**COURSE TITLE**

Maternal and Child Health Care Nursing

**INSTRUCTOR**

**Stephanie Stanley RN, BSN**

Office – Ridgeview High School A200

Office hours: M T FR 12:30 p.m.-3:30 p.m.

Phone: 276-835-1600 ext 1216

Email: sdbstanley@dcps.k12.va.us

**Third Semester-90 Hours Theory, 4 Hours Lab, 72 Hours Clinical**

**COURSE DESCRIPTION**

**READING ASSIGNMENTS**

**Required Text**

Chapters 1-38

Linnard-Palmer, Luanne and Coats Haile, Gloria (2021) . *Safe maternity and pediatric nursing care*.Philadelphia, PA: F. A. Davis Companey. ISBN:978-0-8036-9734-8

**OTHER ASSIGNMENTS**

Student will complete review questions located in Google Classroom as assigned for each chapter. Students should review assigned materials before class referring to class calendar. Student will participate in class/group activities additionally as assigned on ATI/Google classroom. Students will receive a monthly class /clinical/ATI calendar with assignment and test due dates. The class will be a hybrid format utilizing Google classroom for assignments and instruction as assigned.

**COURSE OBJECTIVES: Students will be able to demonstrate knowledge of:**

- The student will be able to describe the normal course of pregnancy and the purpose of prenatal care

- The student will be able to Identify fetal and maternal complications that may occur during pregnancy

- The student will be able to describe fetal development

-The student will be able to Identify the signs and symptoms of labor

-The student will be able to describe fetal presentation and positions

- The student will be able to describe the normal physiology and emotional changes during pregnancy

-The student will be able to describe the common problems occurring in the puerperium, including symptoms, treatment, and prevention

-The student will be able to identify dietary guidelines and management during pregnancy and postpartum

-The student will be able to identify cultural influence on postpartum

-The student will be able describe care of the newborn

-The student will be able differentiate between the appearance of a normal and a premature newborn

-The student will be able to identify common congential anomalies

-The student will be able to explain the growth and development of the newborn

-The student will be able to explain growth and development of the infant

-The student will be able to identify changing concepts in pediatric healthcare

-The student will be able to perform age specific procedures related to the pediatric client

-The student will be able to identify pediatric nutritional concepts, principles, and feeding practices

-The student will be able to describe age appropiate anticipatory guidance/teaching

-The student will be able to describe healthy parenting for each age group

-The student will be able to apply nursing process in the care of the pediatric client and family

-The student will be able to identify management techniques for common ambulatory health and development problems

-The student will be able identify principles of care for the pediatric client

-The student will be able to identify ways to foster positive adaptation of the child and family to stressors of illness and hospitalization

-The student will be able to describe concepts associated with care of the dying child

-The student will be able to identify historical influences on growth and development

-The student will be able to summarize theories on growth and development

-The student will be able to determine the influences of heredity, culture, and environment on growth and development

-The student will be able to explain growth and development of the infant, toddler, preschooler, school age child, and adolescent

-The student will be able to identify domestic violence, interventions, and prevention

-The student will be able to identify child abuse recognition, interventions, and prevention

-The student will be able to develop a nursing care plan for the maternal adult and for the pediatric client

**INSTRUCTIONAL METHODS**

Lecture – Classroom

Discussion

Independent Study

Class activities

Group Exercises

Tests

Exam

ATI/Google Classroom/Plickers/Kahoot

The student is responsible for any material missed during an absence**. Scheduled tests must be made-up within Three (3) calendar days. Failure to make-up tests will result in an automatic “F” for the test.** Late assignments will receive a 10 point deduction for each day late and after three (3) calendar days will receive a zero (0).

**EVALUATION PROCEDURE AND GRADING SYSTEM**

The student will be evaluated by a written test at the end of each assigned chapter(s) of the text in addition to the ATI practice test/Proctor for maternal child nursing at the conclusion of the course. ***A final exam will be given***. The final exam will be the ATI proctor. The student must complete the Maternal and Child Practice Assessments with a 80% prior to taking the Proctor or the student will receive a zero (0) for the Exam. The Maternal and Child Proctors will be averaged together and calculated into a percentage which will be converted into the numerical grade. Students will receive the conversion sheet for grading prior to exam. Participation constitutes 10% of the grade. Students will lose a point for each absence in the class, and at the instructor’s discretion 0.2 points for infractions such as sleeping in class, tardiness, checking in/out, and cell phone use during class. (Refer to Program handbook). The student in addition must pass the requirements for the Matenal Child Clinical. Both components must be passed in order to progress in program to next Semester. The grade will be calculated as follows:

Tests/Quizzes 25%

Homework 25%

Participation 10%

ATI 10%

Exam 30%

Total 100%

Letter grade will be assigned as follows:

**Grading Scale**

Students in the practical nursing program must earn a numerical grade of 84/C+ or above for each course taught in the semester to remain in the program and advance to the next semester regardless of the overall PN grade. Students who receive a grade lower than required must drop out of the program. There will be no assigning of extra credit points for individuals; however, there may be opportunities through the courses for extra credit points for the entire class. The grading system is as follows:

**Grading System:**

**A+ = 99-100**

**A=95-98**

**A-=93-94**

**B+=91-92**

**B=88-90**

**B-=86-87**

**C+=84-85**

**C=80-83**

**C-=78-79**

**D+=76-77**

**D=72-75**

**D-=70-71**

**F=69-0**

**The syllabus (weekly assignments) is subject to change at the discretion of the instructor.**

**Due dates will be specified by the instructor and will be included in the class calendar.**

**TOPICAL OUTLINE/ CHAPTER OBJECTIVES:**

**Chapter 1 (Week 1): Introduction to Maternity and Pediatric Nursing**

1. The student will be able to define key terms for the chapter
2. The student will be able to define quality health care
3. The student will be able to compare the roles of the LPN, nurse practitioner, clinical nurse specialist, and certified nurse midwife
4. The student will be able to explain the ethical principles of autonomy, beneficence, nonmaleficence, and justice as related to maternity and pediatric nursing
5. The student will be able to identify possible ethical dilemmas in maternity and pediatric nursing
6. The student will be able to discuss common fears of nursing students related to maternity and pediatric nursing
7. The student will be able to apply principles of family centered care to families receiving care in a hospital or home setting
8. The student will be able to describe the anatomical, physiological, social, and emotional differences between adults and children emphasizing the critical components that are pertinent to safe, emergent care of children across the health care setting
9. The student will be able to analyze the purposes for and essential elements of informed consent, including the concept of assent for those school aged children older than 7
10. The student will be able to differentiate the various types of medical and medication errors currently happening in contemporary newborn and pediatric health care settings`

**Chapter 20 (Week 1): Health Promotion of the Preschooler**

1. The student will be able to define key terms
2. The student will be able to describe the unique needs of the preschool age child
3. The student will be able to describe the differences between the preschool child and older children and adults in relation to body systems, anatomy, and physiology
4. The student will be able to describe the physical growth and development of the preschool period in comparison to other developmental stages
5. The student will be able to describe the magical thinking in the preschool period and its effect on the child’s view of his or her world
6. The student will be able to compare the nutritional needs and eating patterns of the preschooler to those of the infant and toddler
7. The student will be able to identify the need to promote handwashing and hygiene practices in the preschool period
8. The student will be able to contrast the play needs and socialization practices of the preschooler to other developmental stages
9. The student will be able to teach the family of a preschooler anticipatory guidance practices to reduce injury and accidents
10. The student will be able to define the phenomenon of enuresis and encopresis in the preschool period and state appropriate resources for the parents of a child with these disorders
11. The student will be able to outline a plan of care that focuses on the safety needs of the preschool child, including prevention of illnesses, accidents, and injuries in both home and school settings

**Chapter 21 (Week1 ) : Health Promotion of the School Aged Child**

1. The student will be able to define key terms for the chapter
2. The student will be able to describe the unique needs of the school aged child as compared with older children in relation to safety, socialization, and communication
3. The student will be able to evaluate the slower growth period that represents the school age time period
4. The student will be able to compare the nutritional needs and eating patterns of the school aged child including accurate kilocalorie and fluid maintenance calculations
5. The student will be able to contrast the play and sleep patterns of the school aged child in relation to the other developmental stages
6. The student will be able to discuss the issues surrounding safety for the school age child including the need for education about safety devices for organized sports, bike riding, skateboarding, and roller skating
7. The student will be able to describe the teaching needs of the entire family of a school aged child in relation to prevention of child abduction, sexual assault, bullying, and other forms of violence
8. The student will be able to define the effects of bullying including cyberbullying on a school aged child’s emotional health and well being
9. The student will be able to critically evaluate the concerns associated with the current epidemic of childhood obesity

**Chapter 22 (Week 1): Health Promotion of the Adolescent**

1. The student will be able to define each key term for the chapter
2. The student will be able to describe the unique needs of the adolescent in relation to children in other developmental stages and age groups
3. The student will be able to describe the differences between the adolescent and adult in relation to body systems, anatomy and physiology
4. The student will be able to differentiate the physical growth and development of the adolescent period in comparison with the earlier developmental stages
5. The student will be able to describe abstract thinking in the adolescent period and its effect on the teen’s view of his or her world
6. The student will be able to compare the nutritional needs and eating patterns of the adolescent to the behaviors of the earlier developmental stages
7. The student will be able to identify the need to promote hygiene, self care, disease prevention, and health promotion behaviors in the adolescent developmental period
8. The student will be able to contrast the recreation, play needs, and socialization practices of the adolescent to the earlier developmental stages
9. The student will be able to provide teaching to the adolescent and the family of an an adolescent and anticipatory guidance practices to reduce injury and accidents
10. The student will be able to define the phenomenon of sexuality, sexual practices, and sexually transmitted disease prevention in the adolescent period
11. The student will be able to describe the pathology of acne and discuss prevention and intervention practices to assist an adolescent with acne
12. The student will analyze the relationship between suicide and depression as it relates to the developmental stage of adolescence and be able to integrate aspects of safety in relation to rapid assessments and interventions for adolescent depression to prevent suicide ideation, gestures, and attempts

**Chapter 26 (Week 2): The Abused Child**

1. The student will be able to define key terms for the chapter
2. The student will be able to describe global perspectives, historical perspectives, and legal aspects of child abuse, including the development of laws aimed at protecting abused children and preventing abuse in society
3. The student will be able to discuss the various types of abuse and their incidences and prevalence rates, and give examples of abuse scenarios in each of the developmental stages of childhood
4. The student will be able to analyze high risk children and social/environmental influences to child abuse situations
5. The student will be able to describe the child, parent, and environmental influences to child abuse situations
6. The student will be able to demonstrate ability to develop a child abuse nursing care plan for a school aged child including physical, emotional, and social implications
7. The student will be able to state the essential nursing care of the abused child and family including identifying signs and symptoms, supporting medical assessments, and documenting appropriately
8. The student will be able to describe how to maintain safety for a child who has been abused including essential communication team membership, and legal steps needed for protection

**Chapter 37 (Week 2): Child With a Communicable Disease**

1. The student will be able to define key terms for the chapter
2. The student will be able to describe the purpose of vaccines and childhood immunizations and discuss the most common infections that children are immunized for
3. The student will be able to describe the purpose and the use of various PPE used to prevent the spread of infections within health care enviroments
4. The student will be able to differentiate the various types of isolation techniques, including standard precautions, airborne precautions, contact precautions, droplet precautions, and reverse (protective) precautions
5. The student will be able to describe the most commonly encountered childhood infectious diseases and describe the transmission, incubation, common symptoms, and treatments or supportive therapy for each
6. The student will be able to describe the communicable diseases that are of international concern
7. The student will be able to describe basic safety precautions for preventing the spread of childhood communicable diseases

**Chapter 2 (Week 3): Culture**

1. The student will be able to define key terms
2. The student will be able to discuss the importance of cultural awareness when providing safe and effective nursing care
3. The student will be able to examine health care quality and disparities in care across population groups in the community
4. The student will be able to examine the factors (social, environmental, economic, and political) that contribute to one’s worldview, health beliefs and health behaviors
5. The student will be able to identify and describe cultural assessment tools and their usefulness and limitations in planning care
6. The student will be able to demonstrate sensitivity to cultural beliefs, values, and practices when providing care by seeking and giving feedback, listening, and observing
7. The student will be able to ensure the use of appropriate and acceptable resources and materials in promoting health teaching and illness prevention with patients and families
8. The student will be able to identify community resources that facilitate continuity of care in a culturally sensitive and effective manner for patients and their families

**Chapter 3 (Week 3) Women’s Health Promotion Across the Life Span**

1. The student will be able to define key terms for the chapter
2. The student will be able to describe the preventative health screenings suggested for women
3. The student will be able to explain the two types of amenorrhea and the possible causes of amenorrhea
4. The student will be able to outline medical and nursing interventions for dysmenorrhea
5. The student will be able to compare and contrast premenstrual syndrome (PMS), and premenstrual dysphoric disorder (PMDD)
6. The student will be able to plan nursing interventions for a patient with PMS
7. The student will be able to explain endometriosis and list the signs and symptoms
8. The student will be able to describe barrier methods of contraception
9. The student will be able to discuss the different types of hormonal contraceptives
10. The student will be able to explain permanent contraception options
11. The student will be able to define infertility and discuss risk factors, causes, and possible treatment options
12. The student will be able to define menopause and describe physical changes that occur during perimnopause
13. The student will be able to plan patient centered nursing care for a menopausal woman
14. The student will be able to summarize treatment options for women who experience severe vasomotor symptoms
15. The student will be able to define uterine fibroids and list the symptoms of fibroids
16. The student will be able to explain how an ovarian cyst forms and list the symptoms of an ovarian cyst
17. The student will be able to list the characteristics of polycystic ovary syndrome
18. The student will be able to discuss the sypmtoms and treatment for sexually transmitted infections (STIs).
19. The student will be able to plan nursing interventions for a woman with a vulvovaginal infection
20. The student will be able to define the different types of pelvic floor disorders and the treatment options

**Chapter 4 (Week 4): Human Reproduction and Fetal Development**

1. The student will be able to define key terms for the chapter
2. The student will be able to identify structures and functions of the reproductive system
3. The student will be able to identify structures and functions of the male reproductive system
4. The student will be able to summarize the actions of the hormones that affect reproductive functioning
5. The student will be able to discuss the female and male reproductive cycles
6. The student will be able to describe the fertilization process
7. The student will be able to discuss the stages of embryonic development
8. The student will be able to describe fetal circulation
9. The student will be able to identify significant developmental changes of the fetus at various gestations
10. The student will be able to describe functions of the placenta, umbilical cord, amniotic membranes, and amniotic fluid
11. The student will be able to contrast the differences between monozygotic twins and dizygotic twins
12. The student will be able to discuss TORCH infections and risks to the mother and fetus
13. The student will be able to discuss possible risks to safe fetal development due to possible teratogens in medications, street drugs, foods, and environment

**Chapter 5 (Week 5): Physical and Psychological Changes of Pregnancy**

1. The student will be able to define key terms for this chapter
2. The student will be able to differentiate presumptive, probable, and positive signs of pregnancy
3. The student will be able to describe the physiological changes in each body system occurring during pregnancy
4. The student wiil be able to plan safe and effective nursing interventions that address common physiological discomforts of pregnancy
5. The student will be able to identify physiological discomfort symptoms that should be reported to the health care provider
6. The student will be to identify normal lab values for the pregnant woman
7. The student will be able to discuss Reva Rubin’s four maternal tasks that the woman accomplishes during pregnancy
8. The student will be able to discuss the psychological changes occurring during pregnancy for the woman, her partner, and family
9. The student will be able to identify psychologoical issues of the pregnant adolescent

**Chapter 6 ( Week 5): Nursing Care During Pregnancy**

1. The student will be able to define key terms in the chapter
2. The student will be able to discuss diagnostic testing to confirm pregnancy
3. The student will be able to explain the GTPAL system
4. The student will be able to explain scopes of practice and roles of the family practice physician, an obstetrician, and a certified nurse midwife on the health care team
5. The student will be able to determine the estimated date of delivery using Naegele’s rule
6. The student will be to describe how patient centered care is dependent on a thorough past medical history, cultural history, social history, and pregnancy history
7. The student will be able to explain the purpose and procedure of the complete physical and pelvic exam
8. The student will be able to define the common laboratory tests utilized during pregnancy
9. The student will be able to explain the commonly used screening tests for fetal abnormalities
10. The student will be able to list the usual pattern of prenatal visits to the health care provider
11. The student will be to discuss nursing care provided during subsequent visits to the health care provider
12. The student will be able to communicate effectively with the patient regarding domestic violence
13. The student will be able to discuss the monitoring of fetal growth and development

**Chapter 7 (Week 5 ): Promoting a Health Pregnancy**

1. The student will be able to define key terms for the chapter
2. The student will be able to provide guidance to the pregnant patient on managing the common discomforts of pregnancy
3. The student will be able to promote safe and effective self care practices during pregnancy
4. The student will be able to discuss the nutritional needs of the pregnant patient
5. The student will be able to define pica and the dangers for the pregnant patient
6. The student will be able to discuss the dangers and prevention of viral infections in for the pregnancy
7. The student will be able to teach the pregnant patient about the recommended weight gain during pregnancy
8. The student will be able to plan appropriate prenatal care for the pregnant adolescent
9. The student will be able to discuss additional nutritional needs of the pregnant adolescent
10. The student will be able to discuss culturally competent care of the lesbian couple
11. The student will be able to identify risks for the pregnant patient over the age of 35
12. The student will be ale to explain the tests need to monitor fetal well being during the pregnancy
13. The student will be able to compare and contrast the Bradley method and Lamaze method of childbirth education
14. The student will be able to discuss the components of a birth plan

**Chapter 8 (Week 6): Nursing Care of the Woman With Complications During Pregnancy**

1. The student will be able to define key terms for chapter
2. The student will be able to discuss the nursing care of a patient experiencing hyperemesis gravidarum
3. The student will be able to identify bleeding complications of early and late pregnancy
4. The student will be able to recognize signs of complications following a spontaneous abortion
5. The student will be able to discuss the nursing care for the patient following a ruptured ectopic pregnancy
6. The student will be able to compare and contrast the abnormalities of the placenta abruptio, placenta accreta,and placenta previa
7. The student will be able to define hyatidiform mole and explain usual medical treatment and nursing care
8. The student will be able to provide safe and effective care for the patients experienceing a placental abnormality such as placenta previa, placenta accreta, and placenta previa
9. The student will be able to identify signs of hypovolemia shock caused by blood loss from bleeding complications of pregnancy
10. The student will be able to discuss medical interventions and nursing care for the patient with an incompetent cervix
11. The student will be able to summarize the management of patients with Rh incompatibility
12. The student will be able to develop a plan of care for women with multiple gestational pregnancy
13. The student will be able to develop a plan of care for a patient experiencing pregnancy related hypertensive disorders
14. The student will be able to outline the nurse’s role in assessment, managing care, and patient teaching for a patient with gestational diabetes

**Chapter 9 (Week 6): Nursing Care During Labor and Childbirth**

1. The student will be able to define key terms for chapter
2. The student will be able to discuss the theories related to the factors that cause the onset of labor
3. The student will be able to discuss the signs of labor
4. The student will be able to describe the process of effacement and dilation that occurs in the cervix during labor
5. The student will be able to distinguish between true and false labor
6. The student will be able to list and describe the “Seven P’s” of labor
7. The student will be able to distinguish between fetal lie, presentation and position
8. The student will be able to teach a patient how to time their contractions
9. The student will be able to recognize characteristics of a normal labor so as to provide knowledgeable care to the laboring patient
10. The student will be able to outline the stages and phases of labor
11. The student will be able to compare and contrast the advantages and disadvantages of a hospital birth, birthing center birth, and home birth
12. The student will be able to review the initial maternal care in the labor and delivery unit
13. The student will be able to describe the process of cervical examination and discuss the information obtained during the cervical examination
14. The student will be able to describe Leopold’s maneuvers and discuss the purpose
15. The student will be able to explain medical interventions that may occur during each stage labor
16. The student will be able to plan safe and effective patient centered nursing care for each stage of labor
17. The student will be able to identify nursing responsibilities and safety issues that may arise when the patient receives analgesics and anesthetic drugs for pain control in labor
18. The student will be able to analyze a fetal monitor strip
19. The student will be able to identify unsafe or nonreassuring fetal heart decelerations and choose appropriate nursing interventions for nonreassuring fetal heart patterns
20. The student will be able to demonstrate how to conduct an Apgar score on a newborn
21. The student will be able to explain the immediate needs and goals of care for the newborn
22. The student will be able to discuss immediate post delivery care for the woman

**Chapter 10 (Week 7 ): Nursing Care of the Woman With Complications During Labor and Birth**

1. The student will be able to define key terms for chapter
2. The student will be able to identify 10 risk factors associated with preterm labor
3. The student will be able to discuss nursing care and the common tocolytic medications used to manage preterm labor
4. The student will be able to identify major complications of PROM (premature rupture of membranes)
5. The student will be able to define post term pregnancy and the possible fetal consequences of post term pregancy
6. The student will be able to differentiate betweem oligohydramnios and polyhydramnios and describe potential complications
7. The student will be able to describe the variations in passage, passenger, powers, position, psyche, pain management, or patience that can contribute to complications in labor
8. The student will be able to discuss the risks of a vaginal breech delivery
9. The student will be able to define macrosomia and describe nursing care for the patient and fetus
10. The student will be able to describe umbilical cord prolapse and the potential risks of the fetus
11. The student will be able to identify the risk factors, symptoms, and management of patient with placental abruption
12. The student will be able to define precipitious labor and delivery and state nursing care that promotes safety for the woman and her fetus
13. The student will be able to identify risk factors for shoulder dystocia
14. The student will be able to formulate an emergency nursing care plan for a patient experiencing uterine rupture
15. The student will be able to discuss the causes of an uterine inversion
16. The student will be able to compare and contrast retained placenta and placenta accreta
17. The student will be able to identify signs and symptoms of amniotic fluid embolism (AFE) and discuss medical interventions

**Chapter 11 (Week 7): Birth Related Procedures**

1. The student will be able to define key terms for chapter
2. The student will be able to describe the amniotomy procedure and discuss nursing responsibilities
3. The student will be able to explain the purpose of an amnioinfusion
4. The student will be able to prepare patient teaching for the patient undergoing an external cephalic version
5. The student will be able to describe how a Bishop’s score is calculated and explain the significance of the score
6. The student will be able to discuss methods used to ripen a cervix and induce contractions
7. The student will be able to prepare a patient centered nursing care plan for the woman undergoing labor induction or augmentation
8. The student will be able to differentitate between vacuum extractor assisted and forceps assisted vaginal delivery
9. The student will be able to list common indications for a Cesarean delivery
10. The student will be able to discuss nursing responsibilities when preparing a patient for a Cesarean birth
11. The student will be able to plan patient teaching for a Cesearean birth
12. The student will be able to identify the factors that indicate a patient is a good candidate for a VBAC
13. The student will be able to plan nursing care for the patient undergoing a TOLAC

**Chapter 12 (Week 8 ): Postpartum Nursing Care**

1. The student will be able to define key terms for chapter
2. The student will be able to identify the normal physiological changes following childbirth in the reproductive, integumentary, gastrointestinal, cardiovascular, respiratory, urinary, and musculoskeletal systems
3. The student will be able to explain the process of involution of the uterus after delivery
4. The student will be able to discuss the effect of a full bladder on uterine involution
5. The student will be able to explain afterpains to a multiparous patient
6. The student will be able to describe the phases of lochia progression
7. The student will be able to demonstrate the correct method of uterine massage for postpartum assessment
8. The student will be able to outline postpartum care in the first hour after delivery
9. The student will be able to demonstrate a focal postpartum assessment using the BUBBLE LE mnemonic
10. The student will be able to plan patient centered care that addresses the special needs of the adolescent postpartum patient
11. The student will be able to describe a therapeutic approach for managing the psychosocial needs of a patient who is reliquinshing her infant for adoption
12. The student will be able to plan discharge teaching for the postpartum patient
13. The student will be able to describe the postpartum psychological adaptations including the taking in phase, the taking hold phase, and the letting go phase
14. The student will be able to identify signs that the mother is bonding with her newborn
15. The student will be able to distinguish between bonding and attachment
16. The student will be able to plan nursing interventions that can facilitate family centered care and family attachment

**Chapter 13 (Week 8) Postpartum Period and the Family**

1. The student will be able to define the key terms
2. The student will be able to discuss possible causes of uterine atony
3. The student will be able to identify the signs and symptoms, and management of postpartum hemorrhage (PPH)
4. The student will be able to discuss appropriate management of PPH
5. The student will be able to discuss the causes, signs and symptoms, and management of a patient with a hematoma
6. The student will be able to recognize signs and symptoms of a postpartum infection
7. The student will be able to discuss appropriate management of the infection
8. The student will be able to identify women at risk for thrombophlebitis as well as nursing interventions to prevent thromboembolism in the postpartum patient
9. The student will be able to differentiate between postpartum depression and postpartum psychosis
10. The student will be able to identify appropriate nursing interventions for each disorder

**Chapter 14 (Week 9 ): Physiological and Behavioral Adaptation of the Newborn**

1. The student will be able to define key terms for the chapter
2. The student will be able to identify ways in which heat loss occurs in infants
3. The student will be able to describe how infants can produce body heat
4. The student will be able to list nursing interventions that support thermoregulation in the newborn
5. The student will be able to discuss the role of external and internal stimuli in the initiation of breathing in the newborn
6. The student will be able to identify the changes that occur as fetal circulation transitions into newborn circulation after birth
7. The student will be able to plan appropriate nursing interventions to assist with transitions of the renal and gastrointestinal systems after birth
8. The student will be able to discuss the role of the liver in conjugation of bilirubin
9. The student will be able to differentiate between unconjugated and conjugated bilirubin
10. The student will be able to define normal physiological jaundice
11. The student will be able to provide family centered care by teaching parents about the behavioral changes and wake sleep cycles of the newborn

**Chapter 15 ( Week 9 ) Nursing Care of the Newborn**

1. The student will be able to define key terms for the chapter
2. The student will be able to define physical assessment for the newborn
3. The student will be able to identify normal newborn vital signs
4. The student will be able to demonstrate a head to toe assessment of the newborn
5. The student will be able to summarize abnormal findings from the head to toe assessment that must be reported
6. The student will be able to identify normal newborn skin variations
7. The student will be able to differentiate between cephalohematoma and caput succedaneum
8. The student will be able to explain the effects of maternal hormones on the newborn’s physical characteristics
9. The student will be able to identify the normal newborn reflexes
10. The student will be able to discuss nursing care of the newborn
11. The student will be able to summarize the usual newborn screenings that are completed for health promotion
12. The student will be able to discuss Ballard’s tool which is used to determine gestational age
13. The student will be able to demonstrate the correct technique for an infant heel stick
14. The student will be able to develop a discharge teaching plan on newborn care basics
15. The student will be able to demonstrate correct technique for a newborn’s bath
16. The student will be able to develop a discharge teaching plan on newborn basics
17. The student will be able to plan family centered care by including the family in discharge teaching
18. The student will be able to instruct the parents on newborn safety

**Chapter 16 (Week 10 ): Newborn Nutrition**

1. The student will be able to define key terms for chapter
2. The student will be able to discuss infant nutritional needs
3. The student will be able to describe the process of human milk production
4. The student will be able to describe the stages of milk production
5. The student will be able to list the advantages and disadvantages of breastfeeding
6. The student will be able to identify contraindications for breastfeeding
7. The student will be able to identify cues of infant readiness to nurse
8. The student will be able to teach a mother how to correctly latch on a baby for breastfeeding
9. The student will be able to discuss common breast feeding problems and how to manage those problems
10. The student will be able to identify warning signs of inadequate breast feeding in the newborn
11. The student will be able to list the advantages and disadvantages of bottle feeding
12. The student will be able to teach bottle feeding parents how to prepare formula
13. The student will be able to discuss bottle feeding and safety issues for parents
14. The student will be able to identify signs of bottle feeding problems
15. The student will be able to provide centered care when assisting parents to implement their choice of feeding method for their newborn

**Chapter 17 (Week 10 ): Nursing Care of the Newborn at Risk**

1. The student will be able to define key terms for chapter
2. The student will be able to identify factors present at birth that can help identify a high risk newborn
3. The student will be able to identify possible causes of birth asphyxia
4. The student will be able to recognize signs of respiratory distress in a newborn
5. The student will be able to plan nursing care for transient tachypnea of the newborn (TTN)
6. The student will be able to identify physical signs of a newborn with meconium aspiration syndrome
7. The student will be able to discuss the underlying pathophysiology of persistent pulmonary hypertension of the newborn (PPHN)
8. The student will be able to identify nursing interventions to manage cold stress in the newborn
9. The student will be able to recognize signs and symptoms of hypoglycemia in the newborn
10. The student will be able to discuss nursing interventions for newborns with hypoglycemia
11. The student will be able to disucss nursing interventions for the newborn with a brachial plexus injury
12. The student will be able to discuss the nursing interventions for the jaundiced newborn undergoing phototherapy
13. The student will be able to summarize the risk factors, medical management, and nursing interventions for the newborn with sepsis
14. The student will be able to list risk factors that can lead to an SGA newborn
15. The student will be able to compare and contrast the SGA newborn and the premature newborn
16. The student will be able to discuss possible complications that can occur at birth for the LGA newborn
17. The student will be able to discuss potential complications of prematurity
18. The student will be able to describe the physical characteristics of a post term infant
19. The student will be able to explain possible complications for the infant of a diabetic mother
20. The student will be able to plan nursing care for a chemically exposed infant
21. The student will be able to discuss medical management and nursing interventions for the newborn exposed to HIV
22. The student will be able to discuss a plan to provide family centered care in the neonatal intensive care unit (NICU)

**Chapter 18 (Week 11 ): Health Promotion of the Infant: Birth to One Year**

1. The student will be able to define key terms for chapter
2. The student will be able to describe the unique needs of the newborn and infant as compared to older children in relation to safety, bonding, communication, and development
3. The student will be able to describe the differences between infants and older children and adults in relation to body systems, rapid growth,anatomy, and physiology
4. The student will be able to compare the nutritional needs and eating patterns of the infant including accurate kilocalorie and fluid maintenance calculations
5. The student will be able to discuss the elimination pattenrs of the newborn, young infant, and older infant
6. The student will be able to describe the need infants have for stimulation, play, and sleep to promote normal growth and development
7. The student will be able to differentiate the various schedules, infectious diseases, and care required for infants undergoing immunizations
8. The student will be able to differentiate various nutritional disorders that can be found during infancy, including organic and nonorganic failure to thrive
9. The student will be able to describe respiratory distress in the infant including assessment and interventions
10. The student will be able to describe the phenomenon of sudden infant death syndrome and the needs of the family immediatedly after the infant’s death through the period of grief and loss
11. The student will be able to discuss the intervetions that can assist a caregiver who is caring for an infant experiencing colic
12. The student will be able to describe key assessments and interventions for an infant demonstrating dehydration
13. The student understand the importance of discussing safety issues for infants with parents, including maintaining a clear airway and preventing severe injuries such as shaken baby syndrome

**Chapter 19 (Week 11 ): Health Promotion of the Toddler**

1. The student will be able to define key terms for the chapter
2. The student will be able to describe the unique needs of the toddler as compared with older children in relation to safety, bonding, communication, and development
3. The student will be able to describe the differences between toddlers and older children and adults in relation to body systems, anatomy, and physiology
4. The student will be able to compare the nutritional needs and eating patterns of the toddler including accurate kilocalorie needs and socialization at the dinner table
5. The student will be able to describe the need toddlers have for stimulation, play, and sleep to promote normal growth and development
6. The student will be able to differentiate the cognitive development during the toddler period including casuality, spatial relationships, object permanence and learning through toys
7. The student will be able to differentiate the psychosocial development of the toddler in relation to social engagement, temperament, stranger anxiety, separation anxiety, moral development, and spirituality
8. The student will be able to analyze the importance of discipline for the toddler and how anticipatory guidance can be used
9. The student will be able to describe the phenomenon of autism which is often first noticed in the toddler developmental period
10. The student will be able to describe child abuse during the toddler developmental period including assessment and intervention
11. The student will be able to discuss the interventions that can assist a caregiver in caring for a toddler experiencing iron deficiency anemia
12. The student will be able to list the interventions that assist a child experiencing common childhood infectious diseases
13. The student will be able to understand the importance of discussing safety issues for toddlers with parents including maintaining a safe environment for an active and explorative child

**Chapter 23 (Week 12): Nursing Care of the Hospitalized Child**

1. The student will be able to define key terms for the chapter
2. The student will be able to describe the unique needs of a pediatric patient across childhood while hospitalized for a variety of acute and chronic conditions
3. The student will be able to discuss safety concerns for young children while hospitalized in fast paced, chaotic health care environment
4. The student will be able to differentiate between adult hospital units and policies, and pediatric units and policies in relation to schedules, play environments, meals, equipment, and sleep needs, and specialized staff training for caring for children
5. The student will be able to describe how bed selections, room selections, and staffing patterns differ between adult care environments and pediatric care environments
6. The student will be able to state the three phases to hospitalization and separation for young children (protest, despair, and detachment) and describe the behaviors expected in each phase
7. The student will be able to describe the basic guidelines for working with hospitalized children
8. The student will be able to analyze pain assessment and interventions for pediatric clients and describe both pharmaceutical and nonpharmaceutical nursing interventions to help relieve pain in children
9. The student will be able to describe the variations in frequently encountered nursing care procedures for pediatric patients across childhood
10. The student will be able to state measures to administer medications safely to children who are hospitalized
11. The student will be able to describe the various methods for collecting specimens from children who are hospitalized

**Chapter 24 (Week 12): Acutely Ill Children and Their Needs**

1. The student will be able to define key terms for the chapter
2. The student will be able to discuss safety concerns when an acutely ill child is hospitalized and include every shift safety checks for emergency equipment and safety precautions all pediatric nurses should perform
3. The student will be able to apply the principles of professional interdisciplinary communication through the use of the SBAR system
4. The student will be able to state typical color coding systems used within a hospital to call for rapid assistance from a variety of teams (code red, code blue, code pink, code grey, code yellow).
5. The student will be able to review the most current American Heart Association guidelines for cardiopulmonary resuscitation
6. The student will be able to discuss a comprehensive assessment of an acutely ill child who is hospitalized
7. The student will be able to define the system of emergency reponse with the color coded length based resuscitation tape
8. The student will be able to analyze the use of and outcomes of an Rapid Response Team
9. The student will be able to create a care plan that encompasses the needs of the family when a child is acutely ill and has a sudden change in clinical status that requires a higher level of care
10. The student will be able to describe the emergency response measures needed to assist a child in shock
11. The student will be able to discuss use of a pediatric early warning tool and communication techniques to respond to an actue change in clinical status or an acute emergency

**Chapter 25 (Week13) Adapting to Chronic Illness and Supporting the Family Unit**

1. The student will be able to define the key terms
2. The student will be able to discuss examples of chronic illnesses found throughout childhood
3. The student will be able to discuss the health care concerns that develop when a child has a chronic illness
4. The student will be able to analyze the effects of a childhood chronic illness, both positive and negative, on the family unit, structure, and daily life
5. The student will be able to demonstrate how to assess side effects associated with a chronic illness that causes severe symptoms such as pain, dyspnea, sleep disorders, emotional distress, fatigue, and nausea
6. The student will be able to discuss the importance of open and effective communication between the health care team and the family unit when caring for a child with a chronic illness
7. The student will be to describe the late consequences of a pediatric chronic illness and the impact of growth and development
8. The student will be able to acknowledge the effect of death on the family members of a child with a chronic illness
9. The student will be able to analyze how memebership in local, regional, and national organizations can help a family of a child with a chronic illness cope with the exacerbations, hospitalizations, social isolation, and financial effects
10. The student will be able to describe the general safety precautions families need to learn and initiate when taking home a child who is technology dependent. Discuss various scenarios that include home ventilators, oxygen delivery systems, cardiac monitoring systems, central venous catheters, and suctioning equipment and the safety issues associated

**Chapter 27 (Week 13): Child with a Neurological Condition**

1. The student will be able to define key terms for the chapter
2. The student will be able to describe the anatomy and physiology of the periprheral nervous system and the central nervous system
3. The student will be able to discuss each of the senses and describe the developmental process of sensory organs at birth
4. The student will be able to state the components of a holistic nervous system assessment including the 12 cranial nerves and rapid neurological checks
5. The student will be able to analyze the clinical presentation and functioning of levels of children with varying degrees of cognitive impairment
6. The student will be able to discuss the phenomemon of and the clinical outcomes of a child who experiences a near drowning
7. The student will be able to state the serum value of lead that denotes poisioning in children
8. The student will be able to define the various types of seizure disorders and describe the assessments, nursing care, and treatments for each
9. The student will be able to analyze the consequences of various nervous system pathologies, including hydrocephalus, neural tube defects, meningitis, Reye’s syndrome, and intraventricular hemorrhage
10. The student will be able to describe factors associated with a diagnosis of a traumatic brain injury
11. The student will be able to discuss the clinical phenomemon of childhood migraine headaches and describe the various treatment options for this condition
12. The student will be able to describe issues of safety relative to a child with a neurological disorder or condition including safe environments, safety precautions, rapid assessments for changes in clinical status, and safety around medication for neurological conditions

**Chapter 28 (Week 14): Child With a Sensory Impairment**

1. The student will be able to define key terms for the chapter
2. The student will be able to describe the most common cause of visual impairment during childhood and differentiate between the care of a child with eye trauma, eye disease, and eye tumor
3. The student will be able to analyze common reactions when a family is told their infant or young child will have a sensory impairment
4. The student will be able to discuss the national organizations that provide support to families who have a child with a visual or hearing impairment
5. The student will be able to diffferentiate between blindness and visual impairment between hard of hearing and deafness
6. The student will be able to state the diagnostic examinations, assessments, treatments, and clinical outcomes of children with a confirmed diagnosis of retinoblastoma
7. The student will be able to discuss retinopathy of prematurity and the care that can be provided to the premature infant to reduce the possibility of developing the pathology
8. The student will be able to define various types of visual impairments or visual disorders including strabismus, amblyopia, and nystagmus
9. The student will be able to describe the various types and causes of congential and acquired hearing impairments common to childhood
10. The student will be able to outline a plan of care for a child with a new diagnosis of hearing impairment and describe the new technology available to assist a child with a hearing impairment

**Chapter 31 (Week 14): Child with a Mental Health Condition**

1. The student will be able to define key terms for the chapter
2. The student will be able to describe current trends in the incidence and prevalence of mental health issues across the span of childhood
3. The student will be able to analyze the effect of a mental health diagnosis on the child’s interaction with family, school, social networks, and society as a whole
4. The student will be able to state the goals for therapeutic communication between the nurse and the child and/or family when interacting with an acute exacerbation of a mental health condition
5. The student will be able to describe commonly used assessment tools for anxiety, depression, and mood disorders
6. The student will be able to analyze the effect of a diagnosis of attention deficit hyperactivity disorder on a child’s interaction with family and school
7. The student will be able to describe the clinical presentation and pharmacological management of schizophrenia in childhood
8. The student will be able to analyze the effect of bullying on a child’s well being and describe the relationship between bullying and childhood depression
9. The student will be able to differentiate between anorexia nervosa, bulimia, obesity, and binge eating without purging, and discuss the assessment, clinical presentations, and therapeutic management of each
10. The student will describe the types of suicide behaviors (gestures, attempts, and successful suicide) and state the effects of suicide on those left behind
11. The student will review the most common categories of psychiatric pharmacological treatments for the management of a mental health diagnosis in childhood and state the common side effects and therapeutic ranges for each drug
12. The student will be able to analyze the development of substance abuse during childhood and state the consequences and safety factors associated with substance abuse on the child’s mental health, family interactions, social network, and school performance

**Chapter 30 (Week 15): Child with a Respiratory Condition**

1. The student will be able to define key terms for the chapter
2. The student will be able to review the differences between the anatomy and physiology of a newborn’s and a child’s respiratory system and an adult’s
3. The student will be able to describe the breathing patterns, adventitious breath sounds, and symptoms one may encounter in respiratory distress
4. The student will be able to state the assessments conducted in the physical examination of an infant or child with a respiratory condition
5. The student will be able to describe the care required for a child with croup, including possible causative factors and developmental groups most vulnerable to this disease
6. The student will be able to discuss the various methods of intervention for a child with a respiratory condition including the different oxygen delivery systems
7. The student will be able to compare the pathophysiology, diagnostic methods and treatment for tonsillitis and epiglottis
8. The student will be able to describe the pathophysiology of asthma, treatment protocols administered across childhood, and teaching required for the patient and family to minimize adverse effects
9. The student will be able to review the effect of respiratory diseases on a family and the teaching needs of the family to safely care for a child hospitalized for treatments or who is being cared for at home

**Chapter 31 (Week 15): Child with a Cardiac Condition**

1. The student will be able to define key terms for the chapter
2. The student will be able to describe the overall anatomy and physiology of the cardiovascular system in the fetus, newborn, and child
3. The student will be able to differentiate between the most common congential cardiac conditions found in infants and children
4. The student will be able to identify general relationships between cardiac and pulmonary functions
5. The student will be able to describe nursing observations and assessments of the child who presents with a potential cardiac disorder
6. The student will be able to describe the nursing care of the child with a cardiovascular disorder
7. The student will be able to describe infectious sources of cardiac malfunction found in children
8. The student will be able to describe the educational needs of a child with a cardiac disorder and his or her family using a developmentally appropriate approach
9. The student will be able to describe how to safely administer cardiac medications to a child including the correct steps to administer medications, the evaluation of medication effects, and appropriate patient and/ or parent teaching

**Chapter 32 (Week 16 ): Child with a Metabolic Condition**

1. The student will be able to define key terms for the chapter
2. The student will be able to review the functions of the endocrine glands and the hormones secreted by each
3. The student will be able to discuss the location of each of the following endocrine glands: pituitary, thyroid, parathyroid, adrenal, pancreas, testes, and ovaries
4. The student will be able to analyze the effect of a metabolic disorder across the lifespan of a child including alterations in growth and development
5. The student will be able to review the complications associated with hyposecretion or hypersecretion of the various endocrine glands
6. The student will be able to differentiate the pathology between type 1 and type 2 diabetes
7. The student will be able to review the cause of inborn errors of metabolism including the assessments, treatments, and nursing care associated with each
8. The student will be able to discuss the need for long term care and followup for the children who are diagnosed with a metabolic disorder
9. The student will be able to state the conditions associated with the development of syndrome of inappropriate antidiuretic hormone
10. The student will be able to explain need for rapid identification of metabolic disorders during childhood to provide treatment that delivers appropriate support for growth, metabolism, and nutrition for child health and development

**Chapter 33 (Week 16): Child with a Musculoskeletal Condition**

1. The student will be able to define key terms for the chapter
2. The student will be able to discuss the normal anatomy and physiology of the musculoskeletal system throughout childhood
3. The student will be able to describe nursing care of a child with a musculoskeletal disorder related to the developmental stage that the child is in
4. The student will be able to critique holistic assessments conducted to rule out a musculoskeletal disorder in childhood
5. The student will be able to define various childhood injuries that lead to traumatic musculoskeletal injuries or disorders
6. The student will be able to differentiate the lab values that are used to identify and monitor disease progression for a child with a musculoskeletal disorder
7. The student will be able to describe the various bone fractures potentially experienced in childhood and the associated traction and/or therapy used for each
8. The student will be able to discuss the principles behind traction and the psychosocial biological needs of a child who is required to undergo a period of time in traction
9. The student will be able to analyze the various childhood disease processes of the musculoskeletal system such as congential clubfoot, juvenile rheumatoid arthritis, scoliosis, and muscular dystrophy
10. The student will describe safety concerns while caring for a child in traction

**Chapter 34 (Week 17): Child with a Gastrointestinal Condition**

1. The student will be able to define key terms for the chapter
2. The student will be able to review the growth and development of the gastrointestinal tract from newborn through adolescence
3. The student will be able to describe the components of a health history for a child who presents with a GI disorder
4. The student will be able to review assessment techniques when caing for a child who presents with dehydration, vomiting, diarrhea, constipation and abdominal pain
5. The student will be able to describe the pathophysiology and clinical presentation of common intestinal infections such as C. Difficile, viral gastroenteritis such as rotatvirus, parasitic infections in the GI tract
6. The student will be able to identify data that would need to be reported immediately associated with various congential and acquired GI abnormalities
7. The student will be able to state common diagnostic tests used to rule out specific GI infections or disorders
8. The student will be able to describe the care of a child who has been hospitalized for surgery to correct a congential or acquired GI disorder including perioperative assessments, symptom management and diet progression
9. The student will be able to recognize the teaching needs of a family whose child presents with an infectious GI disorder including providing safety to others to prevent cross contamination through effective communication, use of infection control measures, and evidence based practices to control spread

**Chapter 35: (Week 17) Child with a Gentiourinary Condition**

1. The student will be able to define key terms for the chapter
2. The student will be able to describe how a child’s renal system affects fluid and electrolyte status, as well as acid/base balance
3. The student will be able to discuss the clinical presentation of a dehydrated child across childhood and discuss a plan of nursing care for a child in a dehydrated state
4. The student will be able to analyze the common causes associated with an urinary tract infection and discuss the risk factors associated with each age group
5. The student will be able to differentiate between glomerulonephritis and nephrotic syndrome in relation to assessments, medical treatments, and nursing care for each
6. The student will be able to describe various forms of congential anomalies of the genitourinary tract
7. The student will be able to decribe a nursing care plan for a child with enuresis
8. The student will be able to describe various means to collect urine specimens for children of various ages
9. The student will be able to calculate fluid maintenance requirements for children of various weights in kilograms to safely maintain fluid status and prevent fluid overload

**Chapter 36 (Week 18) Child with a Skin Condition**

1. The student will be able to define key terms for the chapter
2. The student will be able to review the special care needs of a newborn’s and young infant’s skin
3. The student will be able to determine best practices to manage the symptoms of skin disorders across childhood
4. The student will be able to differentiate among various rashes that can be found during childhood
5. The student will be able to describe the care of a child with a first, second, and third degree burn
6. The student will be able to describe skin disorders that can be considered evidence of child abuse
7. The student will be able to review personal protective equipment that should be used to prevent the spread of various childhood skin infections
8. The student will be able to discuss the short and long term consequences of body piercing and tattooing
9. The student will be able to create a teaching plan for new parents to learn how to prevent burns during childhood including electrical, immersive, contact, and heat burns

**Chapter 38 (Week 18) Child with an Oncological or Hematological Condition**

1. The student will be able to define key terms for the chapter
2. The student will be able to describe the characterisitcs of childhood cancer, including the pathology of solid and blood/lymphatic based malignancies
3. The student will be able to describe the composition and function of the components of blood and relate each function to the pathology of hematological and oncological diseases
4. The student will be able to analyze the pathology of anemias and relate types of anemia with an anemic child’s clinical presentation
5. The student will be able to identify the assessments conducted for a child who presents with iron deficiency anemia and sickle cell anemia and describe the required medical and nursing care for each
6. The student will be able to identify the developmentally appropriate pain scales used for a child with sickle cell anemia episode and review effective pain control measures
7. The student will be able to describe the nursing care required for a child who is receiving a blood product transfusion of packed red blood cells and platelets
8. The student will be able to differentiate the types and pathology of hyperbilirubinemia, as well as medical care and nursing care for an infant with hyperbilirubinemia
9. The student will be able to describe the pathology of idioplathic thrombocytopenia and treatment protocols administered across childhood
10. The student will be able to identify the most common forms of hemophilia and describe the teaching needs of families to administer emergency treatments for a child experiencing a bleeding episode
11. The student will be able to describe the effect of childhood cancer on the functioning and teaching needs of the family caring for a child who is hospitalized for treatments or is home in a neutropenic state
12. The student will be able to analyze the issues of safety associated with a child with an oncology disorder, including error reduction , protection from infection and safe implementation of care

**Week 18-19: Exams**

**MATERNAL AND CHILD HEALTH CARE NURSING**

**CLINICAL OBJECTIVES**

Examines pregnancy, childbirth, postpartum, and newborn care from a family centered approach. Covers applications related to childbearing. Emphasizes growth and development and exploration of common childhood disorders at various stages. Examines the role of the school nurse as a health care provider in the school age child and the adolescent in relation to providing guidance and health supervision and skills needed in that setting to care for student’s with special needs and screenings. The student will apply theory based principles of leadership and management in the role of the LPN. The student will demonstrate a holistic approach utilizing the nursing process in caring for patients. **Clinical Hours** **required 72.**

**CLINICAL EXPERIENCE SUMMARY:**

The clinical component of this course is graded as satisfactory or unsatisfactory. Evaluation is based on consistent performance of the stated competencies, not on a one time basis. Each competency will be evaluated separately.

Each competency will be evaluated using **Satisfactory (S)** or **Unsatisfactory (US)** and **Needs Improvement (NI).** If no opportunity exists to evaluate students competency in a stated area, a rating of **N/O** will be used which indicates there has been no opportunity to evaluate the performance. The student must have satisfactory rating in the clinical components to progress through the practical nursing program.

**Definitions:**

**S=Satisfactory: Clinical performance is safe and adequately demonstrates application of the nursing process, communicative and psychomotor skills, and synthesis of learning expected at course’s level; usually demonstrates growth toward course and program objectives.**

**US=Unsatisfactory: Clinical performance is unsafe or inadequate in application of the nursing process, demonstration of communicative and psychomotor skills and synthesis of learning expected at course’s level. Seldom demonstrated growth toward course and program objectives**

**NI=Needs Improvement/Remediation: Clinical performance is only marginally safe, essential information and background knowledge is deficient, demonstrates some growth toward course and program objectives. Clinical performance needs to be improved in dependability, punctuality, appearance, initiative, attitude, knowledge, interpersonal relationships, and/or professional behavior.**

A student who demonstrates “unsatisfactory” or “Needs improvement” in the clinical setting will be notified in writing of his/her deficiency and given guidelines and the opportunity to demonstrate competency/improvement. The student will be counseled using the a wriiten plan for remediation, teaching, and reevaluation established by the clinical instructor, and/or program director, and the student. The student should demonstrate competency/improvement of the deficiency within a specified time period not to exceed 14 days.

If at any time, the student compromises the client’s/resident’s safety and/or violates agency policies so that severe harm or death could result to the client/resident, the faculty has the authority to remove the student from the clinical setting. This will result in an unsatisfactory clinical grade for the experience and the student cannot proceed further in the program.

In addition to the clinical evaluation tool, and the written care plan for a maternal client and pediatric client will be included in the Satisfactory or Unsatisfactory grade for the Maternal and Child clinical rotation. The student must achieve a 84/C+ or above to be considered Satisfactory for the written work. The student muss pass Maternity Child and the Clinical rotation with a 84/ C+ for each class (not combined) in order to progress on in the PN program, failure to do so will result in the student having to drop out of the PN program.

Clinical rotations will be performed at OB/Peds Clinic in Norton, Virginia and Whitesburg Ky, and the Dickenson County School System for a total of 72 clinical hours.

**Maternal and Child Health Nursing Clinical Evaluation Tool**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Clinical Objectives** | **S** | **US** | **NI** | **NO** |
| **Demonstrates professionalism through appropiate appearance, timeliness, and overall attitude and behaviors. Consistently conducts self professionally in the clinical setting; adheres to RV PN program dress code** |  |  |  |  |
| **The student conducts assessments to include documentation of breasts, fundus, vaginal discharge, edema. Any abnormal findings are reported to the clinical instructor/preceptor and the patient’s primary nurse** |  |  |  |  |
| **The student is able to identify the four stages of labor and correctly evaluate each stage the patient is in** |  |  |  |  |
| **The student correctly identifies normal newborn features/findings** |  |  |  |  |
| **Colloborates well with nursing staff in the obstetric and nursery setting** |  |  |  |  |
| **Documents daily assessments, medication administration (supervised), patient teaching, patient discharge per facility guidelines and policy/procedures** |  |  |  |  |
| **Is motivated and enthusiastic toward learning experience** |  |  |  |  |
| **Seeks appropiate learning opportunities which will assist the student in meeting both the clinical objectives and the course objectives for the nursing course** |  |  |  |  |
| **Recognizes personal limitations and seeks assistance/guidance from instructor and/or other appropiate resources in new and/or complicated nursing situations** |  |  |  |  |
| **Adheres to the policies and standard operating procedures established by RV PN program and clinical agency** |  |  |  |  |
| **Able to perform clinical procedures that he/she has been deemed competent with little to no assistance by the instructor (must be observed by instructor/preceptor** |  |  |  |  |

**Maternal and Child Health Nursing Clinical Evaluation Tool**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Clinical Objectives** | **S** | **US** | **NI** | **NO** |
| **Performs post partum and infant and discharge teaching explaining all materials and is available for patient’s questions** |  |  |  |  |
| **Has maintained attendance per Program guidelines** |  |  |  |  |
| **Reports to the pediatric unit/nursery as assigned** |  |  |  |  |
| **Successfully conducts newborn assessments and participates with newborn care in conjunction with the nursery nurse** |  |  |  |  |
| **Student will demonstrate ability to conduct hearing/vision exams competently in the school setting and demonstrates an understanding of the role of the school nurse and skills needed to provide care and screening to school age children and adolescents in the Dickenson County School System** |  |  |  |  |
| **Begins to apply critical thinking skills to organize individualized nursing care and safely performs nursing skills** |  |  |  |  |
| **Observe and assist in other nursing and/or physician performed assessments, treatments, or procedures as approved by nursing instructor** |  |  |  |  |
| **Observes and follows the appropriate chain of command** |  |  |  |  |

**Written Careplan Grade: Maternal \_\_\_\_\_\_\_\_\_\_\_ Pediatric\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructor Comments:**

**Clinical Instructor Signature/Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Comments:**

**Student Signature/Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**