

Sara Edwards CNM, MN, MPH
Associate Professor, Clinical
Nell Hodgson Woodruff School of Nursing
Emory University

August 7, 2008

Nursing 361 and Nursing 460, Clinical Nursing, Developing Families

I teach maternity nursing care in the courses listed above. My initial goal was to have the undergraduate nursing students explore the environmental impact of breast-feeding versus formula feeding. During the Piedmont Project workshop my view of sustainability was broadened to consider the economic and social factors that are involved in infant feeding choice. For instance, one can see that breast-feeding is a method that is inherently without waste or cost in its production or delivery. Formula requires energy and cost in its production, clean water to reconstitute it if it is powdered or concentrated, and clean bottles/nipples. Landfills are then required to dispose of the formula containers and used bottles. There are diarrheal illnesses, sometimes lethal, associated with contaminated formula administration. Finally, formula use reduces or eliminates a mother's breastmilk volume, making her and the infant dependent on formula. Yet, there are economic and social factors which contribute to the use of formula over breastmilk. Mothers and infants are separated and unable to nurse for prolonged periods, for instance, when there is a premature delivery, a cesarean delivery, a major illness of mother or baby, an early reentry to the workforce, any domestic instability or homelessness. A woman's family and culture also play a significant role in her breast-feeding self-efficacy. These and other factors can together make the choice to breast-feed difficult or impossible. Not only the choice, but also the duration of the breast-feeding relationship impact parenting and the overall well-being of mother and child. When formula is introduced too early or unnecessarily, precipitous weaning from the breast often occurs. These concepts will be presented during the breast-feeding lecture. The students will then explore relevant current news events and published research and discuss their findings in their clinical post-conferences.

EMORY UNIVERSITY

NHWSN

TITLE: NRSNG 460 Clinical Nursing III, Developing Families

PREREQUISITES: All Level I Courses
Clinical II, Professional Development II, Integrated Science II

CO-REQUISITES: All Level III Courses

CREDIT ALLOCATION: 6 Semester Hours
3 Class Hours/Seminar
12 Clinical Hours/Week

PLACEMENT: Fall 2008, Senior Year

CLASS TIME & Friday, 9a-11:50a

LOCATION: Room 112 Pediatrics
Room 201 Maternity

FACULTY: **Leslie Holmes, MSN Course Coordinator Pediatrics**

Office: Room 334 NHWSN

Office Phone: 404-727-6922

Pager: 404-318-5471

E-mail: lholtm02@emory.edu

Sara Edwards, CNM, MN, MPH Course Co-Coordinator Maternity

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Phone: 404-727-6912

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Jeannie Weston, MS

Office: Room 306

Phone: 404-727-9971

Cell Phone: 404-754-9935

E-mail: egjihb@emory.edu

COURSE DESCRIPTION:

This is the third clinical course in the curriculum. Emphasis in this course is placed on the care of pediatric and childbearing clients in the context of family development. The course builds upon the content and concepts in prerequisite courses and incorporates content and concepts from concurrent courses.

Students will refine assessment skills with families experiencing normal developmental processes and families dealing with developmental and/or situational crises. Students will demonstrate proficiency in assessment, teaching, and implementing nursing care aimed at illness prevention, health promotion and health restoration. Students will become more proficient in the application of critical thinking skills to provide and evaluate health care services to meet the needs of childbearing women, children and their families. Students will have supervised clinical learning activities in a variety of health care settings including primary care, acute care, and home health care. Students with special clinical interests may negotiate individualized experiences after completing basic requirements.

Active learning strategies are used in both classroom and clinical practice components of the course. Teaching/learning methods will include faculty/student led small group discussion, use of clinical case studies designed by students and faculty, and student presentations based on clinical experiences.

COURSE OBJECTIVES:

Students will:

1. Use critical thinking skills and the nursing process to achieve optimal functioning for childbearing women, children and their families in a variety of health care settings.
2. Explain rationale for nursing actions based on accumulated nursing knowledge.
3. Incorporate cultural practices to promote optimal family functioning and mutually acceptable plans of care.
4. Demonstrate skill in communications with childbearing women, children, and their families, and with members of the health care team.
5. Provide safe effective care to assigned clients commensurate with expectations for third semester students.
6. Collaborate with appropriate members of the multidisciplinary health care team in planning, providing and evaluating care for childbearing women, children, and their families.
7. Participate in planning change that will promote optimal care for childbearing women, children, and families, within a variety of health care environments.
8. Apply research presented in class in the context of clinical practice.
9. Practice nursing in accordance with professional code of ethics.

10. Actively pursue learning experiences in collaboration with faculty and mentor; use constructive evaluation to improve clinical practice and function with minimal assistance in the clinical setting.

TEACHING /LEARNING METHODS:

Lecture/Discussion

Case Studies, Small Group Discussions

Individual and Group Presentations

Clinical Practice

ACCESSING THE COURSE WEB PAGE:

Course WEB pages are now on "Blackboard." You can access this course by going to <http://classes.emory.edu> click on Login, you will be asked for your username (everything before the @) in your email address and password (your 7 digit Emory ID) if you do not know your Emory ID you can get it from OPUS. Once in the Web page you can change your password by going to 'personal information', scroll down to 'change your information' and follow directions.

It is your responsibility to ensure that your preferred email address is added in the Personal Information area. Click Edit Personal Information, make changes, and click Submit.

Announcements sent through email inside Blackboard will reach you in a timely manner if you take care of this at the outset of the class. Email will be the primary method of communication so check it often.

COURSE REQUIREMENTS:

- Attendance is required at all clinical sessions. Excused absences will be rescheduled with the individual clinical faculty. In the event of absence, it is the student's responsibility to notify the clinical faculty in accordance with the established policy for that faculty and the clinical facility.
- **The Client-Based Critical Decision-Making Paper**

The focus of this paper is to show evidence of critical thinking through decision-making, prioritization of care, and problem solving. Students will be required to provide a description of the client/family in case study format and identify one problem or issue related to their care. The chosen problem may be varied and could take the form of economical constraints, access to care, non-compliance, etc.

The paper is due **November 7th by 5 pm**. You will submit a written and e-mail version of your paper to the clinical instructor from your first seven weeks. All papers must be written in APA (5th edition) format. Please review the paper grading policies below for further information.

- Students are expected to participate in self-evaluation and specific requirements for clinical practice will be defined and distributed by clinical faculty.

COURSE GRADES:

- Evaluation will be based on the attainment of the course objectives. Students must earn a minimum average of 75 % on tests and quizzes in order to earn a course grade of “C” or above. Grades on out of class assignments/papers are **only** added to the final grade after a minimum average of 75% has been achieved on tests or quizzes. Students who earn a course grade lower than a “C” will not progress to the next clinical course.
- Achievement of satisfactory rating for clinical experiences is required. An unsatisfactory evaluation in clinical practice results in course failure regardless of progress in the didactic portion of the course.

Clinical Practice	S/U
Quizzes	20%
1 st Exam	30%
Critical Thinking paper	20%
2 nd Exam-cumulative	<u>30%</u>
	100%

Every effort will be made to provide a prompt test review after the 1st exam. The review will be held immediately following the exam. During this time our goal is to provide a learning experience **not to argue test questions**. Course Coordinators will be available two weeks following the exam, by appointment, to review the exam should you feel you need this extra review. *After this time, the test will not be available for your review.*

Disclaimer:

In order to guide implementation and strengthen understanding of the School of Nursing Policies related to academic integrity, the following guidelines have been reproduced from the Student Handbook (2005).

Academic Misconduct

Academic misconduct is an offense generally defined as any action or inaction that is offensive to the integrity and honesty of the members of the academic community. This offense includes, but is not limited to, the following:

- a) *Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized:*

- b) *Plagiarizing: Definition of plagiarism*
Plagiarism is essentially a false representation of authorship and consists of the reproduction, in whole or in part, of a manifestation of intellectual endeavor by someone who by statement or implication holds himself/herself out as it creator.

- c) *Seeking, using, giving or obtaining unauthorized assistance or information in any academic assignment or examination;*

Exams:

Please note that all tests are considered to be the property of the school and no test questions may be copied. All exams will be proctored either with one proctor per room or roaming proctors. Make up exams are allowed at the discretion of the course coordinator and may be of a different format.

Quizzes:

Quizzes on Blackboard can be found under "Course Documents" (click on "Course Documents," click on "Maternity quizzes or Pediatric Quizzes," then click on the name of the quiz). Each week's quiz will be available from 8:00 am on Monday until 8:00 am Friday before that week's class. Students will have 15 minutes to complete a 10 question multiple choice quiz, after which time the quiz will expire. Students who exceed the time limit for a weekly quiz will receive a grade of zero for that quiz so, WATCH THE TIMER. Students will have only one opportunity to take each quiz. Quizzes are to be taken individually and are closed-book, closed-notes, and students are not permitted to discuss quizzes among themselves prior to Friday's class. Blackboard will give immediate feedback on correct and incorrect responses; any further concerns about specific quiz questions can be emailed to the appropriate course coordinator by 5 pm on Friday.

Students will be notified in advance if quizzes will be of an alternate format and details provided at that time. Please check the blackboard announcements regularly for further information.

**Students experiencing computer or other problems while taking the quiz online should report this immediately to either the Maternity or Pediatric course coordinator. If the coordinator is notified by 4 pm on Thursday the online quiz will be reset. Between 4 pm Thursday and 8:00 am on Friday notify or leave a message for the coordinator and be prepared to take a paper quiz at 8:45 on Friday morning. Only one technical problem will be re-set during the rotation; any subsequent/recurrent problems may result in a quiz grade of zero.

The lowest quiz grade from each rotation will be dropped. (one peds and one maternity)

No makeup quizzes are allowed.

Papers:

All papers are to be turned in with a cover page and signed statement of individual work.

Students should turn in **one** hard copy and **one** electronic copy to instructor.

Unauthorized late papers will receive a 5-point grade deduction per day.

The Emory writing center is available to proof any papers.

Grading:

Any paper receiving a grade of less than 75 will automatically receive a blind second read by another instructor. The two paper grades will be averaged for the final paper grade but, will not exceed 75.

If the averaged paper grade is a 74 or less, the instructor and/or course coordinator may require the student to re-write the paper. The grade of the rewritten paper will represent the final paper grade and

may not exceed 75.

Papers with a grade of 75 or higher may not have a second read requested.

REQUIRED TEXTBOOKS:

Lowdermilk, D. and Perry, S. (2007). Maternity and women's health care. (9th ed.). St. Louis: Mosby.

Publication manual of the American Psychological Association. (2001). (5th ed.). Washington DC: American Psychological Association.

Wong, D.L. (2003). Nursing care of infants & children (7th ed.). St Louis: C.V. Mosby.

All texts that were required for the first year may be utilized.

ADDITIONAL READINGS:

Supplemental readings may be required during the semester. These will be announced at least one week in advance and placed on reserve in the Health Sciences Library.

COMMUNICATION WITH FACULTY

Emory University's policy for student-faculty communication states that email is the primary medium for official communication. "Students are expected to maintain their accounts and check their email regularly so that new mail will be properly received and read. Certain communications may be time-critical. While students may redirect email from their official University email address to another address (e.g., @hotmail.com, @aol.com), the University is not responsible for the delivery of email by other service providers". (Emory University Council of Deans and President's Cabinet, 2004)

FACULTY AVAILABILITY

Typically faculty will respond to emails and telephone calls during normal business hours, 8-5 Monday through Fridays. In case of emergency please feel free to contact faculty member during other hours.

Students should check with individual faculty members for their office hours and available meeting times.

INCLEMENT WEATHER:

In the event of inclement weather the School of Nursing may be closed or its opening may be delayed. The University will contact local radio and television stations to inform you of this decision. You may also call 404-727-1234 for a pre-recorded voice mail message after 5:30 am. Follow your clinical instructor's directions for inclement weather on clinical days.

*****Attach to paper**

Client-Based Critical Decision-Making Paper

Grading Criteria

- _____ I. Introduction (5 pts)
- a. Introduce patient—general background, do not use patient’s name
 - b. Situation: Briefly discuss the situation that your paper is to be about, i.e., setting, brief statement of decisions made, persons involved in making decisions.
- _____ II. Background (15 pts)
- a. Subjective history:
 - i. Chief “complaint” or reason for presenting to hospital
 - ii. History of present problem
 - iii. History related to department, i.e., OB or pediatric
 - iv. Previous health history
 - v. Social history
 - b. Objective history: results from your assessment. Includes physical exam, lab data, vital signs, other observations. Remember psychosocial data.
- _____ III. Assessment (10 pts)
- a. List FIVE of the patient’s diagnoses (medical or nursing diagnoses) in order of importance. These may be actual diagnoses (on the chart) or diagnoses that you find to be appropriate.
 - b. Discuss rationale for the order you used.
 - c. The diagnoses you list must be supported by subjective AND objective data discussed above.
- _____ IV. Decisions for action/ Plans (20 pts): choose **ONE** diagnosis from list above and:
- a. Discuss the interventions that have been ordered for that patient’s diagnosis.
 - b. Note who made the decisions for action or plan of care; doctor(s), nurse(s), practitioner(s), etc. Based on the published literature surrounding the diagnosis and effective treatments, discuss whether the plan of care was sound. Include a discussion of the decisions you made, based on your assessment data above.
 - c. Discuss other interventions that you think would be appropriate. Why do you think they were omitted at the time?
- _____ V. Analysis of Decisions (40 pts)
- a. Take the top three decisions you observed or participated in and analyze them—who, what, where, when, and WHY the decisions were made. Be thorough!
 - b. Were there any revisions of the decisions along the way? If so, explain.
 - c. Evaluate the effects of the decisions. How did the patient respond?
 - d. How were these decisions influenced by the larger system of the hospital? By the healthcare system?
 - e. Discuss the influences of personal bias and culture on the decisions made.
 - f. Discuss the ethics involved in decision-making for this patient.

g. Needs to have a method for evaluating evidence supporting the decisions.

_____ VI. Summary (5 pts): Briefly conclude your paper with a thought about something you learned about decision-making while caring for this patient.

_____ VII. References (**5 pts**): in APA format.

Be sure to cite all sources used in the development of your paper. You should use relevant primary sources, i.e., from current journals (within 5 years), although you may also use your text or other books.

_____ Total Points

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_____ VII. Up to 10 points may be deducted for improper grammar or improper use of APA format. Poorly written papers may require revision at instructor's discretion.

_____ **Grade**

Statement:

This paper represents my own work in accordance with the School and University regulations.

Signature

Date

MATERNITY COURSE CONTENT
NRS 460

CLINICAL NURSING III, DEVELOPING FAMILIES

ROOM 201
Fall 2007

<u>DATE</u>	<u>TOPIC</u>	<u>FACULTY</u>
Aug 31	Introduction	Edwards
Sept 5 9am -1pm	Maternity Skills Lab Evans center	All faculty
Sept 7	Antepartum/Intrapartum: Part I	Woeber
Sept 14	Postpartum/Breastfeeding	Edwards/ Howett
Sept 21	Newborn	Howett
Sept 28	Antepartum/Intrapartum: Part II	Woeber
Oct 5	High Risk Intrapartum	Edwards
Oct 12	High Risk Antepartum	Edwards
Oct 19		

	MIDTERM	
Oct 23 1-5pm	Maternity Skills Lab <i>Evans Center</i>	All Faculty
Oct 24 9am-12pm	Antepartum/Intrapartum: Part I	Woeber
Nov 2	Postpartum/Breastfeeding	Edwards/ Howett
Nov 9	Antepartum/Intrapartum: Part II	Woeber
Nov 16	Newborn	Howett
Nov 30	High Risk Antepartum	Edwards
Dec 7	High Risk Intrapartum <i>Evans Center and Room 201</i>	Edwards
Dec 14	FINAL	

PEDIATRIC COURSE CONTENT
NRSG 460

CLINICAL NURSING III, DEVELOPING FAMILIES

ROOM 112
Fall 2007

Dates	Content	Lecturer/Coordinator
August 31	Introduction to Course: Pediatric Assessment	All faculty
September 7	Illness, Hospitalization, and the Pediatric Client and Family; Developmentally Appropriate Teaching Strategies	Jeannie Weston
September 14	Fluid Volume/Nutrition/Parenting	Leslie Holmes
September 21	Pediatric: Respiratory and Hematology	Leslie Holmes
September 28	Pediatric GI/GU/Renal	Leslie Holmes and Jeannie Weston
October 6	Pediatric: Cardiac	Jeannie Weston
October 12	Pediatric: Neuromuscular disorders/ Pain	Maeve Howett and Jeannie Weston
October 19	Pediatric Midterm Exam	
October 26	Illness, Hospitalization, and the Pediatric Client and Family; Developmentally Appropriate Teaching Strategies	Jeannie Weston
November 2	Fluid Volume/Nutrition/Parenting	Leslie Holmes

November 9	Pediatric: Respiratory and Hematology	Leslie Holmes
November 16	Pediatric: GI/GU/Renal	Jeannie Weston and Leslie Holmes
November 23	Thanksgiving Holiday	
November 30	Pediatric: Neuromuscular disorders/Pain	Maeve Howett and Jeannie Weston
December 7	Pediatric: Cardiac	Jeannie Weston
December 14	Cumulative Final Exam	

N460 Fall 2008
N361 Spring 2009
Sara Edwards' Clinical Group

MATERNITY CLINICAL AT CRAWFORD LONG HOSPITAL

550 Peachtree St, NE, Atlanta, GA 30308
404-686-4411

DIRECTIONS:

From Emory, take Ponce de Leon toward downtown. You will make a left onto Peachtree Street. Go one block and pass Linden. You will then see a sign for the Patient/Visitor lot on the right. Enter at that entrance and follow the signs to the deck where you will park the first day. Take the elevator to the F level. Follow the signs to the skywalk to the hospital mezzanine level. (The skywalk is diagonally across from the elevator on the F level.) I suggest you ride share. Parking will probably be tight!

*Leave all valuables at home. Bring only money that can fit in your pocket and/or your dinner/snack. Don't forget black pens, your stethoscope, and ID badge.

DRESS:

Your Emory uniform (scrub top and pants) may be worn on all the units. Bring your lab coat to wear over your scrubs if you get cold or need to leave the unit. Keep all valuables either in your pocket, or lock them in your car trunk before leaving home. Artificial nails are not allowed. Wear no perfume, nail polish, or dangling earrings. Bring your stethoscope, black pen and a small pocket-sized notebook to every clinical.

SCHEDULE:

Our clinical will begin **at 6:50 AM**. Each clinical day, please be in the OB admissions area at that time. I will go around to ensure each of you is with your assigned nurse by 7:15. We will break for post-conference **at 4pm**. You are welcome to bring a snack/lunch and eat during a break in the shift

(mutually agreed upon by you and your patient's nurse) and at post- conference. **See attached schedule to see where you will POSSIBLY be each clinical day. This may change given the clinical picture on the units each morning.**

January 24th, we will meet at the mezzanine level at CWL Hospital at 10 AM to begin our orientation and complete necessary forms. We will visit the security office to obtain parking passes to a different lot (F lot) than the deck. YOUR BADGES WITH YOUR PROX NUMBERS WILL ALSO BE PROGRAMMED TO ALLOW ENTRANCE TO THE SECURE MATERNITY AREAS. We will tour the units to which you will be assigned. We should be done by 1:30PM. Wear professional attire, lab coats and ID badge with the prox number.

PRIOR TO STARTING CLINICAL, YOU WILL NEED TO BE UP-TO-DATE ON ALL IMMUNIZATIONS AND CPR. I WILL NEED PROOF OF CURRENT CPR. COMPLETE THE FORMS ASAP, IF NOT ALREADY DONE.

PRE- AND POST-CONFERENCES:

See attached schedule of conference times, subjects, and locations

COMPONENTS OF ROTATION:

Each person will have at least 1 opportunity to work in Labor and Delivery, Postpartum, and Newborn Nursery. Antepartum, Nursery Admit Team and Special Care Nursery will be additional areas of clinical experience you may have. Again, the student assignment to areas on any given day is tentative given the flexible nature of labor and delivery.

Prior to each clinical experience, I expect you to be prepared. This means you will **review and prepare drug cards** for the commonly used medications in that area (See attachment). **Please have these cards completed by the first day of clinical, February 3rd.** Review the Nursing Student Orientation Guide, read your corresponding text, and view the indicated videos.

AUDIO-VISUALS: In Learning Resource Center (LRC) at the School of Nursing:

Please begin viewing these videos listed on Blackboard as soon as possible and finish them prior to being assigned to the corresponding clinical practice areas. They each last approximately 20-30 minutes so allow yourselves adequate time to complete this assignment.

REQUIRED WORK:

Post-conference report – Be prepared to present a patient you were assigned that day. You will also present a brief report of **one research article and one news article** pertaining to a maternity nursing issue. One week must be used to explore sustainability issues surrounding infant feeding methods. Also, be prepared to respond to questions about the care delivery system, personal values encountered, cultural experiences, and/or your ideas for cost-effective, quality nursing care.

Infant assessment : to be done with instructor when the student chooses.

Weekly Journals--Weekly e-mail entries are due **by 5PM each Tuesday** after clinical. **Late journals will be noted in your final evaluation so please make every effort to complete them on time!** Submit them to sedwar2@emory.edu. Choose one client you worked with on your two days of clinical and report on that person. You can write as though you are giving shift report. However, we will SBAR note a portion of the information. Use the nursing process and include the following:

Patient information (per report format)

Diagnosis

Pertinent subjective/objective data

Goal(s) for the patients

Intervention and evaluation of interventions

Include things you may have not thought to do at the time but upon reflection, would do in the future.

Include any connections you feel you made, things you learned that week, ethical dilemmas you may have encountered, cultural differences/similarities you noted and your feelings concerning any and all of the above.

List any objectives you have for yourself the next clinical week.

EVALUATIONS:

Midterm evaluations are optional at the request of teacher or student. Final evaluations are required. They will be held in my office in March and a sign up sheet will be available to you prior to that date. You will be responsible for addressing each objective, in writing, that is listed in the evaluation form as well as the summary at the end. Use your journal entries written during the rotation to help you respond to the clinical objectives. Please also complete your self-evaluation red booklet and bring it to the evaluation session with me so we can review it together.

I look forward to an exciting and positive clinical experience with each of you at Crawford Long Hospital. Please feel free to contact me at any time regarding any concerns, questions or comments you would like to discuss.

Sara Edwards, CNM, MN, MPH

Associate (Clinical) Professor

NHWSO, Emory University

**Telephone: 770-935-0817 (H), 770-313-8901 (cell) Email:
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