

ASSOCIATE DEGREE NURSING PROGRAM

NUR 125 MATERNAL-CHILD NURSING

COURSE SYLLABUS 2007

**MAYLAND COMMUNITY COLLEGE
P. O. BOX 547
SPRUCE PINE, NC 28777**

The information, including class, lab, and clinical requirements, contained in the course documents for NUR 125 is subject to change in the event of extenuating circumstances. Students will be informed of these changes. Students will be responsible both for notices posted on the ADN Program bulletin board by Rooms 204/205, for notices of changes given in class, and on LEO.

The student is accountable/responsible for knowledge from concurrent courses in the curriculum.

Rev. 5/21/07

NUR 125
MATERNAL-CHILD NURSING

TABLE OF CONTENTS

<u>SECTION</u>	<u>TITLE</u>	<u>PAGE NUMBER</u>
Section I	Course Description.....	3
Section II	Course Credit Information.....	3
Section III	Course Outcomes.....	3
Section IV	Textbooks.....	4
Section V	Grading Policy.....	4
Section VI	Attendance	5
Section VII	Expectations.....	5
Section VIII	Teaching Strategies	6
Section IX	Learning Environment/Activities	6
Section X	Faculty.....	6
Section XI	Data Gathering/Assessment Guide.....	7
Section XII	Newborn Assessment Guide	21
Section XIII	Clinical Guide for Community-Based Clinical Experience	31
	Clinical Guide for Community/Child Care Setting.....	33
	Child/Young Adult with Special Needs Community Experience	34
	Experience With Student in Exceptional Children’s Program	35
Section XIV	Daily Clinical Profile	36
Section XV	Clinical Evaluation Tool	43
Section XVI	Maternal Course Outline	51
Section XVII	Maternal Lab Outline	72
Section XVIII	Child Health Course Outline	85
Section XIX	Child Health Lab Outline	141
Section XX	Child Health Assessment	182
Section XXI	Nursing Care Plan Instructions	186
Section XXII	Medication Care Plan	198
Section XXIII	Client Teaching Plan	199
Section XXIV	Client Teaching Assessment	200
Section XXV	Assessing Pediatric Client	201
Section XXVI	Course Calendar.....	203

**MAYLAND COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
NUR 125 - MATERNAL-CHILD NURSING**

SECTION I: COURSE DESCRIPTION

This course introduces nursing concepts related to the delivery of nursing care for the expanding family. Emphasis is placed on utilizing the nursing process as a framework for managing/providing nursing care to individuals and families along the wellness-illness continuum. Upon completion, students should be able to utilize the nursing process to deliver nursing care to mothers, infants, children, and families.

SECTION II: COURSE CREDIT AND PLACEMENT INFORMATION

Maternal-Child Nursing is in the fall semester of the second year of the program. The course includes five (5) credit hours of class (80 contact hours), one (1) credit hour of skills lab (48 contact hours), and two (2) credit hours of clinical (96 contact hours).

Prerequisite to Maternal-Child Nursing is NUR 185 (Mental Health Nursing).

Co-requisites to Maternal-Child Nursing are ENG 114 (Professional Research and Reporting) and PSY 241 (Developmental Psychology).

SECTION III: COURSE OUTCOMES

Theory Objectives

The student will with satisfactory competence:

1. Discuss human needs and evidence-based practice as a framework for prioritizing nursing care for the childbearing family.
2. Describe use of the nursing process to administer holistic, patient-centered nursing care to the childbearing family.
3. Describe effective communication, including written expression, verbal and non-verbal expression, and informatics, related to use of the nursing process in providing care to the childbearing family.
4. Explain management principles and quality improvement measures used in organizing care for the childbearing family.
5. Discuss legal, ethical, and professional standards related to the care of the childbearing family.

Clinical Objectives

The student will with satisfactory competence:

1. Use human needs and evidence-based practice as a framework for prioritizing nursing care for the childbearing family.
2. As a provider of care, utilize the nursing process to administer holistic, patient-centered nursing care to the childbearing family.
3. Use effective communication techniques, including written expression, verbal and non-verbal expression, and informatics, in providing care to the childbearing family.
4. As a manager of care, organize nursing care and quality improvement measures for one or two individuals and the childbearing family.

5. As a member within the discipline, practice according to legal, ethical, and professional standards when caring for the childbearing family.

SECTION IV: TEXTBOOKS

REQUIRED:

Wong, D., Perry, S., Hockenberry, M., Lowdermilk, D. & Wilson, D. (2006). *Maternal-child nursing care*. (3rd ed.). St. Louis, MO: Mosby.

Wong, D., Perry, S., Hockenberry, M., Lowdermilk, D., & Wilson, D. (2006). *Maternal-child nursing care study guide*. (3rd ed.) St. Louis, MO: Mosby.

Wong, D., Perry, S., Hockenberry, M., Lowdermilk, D., & Wilson, D. (2006). *Virtual clinical excursions*. (3rd ed.) St. Louis: Mosby.

All textbooks required in previous nursing courses.

NUR 125 Course Syllabus

NUR 125 Course Outline

SECTION V: GRADING POLICY

In order to pass the course, the student's theory unit tests must average 77, before the grades of other assignments are calculated to determine the final course grade. Students who do not achieve a theory unit test grade average of 77 do not have the option of taking the final exam.

Students who make less than 82 on any given unit test will be required to complete remedial assignments, to a specified standard, as determined by the instructor. The student's original test grade will stand and be the one used to calculate the final course grade.

It is the student's responsibility to prepare to perform designated skills satisfactorily before doing them in the skills lab and clinical agency. Students are expected to use audio-visual resources and to practice independently before doing motor performances. Appointments can be made for additional practice time with the course instructor or lab facilitator.

Assignments, which are not submitted on time, are unsatisfactory according to the existing policy in the *MCC Nursing Program Student Handbook*. All assignments must be completed and turned in by the last day of class, or the student will receive an "F" for the course.

Evaluation

1) Classroom Theory

- | | |
|--|-----|
| a. Unit tests | 70% |
| OB (4) | |
| Child Health (4) | |
| b. Final comprehensive exams | 30% |
| OB (1) | |
| Child Health (1) | |
| c. Study Guide Exercises/Virtual Clinical Excursions | S/U |
| 15 OB | |

- | | | |
|--|-----|-----|
| 15 Child Health | | |
| d. 1) Class notes | S/U | |
| 2) PD Scenarios (OB and Peds) | | S/U |
| 3) Nutrition Modules | | S/U |
| 4) Child Health Case Studies (in syllabus) | | S/U |

2) Clinical S/U

- a. Satisfactory clinical performance. See *MCC Nursing Program Student Handbook* for “Criteria for Grading of Clinical” and “Consequences of Unsatisfactory Clinical Performance.”
- b. Clinical will be graded on an S/U basis, and a student must receive an “S” on the Clinical Evaluation Tool in order to pass the course.
- c. An unsatisfactory final clinical grade, regardless of the theory grade, will result in an “F” for NUR 125.
- d. Satisfactory completion of each scheduled clinical day with Daily Anecdotal Instructor Verification sheet completed and signed by instructor
- e. Satisfactory clinical practice according to stated clinical objectives
- f. Completion of the following written clinical assignments with a grade of “S” in accordance with established guidelines:
 1. Case study of either OB or Peds patient, with article review
 2. Newborn case study/care plan
 3. Community clinical experience paper
 4. One intrapartum assessment (see forms in syllabus)
 5. One postpartum assessment (see forms in syllabus)

3) Lab S/U

- a. Completion of all required lab assignments with a grade of “S”.
- b. Completion of all designated OB/Peds skills check lists with grade of “S”.

- 4)** At the conclusion of this course, students will be required to take standardized achievement tests. These tests must be taken in order to complete course requirements. Students, making less than the predetermined scores, will be required to complete and pass additional tests and review materials as assigned by instructors.

SECTION VI: ATTENDANCE: See *MCC Nursing Program Student Handbook*

SECTION VII: EXPECTATIONS

Theory (Classroom)

Students are expected to be prepared for the content of the classroom and labs. Adequate preparation is essential before attending class and lab to gain the most from the sessions. Students are expected to be on time for all aspects of this course.

Students are encouraged and expected to contact the classroom, lab and clinical instructors to make an appointment for an individual conference, if at any time they are having difficulty with the course or feel a need for more individualized attention.

Any students in this course who have a documented disability that may prevent them from fully demonstrating their abilities should contact the official disability coordinator, who is the SOAR Director or Coordinator of Counseling Services as soon as possible. The disability coordinator will collaborate with the nursing program dean to discuss what, if any, reasonable accommodations may be necessary to complete the course requirements.

If a student has not been in contact with the instructor and has not attended class, lab, or clinical for a consecutive two-week period, an administrative withdrawal will be submitted by the instructor.

Clinical

Clinical experiences will be assigned to each student at area health care facilities. Students are expected to adequately prepare for the clinical assignment. Preparation includes preparing an initial plan of care based on client diagnosis by preconference time. This assignment is the responsibility of the student once the client assignments are posted.

SECTION VIII: TEACHING STRATEGIES

1. Lecture/discussion/lab
2. Audiovisuals
3. Student presentations
4. Computer simulations/tutorial programs
5. Independent study
6. Clinical experience
7. Clinical conferences
8. Case study/critical thinking exercises
9. Role playing
10. Internet
11. Group projects
12. Remediation

SECTION IX: LEARNING ENVIRONMENT/ACTIVITIES

Personal responsibility for learning and student development is fostered throughout NUR 125 by use of independent learning activities. (Examples: computer simulations/tutorials, study questions, viewing audiovisuals, reading of periodicals, remediation, etc.).

SECTION X: FACULTY

Vickie Wise, RN, MSN
Course Coordinator
Office Phone 765-7351, ext. 268