

**The University of Kansas  
School of Nursing  
Fall 2009**

**COURSE:** NRSNG 836: Nurse Midwifery in the Intrapartum and Postpartum Period

**CREDIT HOURS:** 3 Credit Hours

**PREREQUISITE:** NRSNG 809/810, 811/812, 813, 835/838, 830/831  
or consent of the instructor

**CO-REQUISITE:** NRSNG 837

**INSTRUCTOR:** Terrah Stroda, CNM, ARNP, MS Lead Faculty  
Office: SON 2074  
913-588-1650  
Cell 913-907-6861  
Email: [tstroda@kumc.edu](mailto:tstroda@kumc.edu)  
Office Hours: Mon & Tues 9-4, Friday by appointment

Cara Busenhart, CNM, ARNP, MSN, Co-Faculty  
Office: SON 2071  
913-588-3354  
Email: [cbusenhart@kumc.edu](mailto:cbusenhart@kumc.edu)

**COURSE DESCRIPTION:**

Nurse-midwifery care of uncomplicated mother/infant client systems through the intrapartum, postpartum and neonatal period are presented and analyzed. Intrapartal and postpartum complications and emergency events are addressed. Complementary practice models demonstrating various management modalities are described. Concepts of research, ethics, legal and political issues, nutrition, pharmacotherapeutics, health promotion, and selected high-risk deviations from normal are included.

**COURSE OBJECTIVES:**

Upon completion of this course, students will be able to:

1. Synthesize knowledge necessary to assess, manage, and care for healthy women and infants throughout the intrapartum/postpartum and immediate newborn period.
2. Use clinical inquiry when examining evidence-based practice to implement and evaluate management of the mother/infant client system during labor and delivery, recovery and postpartum.

3. Examine nurse-midwifery core competencies and standards of practice specific to the mother/infant client system in the management of labor, birth, postpartum and neonatal periods.

#### METHODOLOGY:

Angel web-based learning, lecture-discussions via Elluminate, group and individual assignments, student presentations, clinical experiences, and case studies are utilized throughout the course.

#### INTRODUCTION:

Intrapartum has been said to be 95% pure bliss and 5% pure terror. The birth of a baby, the addition to a family, is one of life's most precious times. We know from research the significance this event has on the mother, infant, and family. As CNM's we have a unique opportunity to have a positive, protective effect on birth. Not only are we assisting in the safe passage for mother and baby, we are instrumental in helping to make this experience a medically and emotionally rewarding experience for all involved.

#### EVALUATION COMPONENTS:

Final	40%
Unit quizzes (3)	40%
Student presentation & Personal Reflection Paper	10%
Class participation	10%

**Personal Reflection Paper:** "Midwifery Birth", typed personal reflection paper describing the student's ideal labor and birth as a nurse-midwife. **Due 8-24-09 by NOON.** Submit to lead instructor via email. Student will be graded on writing quality and insight provided within the paper.

**Quiz:** The students will be given a quiz at scheduled times throughout the semester. Each quiz will cover all the material presented since the previous quiz.

**Final:** The final exam is comprehensive.

**Class Participation** is mandatory unless prior approval from the instructor has been granted. In the case of absence, the student will be expected to complete an equitable assignment, as well as to review and complete the Live Elluminate session missed. We assume everyone is computer ready, microphones working, with quiet time dedicated solely for class participation.

**Student Presentation:** Each student will serve as the leader of an Elluminate discussion on an assigned current clinical practice issue (see below and Course Schedules for dates of presentations). The presentation should include current recommendations for patient care, midwifery relevance, and "hot topics" which may impact care given. Hospital

policy, state or federal law, insurance reimbursement, consumer opinion or literature, and/or professional opinion statements are all examples of “hot topics”. The subject matter should be presented as if the student were providing a CEU or CME event to professional colleagues.

The presentation should be at least 30 minutes in length, followed by 10 minutes of discussion lead by the student leader. The student must also provide the class with an annotated bibliography of *at least* 3 current research-based articles on the topic. Please learn how to upload documents and presentations onto Eluminate Live so when given “Moderator Status” the student leader may begin her presentation promptly. (See Eluminate for free training as needed: <http://www.elluminate.com/support/training/>.) A copy of the presentation (ie. PowerPoint), any other teaching materials or handouts, and bibliography will be emailed to the instructor **by NOON the day prior** to the presentation. Student will be graded on thoroughness of topic, creativity, class discussion, professionalism of presentation (oral and written), and timely submission of materials requested above.

<b>Student</b>	<b>IP/PP Presentation</b>
Melissa Conard	Midwifery in a Birth Center: Intrapartum & Postpartum Care
Sarah Darby	Diagnosis & Malpractice: Role of The Placenta & Cord Gases
Jessica Liesveld	Maternal Positioning: Ideas for Integrated Mom/Baby IP Management
Julie O'Neil	Friedman's Curve: Fact or Fiction?
Krysta Ramirez-Henry	Alternative Therapies in Labor & Delivery
Megan Shepard	1 <sup>st</sup> Assist at Cesarean Birth

### **GRADING RUBRIC for STUDENT PRESENTATIONS (10 total points)**

<u>Timing</u> - 30 minutes of presentation and 10 minutes of a guided discussion. 2 points
<u>Presentation</u> - Effectively utilized appropriate media format (ie. PowerPoint), Presentation was professional in appearance. Turned in to instructor on time. 2 points
<u>Creativity</u> - Student utilized new ideas or methods to demonstrate knowledge on assigned subject matter 2 points
<u>Citations</u> - Appropriate, current references cited. Timely submission. 2 points
<u>Discussion</u> - Student lead post-presentation discussion well and encouraged classmate involvement - 2 points

#### **GRADING:**

90-100	A
80-89	B
70-79	C*
60-69	D*

\* For students enrolled in the Nurse Midwifery track, the quizzes and final exam have a passing grade requirement of **80%**. The exams may be retaken once for those who do

not accomplish this requirement, for a maximum rescore of 80%. The quizzes and final exams must be passed to successfully complete the course. The final course grade also has a passing requirement of **80%** for students to proceed in the Nurse Midwifery track.

**Core Competencies for Basic Midwifery Practice** (2007) describes the fundamental knowledge, skills, and behaviors expected of a new practitioner. Accordingly, they serve as guidelines for educators, students, health care professionals, consumers, employers, and policy-makers and constitute the basic requisites for graduates of all nurse-midwifery and midwifery education programs accredited/preaccredited by The Accreditation Commission for Midwifery Education (ACME).

**The following are the Hallmarks of Midwifery, as identified by the American College of Nurse-Midwives, that will serve as the basis for this course:**

**The art and science of midwifery are characterized by these hallmarks:**

- A. Recognition of pregnancy, birth, and menopause as normal physiologic and developmental processes
- B. Advocacy of non-intervention in the absence of complications
- C. Incorporation of scientific evidence into clinical practice
- D. Promotion of family-centered care
- E. Empowerment of women as partners in health care
- F. Facilitation of healthy family and interpersonal relationships
- G. Promotion of continuity of care
- H. Health promotion, disease prevention, and health education
- I. Promotion of a public health care perspective
- J. Care to vulnerable populations
- K. Advocacy for informed choice, shared decision-making, and the right to self-determination
- L. Cultural competence
- M. Evaluation and incorporation of complementary and alternative therapies in education and practice
- N. Skillful communication, guidance, and counseling
- O. Therapeutic value of human presence
- P. Collaboration with other members of the health care team

**The following are Midwifery Competencies that will be addressed in this course:**

**Components of Midwifery Care: The Childbearing Family**

A. Care of the Childbearing Woman: Independently manages the care of women during pregnancy, childbirth, and the postpartum period

**Applies knowledge of midwifery practice in the intrapartum period that includes, but is not limited to, the following:**

- a. Confirmation and assessment of labor and its progress
- b. Assessment of maternal and fetal status during labor
- c. Indicators of deviations from normal, including complications and emergencies
- d. Measures to support psychosocial needs during labor and delivery
- e. Management strategies and therapeutics to facilitate physiologic labor progress

- f. Techniques for (i) administration of local anesthesia (ii), spontaneous vaginal delivery, (iii) third stage management, and (iv) performance and repair of episiotomy and repair of lacerations
- g. Techniques for management of emergency complications and abnormal intrapartum events

**Applies knowledge of midwifery practice in the postpartum period that includes, but is not limited to, the following:**

- a. Postpartum self-care, newborn care and feeding, contraception, and family relationships
- b. Management strategies and therapeutics to facilitate a healthy puerperium
- c. Facilitation of the initiation, establishment, and continuation of lactation
- d. Deviations from normal and appropriate interventions including management of complications and emergencies
- e. Management of discomforts of the puerperium

Reference: *ACNM Core Competencies for Basic Midwifery Practice, 2007*

**Online Evaluations:**

You will have the opportunity to evaluate NRS 836 course and faculty online at the conclusion of the course. The online evaluation will offer you an opportunity to evaluate the course objectives, teaching strategies, textbooks, guest speakers and a variety of other elements of the course. Your suggestions for improvement of this course are welcome. You will be given information about how to access the evaluation forms at the end of this course.

TEXTBOOKS & Supplies
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***Required***

Varney, Kriebs, & Gegor (2004). Nurse Midwifery 4<sup>rd</sup> ed., Jones & Bartlett Publishers.

Cunningham, MacDonald, & Gant (2009). Williams Obstetrics 23rd Edition, Appleton & Lange Publishing. (*\*Available Oct 2009. You are encouraged to borrow the Williams (2005) 22<sup>nd</sup> version until the new edition is available. Readings listed for Units 1 & 2 will be from the 22<sup>nd</sup> edition.*)

Oxorn & Foote (1986). Human Labor and Birth, 5<sup>th</sup> ed. New York: Appleton- Lange.

Blackburn (2007). Maternal, Fetal, & Neonatal Physiology: A Clinical Perspective. 3rd Edition. Saunders, St Louis.

Sinclair, Constance (2004). A Midwife's Handbook. WB Saunders Co.

Hale (2008). Medications and Mothers' Milk. 13<sup>th</sup> Edition. Hale Publishing.

Access to & Full use of the internet, including KUMC web resources: Angel, Elluminate, and online library/journal access

Microsoft Office 2007 (PowerPoint & Word will be predominantly used in this course)

### ***Recommended***

Enkin, M. et.al. (1995). A Guide to Effective Care in Pregnancy and Childbirth, 2<sup>nd</sup> ed. Oxford University Press. Available free online: [www.childbirthconnection.org](http://www.childbirthconnection.org)

Hale & Hartmann. (2007) Textbook of Human Lactation 1<sup>st</sup> Edition, Hale Publishing.

Murray, Huelsmann, & Romo, (2007). Antepartum & Intrapartum Fetal Monitoring, 3<sup>rd</sup> Edition. Springer Publishing.

Simkin P., & Ancheta R., (2005) The Labor Progress Handbook, 2<sup>nd</sup> Edition. Blackwell Publishing.

Tarascon (2009). Tarascon Pocket Pharmacopeia, 23<sup>rd</sup> Edition. Tarascon Publishing.

\*Also available in electronic form for PDA

Epocrates Rx; available for free online or upgrade for minimal fee. [www.epocrates.com](http://www.epocrates.com)

PROFITS PLEDGE: (From KUMC student Planner and Handbook, 1999-2000. pgs. 109-116.)

“I pledge that I will not give, receive, not tolerate unauthorized aid, nor will I abuse academic resources while I am a member of this academic community.” The School of Nursing at the University of Kansas Medical Center has adopted a professional integrity system (PROFITS) that guides student and faculty academic behavior. PROFITS uphold behavior reflective of individual responsibility, mutual trust, professional values, and standards. PROFITS value an academic environment free of academic misconduct or abuse of academic resources. When in doubt, the student must clarify with the instructor, the appropriateness of behaviors that may violate PROFITS. The following are examples of unacceptable behaviors in NRS 836:

1. Copying or stealing answers from classmates or the instructor on quizzes or exams is considered misconduct.
2. Submitting written material that you did not write yourself is considered misconduct.
3. Abuse of academic resources includes copying academic software from a KUMC computer for personal use, failure to return equipment checked out from the lab, removing lab equipment from the Learning Lab complex for personal use, failure to return equipment checked out from the lab, removing lab equipment from the Learning Lab complex for personal use, or not reporting damage to equipment at the time it occurs.
4. Misconduct also includes:
  - a. Failure to act in a professional manner during class time or clinical.

- b. Plagiarizing (e.g., copying from original source, not giving appropriate citation for original source) or allowing others to do your work for you
- c. Failure to adhere to a dress code suitable for the clinical setting.
- d. Failure to report unethical, immoral, or illegal behavior.
- e. Failure to carry out responsibilities with respect for peer, client, and preceptor variations of gender, race, national or ethnic origin, creed, marital status, sexual orientation, age, or disability
- f. Verbally or physically threatening behavior directed toward patients, faculty, other students, staff.

How will PROFITS fulfill these Purposes? To fulfill these purposes the PROFITS Committee will provide education for all continuing and new students, faculty, and staff. You will receive information about the PROFITS philosophy, purposes, and procedures, including the definitions of academic misconduct and abuse of academic resources and examples of both; student, faculty, and staff responsibilities under PROFITS; and a description of the procedures that the PROFITS Committee will follow when carrying out its functions. In addition, the PROFITS Committee will investigate and hear instances of suspected misconduct.

#### DISABILITY STATEMENT:

Learning assistance, academic performance enhancement, and psychological services at KUMC are free, confidential, and available at Student Counseling & Educational Support Services by calling 913-588-6580 or visiting G116 Student Center.

Any student in this course who needs an accommodation because of a disability in order to complete the course requirements should contact the instructor or the Equal Opportunity / Disability Specialist (913-588-7813, TDD 913-588-7963) as soon as possible.