not completed by the due date/closing time then a grade of 0/30 will be assigned.

Online exams are considered confidential and it is assumed that the limited accesses that is granted to students and instructors maintains this confidentiality. This means that the exams must remain confidential to those that have been granted access. They are a University document and indeed are an exam. The exams are reflection of student knowledge, and while we have allowed for certain latitudes (i.e. placing it online) they cannot be shared with "others" (practitioners, family members, other nursing students not currently in the course or those who have taken the course in previous years) whether it is for a discussion or for seeking out the correct answer. Any breeches of the exam will be considered scholarly misconduct and will be dealt with as such.

Attendance & Participation

- Student Feedback forms will be handed out just prior to break-time. This evaluation form is intended as an opportunity for students to provide feedback to course instructors, to critically reflect on their learning occurring in the classroom, and to allow the instructors to be reactive to the learning needs that students identify . They will also serve as a means of tracking attendance (for the purposes of the attendance and participation grade).

Clinical Narrative Project

The Clinical Narrative Project is an opportunity for students to take a story from their own clinical experience and “unpack” it. This project encourages students to form links between classroom learning and clinical practice and provides opportunity for student’s to “reflect back” their understanding of nursing childbearing and childrearing families. Projects are to be submitted by the due date **electronically** to both course Instructors.

Please see Appendix A for the grading Rubric

Students can save their clinical narrative projects in either word or pages format. The projects need to be saved as follows: **last name.doc/pages** (depending on the format). When emailing the Instructors to submit the project please **ensure that your last name is in the subject line of the email.**

Late Clinical Narrative Projects will be deducted 5% per day for each day after the due date. Projects need to have the following in APA format: Title page, running head, References (both in text references & reference page)

UNIVERSITY AND GOVERNMENT REGULATIONS

Students should make themselves familiar with the **University of Calgary Calendar, 2008-2009**. HYPERLINK "<http://www.ucalgary.ca/pubs/calendar>" for policies, including:

Examination Policies

Information related to scheduling, proof of identity, deferrals, and results are detailed in the Calendar. **NOTE:** Deferred examinations are allowed only in the event of illness, domestic affliction, or religious conviction.

Academic Accommodation

Students with a disability who may require academic accommodation are advised to register with the Disability Resource Centre in MacEwan Hall 274 (telephone 220-8237). Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation.

Re-appraisals and Appeals

Students are referred to the the Calendar for guidelines re: re-appraisal and appeals processes. There is a 15-day timeline from the receipt of a mark and a request for reappraisal and/or appeal to the Associate Dean, Undergraduate Programs.

Student Misconduct

Plagiarism is a serious offense which will result in the following penalty and application:

1. In cases in which the dean and/or faculty is satisfied that a student is guilty of plagiarism, cheating or other academic misconduct in circumstances which suggest a clear intention to deceive or otherwise commit an academic offense, the normal penalty will be either suspension or expulsion from the faculty.
2. In cases in which the dean and/or faculty is satisfied that an offense has been committed, but doubt is left as to the existence of a clear intention to deceive or otherwise commit an academic offense, the normal penalty will be probation.
3. In cases where a student is found guilty of more than a single offense, the normal penalty will be expulsion from the faculty, and in the most serious cases, expulsion from the University.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs not only when direct quotations are taken from a source without specific acknowledgement but also when original ideas or data from the source are not acknowledged.

For further information on Student Misconduct Policies, please refer to the official online University of Calgary Calendar 2009-2010, Academic Regulations, K. Student Misconduct: www.ucalgary.ca/pubs/calendar/ <<http://www.ucalgary.ca/pubs/calendar/>>

Intellectual honesty is viewed most seriously at the University of Calgary and compliance with standards of intellectual honesty is an expectation.

Confidentiality

Students are reminded that the confidentiality forms signed earlier in the nursing program are in effect for all courses.

Freedom of Information and Protection of Privacy

Information (such as a phone number, addresses, tracking sites of practica, etc.) that you may be asked to provide is collected under the authority of the Universities/Colleges Act and Freedom of Information and Protection of Privacy Act, Section 32(c). It will be used for practicum placement and for contact purposes. Your personal information is protected by Alberta's Freedom of Information and Protection and Privacy Act and can be reviewed on request. If you have any questions about the collection or use of this information, contact Debbie Murphy, Manager of Undergraduate Programs at 220-2766

Area of Focus	Description	Possible Mark
<p>Recognizing Patterns of wholeness/disruption</p> <p>{5 marks total}</p>	<p>Evidence of an awareness of contextual influences on the health experience</p> <ul style="list-style-type: none"> •(e.g. social, cultural, ethical, developmental, environmental). •Please note that you must explore minimum of three influences for 1 mark each. <p>Personal assumptions & understandings</p> <ul style="list-style-type: none"> • What are the assumptions are you working under? • How to check them out for accuracy and validity? • What is a question/ additional challenge to offer the person in the scenario? What is an alternate point of view of way of understanding the narrative? 	<p>(3)</p> <p>(3)</p>
<p>Nursing Support/ Resources identified</p> <p>{5 marks total}</p>	<p>Student has demonstrated connections between their narrative, resources, & nursing practice</p> <ul style="list-style-type: none"> •What resources are available in practice? •Minimum one (1) community based resource and relevance described •reconsidering health team roles/responsibilities (including appropriate use of resources & referrals •Advocacy Issues <ul style="list-style-type: none"> • ASK YOURSELF: What perspectives are not being heard? How can you advocate for another and their point of view/perspective. Ask yourself - what if they are correct? what if they are valid? 	<p>(1)</p> <p>(1)</p> <p>(2)</p> <p>(1)</p>
<p>Reflexivity/Praxis</p> <p>{4 marks total}</p>	<p>Revisiting biases & assumptions, rethinking the narrative in relation to nursing practice & the “Big Picture”</p> <ul style="list-style-type: none"> •What has the student learned? •Are there alternative interpretations? •How adequate were the resources? •After reflection, does the student ‘hear’ a different story/ attuned to understanding the narrative differently? 	<p>4</p>