Stephen F. Austin State University
DeWitt School of Nursing
Birth Practices in the United States and Beyond
Course Number: NUR 356
Summer II 2018

Course Instructor
Shelley Hunt, MSN, RN

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
Birth Practices in the United States and Beyond
NUR 356

Name: Shelley Hunt, MSN, RN
Department: Nursing
Email: shunt@sfasu.edu
Phone: Office phone: 468-7709
Office: 122 (Nursing Building- Off Campus)
Office Hours: Tues-Fri by appointment in office
See D2L for cell phone

Class Description
Two credit hours. This course provides students the opportunity to explore historic &
current birth practices in the US and globally. Students will compare perinatal, infant, &
maternal mortality rates in various countries and consider potential causes including
socioeconomic, ethnocultural, & healthcare delivery issues.

Course Description
This course provides students the opportunity to explore historic & current birth practices
in the US and globally. Students will compare perinatal, infant, & maternal mortality
rates in various countries and consider potential causes including socioeconomic, ethnocultural, & healthcare delivery issues.

Prerequisites
Admission to SON

Program Learning Outcomes
The student will:
1. Apply knowledge of the physical, social and behavioral sciences in the provision
   of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within established legal and ethical parameters in
   collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural
   diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of
   informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of
   safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth and development in the profession.

General Education Core Curriculum Objectives/Outcomes
None.
Student Learning Outcomes
1. Demonstrate an understanding of the history of birth practices.
2. Explore current birth practices.
3. Investigate issues related to mortality.
4. Discuss the effects of issues on the outcomes of pregnancy.
5. Consider biases about birth practices.
6. Compare and contrast birth outcomes in relation to birth practices in a variety of global settings

Text and Materials:
No textbook purchase required. Required articles to read are posted on D2L. Marco Polo Video Walkie Talkie App on smart phone or computer

Course Requirements:
Discussions and assignments are used to determine the student’s level of performance.

Course Calendar

Info on discussion board assignments due dates are purple, Marco Polo discussions are red, dropbox assignments are blue.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 10, 2018 (Tues)</td>
<td>Getting Started</td>
</tr>
<tr>
<td>July 12 (Thurs)</td>
<td>Survey with phone number due</td>
</tr>
<tr>
<td>July 15 (Sun)</td>
<td><em>Introduce Yourself Marco Polo Discussion due by 2330</em></td>
</tr>
<tr>
<td>July 15 (Sun)</td>
<td><em>Birth History Interview due in dropbox by 2330</em></td>
</tr>
<tr>
<td>July 22 (Sun)</td>
<td>Birth Practices D2L Discussion Board and response due by 2330</td>
</tr>
<tr>
<td>July 29 (Sun)</td>
<td>Maternal and Infant Mortality Marco Polo Discussion and response due by 2330</td>
</tr>
<tr>
<td>July 29 (Sun)</td>
<td>Typhon opens – please complete “online faculty” and “online course” evaluations</td>
</tr>
<tr>
<td>Aug 5 (Sun)</td>
<td>More than Statistics Marco Polo Discussion and response due by 2330</td>
</tr>
</tbody>
</table>
Aug 5 (Sun)   Typhon closes

Aug 8 (Wed)  Final Poster due by 2330

Aug 10 (Fri)  Semester Ends – Grades Posted!

Grading Policy
Evaluation is based on achievement of the objectives. Evaluation strategies include appropriate and completed assignments as listed below.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Pts</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce Yourself Discussion and Response</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Birth History Interview</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Birth Practices Discussion and Response</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Maternal and Infant Mortality Discussion and Response</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>More than Statistics Discussion and Response</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Final Poster</td>
<td>100</td>
<td>25%</td>
</tr>
</tbody>
</table>

Grading Scale:
- A = 89.5-100%
- B = 79.5-89.4%
- C = 74.5-79.4
- F = 74.4 and below

Must have a weighted mean of 75% to pass class. Grades are rounded to the nearest tenth. (For example: A 74.5 would be passing, and a 74.4 would be an F.)

No late work will be graded.

Assignments

D2L Discussion Boards and Responses:
Students are expected to post and respond on the discussion board in D2L by the dates and times listed in the course calendar and on D2L. Students will respond at least once to a classmate’s posting. The response will be evaluated for substance just as your initial post is. Students are expected to follow the discussion etiquette described below. See the discussion grading rubric available at the end of this syllabus and on D2L. Please see discussion directions on D2L for more detail.

Video Discussions via Marco Polo:
Students will participate in video discussions for this course using the app Marco Polo Video Walkie Talkie. Students will be assigned to discussion groups. Students are expected to post their video and respond on Marco Polo by the dates and times listed in the course calendar and on D2L. Students are expected to follow the discussion etiquette described below. The same discussion rubric will be used for video discussions as written.
discussions and can be found at the end of this syllabus and on D2L. Instead of being critiqued on spelling, students will be critiqued on appropriate dialect and use of conversational grammar. Please refer to D2L for specific instructions.

**Discussion Etiquette**

Treat discussions as you would any professional conversation. Disagreeing with a post is good, if you do so in a professional and respectful manner. You should have scholarly evidence to support your ideas.

- Start by stating you have a different view or opinion and then proceed to describe your stance on the subject.
- Refrain from saying “you are wrong”, “what were you thinking”, “did you not pay attention to the material” or anything along these lines.
- Discussions are conversations among colleagues. Before you submit a post, please ask yourself “if someone responded to me with what I just said, how would it make it feel?” Consider wording strong opinions in a manner to generate conversation and continued thought on a subject.

**Attendance Policy**

This is an online course. Check the course via D2L at least daily (weekdays) and once on the weekend for announcements and postings. You are also expected to read any feedback comments in the gradebook.

**D2L**

Students must have the required computer access and programs to support the on-line course through SFASU Desire 2 Learn.

Logging in: To access Desire2Learn (D2L), visit the following URL, and log in using your mySFA username and password [http://d2l.sfasu.edu](http://d2l.sfasu.edu)

What are the technical requirements to use the system?

You can use any web browser you wish, and it doesn’t matter what version of Java you have. You may experience minor differences in the system in one browser vs. another, though – so if something looks strange, try using a different browser to see if there’s a difference.

How do I get technical help?

Help for students I available online through [http://www.sfasu.edu/sfaonline/](http://www.sfasu.edu/sfaonline/) just look for the link to “D2L Support & Tutorials” on the left-hand side. Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

**Typhon**
Please complete the online course and online faculty evaluations. Your feedback is very valuable to quality improvement.

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
### Guidelines for Grading Discussion Board Postings

Each student should contribute *meaningfully* at least 2 times (your own post and response to a peer) to the discussion thread. The grade received will be based on the level of discussion you contribute as summarized below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 20 points</th>
<th>Good 17.8 points</th>
<th>Needs Improvement 15.8 points</th>
<th>Unsatisfactory 14.8 point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Post</strong></td>
<td>High level commentary with evidence of critical thinking and analysis expected of a college student. Included rationale and credited reference as needed.</td>
<td>Moderate level commentary. Did not give rationale or credit reference.</td>
<td>Low level commentary. Did not give rationale or credit reference.</td>
<td>Meaningless entries and/or inappropriate messages and/or unprofessional.</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Posted prior to the due date so that classmates had adequate time to respond to post.</td>
<td></td>
<td></td>
<td>Posted on due date and didn’t leave sufficient time for classmates to respond.</td>
</tr>
<tr>
<td><strong>Proofreading and Grammar</strong></td>
<td>Post proofread and does not contain errors in grammar or spelling.</td>
<td>Errors in grammar and spelling.</td>
<td></td>
<td>Extensive errors in grammar and spelling.</td>
</tr>
<tr>
<td><strong>Succinctness</strong></td>
<td>Main point stated early and clearly with logical progression of thought. Does not contain extraneous information. Stated in as few sentences as possible.</td>
<td>Main point clear with logical progression of thought. Contains unnecessary sentences.</td>
<td>Main point unclear, lacks logical progression of thought, but is not rambling. Contains many unnecessary sentences.</td>
<td>Rambling, main point unclear, contains extraneous information.</td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td>Responded thoughtfully at a level expected by a college student. Demonstrated insight or critical review of posting and remained professional. Gave rationale for opinion and credited reference as needed.</td>
<td>Responded thoughtfully at a level expected by a college student. Did not demonstrate insight or critical review of posting and/or did not give rationale for opinion or credited reference as needed.</td>
<td>Responded thoughtfully at a level expected by a college student but did not include rationale or credit reference.</td>
<td>Meaningless response without giving opinion. Unprofessional response.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>Exemplary 90 or more</th>
<th>Good 80 or more</th>
<th>Needs Improvement 75 or more</th>
<th>Unsatisfactory 0 or more</th>
</tr>
</thead>
</table>

Max score: 100 pts
<table>
<thead>
<tr>
<th>Chosen Country:__________________________</th>
<th>Total possible points</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of student:_________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies US and/or chosen country mortality rates in comparison to the world</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Information provided on birthing practices in US and/or chosen country</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Information provided on maternal and infant mortality in the US and/or chosen country</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Sends a message to nurses about something the student has taken away from this class and wants to teach other nurses</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Provides pertinent pictures and graphs</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>