

Brenda Baker, PhD, RNC, CNS
Nell Hodgson Woodruff School of Nursing
June 2015
Nrsrg 408 - Maternity and Reproductive Health Nursing

Sustaining the Nurse: Sustaining the Family

In 1859 Florence Nightingale wrote *Notes on Nursing*, a manual to teach nurses to nurse. After years observing and caring for patients in field hospitals and cities, her guidance was simple: pure air and water, efficient drainage, cleanliness and light. These elements were identified as essential to “securing health”. Not much has changed today. Today’s technology goes far beyond anything Nightingale could have imagined, but the basics remain. Nightingale was the original champion for the environment and sustainability in nursing.

In the perinatal specialty of nursing the patient population is families of childbearing age. From preconception to postpartum, nurses caring for families have the opportunity to educate and change life styles that go beyond the period of pregnancy. Acknowledging the impact of our environment has on our genetic makeup, the impact of the environment on the developing fetus, and how lifestyle choices today influence the next generation are significant issues of sustainability.

A second significant aspect of sustainability in nursing is sustainability of the nurse as a person. The profession of Nursing is a demanding profession that requires an interest in science, technology, and research. The profession is also about compassion, caring for others, seeing the best in others, and embracing change. The demands of the profession can drain a nurse of the energy and compassion necessary for the job. Learning to sustain self in the profession is the bases for healthy work/life balance and the energy to sustain the nurse.

“A Sense of Place in the Profession of Nursing” – as new graduate nurses there are so many things to learn. The material covering in nursing school is only a fraction of what is needed to perform in the clinical setting and become a member of the “team” caring for patients. It is very easy to take the path of least resistance and just clock-in and out. For nursing to continue on the trajectory of a profession its members need to be engaged with continuing education, with professional organizations, and find ways to give back to the profession.

In Nrsrg 408 we will address issues of teamwork, professional organizations, professional growth, and that even small efforts make significant impact.

“Sustainability in the Workplace” – The clinical setting is the learning laboratory for nursing students. Each clinical experience provides students with a glimpse of patient care and the opportunity to influence a patient/family outcome. The clinical setting is also a tremendous consumer of water, electricity, paper and produces mountains of trash. Additionally many items used in the clinical setting are single-use and thrown away because single-use is less

expensive than reprocessing for use again. Multiple organizations exist to collect healthcare items and ship to third world countries.

Commonly used medications and solutions are poured down the drain make their way to the water system. Few clinical nurses are aware of the impact of these chemicals on the water supply and species who live in our waterways.

Modeling sustainability practices also has the potential to influence families to adopt practices of sustainability in their own lives

In Nrsrg 408 we will consider the impact the clinical setting has on the environment and ways to reduce/ reuse/recycle as appropriate.

“Impact on Human Life” – Preconception counseling is recommended to women considering pregnancy, in an effort to improve health and lifestyle that promotes optimal outcomes for a newborn and mother. However the last data available reports 49% of pregnancies are unintended or unplanned. The next step to promoting optimal outcomes is prenatal education. Prenatal education includes information on nutrition, lifestyle choices, teratogens, planning for childbirth and life with a newborn baby.

In Nrsrg 408 students will participate in a “Problem Based Learning” exercise where they will develop a teaching plan for a pregnant women considering genetics, prenatal education, and planning for birth and beyond.

Nrsrg 408 includes lectures on genetics, genetic testing, and impact of the environment on human reproduction.

“Hidden Curriculum” – Through experiences in the clinical setting, the classroom and a problem based learning assignment, the students will have the opportunity to witness and identify efforts that can be made to improve the outcomes of families as well as lessen the impact on the environment from the clinical setting. Increased awareness gives nurses the information to ask the tough questions, propose options to lessen the foot print the clinical setting makes on the environment, and promote healthy lifestyles that lead to healthy families and communities.

EMORY UNIVERSITY
NELL HODGSON WOODRUFF SCHOOL OF NURSING

*COURSE NUMBER, TITLE: NRSG 408 Maternity and Reproductive Health Nursing

*PRE-REQUISITES First and second semester courses

*CO REQUISITES: NRSG 409 Clinical Practicum III
NRSG 411 Mental Health Nursing
NRSG 505 Research and Evidence Based Practice
NRSG 416 Leadership, Advocacy and Policy

*CREDIT ALLOCATION: 2 credit hours
Lecture: 2 credits = 1 contact hour Total = 30 hours

PLACEMENT: Third semester

FACULTY: Brenda Baker, PhD, RNC, CNS
Assistant Professor
Nell Hodgson Woodruff School of Nursing

***COURSE DESCRIPTION:**

This course examines the reproductive health and maternal nursing care of women from a global perspective. Health promotion and disease prevention are embedded into the instruction of comprehensive nursing care to diverse women, with emphasis on maternal-newborn dyads and their families. Building on the knowledge gained in previous courses, this course will address the nursing care of women in phases of preconception, antepartum, intrapartum, and postpartum across the healthcare continuum. Also, the course aims to enable students to understand the interrelationships among the social, economic, political and environmental contexts that influence maternal behavior, as well as the policies that promote improved health outcomes for both mothers and their newborns. Other aspects of reproductive health are addresses.

CONCEPTUAL THREADS:

This course will address the curricular concept threads of bioethics/social responsibility, patient and family centered care, scholarship/evidence-based practice, leadership/policy, teamwork and collaboration, and basic science foundations.

***COURSE OBJECTIVES:**

At the end of this course the student will be able to:

1. Discuss physiologic and psychological health and illness for women during their reproductive lives, including the health of their newborns during the first month of life.
2. Explore culturally appropriate health promotion and restoration strategies to achieve optimal outcomes for diverse childbearing families.
3. Apply the nursing process to the care of childbearing women and newborns, informed by current best evidence and professional ethics.
4. Describe communication strategies used with childbearing women, children, and their families, as well as with members of the health care team.
5. Analyze the implications of healthcare policy on access, affordability, and social justice that impact the health of women and childbearing families.

BSN ESSENTIALS MET: Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice;
 Essential III: Scholarship for Evidence Based Practice;
 Essential V: Healthcare Policy, Finance, and Regulatory Environments
 Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes
 Essential VII: Clinical Prevention and Population Health
 Essential VIII: Professionalism and Professional Values
 Essential IX: Baccalaureate Generalist Nursing Practice

Items with an asterisk (*) are approved by Curriculum Committee and no changes may be made without review and approval of the Curriculum Committee. Items without the asterisk may be revised at faculty discretion.

TEACHING /LEARNING METHODS: A variety of different teaching methods will be used to address different learning styles and will include: Lecture, Discussion, Case Studies, Small Group Discussions, Simulations, Quizzes and Tests.

ACCESSING THE COURSE WEB PAGE: Course WEB pages are on Blackboard. You can access this course by going to <http://classes.emory.edu>. It is your responsibility to ensure that your email address is correct. 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 and Blackboard will be the primary method of communication so check them often.

EVALUATION AND GRADING:

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.

Tests (3)	10% each – total of 30%
Self Assessments (number)	20%
Problem Based Learning Portfolio	25%
Final Exam	<u>25%</u>
	100%

There will be a brief test discussion following tests. ***After this time, the test will not be available.*** Please note that all tests are considered to be the property of the school and no test questions may be copied. Make up tests may be allowed at the discretion of the course coordinators and will be in a different format.

COURSE REQUIREMENTS:

1. **Attendance** is required at all class and clinical sessions. Absences from *class* need to be communicated to the course faculty.
2. **Tests:** Students must earn a minimum average of 70% on quizzes, tests and final in order to earn a course grade of “C-” or above. *Students who earn a course grade lower than a “C-” will not progress to the next clinical course.* Tests must be taken at the scheduled time. Makeup tests will be given at the discretion of the course coordinator and will be in a different format.
3. **Self-Assessments:** Online quiz to prepare for the upcoming lecture/class.
4. **Problem Based Learning Portfolio** is a learner-centered education approach that focuses on independent learning and developing a deeper understanding of the subject by allowing learners to play an active role in solving problems which mirror clinical experiences. Students will work in groups to gain a better understanding of the childbearing family. The PBL Portfolio will evolve over the semester as the “patient and family” progress through the childbearing experience. Each portfolio will require group input and participation. Weekly random case presentation will be part of class.
5. **Final Exam:** Cumulative exam

REQUIRED TEXTBOOKS:

Electronic Version or Hard Copy:

Lowdermilk, D., Perry, S., Cashion, K. Rhodes-Alden (2016). *Maternity & Women's Health Care*. (11th ed.). St. Louis: Mosby (Elsevier)

Publication manual of the American Psychological Association. (2009). (6th ed.). Washington DC: American Psychological Association.

RECOMMENDED STUDY GUIDE:

Lowdermilk, D., Perry, S., Cashion, K. Rhodes-Alden (2016). Study Guide: *Maternity & Women's Health Care*. (11th ed.). St. Louis: Mosby (Elsevier)

NHWSN POLICY:

A link to the current handbook will be inserted here to address the following:

1. ADA and Students with Disabilities
2. Plagiarism
3. Diversity statement
4. NHWSN Grading Scale
5. Academic Integrity
6. Inclement weather
7. Communication with faculty
8. Student health center

BSN Handbook:

http://www.nursing.emory.edu/_includes/docs/sections/admission/handbook/2013-14_undergrad_handbook.pdf

<u>DATE</u>	<u>TOPIC</u>	<u>Related Readings</u>	<u>FACULTY</u>
Week 1	<p>Introduction to Course</p> <p>Nursing care of women:</p> <p>Societal, cultural, environmental and genetic issues of women's health, local and global</p> <p>Standards of care and practice guidelines</p>		
Week 2	<p>Nursing care of women:</p> <p>Preconception care</p> <p>Sexuality</p> <p>Contraception</p> <p>Infertility</p> <p>PBL Case Presentations</p>		
Week 3	<p>Nursing care during pregnancy and birth:</p> <p>Embryology (on-line)</p> <p>Health promotion including anticipatory guidance, support and counseling</p> <p>Prenatal physiology and care</p> <p>PBL Case Presentations</p>		
Week 4	<p>Test 1</p> <p>Diagnosis and Treatment of Responses During Prenatal Care</p>		
Week 5	<p>Diagnosis and treatment of responses during intrapartum care - uncomplicated</p> <p>PBL Case Presentations</p>		
Week 6	<p>Diagnosis and treatment of responses during postpartum care -routine</p> <p>PBL Case Presentations</p>		
Week 7	<p>Newborn Transition and Care</p> <p>PBL Case Presentations</p>		
Week 8	<p>Newborn Nutrition and Breastfeeding</p> <p>PBL Case Presentations</p>		

<u>DATE</u>	<u>TOPIC</u>	<u>REQUIRED CLASS PREPARATION</u>	<u>FACULTY</u>
Week 9	Spring Break March 6-13		
Week 10	Test 2 Maternal and Family Role Transitions		
Week 11	Diagnosis and treatment of responses during intrapartum care high risk PBL Case Presentations		
Week 10	Diagnosis and Treatment of Responses during Postpartum Care – High Risk Case Presentations		
Week 11	Perinatal loss and interruption of pregnancy PBL Case Presentations		
Week 12	Test 3 PBL Case Presentations		
Week 13	Wellness Disruptions: abuse and neglect, substance abuse, domestic violence, and sexual assault		
Week 14	Women’s Health: Structural disorders, menopause, neoplasms of the breast and reproductive system		
Week 15	PBL Case Presentations		