Syllabus

NUR 168 KSPN Maternal Child Nursing Clinical
1 Credit Hour/45 Hours (Up to 22.5 hours clinical, up to 22.5 hours simulation, up to 6 hours observation)
The clinical hours are subject to change in the event a clinical or simulation event becomes unavailable
Prerequisite: Admission to the PN Program
C&I Revision Date: 09/13/2024

Department:

Practical Nursing

Course Description:

This course provides an integrative, family-centered approach to the care of childbearing women, newborns, and children. Students observe the uncomplicated birth process and practice postpartum care as well as care of the newborn in the clinical laboratory setting. Common pediatric diseases and the growth and development process is the focus of child-related clinical laboratory experiences.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Perform a focused health assessment on childbearing women, newborns, children, and adolescents differentiating between expected and unexpected findings.
2. Assist in developing an evidence-based plan of care that is family- and health promotion-centered and includes cultural and age appropriate interventions for childbearing women, newborns, children, and adolescents.
3. Participate as a member of the health care team and client advocate while providing quality care that promotes client safety for childbearing women, newborns, children, and adolescents.
4. Apply a basic level of knowledge of pathophysiology, pharmacology, and nutrition, as well as evidence-based practice when providing care to childbearing women, newborns, children, and adolescents.
5. Use verbal and nonverbal communication that promotes therapeutic relationships with clients and their families, as well as professional relationships with members of the health care team.
6. Use information technology to access evidence-based literature and current trends, as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner.
7. Participate in identifying the health education needs of childbearing women, newborns, children, and their families, as well as reinforcing education provided by members of the health care team.
8. Report concerns related to client safety and delivery of quality care.
9. Use organizational and time management skills when providing care to childbearing women, newborns, children, and adolescents.
10. Adhere to ethical, legal, and professional standards while maintaining accountability for the care provided to childbearing women, newborns, children, and adolescents.

Course Content:

A. Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health problems that have predictable outcomes.
    1. Perform a focused assessment on childbearing women, newborns, children and adolescents differentiating between expected and unexpected findings.
    2. Contribute to the development of an individualized relationship-centered plan of care for childbearing women, newborns, children and adolescents.
    3. Provide culturally sensitive care to childbearing women, newborns, children and adolescents from diverse backgrounds.
    4. Identify opportunities for client advocacy.
    5. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with childbearing women, newborns, children and adolescents.
    6. Reinforce health-related education provided to childbearing women, newborns, children and adolescents.

B. Collaborate with the client and members of the inter-professional health care team to promote continuity of care and shared decision-making.
    1. Participate as a member of the inter-professional health care team.
    2. Communicate client-related information to designated members of the healthcare team in a timely manner.
    3. Collaborate with the healthcare team when a situation requires knowledge/actions beyond the expertise and scope of LPN practice.

C. Use current evidence as a basis for nursing practice.
    1. Access evidence from credible resources.
    2. Utilize current evidence as a basis for nursing practice.

D. Use information and client care technology to support the delivery of safe, quality client care.
    1. Use information technology to communicate with other members of the health care team.
    2. Use information technology to securely and accurately document nursing care while monitoring client response.
    3. Use client care technology in a way that supports quality and safe processes of care.

E. Participate in quality improvement practices evaluating their effect on client outcomes.
    1. Report concerns related to the quality of client care.
    2. Reflect on individual action necessary to provide quality care.

F. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
    1. Report actual and potential safety risks to clients, self, and others in the health care environment.
    2. Implement actions that promote safe practice and a safe environment for clients, self, and others.
    3. Implement interventions consistent with the National Patient Safety Goals in selected settings.

G. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.
    1. Practice nursing in accordance with the Kansas PN scope of practice as dictated by state's practical nursing regulations and statutes.
    2. Use the Client Bill of Rights, and the Self Determination Act along with an established nursing code of ethics as a personal framework for practice.
    3. Maintain personal and professional accountability in the delivery of client care.
    4. Practice in accordance with institutional policies and procedures.

H. Use leadership skills that support the provision and coordination of client care.

1. Use organizational, time management, and priority setting skills when providing client care.
2. Support assistive personnel with client care tasks.
3. Supervise assistive personnel to whom tasks have been assigned.

Learning Assessments:

Competencies may be evaluated by multiple measures, including skills competency evaluations, clinical paperwork, clinical performance, and dosage calculation examinations.

Instructional Materials:

Textbooks: Linnard-Palmer, l., Coats, G. *Safe Maternity and Pediatric Nursing Care* (2nd Ed.). Philadelphia, PA; F. A. Davis Company. ISBN: 13-978-0-8036-9734-8

Polan, E., Taylor, D. (2023). *Journey Across the Life Span: Human Development and Health Promotion* (7th Ed.). Philadelphia, PA: F.A. Davis Company. ISBN 13: 978-1-7196-4591-1

Doenges, M. & Moorhouse, M. (2019). *Nursing Care Plans: Guidelines for Individualizing Client Care Across the Life Span* (10th ed.). Philadelphia, PA: F.A. Davis Company. ISBN-13: 978-0-8036-6086-1

Online: ATI Comprehensive Review and Testing Package for PNs

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" on our Disability Services website.

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an online report about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our Equity Grievance Policy.