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

Catalog description:  
NUR214: Maternal Child Nursing (6-8-8)  
Credit hours--Didactic: 6, Clinical: 8, Total: 8; Clock Hours: Theory 96, Clinical 128

This course is designed to provide a basis for entry level competence in the nursing care of mothers, newborns and children. The primary emphasis of the course is the nursing process in the child-bearing cycle of development and in the child-rearing cycle of development.

Prerequisite and Co-requisites:  PSY205 Human Lifespan Development

Text:  
(E-book/hard copy package deal is available at MACC Book Store)  
Title: Maternal-Child Nursing Care  
Author: Perry, Hockenberry, Lowdermilk, Wilson, Cashion, Alden, Olshansky, Rodgers  
Edition: 6th  
Publisher: Mosby  
ISBN: 978-0-323-54938-7 (Paperback TEXTBOOK ONLY)  
ISBN: 978-0-323-47922-6 (E-Book)  
Maternal Child Nursing Care STUDY GUIDE 6e Perry, Hockenberry, Lowdermilk & Wilson  
ISBN: 9780323546478 (E-Book)

The Custom package is available at the MACC Book Store and is available as a bundle at a reduced price when compared to purchasing each one of the above resources separately. Both E-Book and Paperback styles are offered so each student can purchase their preferred access style to the course textbook and study guide. The bundle of paperback and e-book for BOTH textbook and study guide is available at the MACC bookstore at a special bundle price.

MACC_NUR 214-Perry_CP-2021 P+E  
Custom Package ISBN: 9780323926966

Other Required Materials:  Webcam, Microphone and Headset/Earbuds for Zoom Classes. Reliable Computer with current software updates. Laptops are acceptable, but Chromebooks cannot be utilized for any testing done off campus. There may also be some coursework for this class that cannot be completed with mobile devices such as smartphones, tablets, or iPads.
High Speed internet service is also a necessary tool for student success. MACC has computer labs for student use at all locations.

**Purpose of Course:** This third semester 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 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 clients 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.

**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 maternal-child clients and their 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 maternal child clients and their families.
4. Draws on knowledge of deviations from normal which raise the risk for complications in the maternal child population.
5. Draws on knowledge of normal patterns for growth and development for maternal child clients and the implications for nursing care with regard to these developmental processes.
6. Demonstrate knowledge of medical, surgical, and psychological disorders of the maternal child population and, the nursing problems resulting from these disorders, and utilizes interventions directed at minimizing disability, and/or disease in maternal child clients.
7. Utilize assessment and communications skills to promote health in maternal child 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 to populations of childbearing/childrearing families.

**Course Content:** Obstetrical and Pediatric Nursing.

**Connection with Health Sciences Division (HSD) Outcome Statement:**
In compliance with MACC’s HSD outcomes, the student who successfully completes this course
will be able to:

**Outcome I:**
Students will demonstrate effective written and oral communication skills.
- Students will be evaluated on oral communication skills during clinical shifts and pre and post conferences. The evaluation grade and comments will be documented on the clinical evaluation tool.

**Outcome III:**
Students will think critically while systematically assessing problems, identifying issues and implementing solutions.
- Students will be evaluated during clinical shifts and the documentation of assessing problems and implementing solutions will be recorded on the students’ clinical evaluation tools.
- Unit examinations will also contain application and evaluation level questions which will allow the student to apply principles learned in the classroom.

**Outcome IV:**
Students will apply principles of professionalism and safety standards when entering the workforce.
- Students will be evaluated on principles of professionalism and safety standards during clinical shifts. The evaluation grade and comments will be documented on the clinical evaluation tool.

**Outcome VI:**
Students will demonstrate a commitment to the art of caring as an identity of health professionals through purposeful effort to include caring behaviors in each client interaction.
- Students will be evaluated on demonstration of empathy for patients/others and demonstrate patient-first behavior in the clinical setting. The evaluation grade and comments will be documented on the clinical evaluation tool.

**ASSESSMENT OF STUDENT LEARNING:**

**Grades will be earned, NOT given.** All grades will be updated regularly in the Canvas gradebook. Per the ADN Handbook, the following grade scale will be used:

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>83-89%</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>78-82%</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>66-77%</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>&lt; or = 65%</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

Grading in this course will be determined as follows:
- Exams and Major Assignments: 60% of total grade
- Homework: 10% of total grade
- Comprehensive Final Exam: 30% of total grade
Students must achieve a final percentage grade of 78% (minimum “C”) to successfully complete the course, and a passing grade of 78% for both performance and paperwork in the clinical/lab portion of the class also.

Clinical Grade:

<table>
<thead>
<tr>
<th>Each clinical to Bi-weekly clinical</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Evaluation</td>
<td>100%</td>
</tr>
<tr>
<td>Assigned Clinical Written Work</td>
<td>100%</td>
</tr>
</tbody>
</table>

To pass clinical, the final clinical written work must be 78% or higher grade and each of the 7 principles of the compiled clinical performance evaluation must be at a 78% or higher.

Students should complete all written clinical work assigned. Incomplete or failure to submit written clinical homework assignments demonstrates a lack of professionalism and will be reflected in the clinical performance evaluation score and a potential formal meeting with the Dean of Health Sciences. Incomplete or failure to submit written clinical homework assignments will be reflected in Principle number 6 on the performance evaluation. As discussed in section E, remediation, score of 1 or 0 on any clinical evaluation indicator will result in remediation assignments developed and assigned in conjunction with the course or clinical instructor.

HESI Remediation Plan

For Spring 3rd semester students, all students will be expected to complete a detailed remediation plan for the prescribed amount of time for the Maternal Child HESI exam for the 2nd 8 weeks of the semester, and in return for the completion of the HESI remediation, the student will be able to potentially earn assigned Exam or Homework points. See HESI remediation Policy for further complete details as this plan was under re-construction due to ELSEVIER updates that occurred during the late summer months. How many points and what type of points is PENDING the re-construction of the HESI remediation policy.

HESI grading scale:

<table>
<thead>
<tr>
<th>HESI Score</th>
<th>Test grade for unit test</th>
</tr>
</thead>
<tbody>
<tr>
<td>950 and above</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; or = 649</td>
<td>65%</td>
</tr>
</tbody>
</table>

Assessment: Students will attend lecture, participate in discussion, complete student-led presentations and submit projects for grades. The exams will be provided through MACC’s online “Canvas Instructure” in a quiet environment. Exams will be timed, and questions will be in a variety of formats. Homework and quizzes will be provided. There will be a cumulative final
exam at the conclusion of the semester.

**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.

**Schedule of Student Assignments/Projects:**
There will be a calendar provided with chapters to be covered in lecture. Reading *before* lecture is expected. All other assignments will be uploaded to the class or clinical module in Canvas, but note that they are subject to changes/additions. Notice will be provided to students for any changes, which will be in the form of Canvas messaging/announcements and/or verbally in class.

**INSTRUCTOR POLICIES**

**Extra-credit work**

**Tardiness, make-up and late work:**

**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>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
</tr>
</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

Microsoft Outlook is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their email 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 (Canvas) messaging system and Microsoft Outlook Mail (campus 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 x11240 or the Columbia office at (573) 234-1067 x12120, or visit our web page at http://www.macc.edu/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.