Stephen F. Austin State University
DeWitt School of Nursing
BIRTHING PRACTICES IN THE U.S. AND BEYOND
Course Number: NURS 4256
Section Number(s): 501
Summer 2023
Course Instructor
Shelley Hunt, MSN, RN (Course Coordinator)

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

Name: Shelley Hunt, MSN, RN
Department: Nursing
Email: shunt@sfasu.edu
Phone: (936) 468-7709
Office: Room 102 Annex
Office Hours: Email or call for an appointment

Class meeting time and place
Online

Required Textbooks and Materials
None

Recommended:

Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here:
https://www.sfasu.edu/docs/nursing/technology-requirements.pdf

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

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.

Credit Hour Justification
(2 credit hours, online) This nursing elective is taught online for an average of 2 hours per week for a 15 week period. Students are expected to engage with the content, learning activities, reading assignments, written assignments, and course requirements. This course has been adapted to fit into a 5 week summer session.

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

End of Program Student 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 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. Assure 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

Course 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 (DECs)
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 DECs 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

Module Objectives

Module 1 - Birth Practices
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
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

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

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?

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.

COURSE REQUIREMENTS

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 1.7:
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 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).

BSN and RN-BSN GRADING SCALE:
90-100 = A
80-89 = B
75-79 = C
Less than 75 = F

Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass this course.

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started Flipgrid Video Discussion Assignment &amp; Response</td>
<td>100   5%</td>
</tr>
<tr>
<td>Module 1 Dropbox Assignment</td>
<td>100 10%</td>
</tr>
<tr>
<td>Module 1 Discussion Board Assignment</td>
<td>100 5%</td>
</tr>
<tr>
<td>Module 2 Dropbox Assignment</td>
<td>100 20%</td>
</tr>
<tr>
<td>Module 3 Dropbox Assignment</td>
<td>100 20%</td>
</tr>
<tr>
<td>Module 4 Flipgrid Video Discussion Assignment &amp; Response</td>
<td>100 20%</td>
</tr>
<tr>
<td>Module 5 Comprehensive Quiz</td>
<td>100 20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Late Work**
Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after 5 days unless approved by instructor.

**Dropbox Assignments**
Students will follow instructions found in the dropbox on Brightspace. The dropbox rubric will be used for grading unless otherwise noted in the dropbox instructions. The rubric can be found at the end of this syllabus. Submissions will be placed in dropbox.

**Discussion Board**
For this class, the discussion board is a completion grade only. No rubric will be used for this assignment. This is where you will post the country you have chosen to research. Review the discussion posts before submitting yours. You may not choose a country that someone else has already chosen. If two students submit the same country name, the one that was submitted first will get to do that country, and the other student will be required to select a new one.

**Video Discussions**
Students are expected to post and respond on the Flipgrid App by the dates and times listed in the course calendar and on Brightspace. Postings should be thoughtful and evidence-based. Students will respond at least once to a classmate’s posting. The response will be evaluated for substance just as your initial post is. The response is due by the due date and time listed in the course calendar and on Brightspace. Students are expected to follow the discussion etiquette described below. See the discussion grading rubric available at the end of this syllabus and on Brightspace. Please see discussion directions on Brightspace for more detail.

**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.

Evaluations
At the end of the semester, please complete the Student Evaluation of Course and Course Instructors. Please follow instructions from emails received regarding evaluations. 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. Internet Explorer will no longer be supported.

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 Integrity
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-academic-dishonesty.pdf

Self-Plagiarism
As a student, self-plagiarism is the presentation of your own previously completed work as an original and is considered unethical (APA, 2021). In specific circumstances, students may wish to duplicate their written work; however, appropriate notation of previous work is required. Normally, if one is repeating a course in the nursing program and the student previously successfully completed the assignment, but is required to complete the assignment again as part of the course work, the vast majority of the assignment should constitute new work of the student. If the student needs to add a small segment of the work into any assignment, it should be noted in the new document. For example, "As discussed in the Spring 2021 assignment XYZ, COVID-19 vaccinations are essential for promoting public health (Name, 2021)." This clearly identifies the student's intent to point the reader to the previous document.

Reference:

Withheld Grades University 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/student-resources/student-policies

Mental Health Statement
SFASU values students’ mental health and the role it plays in academic and overall student success. SFASU provides a variety of resources to support student's mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College & Raguet)
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
## Video Discussion Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 20 points</th>
<th>Proficient 17 points</th>
<th>Needs Improvement 12 points</th>
<th>Not Evident 0 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. Provides real world examples, personal experiences, and contributes to a rich discussion. Supports thoughts and opinions using credible reference(s).</td>
<td>Moderate level commentary with evidence of critical thinking. Provides &quot;textbook&quot; answers without giving real world examples or personal experiences. Supports thoughts and opinions but uses non-credible reference(s).</td>
<td>Low level commentary with minimal evidence of critical thinking and/or did not support thoughts or opinions with references.</td>
<td>Does not display critical thinking.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Posts by the due date and time for the initial post.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conversational Language and Grammar</td>
<td>Uses appropriate conversational language and does not contain errors in grammar.</td>
<td>A few errors (one to four) in grammar.</td>
<td>Significant errors (five or more) in grammar.</td>
<td>Unprofessional conversation.</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>Responds thoughtfully at a level expected by a college student. Demonstrates insight or critical review of posting and remained professional. Supports thoughts and opinions using credible reference(s).</td>
<td>Responds thoughtfully at a level expected by a college student. Demonstrates insight or critical review of posting and remained professional but used non-credible reference(s) to support thoughts or opinions.</td>
<td>Responds thoughtfully at a level expected by a college student. Demonstrates insight or critical review of posting and remained professional, but did not support thoughts or opinions with references.</td>
<td>Did not demonstrate insight or critical review of posting and/or meaningless response and/or gave an unprofessional response.</td>
</tr>
</tbody>
</table>

**Total** | 100

**Late Work**: Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after 5 days unless approved by instructor.
## Dropbox Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question Answers</strong></td>
<td>30 points High level commentary with evidence of critical thinking and analysis expected of a college student.</td>
<td>25.5 points Moderate level commentary with evidence of critical thinking.</td>
<td>18 points Low level commentary with some evidence of critical thinking.</td>
<td>0 points Meaningless answers with no evidence of critical thinking.</td>
</tr>
<tr>
<td><strong>Succinctness</strong></td>
<td>30 points 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>25.5 points Main point clear with logical progression of thought. Contains unnecessary statements.</td>
<td>18 points Main point unclear, lacks logical progression of thought, but is not rambling. Contains many unnecessary statements.</td>
<td>0 points Rambling, unclear, contains extraneous information.</td>
</tr>
<tr>
<td><strong>Proofreading and Grammar</strong></td>
<td>20 points Proofread and does not contain errors in spelling or grammar.</td>
<td>17 points One to two errors in grammar and spelling.</td>
<td>12 points Three to four errors in grammar and spelling.</td>
<td>0 points Significant errors (more than five) in grammar and spelling.</td>
</tr>
<tr>
<td><strong>APA References</strong></td>
<td>10 points Uses credible references in correct APA format.</td>
<td>8.5 points Minor errors (one to four) in APA format.</td>
<td>6 points Significant errors (five or more) in APA format and/or includes non-credible references.</td>
<td>0 points Does not include references.</td>
</tr>
<tr>
<td><strong>APA Formatting of In-Text Citations</strong></td>
<td>10 points Uses correct APA format.</td>
<td>8.5 points Minor errors (one to four) in APA format.</td>
<td>6 points Significant errors (five or more) in APA format.</td>
<td>0 points Does not provide citations.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Late Work:** Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after 5 days unless approved by instructor.
# Course Calendar

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of July 3-9</td>
<td>• Getting Started</td>
<td>• Read Getting Started module content, notably Syllabus and Course Calendar.</td>
</tr>
<tr>
<td></td>
<td>• Module 1: Birth Practices</td>
<td>• Submit Getting Started Flipgrid Video Discussion Assignment &amp; Response.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Submit initial post by July 8 by 2359.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Submit response by July 9 by 2359.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read module content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Submit Module 1 Dropbox by July 9 by 2359.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Submit Module 1 Discussion Board Assignment by July 9 by 2359. No response required.</td>
</tr>
<tr>
<td>Week of July 10 - 16</td>
<td>• Module 2: Maternal Mortality Statistics</td>
<td>• Read module content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Submit Module 2 Dropbox Assignment by July 16 by 2359.</td>
</tr>
<tr>
<td>Week of July 17 – 23</td>
<td>• Module 3: Infant Mortality Statistics</td>
<td>• Read module content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Submit Module 3 Dropbox Assignment by July 23 by 2359.</td>
</tr>
<tr>
<td>Week of July 24 – 30</td>
<td>• Module 4: More Than Statistics</td>
<td>• Read module content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Submit Module 4 Flipgrid Video Discussion Assignment &amp; Response.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Submit initial post by July 29 by 2359.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Submit response by July 30 by 2359.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Course and Course Instructor Evaluations when available in mySFA.</td>
</tr>
<tr>
<td>Week of July 31 – 3 (Please note that August 3 is a Thursday, and assignment is due on August 2 which is a Wednesday)</td>
<td>• Module 5: What Are We Doing? Wrapping Up</td>
<td>• Read module content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete Module 5 Comprehensive Quiz by August 2, 2023.</td>
</tr>
</tbody>
</table>

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news. All times listed are Central Standard Time.