# [College of Nursing Logo](#Logo)2019 Spring [NURS 6113 Syllabus](#_Course_Syllabus)

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| [Course Number:](#Number" \o "6772-090) | NURS 6113-001 |
| [Title:](#Title" \o "Quality Improvement in Healthcare) | Postpartum/ Newborn Management |
| [Current Semester:](#Current" \o "Spring 2020) | Spring 2020 |
| [Total Credits:](#Total" \o "3) | 3.0 |
| [Didactic Credits:](#Didactic" \o "3) | 3.0 |
| [Clinical Credits:](#Clinical" \o "0) | 0 |
| [Academic Terms Offered:](#Terms" \o "Spring, Fall) | Spring 2020 |
| [Faculty:](#Faculty" \o "Linda C. Hofmann, PhD, RN, NEA-BC, NE-BC) | Erin Johnson Cole, DNP, CNM, WHNP-BC  Email: [erin.cole@nurs.utah.edu](mailto:erin.cole@nurs.utah.edu)  Phone: 801-520-3662 (cell)  Office: CON 3505. Office hours arranged prn. |

### [Course Description:](#_Course_Description:" \o "This should match the U of U catalog course description and is set by the Curriulum Committee.)

Development of advanced knowledge of management principles and use of appropriate advanced nursing measures based on anatomical, physiological, and psychosocial changes that occur during both normal and complicated postpartum and newborn periods, and the uncomplicated infant to the age of one month.

### [Course Objectives:](#Objectives" \o "Course objectives are set by the appropriate curriculum committee and can not be changed by individual instructors.)

1. Integrate principles and theory underlying advanced nursing management of the postpartum period.
2. Evaluate expected patterns and norms of anatomical, physiological, and psychosocial development during the postpartum period.
3. Use a systematic process for analyzing and interpreting clinical data for postpartum management.
4. Conduct systematic screening for deviations from expected patterns and norms of anatomical, physiological, and psychosocial development during the postpartum period.
5. Use principles of family integration and parental/infant attachment during the postpartum period and first year of life.
6. Evaluate the physiologic, neurologic, and behavioral adjustment of the neonate to extra-uterine life.
7. Determine fluid and caloric requirements of the newborn infant.
8. Conduct systematic screening for deviations from expected newborn patterns and norms of anatomical, physiological, and neurological development of the neonate.
9. Integrate principles and theory underlying management of the newborn to one month of age.
10. Conduct newborn resuscitation immediately after birth and newborn stabilization as appropriate.

### [Teaching Methods:](#Methods" \o "Content is presented from a variety of sources, including textbook chapters, journal articles, PowerPoint lectures, and videos. This course is based on a philosophy of self-directed learning and is delivered in an asynchronous format.)

Course teaching methods include lecture, discussion, demonstration, simulation or role plays, case presentations, games, written reflections, and a systematic approach to problem solving, evaluation, and management. Learning activities may include class reading and video assignments, completion of weekly pre- and post-class quizzes, class presentations, a maternal and newborn discomfort chart, and reading reviews.

### [Evaluation:](#Evaluation" \o "Evaluation includes the quality and depth of participation in discussions, assigned exercises, and written assignments. )

* 3 In-class 1-hour Exams: 30%
* Cumulative 2-hour Final Exam: 20%
* Weekly Quizzes: 10%
* Complications SOAP Note Presentations x 2: 15%
* Common Discomforts Chart x 2: 10%
* Reading Review Assignments & PP Cheat Sheet: 15%

### [Grading Scale:](#Scale" \o "If you are planning to round final grades up, you should let your students know by adding a note below this title. Canvas will not round grades for you.)

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| --- | --- | --- |
| Letter Name | Range | |
| A | 100% | to 95% |
| A- | <95% | to 90% |
| B+ | <90% | to 87% |
| B | <87% | to 84% |
| B- | <84% | to 80% |
| C+ | <80% | to 77% |
| C | <77% | to 74% |
| C- | <74% | to 70% |
| D+ | <70% | to 67% |
| D | <67% | to 64% |
| D- | <64% | to 61% |
| E | <61% | to 0% |

### [Topical Outline of Major Areas to be Covered:](#Outline" \o "1. Global Evolution of Quality Improvement 2. Building the Case for Quality Improvement 3. Human Factors and Patient Safety)

**Maternal**

* Anatomy/Physiology of Postpartum
* PP visits/exams: Inpatient, 2 wk, 6 wk
* Managing Common PP Discomforts
* Managing Common PP Complications:
  + Non-febrile: physical and psychological
  + Febrile:
* Sexuality, Resumption of IC, and PP Contraception
* Special Considerations

**Lactation:**

* Physiology/Anatomy
* Getting Started
* Managing Common Breastfeeding Problems/Complications
* Contraindications
* Bottle Feeding

**Newborn Care:**

* Anatomy /Physiology/ Transition to extra-uterine life
* Immediate transition and NRP
* The Newborn Exam and gestational age assessment
* Inpatient Meds
* Controversies: circumcision, vaginal seeding, co-sleeping
* Infant Care Education for Parents
* NB Labs
* Deviations from Normal

### [Course Assignments:](#Assignments" \o "This course includes discussions, online quizzes, writing assignments and a semester-long QI project. Full instructions are provided in the Canvas modules.)

* ***4 Exams***
  + These will each be cumulative, though >50% of each exam will be on the new material since the prior exam. These will be written in the format of your board exams to help you prepare to pass the progression exam in October and your board exams next year.
  + In-Class 1 hour Exams:
    - Exam 1: Feb 4thth
    - Exam 2: March 3rd
    - Exam 3: April 7th
  + Cumulative, 2-hour Final Exam:
    - during the final exam period, April 23-April 29.
* ***PP Cheat Sheet***: you will craft a cheat sheet that fits in a scrub pocket for the inpatient PP exam and all teaching topics you need to cover
  + due Sun, Jan 12th
* ***Peripheral Brain SOAP Note Presentations***: you will be assigned a postpartum maternal and newborn complication on which to assemble a Peripheral Brain SOAP note. Questions to guide this assignment will be available in Canvas. You will turn this in and it will be shared with your classmates for their peripheral brains via Canvas. You will present your topic and SOAP note to the class. The purpose of this is to identify the risk factors and pt symptoms (S), signs (O), differential diagnoses (A), and plan for labs/imaging and treatment options (P) associated with a complication. Think about what you want to know when standing in front of a patient or triaging a patient phone call; this is what should be in your SOAP note for that topic.
  + Maternal Complications: 3 presentations on Jan 14th, 3 on Jan 21st, and 6 on Jan 28th
  + NB Complications: 3 presentations on Mar 17th, 3 on Mar 24th, 4 on Mar 31st
* ***Reading Worksheets***: these are designed to maximize your learning from the reading, to help you focus on the important take-aways, and to come to class prepared for discussion, case studies, and other in-class activities. Additionally, these make great study guides for exams. You will turn these in via Canvas prior to class. We will go over them in class and you will have a chance to edit them, add to them, make them very useful for your peripheral brain.
* ***Common Discomforts/Conditions Charts:*** you will complete a general PP maternal discomforts chart as well as a lactation discomforts/conditions chart that includes the cause of each and the recommended tx/pt education for each.
  + Maternal PP Discomforts- due January 21
  + Lactation Discomforts/Conditions- due Feb 25th
* ***Weekly Quizzes***: Cognitive research shows that practicing retrieving information from your memory forms a neural pathway to that information that makes it more accessible in other contexts and stores it in long-term memory. Additionally, the process of prediction paves the way for knowledge to have a place in our brains and to be connected to other knowledge (known as comprehension or understanding). Thus, we will start each class with a short ungraded pre-test, and you will have a short post-class quiz. Each quiz will include a couple questions on prior content, as well as the current content. The purpose of these quizzes is to enhance your prediction and retrieval practice and thus, encourage long-term memory retention of the information. This doesn’t work if you look everything up in the textbook. I really want you to practice retrieving this information from your brain, not the textbook or your notes. To encourage this, your pre-test quiz will be ungraded, and you may take the post-class quiz as many times as you like until you get 100%. This is a tool for you to learn the vast quantity of information it takes to do this job; use it that way.

### [Required Textbooks:](#Textbooks" \o "If everything is provided/online, specify that. Also give info on how to access materials, such as the amazon link or library link.)

Coad, J, Dunstall, M. (2011) *Anatomy and Physiology for Midwives* (3rd Edition). Churchill Livingstone: New York, NY.

King, T. et al. (2015). *Varney’s Midwifery* (6th Edition). Jones and Bartlett: Sudbury, MA.

Newborn Text: TBA. I am considering a change in this text. I will keep you posted. The NB material will be in the 2nd half of the semester, so you will have plenty of time to order this text prior to the NB material.

### Optional Texts:

Gabbe, S. et al. (2016). *Obstetrics – Normal & Problem Pregnancies* (7th Edition). Saunders: Philadelphia, PA.

Walker, M. (2016). *Breastfeeding Management for the Clinician: Using the Evidence*. (4th Edition) Jones and Bartlett: Burlington. ISBN 978-1284091045

## [Course Policies:](#CoursePolicies" \o "The policies outlined below may not be altered. If you have additional policies, please add them to one of the sections above.)

### Late Policy:

No late work will be accepted. It is the student’s responsibility to ensure that all work is submitted SUCCESSFULLY in the correct format by the identified due date and time. The student is responsible for contacting faculty prior to an extenuating circumstance or situation and it is the faculty’s discretion to decide if make-up work will be given.

### University of Utah Student Code:

The [Student Code](https://regulations.utah.edu/academics/guides/students/studentRights.php) is spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully to become aware of these issues, as students are responsible to know and understand the Code’s content. Students will receive sanctions for violating one or more of the proscriptions. The faculty will enforce the Code. Students have the right to appeal such action to the Student Behavior Committee.

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

“Faculty…must strive in the classroom to maintain a climate conducive to thinking and learning.” PPM 8-12.3, B.

“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” PPM 8-10, II. A.

### Academic Dishonesty:

The instructor(s) of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

**Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:

* Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
* Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
* Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
* Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
* Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
* Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

**Falsification**: altering or fabricating any information or citation in an academic exercise or activity.

**Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one‘s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

### Interactive Video Conferencing:

Any dialogue you engage in on interactive video conferencing sites that the University of Utah supports, such as ACANO, is publicly available. This is true even in “private” chat rooms or while “instant messaging.” Professional dialogue and behavior is expected at all times.

### Students with Disabilities:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you have physical or mental health disabilities that may compromise your success with program progression and will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

### University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](https://safeu.utah.edu/).

### Addressing Sexual Misconduct

### Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. It is the policy of the University of Utah to maintain an academic and work environment free of sexual harassment for students, faculty, staff and participants. A claim under this policy may be brought by any faculty, staff member, student or participant based on the conduct of any University employee or student that is related to or in the course of University business. A claim may also be brought by an administrator acting on behalf of the University. The Office of Equal Opportunity and Affirmative Action (OEO/AA) will handle all alleged sexual harassment matters pursuant to the Procedures set forth in Policy 5-210.

### Any student, staff, faculty member, or participant in university services or activities who believes that there is or has been sexual harassment should contact any of the following:

### the cognizant academic chair of the department or the dean of the college within which the conduct occurred;

### the immediate supervisor or director of the operational unit within which the conduct occurred;

### the Human Resources Division (Address: 420 Wakara Way, Suite 105, Salt Lake City, Utah 84108; Phone: 801-581-2169; TDD: 801-585-9070);

### directors or deans of Student Affairs and Services (Associate Dean- SW 108; Phone: 801-581-8828);

### or the Office of Equal Opportunity and Affirmative Action (201 South Presidents Circle, John Park Building, Room 135, Salt Lake City, Utah 84112; Phone/TDD: 801-581-8365).

### Once informed, the supervisor, chair or dean shall consult with OEO/AA. Similarly, OEO/AA shall advise as appropriate the cognizant dean, staff director or administrator of any complaints of sexual harassment OEO/AA receives concerning a member of the faculty, staff or student body.

### Attendance & Punctuality

"The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor." PPM, Policy 6-100III-O)

### Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at [www.wellness.utah.edu](https://wellness.utah.edu/) or 801-581-7776.

If you are struggling with mental health concerns, please contact the [University Counseling Center](https://counselingcenter.utah.edu/) at 801-581-6826 during business hours. For after-hours urgent concerns, contact the 24/7 Crisis line at 801-587-3000.

### Veterans Center

If you are a **student veteran**, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <https://veteranscenter.utah.edu/>. Please also let faculty know if you need any additional support in this class for any reason.

### LGBTQ Resource Center

The University of Utah offers support for members of the LGBTQ Community through its Resource Center, located in Room 409 of the Olpin Union Building during regular business hours. You can visit their website, <https://lgbt.utah.edu/>, for additional information.

### Syllabus Changes:

The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification, particularly when the modification is done to rectify an error that would disadvantage the student.

*Dismissal from a course and/or the College can result from unprofessional behavior.*