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: Cassie Barr, MSN, RN, CNE
Department: Nursing
Email: cassie.barr@sfasu.edu
Phone: (936) 468-7729
Office: Room 124
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>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Marco Polo Video Discussion Assignment &amp; Response</td>
<td>100</td>
</tr>
<tr>
<td>Module 1 Dropbox Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Module 1 Discussion Board Assignment</td>
<td>100</td>
</tr>
</tbody>
</table>
Module 2 Dropbox Assignment 100
Module 3 Dropbox Assignment 100
Module 4 Marco Polo Video Discussion Assignment & Response 100
Module 5 Comprehensive Quiz 100
Total 700

No late work will be graded. Failure of this course counts as a nursing course failure and applies to the retention and progression policy of the DeWitt School of Nursing.

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 Marco Polo 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.
Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/hops/04-106.pdf). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. Content will be delivered in a variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom sessions, and face-to-face active learning activities. Please check Brightspace regularly for course updates. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Artificial Intelligence
Artificial intelligence (AI) programs, including but not limited to ChatGPT, may be employed to enhance learning experiences, research, or assignments, provided it aligns with the guidelines established by the institution. It's imperative to remember that AI should supplement and not substitute critical thinking. Use of AI or any automated tools is permissible only when explicitly authorized by the instructor for a specific assignment or task. Unauthorized use may result in penalties as outlined in The Code of Student Conduct and Academic Integrity.

Evaluations
At the end of the semester, please complete the Student Evaluation of Course and Course Instructor. 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

**Withheld Grades Course Grades Policy HOP 02-206**
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

**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 promptly 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

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- 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><strong>Initial Video</strong></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><strong>Timeliness</strong></td>
<td>Posts by the due date and time for the initial post.</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><strong>Conversational Language and Grammar</strong></td>
<td>Uses appropriate conversational language and does not contain errors in grammar.</td>
<td></td>
<td></td>
<td></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 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><strong>Response</strong></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>
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</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.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of July 8- July 13</td>
<td>• Introduction</td>
<td>• Read Introduction module content, notably Syllabus and Course Calendar.</td>
</tr>
<tr>
<td></td>
<td>• Module 1: Birth Practices</td>
<td>• Submit Introduction Marco Polo Video Discussion Assignment &amp; Response.</td>
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<tr>
<td></td>
<td></td>
<td>- Submit initial post by <strong>July 12 by 2359</strong>.</td>
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<tr>
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<td></td>
<td>- Submit response by <strong>July 13 by 2359</strong>.</td>
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<tr>
<td></td>
<td></td>
<td>• Read module content.</td>
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<td></td>
<td>• Submit Module 1 Dropbox by July 13 by 2359.</td>
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<td></td>
<td></td>
<td>• Submit Module 1 Discussion Board Assignment by July 13 by 2359. No response required.</td>
</tr>
<tr>
<td>Week of July 14 - July 20</td>
<td>• Module 2: Maternal Mortality Statistics</td>
<td>• Read module content.</td>
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<td>• Submit Module 2 Dropbox Assignment by July 20 by 2359.</td>
</tr>
<tr>
<td>Week of July 21 – July 27</td>
<td>• Module 3: Infant Mortality Statistics</td>
<td>• Read module content.</td>
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<td>• Submit Module 3 Dropbox Assignment by July 27 by 2359.</td>
</tr>
<tr>
<td>Week of July 28 – August 3</td>
<td>• Module 4: More Than Statistics</td>
<td>• Read module content.</td>
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<td></td>
<td>• Submit Module 4 Marco Polo Video Discussion Assignment &amp; Response</td>
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<td></td>
<td>- Submit initial post by <strong>August 2 by 2359</strong>.</td>
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<tr>
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<td></td>
<td>- Submit response by <strong>August 3 by 2359</strong>.</td>
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<td>• Complete Course and Course Instructor Evaluations when available in mySFA.</td>
</tr>
<tr>
<td>Week of August 4 – August 7</td>
<td>• Module 5: What Are We Doing?</td>
<td>• Read module content.</td>
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<tr>
<td></td>
<td></td>
<td>• Complete Module 5 Comprehensive Quiz by August 6, 2359.</td>
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</table>

*Please note that August 7 is a Wednesday and the assignment is due by August 6 which is a Tuesday*