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NRSG 142.01: Core Concepts of Maternal/Child

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THE UNIVERSITY OF MONTANA-COLLEGE OF TECHNOLOGY
DEPARTMENT OF NURSING
Associate Applied Science-Practical Nursing Program
Course Syllabus Spring 2013

COURSE NUMBER AND TITLE: NRSRG 142 Core Concepts of Maternal/Child Nursing
DATE REVISED: 01/2013
SEMESTER CREDITS: 3 (2 lecture/1 clinical)
CONTACT HOURS PER SEMESTER: Lecture: 30
Clinical: 48

CLASS TIMES:

OB: Wednesdays 1110-1300
Weeks 1-7: 1/30/13-3/13/13
Peds: 3/30/13-5/8/13

Prerequisites:

Admission into the Associate of Applied Science Nursing Program for The University of Montana College of Technology with successful completion of all Health Core Courses and first semester courses in Practical Nursing Program.

FACULTY CONTACT AND INFORMATION:

Ginger Zink Sillars BSN,
Pediatrics
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Assistant Professor Obstetrics
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Office Hours:

Ginger Sillars, BSN
Office Hours: Tue. & Thur. 10-11:30
Or by appointment.

Office Hours:

Theresa Kinney, RN, MSN
Office Hours: Tuesday 10-1400,
Wednesday 0830-1000, or by appointment.

Office Location: Griz House #3 Faculty Offices

CLINICAL SITES:

Community Medical Center
2827 Fort Missoula Road
Missoula, MT 59803
406-728-4100

Florence Carlton Elementary School
5602 Old Highway 93
Florence MT, 59833
406-273-6301 or 406-273-6741

Missoula Public Schools
Linda Simon
728-2400 ex. 1073

Lolo School
Jill
273-6686 ex. 122

WIC (Health Dept.)
Mary Pittaway

RELATIONSHIP TO THE PROGRAM:

This course prepares students to reach basic competency at the Practical Nursing level in the care of Maternal/child clients during childbearing years. This course builds on growth and development knowledge, human anatomy and physiology and lifespan concepts in Health Core Course.

COURSE DESCRIPTION:

Emphasizing caring, communication, professionalism, and critical thinking, the course provides information about fetal development and prenatal and postnatal care of the mother and newborn. Role of the nurse in meeting the needs of the family is emphasized. Clinical application of caring for the mother and newborn will allow the student to demonstrate acquired knowledge. The course also includes growth and development patterns as well as care of the well and sick child.

Program Outcomes: The Program Outcomes listed in the student handbook are formulated to provide students with outcomes expectations in the AAS-PN program. Each objective is considered pertinent to the core competencies for the Associate of Applied Science-Practical nurse as described by the National League of Nursing Competencies Task Force. At the completion of this course and AAS-PN program, the student will be expected to meet the course objectives listed with focal reference to Maternal and Child Nursing Care.

EXPECTED STUDENT PERFORMANCE GOALS AND OBJECTIVES:

Upon successful completion of the AAS-Practical Nursing Program the graduate will be able to:

1. **Professional Behaviors:** Demonstrate a developing application of professional behaviors while meeting the unique needs of Maternal/Child clients as characterized by the student being able to:
 - a. Demonstrate legal and ethical principles within the Practical Nursing scope of practice unique to the Maternal/Child client; holding one's self accountable for all nursing care provided.
 - b. Demonstrate professional attitudes, and civility in the classroom when dealing with instructors, other students, guest speakers, ancillary staff and other professionals.
 - c. Actively seek learning opportunities to meet personal and course objectives.
2. **Communication:** Discriminate between therapeutic and non-therapeutic communication techniques when caring for Maternal/Child clients or working with members of the healthcare team in the workplace as characterized by the student being able to:
 - a. Demonstrate therapeutic, developmentally appropriate *communication* to maternal/child clients and their family.
 - b. Use SBAR to effectively communicate to members of the healthcare team.
3. **Assessment:** Collect and interpret basic health *assessment data* for Maternal/Child clients with common health conditions with predictable outcomes.
4. **Critical Judgment:** Collaborate with the other members of the healthcare team to assist in the *planning* of patient care as characterized by the student being able to:

- a. Demonstrate accurate use of the components of the nursing process in promoting progress of desired outcomes for families & children progressing through the stages of normal growth and development when planning nursing care.
 - b. Demonstrate use of evidence based practices to assist in the development of individualized nursing care plans.
 - c. Use critical thinking skills to prioritize assigned nursing interventions.
 - d. Identify safety procedures to protect Maternal/Child clients and staff when applying the nursing process in the clinical setting.
5. **Caring:** Establish a *caring* environment as characterized by the student being able to :
- a. Demonstrate actions that assist Maternal/Child clients in identifying and meeting their healthcare needs.
 - b. Identify methods to diminish the Maternal/Child client's risk of developing complications and/or dysfunctional health patterns related to treatments, procedures or existing conditions.
6. **Managing Care:** Collaborate with health care team members in the management of fiscal, human and technological resources in the Maternal/Child healthcare setting as characterized by the student being able to:
- a. Identify and participate in *management* of client care and cost, and effectively perform delegated nursing interventions by supervising personnel.
 - b. Demonstrates appropriate techniques in delegating to qualified assistive personnel in accordance of abilities and scope of practice for the practical nurse.
 - c. Demonstrates competence in using technological resources in the healthcare delivery system.

COURSE POLICIES AND COURSE/ CLINICAL EVALUATION:

1. **Course requirements listed must be completed in order to pass the course.** A student must have a grade of at least 80% in each of the obstetrics and pediatric content areas in order to receive a passing grade for this course. Students must receive a passing grade for the clinical and didactic component of each of the content areas to pass this course.
2. Policies related to attendance, tardiness, class participation, missed examinations or assignments, academic dishonesty, grading, Grade Appeal Procedure, and support services are included in the UM-COT Nursing Programs Student Handbook and Policies.
3. Please see Clinical Paperwork and Evaluation Guidelines and Rubric in Moodle.

ACADEMIC INTEGRITY:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by The University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.

1. **Students are expected to make a proactive, consistent, active, and responsible effort to attend *all* clinical experiences as part of their professional behavior development. Students are expected to come to clinical with the required paperwork, prepared to discuss their selected patient(s) and plan of care with the instructor. Please see expected clinical behaviors in the student handbook.**

2. Regular attendance is expected at each class as part of professional behavior. With online components, attendance will be reviewed by instructor via Moodle. In the event of a student being unable to attend class, prior notification to the faculty is appreciated and requested.
3. Exams/quizzes are to be taken at the times they are scheduled. In the event an exam/quiz must be missed, prior notification to faculty member is required. Arrangements will need to be made for testing with faculty member or testing center and will be allowed at the discretion of the instructor. **Quizzes/exams will be held in class or on Moodle at specified times listed in course outline. Unless specifically announced by the instructor, unit test, quizzes or exams are NOT open book or open note tests.**
4. **Paperwork Due Dates:**
 - a. **All assignments are due at the time and due date indicated. Due dates and times will be listed on the course outline and on Moodle. It is the student's responsibility to complete these on time. I do not send out reminders. Late work, including exams, will NOT be accepted. IT MUST BE HANDED IN DURING THE FIRST 10 MINUTES OF CLASS ON THE DAY IT IS DUE. Emergencies and extenuating occurrences will be handled on an individual student basis. Please speak to the instructor **BEFORE** the due date if you suspect you may not be able to complete the work on time. Faculty has the final decision on whether or not to accept late assignments and circumstances must be extenuating. Repeated requests for extensions on course work due dates will affect your professionalism grade and potentially your final grade for the class. An assignment that is more than 24 hours late, regardless of prior notification, will have a minimum 10% reduction to the final grade for that assignment.**
 - b. **Students are expected to turn in all clinical paperwork/notebooks on time. Clinical paperwork is due by the Monday following your clinical experience. For example if your clinical experience is on Thursday 1/31/13 &/or Friday 2/1/13 then your clinical paperwork is due by 11:59 PM on Monday 2/4/13. Late clinical paperwork will not be accepted without prior approval of the instructor and will result in a "Failure" in the clinical portion of the course. Clinical paperwork for this course is submitted electronically or hard copy at the discretion of the clinical instructor. Students who arrive unprepared for clinical will be sent home with an unexcused clinical absence. This will result in a "Failure" of the clinical portion of the class. Preparedness for the clinical experience will be determined by the clinical instructor/preceptor.**
5. **Note: Instructor reserves the right to modify syllabi and assignments as needed based on faculty, student, and/or environmental circumstances.**

RECORDING OF CLASSES- Lecture recording is not allowed without prior consent of the instructor. In blended classes or distance learning classes, recorded lectures are not allowed

to be re-broadcast in any way and any material discussed in face to face classes or in on-line discussion groups is considered confidential. If a student breaks this policy, it will be considered academic misconduct.

DISABILITY ACCOMODATION:

Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. Please speak with me after class or in my office. Please be prepared to provide a letter from your DSS Coordinator. For more information, visit the Disabilities Services website at <http://www.umt.edu/dss/> or call 406-243-2243 (voice/text)

Note: Instructor reserves the right to modify syllabi and assignments as needed based on faculty, student, and/or environmental circumstances.

PEDIATRIC DOSAGE CALCULATION:

To promote medication administration safety in the clinical setting, students will be required to earn a minimum of 100% on a pediatric dosage calculation quiz prior to starting pediatric clinical experiences in Core Concepts of Maternal/Child care. Students will be given two attempts to earn a 100% on the dosage calculation quiz.

In the event a student is unable to earn a 100% on the quiz after the initial attempt, the student will meet with the instructor, discuss areas of concerns, and develop a mutual action plan which will include a mandatory tutoring session to assist the student in achieving goals of safe medication administration. The final attempt will be scheduled at the discretion of the instructor. In the event a student is unable to earn a 100% on the quiz after the second attempt, the student will not progress to the pediatric clinical setting.

The pediatric dosage calculation review and quiz will be administered during the clinical orientation. Students may use clinical reference cards and calculators and are advised to come prepared.

Course Assessment Methods:

Educational pursuits are constantly evolving and growing. As students expect to receive an evaluation of their progress in meeting outcomes and due dates, curriculum is also subject to constructive criticism and evaluation. Therefore, this course will be evaluated by students in the format of student evaluations. Staff at clinical sites will also be requested to provide feedback to improve curriculum and practices for higher levels of student achievement. The faculty highly values student feedback and welcomes all forms.

Student performance assessment methods and grading criteria;

1. Homework Assignments
2. Pre-lecture quizzes
3. Unit quizzes
4. Case Study / Concept Map Assignments
5. Class Participation/Professionalism
6. Written Clinical Paperwork
7. Instructor evaluation of supervised clinical practice

Breakdown of Grade: Peds and OB are each worth 50% of the course grade.

	<u>Peds</u>	<u>OB</u>
• Unit Quizzes		12
• Pre-Lecture Quizzes		3
• ATI	5	5
• Homework/Case Studies	30	5
• Final Examination	15	15
• Participation/Professional Attitude	5	5

Clinical is scored as Acceptable or Not Acceptable; please see clinical paperwork guidelines and grading rubric in Moodle. (No letter grade or “score” assigned). Student’s clinical experience and paperwork must be considered “acceptable” to pass the course and achieve at least 80% in didactic course work.

Grading Scale

90-100 = A	60-69 = D
80-89 =B	Below 60 = F
70-79 =C	

Successful completion of this course requires a minimum of an 80% (B). **Both the classroom and the clinical components of each of the content areas of the course must be successfully completed in order to pass the class; therefore, you must receive at least 80% and an “Acceptable” clinical grade in each content area to pass the course.** For example any student who earns a passing grade of 88% in Peds, but then earns a 78% in OB will not pass the course, regardless of the total combined score.

Students must also pass the clinical portion and receive an “Acceptable” clinical grade in order to pass the course. Students will receive one faculty evaluation for each of the various clinical experiences in this course: 1. OB and Nursery, 3. Hospitalized Child, 4. Children in school setting. All areas must be satisfactorily completed and acceptable paperwork submitted for the student to pass the clinical portion.

Required Text:

Leifer, G. (2011). Introduction to Maternity and Pediatric Nursing (6th ed.). St. Louis, MO: Elsevier Saunders.

ATI Electronic Resources

Suggested Reference Materials and required supplies, please refer to UM-COT Nursing Programs Student Handbook and Policies.

Case Study

Case studies will be used to facilitate the use of critical thinking and simulate application of material being learned. Case studies give the student the opportunity to learn content and interpret a clinical situation in a safe environment with a clinical context. This widely used learning strategy uses fictitious clients in a virtual clinical situation. Students will answer a series of application questions during and NCLEX style questions upon completion of the exercise to evaluate learning. Case studies may be done individually or in small groups, however, questions must be submitted by each student individually.

Class Participation/Professional Attitude

Students will be expected to approach their responsibilities with adequate preparation and a professional attitude. Please see the class participation and professional attitude guidelines and grading rubric in Moodle.

Clinical Paperwork Guidelines: (Please see Moodle for detailed guidelines and grading rubric)

Students will be expected to turn in a reflection and written summary of clinical after each clinical experience (M/B, P, F). Clinical papers are to be submitted to the clinical instructor no later than the Monday following the clinical experience (after the **last** clinical day in OB). Late papers will **not** be accepted in accordance with the UM-COT Nursing Programs Student Handbook & Policies and may result in a “Not acceptable” clinical grade. Clinical papers will be returned to students the following week. The clinical papers for your pediatric and obstetrics experiences will follow the format below and be graded as Acceptable/Not Acceptable. Clinical papers that are considered to be “Not acceptable” will be returned for rewrite and must be turned back in within 3 academic days. Keep in mind that students must have “Acceptable” clinical paperwork in each of the content areas to pass the clinical rotation.

Clinical Preparation for Inpatient Assignments:

Pediatrics:

Students will be assigned a Pediatric client by clinical faculty on Thursday evening between 3-5pm. Students are expected to present to the clinical site sometime between 5p and 7p in business casual and name badge to get assignment from unit secretary or charge nurse. Students are expected to research and be prepared to provide safe, developmentally appropriate and non traumatic care the following day in clinical. Please refer to the Pediatric Clinical Checklist in Moodle. Students not prepared to provide safe patient care will be sent home and the clinical day will be considered unacceptable.

Students assigned to F = Florence Carlton School should plan to arrive at the school wearing school uniform and name badge no later than 8 am and will leave at the end of the school day. Please see guidelines and grading rubric for Florence Carlton School Experience.

Mother/Baby and Nursery:

Students will be assigned their patients upon arriving to OB clinical in the morning. Erin has posted some documents in Moodle to read before your clinical experience. There is also a “preclinical module” & Medication cards due the Monday before your first scheduled clinical day (turn in to Erin electronically please).

Students who are not prepared to care for patients will be sent home and an unexcused absence will be given.

QSEN (Quality and Safety Education for Nurses) is being integrated throughout the curriculum. This was initiated in Fall 2012 with safety and will continue until all competencies have been integrated. QSEN has evolved from the landmark IOM report “To Err is Human” published in 2000.* The six QSEN competencies are: safety, patient-centered care, teamwork & collaboration, evidenced-based practice, quality improvement, and informatics. There are a total of 162 KSAs (knowledge, skills and attitudes) associated with these six competencies that will be introduced with the competencies. There will QSEN assignments that will be due throughout the semester. Due dates are posted.

***This course syllabus is subject to change at the discretion of the course instructor at any time during the semester. All changes will be communicated to students in Moodle as an announcement.**