Moberly Area Community College
Common Syllabus

NUA 202: Maternal Child Studies

Current Term

Instructor: 
Office hours: 
Class days and time: 
Contact information: 
Classroom number:

Catalog Description: NUA202 MATERNAL-CHILD STUDIES (3-4-4)
Credit hours: didactic 3 hours-clinical 1 hour-4 total hours
Clock hours: 48 didactic hours; 64 clinical hours

This nursing course focuses on guiding students in applying the nursing process using tenets of critical thinking with childbearing/childrearing families. Concepts of human development, family community systems, safe-protective care environment, therapeutic communication, health, education, and culturally specific health care are emphasized and applied to clients in a variety of maternal-child settings. Ethical/legal issues pertaining to obstetric, gynecologic, and pediatric clinics are explored. At this level, students provide increasingly complex care, moving toward more independent practice, and increasing professional accountability. Along with care in the clinical setting, emphasis is placed on collaboration with families and members of the healthcare team. Further emphasis is placed on guided professional development and self-assessment.

Text(s):

Maternal Child Nursing Care
Author: Perry, Hockenberry, Lowdermilk, Wilson, Alden, and Cashion
Edition: Sixth
Publisher: Mosby
Reference books:
Ackley Nursing Diagnosis Handbook
Edition: 12

Pagana Mosby’s Manual of Diagnostic
Edition: 7

Davis Drug Guide
Edition: 17
Other Required Materials:

Access to high speed internet; noise cancelling headphones, microphone and webcam.

Purpose of Course:

The Maternal Child Studies course combines theory-based and clinical learning experiences focused on the care of the expectant mother and family from pre-conception through labor and delivery to newborn care through childhood and adolescence. Designed for the Licensed Practical Nurse seeking an Associate Degree in Nursing, the course also provides emphasis on the nursing process and critical thinking for children facing disease and illness and their families.

Course Objectives:

Upon successful completion of this course, students will be able to:
1. Apply knowledge and skills from general, foundational, and prerequisite courses to classroom and clinical situations in caring for women, newborns, children, and families.
2. Provide safe, competent, and holistic care to maternal-child clients and their families.
3. Use critical thinking skills to make appropriate clinical decisions when assessing, planning, implementing, and evaluating nursing care for women, childbearing families, and pediatric clients.
4. Draws on knowledge of deviations from normal which raise the risk for complications for maternal-child clients during the reproductive process.
5. Draws on knowledge of normal patterns for growth and development for childbearing/childrearing clients and the implications for nursing care with regard to these developmental processes.
6. Demonstrate knowledge of medical, surgical, and congenital disorders of the child, the nursing problems resulting from these disorders, and utilizes interventions directed at minimizing disability, and/or disease in pediatric clients.
7. Utilize assessment and communications skills to promote health in childbearing/childrearing families.
8. Demonstrate responsibility and accountability for beginning mastery of professional nursing performance through quality of care, application of the nursing process, education and communication, resource utilization, and professional collaboration.
9. Identify resulting changes in family structure, function, and roles associated with childbearing/childrearing families.
10. Analyze personal values as they relate to moral, ethical, social, cultural, and economic issues of childbearing/childrearing nursing.
12. Apply knowledge of differentiated education and practice roles to the development of personal nursing practice and care delivery.
13. Apply knowledge of differentiated education and practice roles to delivery of health care to populations of childbearing/childrearing families.
Clinical Objectives:

Upon successful completion of this clinical, students will be able to:
1. Provide safe, competent, and holistic care to maternal-child clients and their families.
2. Demonstrate knowledge of medical, surgical, and congenital disorders of the child, the nursing problems resulting from these disorders, and utilizes interventions directed at minimizing disability, and/or disease in pediatric clients.
3. Demonstrate responsibility and accountability for beginning mastery of professional nursing performance through quality of care, application of the nursing process, education and communication, resource utilization, and professional collaboration.
5. Apply knowledge of differentiated education and practice roles to the development of personal nursing practice and care delivery.
6. Apply knowledge of differentiated education and practice roles to delivery of health care to populations of childbearing/childrearing families.

Course Content:

- Women’s health
- Obstetrical nursing
- Neonatal nursing
- Postpartum nursing
- Pediatric nursing

Connection with Health Science Division (HSD) Outcome Statement:

In compliance with MACC’s HSD outcomes, the student who successfully completes this course will be able to:

Outcome I: Demonstrate effective written and oral communication skills. Students will be evaluated on both written work and oral presentations in this course. Communication with patients and interdisciplinary departments will be completed in the clinical setting.

Outcome II: Demonstrate an understanding of discipline-related math and scientific principles. Students will perform basic medication calculations and understand the rationale for nursing interventions as it relates to their patient’s pathophysiology.

Outcome III: Think critically while systematically assessing problems, identifying issues, and implementing solutions. Students are expected to perform nursing assessments on patients in the clinical setting, recognize normal and abnormal assessment findings, and implement the appropriate nursing interventions.

Outcome VI: Demonstrate a “conscious commitment to the art of caring as an identity of
nursing, and purposeful efforts to include caring behaviors during each nurse-patient interaction.” Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/19850178 Student Nurse and patient interaction will be observed within the clinical setting by the clinical preceptor and/or clinical instructor to ensure the principle concepts of nursing care are achieved during each patient opportunity for learning.

ASSESSMENT OF STUDENT LEARNING

Grade Scale:

A = 90-100%
B = 83-89%
C = 78-82%
D = 66-77%
F = 66 and below

Theory Grade:       Unit Exams/Presentation/HESI  60%
                    Final Exam                        30%
                    Class Participation/Homework     10%

Clinical Grade:     Performance Evaluation: must achieve a 78% or greater
                    Assigned Clinical Paperwork: must achieve a 78% or greater

Assessment:

Grading policies are within the guidelines and policies as established by the Moberly Area Community College School of Associate Degree Nursing, as outlined in the Associate Degree Nursing Student Handbook. Students must obtain an average of 78% in both the classroom and clinical settings.

1. Clinical performance will be evaluated using clinical objective, pre/post conference participation, anecdotal notes, and written assignments. Students must obtain 78% on both clinical written work and clinical performance. No late paperwork is accepted. If paperwork is submitted late, and extenuating circumstances exist (as outlined in the Associate Degree Nursing Handbook), the Director of Allied Health along with the Lead and Clinical Instructor will consider the situation considering proper notification of the situation and documentation of the circumstances.

2. Classroom/Theory grade is based on the following percentages:

   Unit Exams                                      60%
   Comprehensive Final                            30%
   Assignment/Participation Points                10%

Expected Study Time Commitments:

Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3-credit hour class.
Description of Assignment(s)/Project(s):

Students are expected to come to class on time and prepared with the reading and outside classroom assignments. Classroom participation points and class time quiz points will be based on partition and submission during allotted class time as designated by instructor. Students will be assigned weekly self-study work/activities to replace live class time in the equivalent of approximately 1 class day per week (or approximately 2 hours). This may include completion of case studies, evolve resources, quizzes, Sherpath, etc. Computer or internet issues will not be considered as extenuation circumstances for daily participation or class time quiz points.

Exams and Quizzes:

Seven unit exams will be given along with a comprehensive final. Quizzes can be given at any time, announced or unannounced. Comprehensive HESI exams will be administered at the end of the course. The score from these exams will count as one unit exam (scores will be combined, and then the average of the two will be recorded).

HESI exams are scored using the following score conversion:

<table>
<thead>
<tr>
<th>HESI Score</th>
<th>Test grade for unit test</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 950</td>
<td>100%</td>
</tr>
<tr>
<td>900 – 949</td>
<td>95%</td>
</tr>
<tr>
<td>850 – 899</td>
<td>90%</td>
</tr>
<tr>
<td>800 – 849</td>
<td>85%</td>
</tr>
<tr>
<td>750 – 799</td>
<td>80%</td>
</tr>
<tr>
<td>700 – 749</td>
<td>75%</td>
</tr>
<tr>
<td>650 – 699</td>
<td>70%</td>
</tr>
<tr>
<td>&lt; 649</td>
<td>65%</td>
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The policy of the Associate Degree Nursing Student Handbook will be followed regarding quizzes and exams.

Participation:

Participation in all aspects of the Associate Degree Nursing Program curriculum is essential for the learning process. Participation guidelines are followed as outlined in the Associate Degree Nursing Student Handbook. Participation points available during live class time may not be made up in the event of a student absence.

Other Methods of Assessment:

Student/instructor-peer interactions, role-playing, group projects and presentations, student-instructor conferences as desired or deemed necessary by the faculty.
INSTRUCTOR POLICIES

Tardiness:
Make-up and late work:
Remediation:
Extra-credit work:

Schedule of Student Assignments/Activities:
See Course Calendar and Assignments in Canvas

COLLEGE POLICIES

Attendance Policy: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Seat Course</strong></td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
</tr>
<tr>
<td><strong>Virtual Course</strong></td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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</tbody>
</table>
| **Hybrid Course** | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  • Completion of quizzes or exams during class meetings and online  
  • Submission of assignments during class meetings and online  
  • Participation in discussions during class meetings and online |
| **Online Course** | Active participation in an online course includes the following:  
  • Completion of quizzes or exams  
  • Submission of assignments  
  • Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (Policy Handbook, I.090 & M.095)

**Academic Dishonesty:**

MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.
Student Email:

MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform (Canvas). However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement:

Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

Title IX Statement:

MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy or contact Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or cheryll@macc.edu.