

Bergen Community College
Department of Nursing
NUR 284
Maternal Child Nursing
6 Lecture (6.00) Lab Clinical Conference (2.00) Clinical (10.00) 5 Credits

Course Description.....	4
Student Learning Outcomes.....	4
Teaching/Learning Activities.....	4
Level Requirements.....	5
Course Requirements.....	5
Course Evaluation.....	5
Grading.....	6
Disability Statement.....	6
Student Course Agreement.....	7
Required Texts.....	8
Course Units.....	9-12
Clinical Experience.....	13

ALL POLICIES AND COURSE REQUIREMENTS ARE SUBJECT TO REVISION ON A SEMESTER BY SEMESTER BASIS. STUDENTS WILL BE NOTIFIED OF ANY REVISION(S) AT THE BEGINNING OF THE SEMESTER IN WHICH THE POLICY OR REQUIREMENTS IS/ARE TO BE IMPLEMENTED, DURING THE FIRST MEETING OF THE APPROPRIATE NURSING CLASS. CLINICAL TIMES ARE SUBJECTED TO CHANGE AT THE DISCRETION OF THE FACULTY AND HOSPITAL.

- **Note: Syllabi found on syllabi central is for information only. Individual course syllabi may be different.**

COURSE DESCRIPTION

NUR-284, Maternal-Child Health Nursing is a third level course in the nursing sequence, which focuses on family units, reproduction, childbearing, and the health care needs of infants, children and adolescents, to meet universal self-care requisites. Students will use the nursing process in a variety of health care settings to assist individual families and groups achieve optimum health.

6 lec. 12 lab, 7.5 weeks, 5 credits.

PREREQUISITES: NUR-281 and NUR-282

CO-REQUISITES: BIO-104, SOC-101, and NUR-285

Means of Assessment: The Student Learning Outcomes are assessed through various means of assessment, including but not limited to the “suggested means of assessment” listed below.

Student Learning Outcomes	Means of Assessment
1. Applies Orem’s Self Care model of Nursing Practice and critical thinking by use of the nursing care plan through reasoning, analyzing, synthesizing, and evaluating to provide care to women, children, and families during childbearing/child-rearing periods.	Interactive lecture activities/ group discussion, critical thinking exercises, case studies, Case study care plan presentation, clinical experience in-patient and community facilities including but not limited to schools and day care.
2. Incorporates principles of growth and development in the nursing care of women, newborn infants, children and families.	Interactive lecture activities/ group discussion, critical thinking exercises, case studies, Case study care plan presentation, clinical experience in-patient and community facilities including but not limited to schools and day care. Computer assisted instruction, ATI, assigned and self-directed readings, Davis Edge and Davis Plus, and simulation.
3. Uses appropriate communication when interacting and integrating biological, psychological, sociological, cultural, spiritual, and economic factors that influence the health of with childbearing women, children, and families.	Interactive lecture activities/ group discussion, critical thinking exercises, case studies, Case study care plan presentation, clinical experience in-patient and community facilities including but not limited to schools and day care.

	Computer assisted instruction, ATI, assigned and self-directed readings, Davis Edge and Davis Plus, and simulation.
4. Incorporates goals and activities that promote the student's personal, professional, and educational development.	Clinical evaluation tool, Research article critique in Pediatrics and Obstetrics, Case study care plan presentation, and critical thinking exercises.
5. Adheres to professional, ethical, and legal standards effecting nursing practice in the current health care environment, when providing care to childbearing women, children and families.	Clinical evaluation tool, Research article critique in Pediatrics and Obstetrics, Case study care plan presentation, and critical thinking exercises.
6. Integrates a variety of technological resources when providing care to childbearing women, children and families.	Audio visual aids, computer assisted instruction, simulation, ATI testing and focused review, Davis Edge and Davis Plus, NJVID. Net Video Repository.
7. Utilizes pharmacological concepts in the clinical and classroom setting to correctly calculate drug and solution problems for childbearing women and children and families. Passes the Level III Pharmacological Math Computation Exam (PMCE) with a score of 100%.	PMCE. Clinical practice giving medications to obstetric and pediatric clients.
8. Incorporates principals of teaching in the care of childbearing women, children, and families.	Lecture, group discussions, interactive student learning activities, clinical practice inpatient and outpatient facilities, day care and school, case study care plan presentation, critical thinking exercises and case studies,

LEVEL REQUIREMENT

Passing a Pharmacological Math Computation Exam (PMCE) with a score of 100% is a level requirement. The PMCE will be given in the first course of each level. If the student does not attain the required 100% passing grade, he/she will be provided two retake opportunities **before clinical begins**. Failure to achieve a 100% in the PMCE will result in an "F" for the course in which the test was administered. Non-scientific calculators may be used at Level III. Those students who are repeaters must also take the exam during whatever section they enter.

COURSE REQUIREMENTS AND EVALUATION

- Satisfactory completion of:
 - a) Newborn Assessment
 - b) Postpartum Assessment/and nursing notes
 - c) Pediatric Assessment/and nursing notes
 - d) L&D Assessment
 - e) Antepartum Case Study
 - f) Math Module
 - g) Communicable Disease Module/classroom
 - h) Growth and Development module/classroom
 - i) Alternative Pediatric clinical assignments; Day care assignment, Health screenings in diverse learning environments (as assigned)
- Satisfactory participation and/or presentation in clinical conference.
- Satisfactory participation of required simulation and case study exercises.

COURSE EVALUATION

A. Theory grade:	Two unit tests worth	75%
	One Final Exam worth	10 %
	ATI Comprehensive OB & Peds	5%
	ATI Practice Test & Focused Assessment	5%

Special project: presentation/ NCP/ research critique 5%

total 15% (included after achieving a passing grade on the above tests)

Total 100%

A grade of 77.45% is required on ALL objective tests for passing theory portion of course.

B. Clinical grade: In order to pass clinical, the final grade must be “S”- satisfactory on all areas of the final clinical evaluation. A student who receives a “U”- unsatisfactory clinical grade, will receive an “F” grade for the course, regardless of their theory grade.

C. Clinical Attendance Policy

Attendance at all scheduled clinical experiences is mandatory.

Students who are absent are required to make up such absences. An incomplete grade will be submitted until a makeup is completed. The makeup for the absence will be at the discretion of the faculty member and the Associate Dean of Nursing.

Excused absences will only be accepted with documentation for personal illness or personal emergency situations.

Failure to adhere to the above will result in a course failure.

Clinical conferences are mandatory; absence from these designated days on your course schedule will result in a clinical failure.

See signed contract.

D. Special Project: Group, oral case presentations/NCP/Research critique- (details & rubric will be provided)

E. Grading for ATI Comprehensive Exam

ATI Comprehensive scores are adjusted dependent on a student's proficiency level.

Proficiency Level	Score Range	Adjusted Grade
Below Level 1	0.0% to 53.3%	69.95
Level 1	55.0% to 65.0%	77.45
Level 2	66.7% to 78.3%	85.45
Level 3	80.0% to 100.0%	89.45 or actual score if higher

F. Grading

Student must receive a theory grade of 77.45% and a Satisfactory on the Evaluation of Clinical Performance Record in order to pass the course.

A = 89.45-100

B+ = 85.45-89.44

B = 81.45-85.44

C+ = 77.45-81.44

Must receive a C+ or above to pass course

C = 73.45-77.44

D = 69.45-73.44

F = 69.44 and below

***A failure in theory is a C, D or F grade. A failure in Clinical or the Pharmacological Math Computation Exam will result in an "F" grade for the course

F. Exam reviews

Exams will be available for review for two weeks after test. Students who want to review their tests must make an appointment via email or Moodle with faculty.

G. Disability Statement

It is the policy of Bergen Community College to create inclusive learning environments where all students have maximum opportunities for success. To that end, BCC recognizes that students with documented physical, emotional, medical or learning disabilities may require accommodations to meet their learning potential.

Accommodations are mandated by the Rehabilitation Act of 1973, the Americans with Disabilities act of 1990 (ADA), and the Amendment Act of 2008 state, "No otherwise qualified individual with disabilities in the United States... shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination or harassment under any program or activity receiving Federal financial assistance."

The Office of Specialized Services (OSS) serves to both determine and document what reasonable accommodations may be needed for the student. However, it is the responsibility of the student to identify him/herself and request assistance from the OSS office and to provide the instructor as well as the Office of Testing Services (Room S-127) with a list of accommodations approved by the OSS office every semester.

If you have a disability or suspect that you have a disability, your first step is to contact the Office of Specialized Services in Room L-115 (201-612-5270) and www.bergen.edu/oss. Appropriate accommodations will be generated based upon evidence of documented disability. Please be aware that students with disabilities are responsible for meeting the same standards for mastery of course content as students without disabilities.

Reasonable accommodations include but are not limited to:

- Extended time on tests
- Assistive/adaptive technology (JAWS, KURZWEIL, CCTV)
- Assistance in arranging for a sign language interpreters and C-print captionists
- Recorded text
- Reader and/or Scribe
- Peer note-takers
- Books in alternate format
- Calculator use (4-function) for remedial math placements

NUR 284 Student Course Agreement

I have read and understood ALL clinical and class requirements for NUR 284 as set forth in the syllabus. In particular, I have been informed of the following policy to obtain a passing grade in NUR 284.

Theory Grade-The theory grade will consist of Special Project/ Clinical case study, Clinical Care Plan, ATI Practice Test, ATI Comprehensive and 3 tests (OB test, Peds test & Cumulative Final). In order to pass the course, the cumulative average of the objective test grades must be 77.45% "C+" or greater. The ATI Practice and focused review, ATI comprehensive, Special Project & Care Plan grade will be computed only if a passing grade is achieved on the objective tests.

You understand that no clinical absences are allowed including clinical conference days as scheduled on your course schedule. An absence from clinical will result in the inability to evaluate the student's clinical performance and the inability to meet clinical objectives resulting in a clinical failure.

Name (Please Print): _____

Signature: _____

Date: _____

REQUIRED TEXTS

Durham, R.F. and Chapman, L. (2019) Maternal-Newborn Nursing: The Critical Components of Nursing Care. F.A. Davis, 3rd Ed.

Rudd, K. and Kocisko, D.M. (2019) Pediatric Nursing: The Critical Components of Nursing Care. F.A. Davis, 2nd, Ed.

Purchase of the textbooks gives students' access to Davis Edge an online resource tool to enhance learning, applying and assessing critical components of Maternal-Newborn and Pediatric content. Students have access to interactive learning scenarios, case studies and adaptive quizzing.

*Optional Resources

Davis's Drug Guide for Nurses, (2017). FA Davis, 16th Ed..

Davis Edge (2019) Online Resource accompanies textbook.

Gray, Deborah (2017). Calculate with Confidence. Elsevier, 7th Ed.

McCustion, L. E., DiMaggio, K., Winton, M.B., and Yeager, J.J. (2017) Pharmacology: A Patient-Centered Nursing Process Approach. Elsevier, 9th Ed.

Mosby's Drug Guide for Nursing Students(2018) Elsevier, 13th Ed..

Theoretical Content

UNIT 1 – Universal Self Care Requisites Normalcy

A. Contemporary Maternity Nursing for Nursing Care of Childbearing Families

1. Family Dynamics
2. Cultural Influences
3. Statistical Trends
4. The Role of the Nurse
5. Ethical and Legal Issues

B. Newborn- Adaptation and Assessment

C. Reproduction

1. Family Planning

D. Contemporary Pediatric Nursing for Nursing Care of Childrearing Families

1. The Developing Child
2. Growth & Development
3. Communicating with Children

E. Nursing Interventions for Self-Care Deviations

1. Pediatric Assessment
2. The Hospitalized Child
3. Nursing Care of Children

UNIT II – Universal Self Care Requisites- FOOD

A. Nutrition of Newborn

1. Breast Feeding
2. Bottle Feeding

B. Nursing Care of Children with Deviations Of Universal Self Care Requisites for Food

1. Failure to Thrive
2. Childhood Obesity
3. Cleft Lip and Palate
4. TEF
5. GE Reflux
6. Pyloric Stenosis
7. Celiac Disease
8. DM In Children

Teaching/Learning Activities

Read: Durham & Chapman, Chapters 1, 2 & 3
Infertility Films/Library Reserve, "Counseling Clients Who Have Trouble Getting Pregnant Again,"
"Counseling Clients Who Have Trouble Conceiving."

Read: Durham & Chapman, Chapters 15 & 16
Rudd & Kocisko, Chapter 7

Videos: NJVID.net
Assessment of the Newborn: First 10 Minutes
Assessment of the Newborn: Head to Toe
Assessment of the Newborn: Gestational Age & Newborn Reflexes

Read: Durham & Chapman, Chapters 3 & 5

Read: Rudd & Kocisko, Chapters 3 & 6

Read: Rudd & Kocisko, Chapter 4

Read: Durham & Chapman, Chapter 16
Rudd & Kocisko, Chapter 7, p.122-127

Read: Rudd & Kocisko, Chapters 15 & 17

Theoretical Content

Teaching/Learning Activities

UNIT III – Universal Self Care Requisites-WATER

Read: Durham & Chapman , Chapters 12 & 14

- A. Postpartum physiological adaptation
- B. Post Partum Psychosocial Adaptations
 - 1 Bonding
 - 2. Blues
 - 3. Depression
- C. Deviations from the Expected Norms
 - 1. Lacerations
 - 2. Hemorrhage
 - 3. Perineal Hematoma
 - 4. Subinvolution
 - 5. Infection
 - 6. Thrombophlebitis
- D. Nursing Care of Children with Deviations of Universal Self Care Requisites for Fluids
 - 1 Dehydration
 - 2. Over Hydration
 - 3. Cardiac-Vascular Deficits
 - a. Cyanotic- Tetralogy of Fallot
 - b. Acyanotic- PDA, ASD, VSD, Coarctation of the Aorta
 - c. Mixed- Transposition of Great Vessels
 - 4. Kawasaki Disease
 - 5. Rheumatic Fever
 - 6. Sickle Cell Disease
 - 7. Beta-Thalassemia
 - 8. Hemophilia

Video: NJVID.net
Obstetrical Nursing: Care of the postpartum Patient

Read: Rudd & Kocisko, Chapters 12, 18, & 19

UNIT IV – Universal Self Care Requisites-ELIMINATION

Read: Rudd & Kocisko, Chapters 15 & 18

- A. Nursing Care of Children with Deviation from USCR for Elimination
 - 1. Intussusception
 - 2. Hirshprung
 - 3. Anal-Rectal Deformities
 - 4. Hypospadias, Epispadias
 - 5. Nephritis and Nephrosis
 - 6. Pinworms
 - 7. Acute Gastroenteritis
 - 8. UTI / Vesicourteral Reflux
 - 9. Omphalocele
 - 10. Gastroschisis

Theoretical Content

Teaching/Learning Activities

UNIT V – Universal Self Care Requisites -AIR

- A. Nursing Care During Childbirth
1. The Process of Birth
 2. Nursing Care During Labor and Birth
 3. Intrapartum Fetal Monitoring
 4. Pain Management during Childbirth
 5. Nursing Care during Obstetric Procedures
 6. Intrapartum Complications
 7. Pre-term Labor
- B. Nursing Care of Children with Deviations of Universal Self Care Requisites for Air
1. T & A
 2. Otis Media
 3. Croup
 4. Foreign Body
 5. SIDS
 6. Cystic Fibrosis
 7. RSV, Bronchiolitis
 8. Asthma (Reactive Airway Disease)
 9. Strep Pharyngitis

Read: Durham & Chapman , Chapters 8 & 10

Video: NJVID.net
Obstetrical Nursing: Labor & Delivery

Read: Rudd & Kocisko, Chapter 11

UNIT VI – Universal Self Care Requisites - REST AND ACTIVITY

- A. Nursing Care of the Family Before Birth
1. Conception and Prenatal Development
 2. Infertility
 3. Physiologic Adaptations to Pregnancy
 4. Psychological Adaptations to Pregnancy
 5. Nutrition for Childbearing
 6. Fetal Diagnostic Tests
 7. Education for Childbearing
- B. Nursing Care of Children with Deviations of Universal Self Care Requisites for Rest and Activity
1. Congenital Hip
 2. Club Foot
 3. Hydrocephalus
 4. Spina Bifida
 5. Scoliosis
 6. Cerebral Palsy
 7. Febrile Seizures

Read: Durham & Chapman, 4 & 5

Video: NJVID.net
Obstetrical Care: Caring for the Antepartum Patient

Read: Rudd & Kocisko, Chapters 13 & 20

Rudd & Kocisko, Chapter. 13, p. 277, p. 290
Febrile Seizures

Theoretical Content

UNIT V II – Universal Self Care Requisites - HAZARDS

- A. Nursing Care of Mothers/Newborns with Special Needs
 - 1. Mothers
 - a. Pregnancy loss
 - b. Hyperemesis
 - c. Hemorrhagic conditions
 - d. Hypertensive conditions
 - e. HELLP Syndrome
 - f. Diabetes in pregnancy
 - g. HIV/Substance abuse
 - h. Gestational trophoblastic disease
 - i. Rh incompatibility
 - j. Cardiac conditions
 - k. Adolescent pregnancy
 - l. Intimate partner violence*
 - 2. Maternal and Newborn Infections
 - a. TORCH
 - b. Other infections
 - 3. Newborn Complications
 - a. Premature complications
 - b. Hyperbilirubinemia
 - c. Drug exposure/fetal alcohol syndrome
 - d. Diabetic newborn
- B. Nursing Care of Children with Deviation from Universal Self Care Requisites – Hazards
 - 1. Poisoning – Lead, Ingested Agents
 - 2. Communicable Diseases
 - 3. Cognitive/Sensory Deficits
 - 4. Chronic & Terminal Illness

Teaching/Learning Activities

Read: Durham & Chapman, Chapter 7

Video: NJVID.net

Obstetrical Nursing: Complications of Pregnancy

*Additional Reading: Intimate Partners Violence, p. 81, p.603

Read: Durham & Chapman, Chapter 7 p.190-196

Read: Rudd & Kocisko, Chapters 14 & 17

Read: Rudd & Kocisko, Chapters 5 & 19

Clinical Experiences

Clinical experience will encompass student participation in the following, when available:

1. Providing assessment and care for Post-Partum Mothers after vaginal and/or C-section deliveries.
2. Assisting mothers with breast or bottle feeding.
3. Providing assessment and routine care for newborns.
4. Observing registered nurse in assessment and care of mother in labor.
5. Observing in prenatal setting when applicable.
6. Caring for the hospitalized child.
7. Health care teaching to parents on medications, care of children, and post-partum self-care.
8. Assessment of child development and teaching plan for preschoolers.
9. Health screening and assessment of school-age child in an academic setting.
10. Teaching regarding health promotion for the family.