



*Note: Faculty reserve the right to amend information in this syllabus as necessary.
Students will be notified of changes in writing on Blackboard.*

Revised 08/21/20



Fall 2020

COURSE NAME:	NURS444
COURSE NUMBER:	Maternal Child Nursing - Class NURS 444-701,702,703,704 class sections
COURSE CREDIT:	4.0 credit hours (student must also pass N445 to receive credit for N444)
PREREQUISITES:	NURS 338, NURS 329, NURS 344, NURS 341, NURS 342, NURS 343, and NURS 413, or permission of instructor
COREQUISITES:	NURS 429, NURS 432, NURS 433, and NURS 445
COURSE CATALOG DESCRIPTION:	Application and integration of nursing concepts to provide holistic care to diverse women, infants, and children experiencing alterations in health.
CONTENT:	This course is broken down into half Obstetric (OB) & half Pediatric (Peds) content.
LOCATION & TIME:	Mondays online, except for some Exam dates. Wednesdays live Zoom meetings 12p-2p, on Exam dates 1p-2p.
FACULTY/CONTACT INFO:	<p>Deanna Hanson, MSN, RN, BC-Pediatrics Office: MCHC 2230 Cell: 270-202-9271 (No calls/texts 9 pm - 6 am) E-mail: deanna.hanson@wku.edu</p> <p>Diana Wooden, DNP, APRN, FNP-C, C-EFM Office: MCHC 2228 Office Phone: 270-745- 4743 Cell: 270-799-0715 (No calls/texts 9 pm - 6 am) E-mail: diana.wooden@wku.edu</p> <p>Miranda Peterson, DNP, RN, CNE Office: MCHC 2226 Cell: 859-545-1973 (No calls/texts 9 pm - 6 am) E-mail: miranda.peterson@wku.edu</p> <p>Lori J. Alexander, DNP, APRN, FNP-C Office: MCHC 3324 Office Phone: 270-745- 4078 Cell: 270-784-8520 (No calls/texts 9 pm - 6 am) E-mail: lori.alexander@wku.edu</p>

FACULTY COMMUNICATION WITH STUDENTS:

Student WKU email account is the University approved mechanism to contact students. **Please check your email at least twice daily.** Other communication methods may be utilized but email is primary. Also note Announcements on Blackboard.

COMMUNICATION WITH FACULTY:

Students should email course faculty to schedule an appointment, ask questions, or express concerns in order to be sure faculty is available and able to devote proper time and attention to student needs.

Faculty make every effort to check and return email communication within 24 hours on business days (Monday-Friday). It may be up to 48 hours response time on the weekends. **Please check course documents, Bb, etc. before contacting instructor.** Answers to most of your questions can be found in the syllabus or in provided course documents so please check these resources first.

Please discuss OB content with OB instructors (Wooden & Peterson) and Pediatric content with Pediatric instructors (Hanson & Alexander).

***In Case of Emergency:** If you are unable to contact your faculty, call the WKU School of Nursing office at 270-745-3391. You may leave a voice mail message on your instructor's cell phone or with the SON if necessary.

OB & PEDS CONTENT:

OB and Peds classroom content & clinical experiences will be combined in this Maternal Child Nursing course. Students will receive one grade, not separate grades for OB and Peds lecture/clinical.

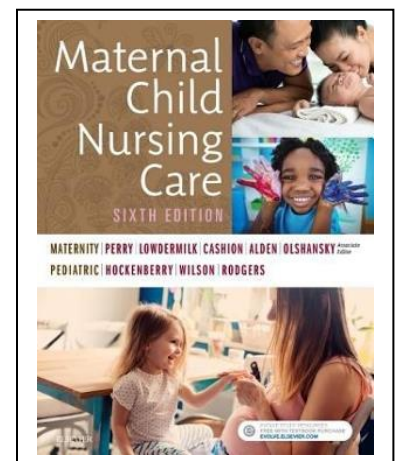
INSTRUCTIONAL METHODS:

A variety of instructional methods are used in class to help meet a variety of student learning styles. Examples include, but are not limited to: lecture, discussion, simulations, videos, online activities, math problems, group activities, HESI and other case studies/patient reviews, Mediasite lectures, role-play, etc. **Students are expected to come to class having read posted reading assignments and prepared to participate in in-class discussions over content.**

TEXTBOOKS & RESOURCES:

Required:

1. HESI OB//Peds Exam (to be automatically billed to student's acct)
2. HESI Evolve resources (previously billed to student's acct)
3. Textbook:
MATERNAL CHILD NURSING CARE
Perry, Hockenberry, Lowdermilk & Wilson
6th Ed 2017
ISBN: 9780323549387
4. Care plan, drug, lab diagnostics, and APA texts from previous courses.



Recommended:

1. Study Guide:

MATERNAL CHILD NURSING CARE

Perry, Hockenberry, Lowdermilk & Wilson

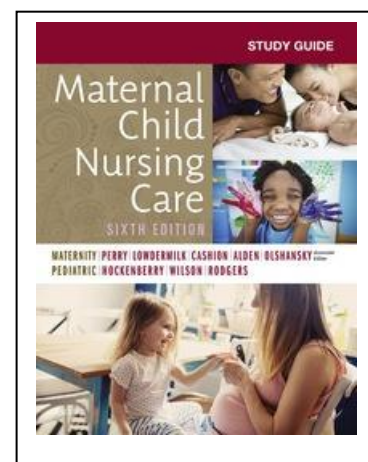
6th Ed 2017

ISBN: 9780323547666

Note: When you purchase the study guide packaged together with the textbook at the WKU Bookstore you receive a 20% discount. This means you should get both for the same price as the textbook alone.

2. NCLEX Review Questions Book:

Note: It is highly recommended that you have an NCLEX review book with NCLEX questions and rationales for access to practice questions. It does not have to be this exact one.



3. Math Textbook edition that was used in Fundamentals or current edition:

Henke's Med-Math

Buchholz

8th Ed 2016

ISBN: 9781496302847

Note: Please review Ch. 8 "Dosage Problems for Infants and Children"

STUDENT RESPONSIBILITIES & EXPECTATIONS

Students are expected to follow, and will be held accountable for:

1. all policies in the current WKU BSN Student Handbook

https://www.wku.edu/nursing/left_nav/policies_handbooks_forms.php

and

2. the NSNA Code of Ethics at <http://www.nsna.org/nsna-code-of-ethics.html>

PROGRAM OUTCOMES AND COURSE OBJECTIVES:

Program Outcomes	Course Objectives	Teaching/Learning Strategies
1. Apply knowledge from the behavioral, biological, physical, and social sciences, and in the liberal arts to provide holistic patient-centered care .	1. Integrate knowledge from other disciplines and previous nursing course work when planning and providing holistic nursing care for women and children. QSEN Competency: Evidence-Based Practice, Patient-Centered Care	

<p>2. Use the nursing process and quality improvement to provide professional nursing care to promote the health and wellness of culturally diverse patients across the lifespan in a variety of settings.</p>	<p>2a. Utilize the nursing process to promote health and identify actual/potential health problems of women and children from diverse backgrounds. 2b. Understand the relationship of genetics and genomics to health, prevention, screening, and treatment. Understand the nurse's role in gathering family history, identifying hereditary risk, and making appropriate referrals for genetic consultation and testing. QSEN Competency: Quality Improvement, Patient-Centered care</p>	<ul style="list-style-type: none"> - Reading Assignments/Lectures - In-class activities (case studies, discussions, etc.) - On-line resources for textbook - Optional supplemental activities are listed with content on Blackboard such as quizzes, articles, videos, etc.
<p>3. Demonstrate leadership in the practice of professional nursing.</p>	<p>3. Integrate leadership theory & professional standards into planning and coordinating professional nursing care of women and children as individuals, families, populations, and systems. QSEN Competency: Teamwork & Collaboration, Patient-Centered Care</p>	<ul style="list-style-type: none"> - Reading Assignments/Lectures - In-class activities (case studies, discussions, etc.) - On-line resources for textbook - Optional supplemental activities are listed with content on Blackboard such as quizzes, articles, videos, etc. -Vanderbilt Children's Hospital speakers - Opportunity for membership in pre-professional organization WKU BSN KANS
<p>4. Use critical thinking skills in professional nursing practice.</p>	<p>4. Demonstrate progression of critical thinking skills in clinical decision-making with women and children experiencing a health alteration and in professional nursing practice. QSEN Competency: Patient-Centered Care</p>	<ul style="list-style-type: none"> - Reading Assignments/Lectures - In-class activities (case studies, discussions, etc.) - On-line resources for textbook - Optional supplemental activities are listed with content on Blackboard such as quizzes, articles, videos, etc. -Math Calculations
<p>5. Use inter- and intra-professional communications and collaborative skills in professional nursing practice.</p>	<p>5. Demonstrate ability to communicate appropriately (both written and verbally) with patients and other health professionals. QSEN Competency: Teamwork and Collaboration</p>	<ul style="list-style-type: none"> - Reading Assignments/Lectures - In-class activities (case studies, discussions, etc.) - On-line resources for textbook - Optional supplemental activities are listed with content on Blackboard such as quizzes, articles, videos, etc.

6. Demonstrate the role of teacher in professional nursing practice.	6. Identify and address teaching-learning needs of individuals, patients, and groups with select maternal-child healthy alterations. QSEN Competency: Patient-Centered Care	- - Maternal Child Best Practice Project requires students to find appropriate teaching resources for a clinical topic. Reading Assignments/Lectures - In-class activities (case studies, discussions, etc.) - On-line resources for textbook - Optional supplemental activities are listed with content on Blackboard such as quizzes, articles, videos, etc. -“Teach-Back” classroom instruction and practice
7. Integrate informatics skills in the selection of evidence-based interventions in professional nursing practice.	7. Critically evaluate current practice and use information technology to identify evidence-based interventions for the nursing care of women and children. . Use QSEN Competency: Informatics, Evidence-Based Practice	- Maternal Child Best Practice Project requires students to find research articles and decide on best practice for a clinical topic. Reading Assignments/Lectures with faculty discussion of how to find and apply current EBP - In-class activities (case studies, discussions, etc.) - On-line resources for textbook - Optional supplemental activities are listed with content on Blackboard such as quizzes, articles, videos, etc.
8. Adhere to the nursing code of ethics and standards of professional nursing practice.	8. Apply legal, ethical, economic, & social principles relevant to nursing practice in the care of vulnerable populations. QSEN Competency: Patient-Centered Care	Reading Assignments/Lectures - In-class activities (case studies, discussions, etc.) - On-line resources for textbook - Optional supplemental activities are listed with content on Blackboard such as quizzes, articles, videos, etc.
9. Function as a safe and accountable member of the nursing profession.	9. Function as a safe and accountable member of the nursing profession by demonstrating safe performance of select psychomotor skills and identify and reduce risk potential for patient, self, and others. QSEN Competency: Safety	Reading Assignments/Lectures - In-class activities (case studies, discussions, etc.) - On-line resources for textbook - Optional supplemental activities are listed with content on Blackboard such as quizzes, articles, videos, etc.- - Mandatory participation in pre-professional organization event -PAHT training

SUCCESSFUL COURSE COMPLETION OF NURS 444 INCLUDES THE FOLLOWING CRITERIA:

Student must complete all **mandatory** assignments (see descriptions below).

1. Students must achieve a grade of “C” or above (**77% average**) in class and achieve a satisfactory clinical evaluation (77% or above) in NURS 445. (see course points distribution below)
2. See the BSN Student Handbook: Promotion and Retention Policies for Prelicensure students - If a student is unsuccessful in either NURS 444 or NURS 445, both courses must be successfully repeated before student will be allowed to progress in the program.

FINAL GRADE DETERMINATION:

WKU SON grading scale	Points	Letter Grade
91% to 100%	500.5-550	A
84% to <91%	462-<500.5	B
77% to <84%	423.5-<462	C (required to pass)
69% to <77%	379.5-<423.5	D
< 69%	<379.5	F

*Note: There will be **no rounding** of points or averages.*

A 76.5-76.9% on exam/test averages WILL NOT be rounded up to a 77%.

COURSE POINT DISTRIBUTION:

Exam Points A minimum total of 77% of exam points (308 points) are required to successfully complete NURS 444. (Additional course points are not included in the exam point total.)	Possible Points
6 Unit Exams with a total of 300 questions worth 1 point each (# of questions vary per exam) Exam dates: Exam 1 - 50 questions/points - 12p-1p - Monday Sept. 14th, 2020 Exam 2 - 50 questions/points - 12p-1p - Wednesday Sept. 30th, 2020 Exam 3 - 50 questions/points - 12p-1p - Monday Oct. 19th, 2020 Exam 4 - 50 questions/points - 12p-1p - Wednesday Oct. 28th, 2020 Exam 5 - 50 questions/points - 12p-1p - Wednesday Nov. 11th, 2020 Exam 6 - 50 questions/points - 12p-1p - Monday Nov. 30th, 2020 3 exams will cover OB content & 3 exams will cover Peds content The unit exams together are worth 55% of the total possible course points (9.1% each).	300
Comprehensive OB/Peds Final Exam <u>Final Exam</u> - 100 questions/points –Finals Week - <i>Date & Location TBA</i> Cumulative, 50 questions covering OB content & 50 questions covering Peds content. The final exam is worth 18% of the total possible course points.	100
Possible Exam & Quiz Points	400
Additional Course Points IF students achieve 77% of exam points above THEN the additional course points listed below will be added into the calculation of the final grade.	
Mandatory Syllabi/HIPAA Policy Quiz & Student Agreement Statements (both mandatory) 2 quizzes - Due on Blackboard by 11:59 pm Sun. 8/23/20 . See schedule below for details. The student will not be allowed to attend clinical until these quizzes are completed. Each day the student is unable to attend clinical due to this delay will count as an unexcused clinical absence. A point reduction of 20% per day will be applied for late submission. 1. Syllabi/HIPAA Policy Quiz is over the clinical syllabus, the class syllabus, and WKU SON's HIPAA Policy (all posted on Bb). The Syllabi/HIPAA quiz is worth 0.9% of the total possible course points. 2. Student Agreement Statements require student to complete the agree/disagree questions on Blackboard regarding receipt of syllabi, student handbooks, NSNA Code of Ethics, discussing grades via e-mail and student photos. Please note that agreement to questions 1 and 2 are mandatory to continue in NUR 444/445. No points will be awarded but completion is mandatory . Worth 0 points.	5

<p>Mandatory Competency Quizzes</p> <p>The OB Medications Competency Quiz and Peds Medication Math Competency Quiz are due on Blackboard by 11:59 pm Sun. 8/30/20. These quizzes assure student has necessary medication knowledge to begin clinicals.</p> <p>A 20% reduction per day late will apply. The student will not be allowed to attend clinical until this quiz are completed with at least a 77%. The quizzes may be retaken until a grade of 77% or higher is achieved. However, the subsequent retakes cannot exceed an average of 84%. Please notify instructors if you need to retake the quiz. (Each day the student is unable to attend clinical due to this delay will count as an unexcused clinical absence).</p> <p>2 Competency Quizzes x 10 pts. each = 20 total possible points</p> <p>The competency quizzes together are worth 3.6% of the total possible course points (1.8% each).</p>	20
<p>Weekly Quizzes</p> <p>11 weekly quizzes will be given on Wednesdays during Live Zoom meetings. Quizzes will cover any new content since the last quiz. No quizzes will be given on exam days. Students may drop their lowest (1) quiz grade.</p> <p>10 Weekly Quizzes x 5 pts. each = 50 total possible points</p> <p>The weekly quizzes together are worth 9% of the total possible course points (0.9% each) .</p>	50
<p>Mandatory HESI OB/Peds Exam— Thursday, 12/3/20 12p-2p</p> <p>Students will receive points for the HESI OB/Peds Exam based on their conversion score (a weighted percentage score, not a raw score).</p> <p><u>Example:</u> Student A receives a 980 score (84% conversion score) on the exam. The HESI OB/Peds exam in this course is worth 25 points. Student A's grade would be 25 points x 84% = 21 points.</p> <ul style="list-style-type: none"> At the end of the HESI OB/Peds Exam students will be able to review their answers, correct answers, and rationales. Faculty recommend that students take this opportunity to review to help them identify content they need to review for the NCLEX. Students may use the Maternal Practice Exam and Pediatric Practice Exam found on the Evolve Elsevier website under the Case Studies tab to prepare for the HESI OB/Peds Exam. Preparation is recommended but not mandatory. <p>A class grade of "incomplete" will be given until this exam is completed.</p> <p>The HESI exam is worth 4.5% of the total possible course points.</p>	25
<p>Mandatory Maternal Child Best Practice Project (BPP)</p> <p>See attached guidelines.</p> <p>The student's chosen <u>topic</u> is due on Blackboard by 11:59 pm Sun. 9/13/20.</p> <p>The <u>Maternal Child Best practice project answers & poster presentation slide</u> are due on Blackboard by 11:59 pm Sun. 10/11/20.</p> <p><u>Comments on Peer BPPs</u> are due on Blackboard by 11:59 pm Sun. 10/18/20</p> <p><u>Replies to Comments</u> are due on Blackboard by 11:59 pm Sun. 10/25/20</p> <p>The Maternal Child Best Practice Project must be revised until a grade of 77% or higher is achieved. A 20% reduction per day late will apply. A class grade of "incomplete" will be given until this assignment is completed.</p> <p>The BPP is worth 9% of the total possible course points.</p>	50
Possible Additional Course Points	150
Total Possible Course Points	550

SCHEDULE, READING ASSIGNMENTS, DUE DATES

The “3rd Semester Calendar” is posted on Bb. It should be utilized for meeting times for a synopsis of class and clinical, exam dates, and other important dates. Course syllabi take precedence over the calendar and not all due dates for your classes may be listed. This calendar is subject to change. Please note the REVISED date listed on Blackboard to be sure you are using the most current version.

Please see the document “OB/Peds Reading Assignments & Due Dates Schedule” posted on Bb under the Content tab for a listing of content to be covered in class each week.

BSN TESTING POLICIES/FINAL GRADE POSTING:

Review the BSN Testing Policies and Final Grade Posting information in the BSN STUDENT Handbook on the WKU Nursing website: https://www.wku.edu/nursing/left_nav/policies_handbooks_forms.php

Exams & Quizzes may include a variety of NCLEX-style question formats including multiple choice, select all that apply (SATA), hot spot, fill-in-the-blank, short answer, drop and drop/ordered response, chart/exhibit, graphics, audio, math calculations (calc), fetal monitoring strip interpretation, etc

CLASS ATTENDANCE:

See attendance policy in the BSN Student Handbook

https://www.wku.edu/nursing/left_nav/policies_handbooks_forms.php including updated policy below:

“Classroom: Nursing is a pre-professional program of study and students are expected to be punctual and attentive in the classroom. When absences constitute greater than 20% of total semester class hours per course, the faculty will issue a professional conduct violation. The faculty may consider extenuating circumstances after a student provides documentation of the event that led to the absences.”

Live Zoom Meeting dates/times are noted on the “3rd semester calendar” and “OB/Peds Reading Assignments & Due Dates Schedule”. Attendance at these Zoom meetings is class attendance and is not considered optional. Student participation is encouraged to increase engagement and understanding. Live Zoom meetings will include review and practice of content concepts and exchange of information with faculty.

Please reserve absences for personal illness or unforeseen emergencies.

MASK STATEMENT FOR NURSING

Face masks are required when face to face. Per WKU and the School of Nursing and Allied Health: “Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering (or medical mask, reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear masks while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face mask as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Medical need for accommodations to the mask requirement for non-clinical experiences must be obtained from a physician or nurse practitioner and then reasonable accommodations to the mask requirement must be determined by the Student Accessibility Resource Center and documented before a student may attend class without a mask. Nursing students may not go to clinical without a mask due to increased risk of exposing vulnerable patients to disease. Any student who is medically unable to wear a mask will not be able to participate in face to face clinical activities at this time.

Surgical masks are required in Ambulatory Surgery and other surgery areas of the hospitals.

Face shields are required at the hospitals.

COVID-19

Students should stay current regarding, and follow, university guidelines related to the Coronavirus Pandemic. <https://www.wku.edu/healthyonthehill/>

CHANGES IN ASSIGNMENTS OR SCHEDULING:

Faculty reserve the right to make changes as needed in the class schedule and/or assignments. Changes may be disseminated through any of the following methods: in writing, announced in class, e-mail message, posted as a Blackboard announcement, or by texting. Students should note the date on their materials to be sure they have the most current copies.

It is each student's responsibility to frequently check WKU e-mail account messages. Students should also frequently check the 'Announcements' page on the Blackboard course site.

INCLEMENT WEATHER:

Please check your WKU topper email account frequently for information on official school closings during periods of inclement weather. Every commuting student must make a determination regarding personal safety when traveling to and from school/clinical during hazardous conditions. Class attendance policy applies if student determines absence is necessary, or if the student will be tardy for class/clinical. No class or clinical will be held when the WKU Main Campus is closed. **Although class may not be able to meet in-person, students are still responsible for that week's content.** Information regarding missed work will be communicated via WKU email and/or posted on Blackboard. WKU Administrators encourage on-line learning and assignments during WKU school closures. You can sign up for WKU Text alerts here: <http://www.wku.edu/emergency/weather.php>

USE OF TECHNOLOGY DURING CLASS:

- See BSN Student Handbook: Classroom Rules
- See School of Nursing Student Handbook: Social Media Policy

Students are always expected to use technology appropriately. Misuse of technology is discussed in the WKU SON student & BSN handbooks. Additionally, misuse of educational products and services used in this course is strictly prohibited. Be sure to read, understand and adhere to the "User Agreement" conditions.

ACADEMIC INTEGRITY & PROFESSIONAL CONDUCT:

WKU nursing students are expected to demonstrate a high standard of academic honesty in all aspects of their work and college life. Without intellectual integrity, there cannot be genuine learning. Academic dishonesty represents a direct attack on this integrity.

In taking tests and examinations, completing homework, writing papers and using information technology, students are expected to demonstrate honesty. Cheating, plagiarism, or other forms of academic dishonesty will lead to a failing grade on the assignment/exam and/or a failing grade in the course. In addition, faculty will notify the Dean of Students of the violation per WKU's Academic Misconduct Policy and follow the procedures outlined in the policy: <https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php> Repeat occurrences of this type of behavior can result in dismissal from the program.

Course content, study notes, study guides and other course-related material may not be altered, shared and/or reproduced on social media or in any manner without the written consent of the faculty.

DISCIPLINARY ACTION FOR PROFESSIONAL MISCONDUCT:

- See School of Nursing Student Handbook: Disciplinary Action for Professional Misconduct

SEEKING RESOLUTION:

For questions or concerns about a grade or other aspect of this course, first speak directly with the instructor involved. If the issue cannot be resolved, you may contact NURS 444 course coordinators Ms. Deanna Hanson (Peds) or Dr. Diana Wooden (OB). If either party is dissatisfied with the outcome at that level, the matter may be presented to Dr. Sherry Lovan, BSN Program Coordinator.

CLASS WITHDRAWAL:

Students who choose not to continue in the course (class & clinical) or the nursing program should make an appointment with the faculty to discuss proper withdrawal procedures. **Refer to TopNet for the last date to withdraw from a course with a "W".**

STUDENT SUPPORT:

1. **Testing and Counseling Center** (located in Potter Hall 4th floor, room 409). Call 270-745-3159 to schedule an appointment. The 24 hour emergency number is 270-843-4357. Website is available during days, nights and weekends at <http://www.wku.edu/heretohelp/>
2. **The Learning Center (TLC)** (located in the Academic Advising and Retention Center, DSU (DUC-A330) tutors in most major undergraduate subjects and course levels. To make an appointment call 270-745-6254, or log on to TLC's website at www.wku.edu/tlc
3. **WKU Writing Center** (located in Cherry Hall, room 123) The Writing Center offers helpful feedback on any kind of writing by working *with* students to help them improve themselves and become better writers. Appointments are encouraged. You may schedule appointments by phone (270-745-5719) or online: <http://www.wku.edu/writingcenter/index.php>
4. **APA writing assistance:** Here is a link to the WKU School of Nursing website https://www.wku.edu/nursing/left_nav/current/aparesource.php
5. **Research Appointment with Personal Librarian:** At WKU Libraries, your Personal Librarians are always ready to help! We have librarians for every program on campus, plus Special Collection librarians and archivists. Our goal is to save you time and help you be successful on term papers and research projects by showing you what you need to know to get started and be successful. Start your research by scheduling an appointment with your Personal Librarian. Find them at http://www.wku.edu/library/dlps/subj_lib_subject.php, call Helm-Cravens Reference at 270-745-6125 or email web.reference@wku.edu.
6. **WKU Center for Literacy Assistance:** The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help **reading/studying to learn** and **writing for evidence and argument**. The Center for Literacy offers both individual and small group sessions throughout the semester. More information about the WKU Center for Literacy can be found on the website: <http://www.wku.edu/literacycenter/>
7. **WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040):** <https://www.wku.edu/policies/docs/182.pdf> Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. While you may report an incident of sex or gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. *If you would like to speak with someone who may be able to honor your confidentiality,* contact the WKU Counseling and Testing Center. **Counseling and Testing Center** (located in Potter Hall 4th floor, room 409). Call 745-3159 to schedule an appointment. The 24-hour emergency number is (270) 843-4357. Website is available during days, nights and weekends at <http://www.wku.edu/heretohelp/>
8. **Americans with Disabilities Act (ADA) Statement:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074. The phone number is 270.745.5004 [270-745-3030 TTY] or email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.
Note: Students requiring testing or other accommodations are encouraged to notify faculty as much in advance of an exam as possible so arrangements may be made.

Maternal Child Best Practice Project Guidelines

A **Mediasite** & **Project Template** are available on the NURS 444 Blackboard under the Maternal Child Best Practice Project tab. **Students are to pick a current OB/Peds clinical topic & research best practice for that topic.**

The goal of this project is for students to demonstrate their ability to apply evidence-based practice in the Maternal Child Nursing arena by:

- finding research articles relevant to their topic.
- applying this information and making a recommendation for practice.
- finding teaching resources that are evidence-based.

Project Completion is MANDATORY. To pass N445, the **Maternal Child Best Practice Project** must be revised until a grade of 77% or higher is achieved (at least **19.25 points** out of a possible 25 points). A grade of "incomplete" will be given until completed. The instructor listed on TopNet for the students NURS-444 section will grade their project.

Best Practice Project timeline:

1. **Pick a topic.** The discussion boards **open on Bb for proposed project topics to be posted at NOON on Fri. of Week 1 of the semester: (8/28/20).**
 - a. **NURS 444 Section 702 Wooden & 703 Peterson students are to pick an OB topic** (related to prenatal, antepartum, or postpartum care of the mom or infant < 1 month old).
 - b. **NURS 444 Section 701 Hanson & 704 Alexander students are to pick a Pediatric topic** (related to infants > 1 month old through age 18 years).

Pick a topic that is **current** and interesting to you. Some topics such as "Is smoking healthy during pregnancy?" were researched years ago and the findings are common knowledge (Smoking is definitely not recommended during pregnancy.) This topic is not current. Try googling "current pediatric or OB research topics". A topic of "Does vaping during pregnancy cause low birth weight" would be more current and appropriate. Please use this format to narrow down your topic choices.

PICO

P= Patient, problem, population

I= interventions

C= Comparison

O= outcomes

All students must have different topics; no two can be the same. Instructors will approve topics on a "first come, first served" basis. Students can search topic keywords in the discussion boards to be sure the topic has not already been chosen. Topics can be similar such as "Do anesthetic injections decrease pain for infants during circumcision" and "Do the method of circumcision care affect the incidence of UTI in infants" but not exactly the same. You may want to discuss your topic with your clinical instructor for ideas. Make sure it is specific enough, but not too limited. For example, something on "Nutrition during pregnancy" is too broad but something on "Vegan diet during Pregnancy" would be more specific.

Please submit only **ONE TOPIC**. A faculty member must approve the topic on the discussion board before the student continues. Topics will be reviewed by 1 week after the submission deadline.

2. **By 11:59 pm Sun. of Week 4 of the semester: (9/13/20)** each student will **submit** their proposed clinical care topic on the discussion board on their NURS 444 Blackboard site.
3. **Find 3-5 professional journal articles** that address your topic. **At least 2** of the articles should be actual individual **research** studies; others may be literature reviews. It is preferable that articles be no more than 5 years old to provide families with current info. Older articles must be pre-approved by the instructor grading your project.
4. Develop a Literature Review Grid with info. from your articles. Use the grid template posted on Bb. The grid is to help you evaluate & compare your articles and make nursing practice decisions based on research findings.
5. **Find 2-3 teaching resources** you could use with patients and families to help them understand your topic and best practice recommendations. Reputable sources such as websites, handouts, videos, periodical articles, etc. may be used. **It is not appropriate to just give the patient/family research articles to read.**

By 11:59 pm Sun. of Week 8 of the semester: (10/11/20) Using the **Project Template on Blackboard**, each student will **submit** their Completed Best Practice Project ANSWERS & POSTER PRESENTATION SLIDE on the NURS 444 Blackboard site. Use the information obtained from the Literature Review to complete the Best Practice Project Questions. Include the following parts:

- A. Project Questions - Answer questions i-iii below with a 1-2 paragraph answer each. The answers **do not** have to be in an APA paper format (only the reference page).
- State the purpose of your project: "The purpose of this project is to investigate current research regarding _____ (student's chosen topic) and determine best practice." Also, discuss why you picked this topic.
 - Based on the combined findings of the research articles, discuss what you think is the best practice of clinical care/nursing care for your topic. Also discuss your reaction to the findings (Was this what you expected? Are you surprised? Is this being practiced? Implications for future research? etc.).
 - Discuss why you picked your teaching resources. (Current? Reputable? Appropriate for the age, experience, education, developmental level of learner?).
- B. Literature Review Grid - This grid is part of the posted Project Template and will help you organize the articles you've collected. You will put notes about the articles in grid form so you can refer to basic information without having to constantly consult the full source. Use template on NURS 444 Blackboard.
- C. APA formatted Reference Page listing all research articles and teaching resources
- This is the only part of the paper has to be in APA format.
 - There should be a minimum of 5 references listed on the APA page if the student has 3 research articles and 2 teaching resources.
 - Copies of articles & teaching resources should be uploaded IF not electronically available. If the instructor can copy the link from the reference page & view articles/resources electronically, they do not have to be attached.
- D. Poster Presentation Slide - Complete a Research Poster slide with your project info. Use the poster template posted on Bb. Submit this on the Poster Presentation Discussion Board for your NURS 444 section (701-704).
6. By 11:59 pm Sun. of Week 9 of the semester: (10/18/20) students must comment on classmate's topics. To facilitate creative thought and discussion please review your classmate's projects and comment on at least 3 of your classmates BPP's topics. Follow directions on the discussion board for what to include in your comments.
7. By 11:59 pm Sun. of Week 10 of the semester: (10/25/20) students must reply to classmate's question/comments posted on Blackboard. Follow directions on the discussion board for what to include in your reply.

Maternal Child Best Practice Project Grading Rubric

Category	3 points	2-1 point	0 points
Due Date	<ul style="list-style-type: none"> All project due dates met or completed early 	<ul style="list-style-type: none"> Required single extension of due date or reminders. 	<ul style="list-style-type: none"> Required multiple extensions of due dates or reminders.
Writing Effectiveness	<ul style="list-style-type: none"> Information well organized, clear, logically written and logical flow 2 or fewer grammar or spelling errors. 	<ul style="list-style-type: none"> Information somewhat organized, clear, and logical 3-5 or fewer grammar or spelling errors. 	<ul style="list-style-type: none"> Information unorganized; unclear, and/or no logical flow of information More than 5 grammar or spelling errors.
Clinical Care Topic	<ul style="list-style-type: none"> Topic clear and related to OB/Peds. 	<ul style="list-style-type: none"> Topic vague but related to OB/Peds. 	<ul style="list-style-type: none"> Topic vague and not related to OB/Peds.
Journal Articles	<ul style="list-style-type: none"> Includes at least 3 but not more than 5 professional journal articles. Sources all appropriate- from reliable sources, current (not > 5 years old unless improved by instructor), related to topic. 	<ul style="list-style-type: none"> Includes less than 3 or more than 5 articles and some not from professional journals. Some sources approp.- from reliable sources, current (not > 5 years old unless improved by instructor), related to topic. 	<ul style="list-style-type: none"> Too many or too few article and none are professional journals. Sources are not appropriate- unreliable, not current, unrelated to topic.
Research Grid	<ul style="list-style-type: none"> Grid in correctly formatted Grid is fully completed 	<ul style="list-style-type: none"> Grid somewhat incorrectly formatted Grid has a small amount of missing information 	<ul style="list-style-type: none"> Grid mostly incorrectly formatted Grid has a large amount of missing information

Teaching Resources	<ul style="list-style-type: none"> Includes at least 2, not more than 3 resources Sources all appropriate (Current? Reputable? Appropriate for age, experience, education, developmental level of learner?) 	<ul style="list-style-type: none"> Includes less than 2 or more than 3 references Some sources appropriate (Current? Reputable? Appropriate for age, experience, education, dev. level of learner?) 	<ul style="list-style-type: none"> Includes less than 2 or more than 3 references Most or all sources are not appropriate (Current? Reputable? Appropriate for age, experience, education, developmental level of learner?)
Synopsis of Findings	<ul style="list-style-type: none"> Succinct & appropriate summary of research findings, connecting clinical question & current best practices Thorough discussion of reaction to findings. 	<ul style="list-style-type: none"> Summary of research findings limited but connects clinical question & current best practices Limited discussion of reaction to findings. 	<ul style="list-style-type: none"> Summary did not relate to clinical question or current best practices Poor discussion of reaction to findings.
Attachments	<ul style="list-style-type: none"> Articles and Teaching Resources all available electronically or copies all attached. 	<ul style="list-style-type: none"> Most Articles and Teaching Resources available electronically or copies attached. 	<ul style="list-style-type: none"> Few or No Articles and Teaching Resources available electronically or copies attached.
	5-4 points	3-2 point	1-0 points
Reference Page	<ul style="list-style-type: none"> 0-1 APA errors 	<ul style="list-style-type: none"> 2-3 APA errors 	<ul style="list-style-type: none"> 4 or greater APA errors
	5-4 points	3-2 point	1-0 points
Research Poster Slide	<ul style="list-style-type: none"> Follows the template Thoroughly provides all necessary information Poster is very visually appealing No typos/ grammar issues References in APA format 	<ul style="list-style-type: none"> Partially follows the template Provides most of the necessary information Poster is somewhat visually appealing Some typos/grammar Some issues with reference APA format 	<ul style="list-style-type: none"> Did not follow the template Left out necessary information Poster is lacking visual appeal Several typos/grammar issues Several issues with reference APA format
	3 points	2-1 point	0 points
Comments on other students BPP topics	<ul style="list-style-type: none"> Student commented on 3 other student's topics. Student comments were appropriate and respectful (per discussion board instructions) 	<ul style="list-style-type: none"> Student commented on 1-2 other student's topics. Student comments were sometimes appropriate and respectful (per discussion board instructions) 	<ul style="list-style-type: none"> Student did not comment on other student's topics. Student comments were not appropriate and respectful (per discussion board instructions)
Response to other student's comments on BPP topic.	<ul style="list-style-type: none"> Student replied to all student's comments. Student comments were appropriate and respectful (per discussion board instructions). 	<ul style="list-style-type: none"> Student replied to some student's comments. Student comments were sometimes appropriate and respectful (per discussion board instructions). 	<ul style="list-style-type: none"> Student did not reply to other student's comments. Student comments were not appropriate and respectful (per discussion board instructions).

Syllabus addendum:
Honors Enriched & Embedded Course (HEEC) NURS 444 Maternal Child Nursing

Honors Project Guidelines

(Does not apply to students enrolled in regular sections of NURS 444. For Honors students only.)

Requirements

Students choosing to augment NURS 444 (Maternal Child Nursing) as a HEEC must enroll for the Honors Section of NURS 444. For successful completion of the course augmentation, the student must:

- Achieve all course requirements as stated in the N444 syllabus for successful completion of Maternal Child Nursing
- Complete the following additional activities:
 - Participate in an instructor approved shadowing or volunteer observational experience related to Maternal Child Nursing (additional to NURS 445 clinical experiences).
 - Pick a clinical question on a topic of interest based on this additional experience
 - Research the chosen topic
 - Write a paper discussing the chosen topic
 - Prepare an electronic poster to present to the class

Honors Project Outline/Timeline:

NOTE: Students should evaluate their project at each due date below and if they do not feel they will be able to complete the project as assigned, they should withdraw from the Honors section of N444 and enroll in the regular section. Withdrawal from the honors section must be completed by the university drop with a “w” deadline. Students continuing in the class after the drop with a “w” date must complete the project to receive credit. Extenuating circumstances (see nursing student handbook for definition) for late dropping may be considered, but university fees may apply.

1. By 11:59 pm on Sunday of Week 3 of the semester: (9/6/20)

The student will **submit** their **area of interest** to the course coordinators deanna.hanson@wku.edu and diana.wooden@wku.edu anytime from the end of the previous semester to the due date above. The student will be assigned a NURS 444 faculty advisor.

Note: Starting early is recommended as it will allow the student to possibly complete their observational experience before the semester starts. This is not required but recommended to decrease the student's workload during the semester.

2. **Observe** - Faculty will assist the student in setting up an observational learning experience within the specialized population of women, infants, and children. The student will work with their assigned NURS 444 faculty advisor based on the area in which they have a personal interest. The goal of this enriched learning experience is to match individual student interests with direct observation in practice. This project may develop into a source for your future thesis or capstone project.

The observational learning experience **must be pre-approved** through the student's assigned NURS 444 faculty advisor to ensure that a learning contract is in place between the facility/provider and WKU. The location, contact person, and length of observation may vary based on student interest and placement. Students will wear their community clinical uniform & name tag.

Since this experience is tied to the lecture course and not the clinical component of Maternal-Child Nursing, the student will be participating in a **purely observational role**. Students should **not provide nursing care** during this observational experience. This observational experience may be completed before the semester starts with faculty approval. The student will utilize this augmented learning opportunity to identify a clinical question they want to research and present in an APA paper and electronic poster form.

3. By 11:59 pm on Sunday of Week 6 of the semester: (9/27/20)

observational experience must be **completed** and the student will **submit** their chosen **clinical question** to their NURS 444 faculty advisor on the Honors Discussion Board on the N445 CLINICAL site. The student must receive approval on Bb from their NURS 444 faculty advisor prior to beginning the other parts of the project.

4. **Find 5-7 professional journal articles** that address the clinical question using current (less than 5 years old unless no recent information available) peer-reviewed journals and creditable sources.
An evidence grid is not required but may help the student organize the needed information from the articles.

5. By 11:59 pm on Saturday of Week 11 of the semester: (11/1/20)

student will **submit** a written synopsis of their findings consisting of:

- a. a response to the clinical question, as well as any ideas for future research and current best practice in nursing related to their topic
- b. 4-5 page APA paper (including a reference page with articles and sources), typed, double-spaced, and utilizing APA citations as appropriate.

Here is info on writing a research paper: <http://www.crestmont.edu/pdf/candidates-research-papers.pdf> and a sample APA paper:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

- c. Copies of articles & teaching resources if not electronically available. If the instructor can click on the reference page live link and view articles/resources they do not have to be attached.

6. On the Week 15 of the semester: (Wed. 12/2/20)

For the OB/Peds honors presentation the student will **present** an **electronic research poster** to their classmates. Instructors will provide a template. Students will have approximately 3-5 minutes to present.

Project Grading

The Honors component of NURS 444 is **pass/fail**.

The Honors Project rubric points will not be incorporated into the course points for NURS 444. The points will only be used to measure completion of the project. Points will be awarded based on the Honors Project Grading Rubric (listed below). Students will receive credit for the honors section of NURS 444 if they pass NURS 444 (according to the syllabus requirements) and achieve a minimum of 77% or higher (at least **15.4 points** out of a possible 20 points) on their honors project. Students whose projects do not meet the criteria for a passing grade will be allowed **one** revision. A grade of "incomplete" may be entered until the project is complete.

Honors Project Grading Rubric

Category	2 points	1 points	0 points
Project Preparation	<ul style="list-style-type: none"> All project deadlines met or exceeded Student demonstrated professional behaviors & attitudes in observational experience 	<ul style="list-style-type: none"> Some project deadlines met Limited professional behaviors & attitudes in observational experience 	<ul style="list-style-type: none"> Project deadlines not met Student failed to demonstrate professional behaviors & attitudes in observational experience
Overall Project Impression	<ul style="list-style-type: none"> Information well organized with logical flow 	<ul style="list-style-type: none"> Information somewhat organized and logical 	<ul style="list-style-type: none"> Information unorganized; no logical flow of information
Clinical Question	<ul style="list-style-type: none"> Question reveals critical thinking/links directly to course objectives 	<ul style="list-style-type: none"> Clinical question reveals limited application to course objectives 	<ul style="list-style-type: none"> Clinical question unrelated to course objectives
Reference List	<ul style="list-style-type: none"> Includes at least 5 but not more than 7 references All references current (less than 5 years old unless no recent information available) References appropriate for topic Limited APA errors 	<ul style="list-style-type: none"> Includes at least 5 but not more than 7 references Some references current (less than 5 years old unless no recent information available) References appropriate for topic Some APA errors 	<ul style="list-style-type: none"> Includes fewer than 5 or more than 7 references No references current (less than 5 years old unless no recent information available) References inappropriate for topic Multiple APA errors
APA Paper/Synopsis of Findings	<ul style="list-style-type: none"> Well-developed summary of research findings connecting clinical question & current best practices Inclusion of all references in synopsis using appropriate APA format including in-text citations Contains 4-5 typed, double-spaced pages (including reference page) 	<ul style="list-style-type: none"> Summary of research findings limited but connects clinical question & current best practices, Inclusion of some references in synopsis, some issues with APA format and/or in-text citations More than 5 pages or less than 4. 	<ul style="list-style-type: none"> Summary did not relate to clinical question or current best practices Did not include references in synopsis, some issues with APA format and/or in-text citations More than 5 pages or less than 4.
Conclusion	<ul style="list-style-type: none"> Synthesizes findings with current and future nursing practice Ideas for future research demonstrate critical thinking and creativity 	<ul style="list-style-type: none"> Findings loosely related to current practice or future research Does not link current findings to potential for future research 	<ul style="list-style-type: none"> No conclusion/summary statement
Presentation	<ul style="list-style-type: none"> Professional appearance and presentation of information Student is well-prepared for presentation, communicates well, and stays within time limit. Engaged and answers peer questions 	<ul style="list-style-type: none"> Somewhat professional appearance and presentation of information Somewhat engaged in peer questions 	<ul style="list-style-type: none"> Unprofessional appearance and presentation of information Aloof & uninterested in sharing knowledge with peers
	6 points	5-3 points	2-0 points
Electronic Research Poster	<ul style="list-style-type: none"> Follows the template Thoroughly provides all necessary information Poster is very visually appealing No typos/ grammar issues References in APA format 	<ul style="list-style-type: none"> Partially follows the template Provides most of the necessary information Poster is somewhat visually appealing Some typos/grammar Some issues with reference APA format 	<ul style="list-style-type: none"> Did not follow the template Left out necessary information Poster is lacking visual appeal Several typos/grammar issues Several issues with reference APA format