Stephan F. Austin State University
DeWitt School of Nursing
BIRTH PRACTICES IN THE U.S. AND BEYOND
Course Number: NUR 356 Section Number(s):
Summer II 2019
Course Instructor
Ms. 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.

Faculty Contact Information

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Office: Room 122  
Office Hours: Tuesday through Friday in office by appointment  
            Daily by cell phone (see Brightspace for number) from 0800-2000 and Brightspace email

Class meeting time and place Online.

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

Recommended None.

Course Description  
Provides students the opportunity to explore historic and current birth practices in the U.S. and globally. Students will compare perinatal, infant and maternal mortality rates in various countries and consider potential causes, including socioeconomic, ethnocultural and health care delivery issues.

Unabridged Course Description

Number of Credit Hours  
2 semester hours

Prerequisites and Co-requisites  
Prerequisites: None  
Co-requisites: None

Placement Rationale  
Elective

Credit Hour Distribution  
2 credit hours

Program Learning Outcomes  
Graduates of the program 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 an 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. Value continuing competence, growth, and development in the profession of nursing.

**General Education Core Curriculum Objectives/Outcomes**
None

**Student Learning Outcomes**
The student will
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.

**Differentiated Essential Competencies (DEC’s)**
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards. Please refer to the Texas BON website for additional information https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

**COURSE REQUIREMENTS**

**Course Calendar** Refer to Course Calendar at end of document.

**Grading Policy**
EVALUATION and GRADING CRITERIA
It is necessary to obtain a weighted mean test score of 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure and will result in a grade of “F” on the transcript.
Policy 66 (effective June 1, 2017) for all courses:

1. Rounding is confined to the final course grade.

Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (Brightspace) in their original form without rounding.

2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:

   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)

   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

3. The grading schedule for all Nursing Courses is as follows:

   90-100 = A
   80-89  = B
   75-79  = C
   Less than 75 = F

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Pts</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started Marco Polo Discussion Assignment</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Module 1 Dropbox Assignment</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Module 1 Discussion Board Assignment</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Module 2 Dropbox Assignment</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Module 3 Dropbox Assignment</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Module 4 Marco Polo Discussion Assignment &amp; Response</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Module 5 Comprehensive Quiz</td>
<td>100</td>
<td>20%</td>
</tr>
</tbody>
</table>

No late work will be graded.

Assignments

Dropbox Assignments:
Students will follow instructions found in the dropbox on Brightspace. The dropbox rubric will be used for grading and can be found at the end of this syllabus. Submissions will be placed in dropbox.
Marco Polo Discussions:
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 Brightspace. Students are expected to follow the discussion etiquette described below. A discussion rubric will be used for grading and can be found at the end of this syllabus and on Brightspace.

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.

Comprehensive Quiz:
A quiz will be given at the end of the course over all the material presented throughout the course. The student should take notes and keep resources handy. The quiz is an open notes and resources quiz.

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

Active and informed participation in classroom discussion is expected. Students are responsible for content, announcements (Email/Brightspace) and all other information presented as a part of this class.

MODULE OBJECTIVES

Module 1
Birth Practices

Objectives
1. Describe the history of birth practices.
2. Identify current birth practices in the US.
3. Appraise the evidence surrounding birth practices in the US.
4. Compare and contrast birth practices in the United States and other countries.
5. Evaluate personal thoughts and bias about birth practices.
6. Recommend birth practices from other countries that could benefit the United States or birth practices from the United States that could benefit the other countries.

Module 2
Maternal Mortality Statistics
Objectives
1. Report the United States’ and Texas’ maternal mortality rates.
2. Compare the United States’ maternal mortality rates with other countries.
3. Discuss factors that affect maternal mortality.
4. Prepare a plan to decrease the maternal mortality rates.
5. Examine racial disparities related to maternal mortality.
6. Evaluate personal implicit bias.
7. Recall disparities in patient care from the clinical setting based on socioeconomic factors or ethnicity.

Module 3
Infant Mortality Statistics
Objectives
1. Report the United States’ infant mortality rate.
2. Compare the United States’ infant mortality rates with other countries.
3. Discuss factors that affect infant mortality.
4. Prepare a plan to decrease the infant mortality rate.
5. Examine racial disparities related to infant mortality.

Module 4
More Than Statistics
Objectives
1. Associate maternal and infant mortality statistics with patient case studies.
2. Critique the nursing care given in patient case studies.
3. Evaluate personal ideology changes.
4. Predict ways the nursing student will advocate for the patient when they are the nurse.

Module 5
What Are We Doing?
Objectives
1. Integrate the knowledge gained from previous modules.
2. Discover initiatives in the US to decrease infant and maternal mortality.
3. Recommend ways to decrease the mortality rates in the United States or other country.
End of Course Evaluations

At the end of the semester (see calendar for dates), please complete the Student Evaluation of Online Course and Online Instructor. Your feedback is very valuable to us and for quality improvement.

Brightspace

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

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password
http://d2l.sfasu.edu

What are the technical requirements to use the system?

You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended.

How do I get technical help?

Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources”. Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

Academic Dishonesty (4.1)

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/4.1-student-academicdishonesty.pdf

Withheld Grades Course Grades Policy (5.5)

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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 Disability Services, Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, Disability Services 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/.

DeWitt School of Nursing Policies

To access the SON’s student policies, follow this link: http://www.sfasu.edu/academics/colleges/sciences-math/nursing/studentresources/student-policies
### Dropbox Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question Answers</td>
<td>30 points</td>
<td>26.7 points</td>
<td>23.7 points</td>
<td>22.2 points</td>
</tr>
<tr>
<td></td>
<td>High level commentary with evidence of critical thinking and analysis expected of a college student.</td>
<td>Moderate level commentary with evidence of critical thinking.</td>
<td>Low level commentary with some evidence of critical thinking.</td>
<td>Meaningless answers with no evidence of critical thinking.</td>
</tr>
<tr>
<td>Seccessness</td>
<td>30 points</td>
<td>26.7 points</td>
<td>22.7 points</td>
<td>22.2 points</td>
</tr>
<tr>
<td></td>
<td>Main point stated early and clearly with logical progression of thought. Does not contain extraneous information. Stated in as few statements as possible.</td>
<td>Main point clear with logical progression of thought. Contains unnecessary statements.</td>
<td>Main point unclear, lacks logical progression of thought, but is not rambling. Contains many unnecessary statements.</td>
<td>Rambling, unclear, contains extraneous information.</td>
</tr>
<tr>
<td>Proofreading and Grammar</td>
<td>20 points</td>
<td>17.8 points</td>
<td>15.8 points</td>
<td>14.8 points</td>
</tr>
<tr>
<td></td>
<td>Proofread and does not contain errors in spelling or grammar.</td>
<td>A few errors in grammar and spelling.</td>
<td>Substantial errors in grammar and spelling.</td>
<td></td>
</tr>
<tr>
<td>APA References</td>
<td>10 points</td>
<td>8.9 points</td>
<td>7.9 points</td>
<td>7.4 points</td>
</tr>
<tr>
<td></td>
<td>Included rationale and credited reference as needed using correct APA format.</td>
<td>Included rationale and credited reference but had some errors in APA format.</td>
<td>Included rationale and credited reference but had extensive errors in APA format.</td>
<td>Did not include every citation in the reference list.</td>
</tr>
<tr>
<td>APA Citations</td>
<td>10 points</td>
<td>8.9 points</td>
<td>7.9 points</td>
<td>7.4 points</td>
</tr>
<tr>
<td></td>
<td>Citations used correct APA format.</td>
<td>Citations had some errors in APA format.</td>
<td>Citations had extensive errors in APA format.</td>
<td>Did not provide citations.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>/ 100</td>
</tr>
</tbody>
</table>

**Overall Score**

- **Exemplary**: 90 points minimum
- **Good**: 80 points minimum
- **Needs Improvement**: 75 points minimum
- **Unsatisfactory**: 0 points minimum

### Marco Polo Discussion Rubric
<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 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Video</td>
<td>High level commentary with evidence of critical thinking and analysis expected of a college student. Included rationale and credited references 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 responses and/or inappropriate messages and/or unprofessional.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Submitted prior to the due date so that classmates had adequate time to respond to post.</td>
<td></td>
<td>Submitted on due date and didn’t leave sufficient time for classmates to respond.</td>
<td></td>
</tr>
<tr>
<td>Proofreading and Grammar</td>
<td>Uses appropriate conventional language and does not contain grammar issues.</td>
<td>Errors in grammar and spelling.</td>
<td>Unprofessional conversation.</td>
<td></td>
</tr>
<tr>
<td>Succinctness</td>
<td>Main point stated early and clearly with logical progression of thought. Does not contain extraneous information. Stated in as few statements as possible.</td>
<td>Main point clear with logical progression of thought. Contains unnecessary statements.</td>
<td>Main point unclear, lacks logical progression of thought, but is not rambling. Contains many unnecessary statements.</td>
<td>Rambling, main point unclear, contains extraneous information.</td>
</tr>
<tr>
<td>Response</td>
<td>Responded thoughtfully at a level expected by a college student. Demonstrated insight or critical review of classmate’s submission 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>

**Overall Score**

- **Exemplary**: 90 points minimum
- **Good**: 80 points minimum
- **Needs Improvement**: 75 points minimum
- **Unsatisfactory**: 0 points minimum
<table>
<thead>
<tr>
<th>Week*</th>
<th>Module(s)</th>
<th>Content</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/16/19-07/21/19</td>
<td>Getting Started 1</td>
<td>Birth Practices</td>
<td>Getting Started Marco Polo Discussion Assignment &amp; Response Module 1 Dropbox Assignment Module 1 Discussion Board Assignment</td>
</tr>
<tr>
<td>07/22/19-07/28/19</td>
<td>2</td>
<td>Maternal Mortality Statistics</td>
<td>Module 2 Dropbox Assignment</td>
</tr>
<tr>
<td>07/29/19-08/04/19</td>
<td>3</td>
<td>Infant Mortality Statistics</td>
<td>Module 3 Dropbox Assignment</td>
</tr>
<tr>
<td>08/05/19-08/11/19</td>
<td>4</td>
<td>More than Statistics</td>
<td>Module 4 Marco Polo Discussion Assignment &amp; Response</td>
</tr>
<tr>
<td>08/12/19-08/15/19</td>
<td>5 Wrapping Up</td>
<td>What Are We Doing?</td>
<td>Module 5 Comprehensive Quiz Course and Instructor Evaluations</td>
</tr>
</tbody>
</table>

Please note that Aug 15th is a Thursday