

UNIVERSITY OF CALGARY
BACHELOR OF NURSING

COURSE OUTLINE

Nursing 403

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

Spring 2010

BNAT

Mondays 0900 - 1550
 May 3, 2010 - June 14, 2010
 Location: A140

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 0900 -1550 in Administration 140.

Date	0900-1150 Pediatrics	0900-1150 Maternity	1300-1550 Pediatrics	1300-1550 Maternity
Monday, May 3rd	Introduction/FCC	Introduction/FCC	Pediatric A & P + Assessment	Pregnancy 101 PF 222
Monday, May 10th	0900 - 1330 (with breaks & lunch included) Growth & Development 1330 - 1550 Infant Feeding			
Monday, May 17th	Postpartum Depression	Postpartum Depression	Pregnancy 101 PF 222	Pediatric A & P + Assessment
Monday, May 24th	HOLIDAY			
Monday, May 31st	0900 - 1150 Non-Pharmacological Pain Management in Labour 1300 - 1550 Pharmacological Pain Control Options & Fetal Heart Strips			
Monday, June 7th	Loss & Grief Workshop			
Monday, June 14th	Exam Day			

Required Resources

(Please note that there is a 2010 edition of the book and authors have changed slightly. Either edition is acceptable for use during the Spring 2010 semester)

- Perry, S.E., Hockenberry, M.J., Lowdermilk, D.L., Wilson, D. [2010]. *Maternal Child Nursing Care* [4th edition], St Louis, Missouri: Mosby Elsevier. OR
- 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 written 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

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 (2009-2010)

<http://www.ucalgary.ca/pubs/calendar> for policies

UNDERGRADUATE GRADING SYSTEM

* Please refer to U of C 2009 - 2010 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%	May 28 @ 1600
Exam	50%	June 14, 2010 @ 1300
Attendance & Participation	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 scheduled exam time
The Exam will occur on June 14, 2010:

- “open book exam” (notes and books only, no computers or technology)
- exam will be a total of 75 marks including a combination of multiple choice questions worth 1 mark each and true or false questions worth 1 mark each.
- we strongly encourage that you be on time for the exam as the interruptions are challenging for your fellow students. No extensions will be granted if you are late. Exam end time will be 1500.
- please see exam policies located on page 8 of this syllabus as they will apply to the exam.

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 in a scholarly way. This project (****maximum 13 pages - not including Title page & Reference page**) 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 or last name.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, 2009-2010**. 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

Appendix A

Area of Focus	Description	Possible Mark
<p>Listening /Attending to the story</p> <p>{2 marks total}</p> <p>*Maximum 1.5 pages*</p>	<p>Engaging with nursing practice through dialogue with: Self, Colleagues, Patients, Families</p> <ul style="list-style-type: none"> •Story written from perspective of client, family member, friend, or nurse and is clear and articulate •The narrative builds upon existing knowledge, reflects current realities of nursing practice with childbearing and childrearing families, and offers opportunities to explore connections between various topics covered in course work for N403 (e.g. BB, readings, clinical practice) 	<p>(1)</p> <p>(1)</p>
<p>Determining what is going on here based on what you know.....</p> <p>And building on what you know.....</p> <p>{14 Marks total}</p>	<p>Provide background & context for the issues</p> <ul style="list-style-type: none"> •<u>What do you know? Tell me.....</u> <ul style="list-style-type: none"> • Identification of health strengths/weaknesses/ challenges are evident in the story • Communicate what existing knowledge you have when caring for the family described in the story. • Integrates course content and resources. •While caring for the family described in the story what further information did you require? What did you need to know more about? •Now, identify TWO (2) big questions/key concepts that you want to know/learn more about (must be evident in the clinical narrative and should be “unpacked above” in some way... be sure that you have described in the above sections how you got to these two concepts/big questions. Two concepts must be specifically connected back to your narrative) •Further analysis of identified issues/concepts (related to the narrative). Research, theory, various ways of knowing that inform your practice and support your practice in the two identified areas. <p style="text-align: right;">*2 marks/issue/concept*</p> <ul style="list-style-type: none"> •Literature, research, & appropriate resources used to support analysis of concepts/big questions that are appropriate. 	<p>(5)</p> <p>(1)</p> <p>(2)</p> <p>(4)</p> <p>(2)</p>

Area of Focus	Description	Possible Mark
<p>Recognizing Patterns of wholeness/disruption</p> <p>{5 marks total}</p> <p>*Suggested length 2-3 pages*</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 (with literature) 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? • What biases do you bring to your practice? • How to check them out for accuracy and validity? 	<p>(3)</p> <p>(2)</p>
<p>Nursing Support/ Resources identified</p> <p>{5 marks total}</p> <p>*Suggested length 1.5 pages*</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 •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? 	<p>(1)</p> <p>(2)</p> <p>(2)</p>
<p>Reflexivity/Praxis</p> <p>{4 marks total}</p> <p>*Maximum 1.5 pages*</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? •How adequate were the resources? •After reflection, does the student ‘hear’ a different story/ attuned to understanding the narrative differently? 	<p>(4)</p>