



South Central College

NURS 2420 Semester 3 Maternal-Child Health

Course Outcome Summary

Course Information

Description	This course introduces the student to the specialty area of Maternal Child Health. It will explore the unique health care considerations of women, children and their families. Incorporating growth and development theories, culture, legal, and ethical implications, and family centered patient education. This course explores antepartum, intrapartum, postpartum, well-child care, and pediatric health issues and health promotion. The importance of family centered care is emphasized. (Prerequisites: Successfully complete all Semester 2 Courses in order to advance to Semester 3 Courses)
Total Credits	2
Total Hours	32

Types of Instruction

Instruction Type	Credits/Hours
Lecture	2/32

Pre/Corequisites

Successfully complete all Semester 2 Courses in order to advance to Semester 3 Courses

Institutional Core Competencies

Civic Engagement and Social Responsibility - Students will be able to demonstrate the ability to engage in the social responsibilities expected of a community member.

Communication - Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Critical and Creative Thinking - Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.

Cultural Competence - Students will be able to demonstrate an attitude of personal curiosity, a rising knowledge of cultures, and an evolving range of skills for living and working among others with other worldviews and ways of life.

Course Competencies

1. Differentiate psychosocial, growth, and development theories to meet client/family needs across the life span.

Learning Objectives

Apply knowledge of physical, emotional and psychological development throughout the lifespan to identify appropriate nursing interventions.

Outline normal reproductive function, postpartum process, expected pregnancy outcomes, embryonic and fetal development, and the nursing interventions needed during these periods.

Explain the normal physiology from newborn to adolescent that is expected during growth and development.

2. Examine alterations in health, for women, children and their families.

Learning Objectives

Identify potential pregnancy complications.

Review appropriate prenatal care for high-risk pregnancies.

Describe deviations in the childbearing process and its effect on the patient and family.

Identify potential complications of the post-partum period.

Explain the variations in physiology from newborn to adolescent.

Examine developmental influences on client/family health promotion and care during illness.

3. Interpret the impact of culture on the client and family.

Learning Objectives

Determine how culture influences the care and expectations of women and families during the childbearing year.

Determine how cultural influences impact child rearing practices.

Explore nursing interventions that promote and support the cultural practices of clients and families in multiple settings.

4. Differentiate social and intimate relationships, using therapeutic communication, between the maternal child nurse/client relationship.

Learning Objectives

Anticipate the role family members will play in the care of pediatric patients/clients.

Analyze the nurses' own communication techniques.

Demonstrate therapeutic communication skills in the development of therapeutic relationships with client and families.

5. Examine the legal and ethical implications of maternal child nursing.

Learning Objectives

Summarize the professional standards of moral, ethical, and legal conduct associated with maternal child health nursing practice.

Adhere to ethical standards related to data security, regulatory requirements, confidentiality, and patient/client's right to privacy.

6. Demonstrate age appropriate and family-centered teaching/learning strategies when providing information to the client/family.

Learning Objectives

Describe the importance of establishing a teaching learning relation with patients/clients.

Identify factors that inhibit and facilitate learning.

Incorporate evidence-based practices that guide health teaching, health counseling, referral, and follow-up in a variety of settings.

Provide appropriate client teaching that reflects developmental stage, age, culture, spirituality, patient/client preferences, and health literacy considerations to foster engagement in their care.

SCC Accessibility Statement

South Central College strives to make all learning experiences as accessible as possible. If you have a disability and need accommodations for access to this class, contact the Academic Support Center to request and discuss accommodations. North Mankato: Room B-132, (507) 389-7222; Faribault: Room A-116, (507) 332-7222.

Additional information and forms can be found at: www.southcentral.edu/disability

This material can be made available in alternative formats by contacting the Academic Support Center at 507-389-7222.

Academic Honesty- Nursing

Nursing - Academic Honesty

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

Plagiarism - presenting someone else's words, ideas, or data as your own work.

Fabrication - using invented information or the falsifying research or other findings.

Cheating - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:

1. Copying from another learner's work.
2. Allowing another learner to copy from your work.
3. Using resource materials or information to complete an assessment without permission from your instructor.
4. Collaborating on an assessment (graded assignment or test) without permission from the instructor.
5. Taking a test for someone else or permitting someone else to take a test for you.

Academic Misconduct - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

Desire to Learn or D2L- Nursing

Nursing - Desire to Learn or D2L

Students are expected to know how to access and use the D2L site for this course. This includes but is not limited to the drop box, discussions, e-mail functions, and grade book. Communication will occur through this route. You are to check D2L several times each week to read announcements and requirements.

Communication- Nursing

Positive, direct and timely communication is expected.

Use of messaging by e-mail is encouraged.

Only southcentral.edu e-mail addresses will be used.

E-mail will be answered as timely as possible. No response should be expected until the following day if message is received after 6pm.

E-mail will not be routinely responded to over the weekend.

E-mail received Friday after 3pm has no guarantee of response until Monday, after class.

Instructor is known to be on the computer after 8pm, do not assume communication will be guaranteed.

E-mail etiquette is expected. The following rules should be utilized:

Include a brief entry in the Subject line.

In the Subject line, include either "response requested" or "no response needed".

Never send a message when angry or emotionally upset.

Re-read the message before sending to make sure content is appropriate and professional.

E-mail messages will be returned with "Inappropriate message" in the Subject line when the above is not followed.

Include your first and last name when signing off.

Grading Scale- Nursing

Nursing - Grading Scale

All grading will be based on a percentage of the total points possible (points earned by the student, divided by total points possible). Percentages will not be rounded up. The grade percentage will be translated to a letter grade on the following scale: A =100 %- 94%, B = 93%- 87%; C = 86%- 80%; 79% or below = F.

The D2L Course Gradebook automatically calculates total earned points/percentages for midterm and final grades. In order for this course to meet the program requirements for nursing a final grade point average of 80% or greater must be achieved in order to pass this course. Students are responsible for keeping a record of their total points earned and percentages so they will be aware of their academic standing.

Course Evaluation- Nursing

Nursing - Course Evaluation

Course evaluation will be based on computer examinations, class assignments, participation, rubric expectations, and D2L requirements.

Instructor reserves the right to change evaluation tools and outlines in D2L used for grading.

Grading will be based on percentage of the total points possible.

Students will be given advanced notice of dates for exams and assignments.

Unscheduled quizzes and/or activities may be introduced at any time during the semester.

It is the student's responsibility to keep track of point postings in D2L.

Late or Missed Exams- Nursing

Nursing - Late or Missed Exams

If a student is absent on the date of the scheduled exam, the student may make up the exam; however, the student will automatically lose **five percent (5%)** of the total earned points possible. The makeup exam will be administered on make-up days determined by the instructor. The make-up days will be scheduled at midterm and the week of finals. Any exam missed prior to midterm must be made up on the make-up day at midterm. Any exam missed after midterm must be made up on the make-up day during the week of finals. If the make-up exam is not completed on the assigned day it will result in zero points for that particular exam. It is the responsibility of the student to inquire what score was earned on the make-up exam (a few days after taking the exam).

Late or Missed Assignments- Nursing

Nursing - Late or Missed Assignments

Late papers and/or assignments will result in **five percent (5%)** of the total points being deducted for each day that the paper/assignment is late (weekend included). Submitting assignments late in the D2L Dropbox may require contacting the instructor first to re-open the Dropbox for submissions, or submission via e-mail. -Students should retain a copy of the paper/assignment for their records.

There may be unscheduled quizzes or classroom activities which provide the opportunity to earn points. If you are not present in class (and have not contacted the instructor prior to the start of class) there will not be any make up offered. Any extra credit points will only affect the student's points earned when the student's overall percentage at the end of the course is 80% or above.

Withdrawing from the Course- Nursing

Nursing - Withdrawing from the Course

A student may withdraw from the course until the 60th day of the term or until 75% of the course has been held and will be shown as a "W" on the student's transcript. After that point, withdrawals will not be allowed and students will be graded according to their performance.

It is the student's responsibility for completing the withdrawal form and turning it in to the Registration Office by the

date specified in the student handbook. For a full refund, a student must withdraw from a course within the first 5 days of the semester. See the student handbook for specifics on the refund policy

MATH TEST POLICY FROM THE NURSING HANDBOOK- Nursing

Nursing - MATH TEST POLICY FROM THE NURSING HANDBOOK:

Math Competency (*Updated 8/2011*): Math competency and the ability to apply mathematical concepts appropriately and consistently in the patient setting is of vital importance in nursing. The primary purpose of administering medications is to improve therapeutic outcomes and quality of life for patients. Failure to accurately calculate and administer the right dose of a patient's medication may lead to serious and life-threatening consequences, not to mention potential disciplinary and legal ramifications for the nurse.

In order to ensure that students are adequately prepared to administer medication safely, math content will be incorporated throughout the curriculum. Faculty will work with students each semester on math concepts, providing opportunities for instruction and learning. Criteria are as follows:

NURS 1275:

1. Course content includes medication administration and dosage calculations.
2. Students must successfully complete course in order to progress into the clinical course (NURS 1150).

NURS 1350:

1. Course content includes math competence and safe medication administration in the clinical setting, intervention, and critical thinking.
2. Students will be given a math comprehension & retention assessment during orientation (week 1) to identify knowledge gaps prior to beginning the clinical.
3. Students who do not achieve a score of 90% on the assessment will be required to have a remediation plan in place and re-take a second assessment during week 4-6.
4. A score of 90% must be achieved on the second assessment or the student will fail the course (students may have the option to withdraw) and the student will need to withdraw from NURS 1350. Students who do not withdraw from the courses will receive a course grade of "F" and will be subject to the repeat policy of the Nursing Program.

NURS 2275:

1. Course content includes medication administration and dosage calculations.
2. Students must achieve a score of 90% on the math test, which will be given 2-3 weeks prior to starting

clinical (NURS 2250).

3. Students who do not achieve a score of 90% on the first math test will have 2 weeks to remediate and take the second and final test.
4. A score of 90% must be achieved or the student will fail the course (students may have the option to withdraw) and the student will need to withdraw from NURS 2250. Students who do not withdraw from the courses will receive a course grade of "F" and will be subject to the repeat policy of the Nursing Program.

NURS 2375:

1. Course content includes math competence, intervention, and critical thinking.
2. Students must achieve a score of 90% on the math test, which will be given 2-3 weeks prior to starting clinical (NURS 2350).
3. Students who do not achieve a score of 90% on the first math test will have 2 weeks to remediate and take the second and final test.
4. A score of 90% must be achieved or the student will fail the course (students may have the option to withdraw) and the student will need to withdraw from NURS 2350. Students who do not withdraw from the courses will receive a course grade of "F" and will be subject to the repeat policy of the Nursing Program.

NURS 2450 and 2550:

1. Math content will be evaluated as part of the course grade, as determined appropriate by the faculty.
2. No course specific math tests will be given.
3. Students who demonstrate a persistent inability to correctly calculate medication dosages in the clinical setting may be placed on a student learning contract with individualized learning objectives to ensure safe practice.

SCC Handbooks- Nursing

Nursing - SCC Handbooks

Refer to the information and policies in the current SCC Catalog and Nursing Handbooks. You are a member of our SCC learning community and are responsible for knowing and following these requirements. The Nursing Handbook can be found at <http://southcentral.edu/nursing/nursing-handbook.html> , SCC College policies are at <http://southcentral.edu/academic-policies/academic-dishonesty.html>

Student Feedback- Nursing

Nursing - Student Feedback

Students are encouraged to give feedback that will serve to improve the nursing curriculum. Feedback must

be given in a constructive manner and a possible solution or resolution must be offered.

1. Discuss issue with current instructor offering a possible solution
2. Call or e-mail your instructor to schedule a date and time for meeting
3. Present possible solution and feedback to nursing faculty in writing before scheduled meeting
4. Present possible solution and feedback to nursing faculty verbally at appointed meeting.
5. Work with your student representative to provide constructive feedback to the nursing faculty at faculty meetings.

Campus Closing- Nursing

Nursing - Campus Closings

If it is determined by the college administration or the governor that emergency conditions have developed which change the college's normal operating times, an announcement will be made via radio and television broadcasts over the following stations: KTOE (AM 1230), KEEZ (FM 99.1), KXLP (FM 93), KNUJ (AM 860), KDOG (FM 96.7), KSTP (channel 5), KEYC-TV (channel 12), KDHL (AM 920), KQLC (FM 95.9), and WCCO (AM 830). Please note that the closing may be specific to facility, South Central College - North Mankato or Faribault.

We recommend that you register for the Star Alert system so you will know if the college closes. Directions can be found at <http://southcentral.edu/campus-security/star-alert.html>

In an emergency, Star Alert will send a text message to the cell number(s) and/or e-mail address(es) you provide. Notifications identified as "Star Alert" messages will note the nature of the emergency, what action, if any, you are to take, and where to find more information. Star Alert also will let you know if campus is closed or if classes are delayed or cancelled.