NUR 284
LEVEL III
MATERNAL/CHILD HEALTH NURSING

LECTURE: 6 HOURS PER WEEK
CLINICAL: 10 HOURS PER WEEK
CLINICAL CONFERENCE: 2 HOURS PER WEEK

FOR USE DURING THE FALL 2015 and SPRING 2016 SEMESTERS ONLY

Revised 8/19/15
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ALL POLICIES AND COURSE REQUIREMENTS ARE SUBJECT TO REVISION ON A SEMESTER BY SEMESTER BASIS. STUDENTS WILL BE NOTIFIED OF ANY REVISION(S) AT THE BEGINNING OF THE SEMESTER IN WHICH THE POLICY OR REQUIREMENTS IS/ARE TO BE IMPLEMENTED, DURING THE FIRST MEETING OF THE APPROPRIATE NURSING CLASS. CLINICAL TIMES ARE SUBJECTED TO CHANGE AT THE DISCRETION OF THE FACULTY AND HOSPITAL.
NUR 284, Maternal - Child Health Nursing

COURSE FACULTY

Professor Joanne Diamantidis  MSN, RN  email: jdiaramandis@bergen.edu  Office B308
Professor Carmen Torres MSN, RN, CNE  email:ctorres1@bergen.edu  Office B316
Professor Sharon Zaucha MSN, RN, CNE  email: zaucha@bergen.edu  Office B308
- Office hours will be posted after first day of class

COURSE DESCRIPTION

NUR-284, Maternal-Child Health Nursing is a third level course in the nursing sequence which focuses on family units, reproduction, childbearing, and the health care needs of infants, children and adolescents, to meet universal self-care requisites. Students will use the nursing process in a variety of health care settings to assist individual families and groups achieve optimum health.
6 lec., 12 lab, 7.5 weeks, 5 credits.
PREREQUISITES: NUR-281 and NUR-282
CO-REQUISITES: BIO-104, SOC-101, and NUR-285

NUR 284 - COURSE LEARNING OUTCOMES

1. Applies Orem’s Self Care model of Nursing Practice to provide care to women, children, and families during childbearing/child-rearing periods.
2. Incorporates principles of growth and development in the nursing care of women, newborn infants, children and families.
3. Uses appropriate communication when interacting with childbearing women, children and families.
4. Integrates biological, psychological, sociological, cultural, spiritual, and economic factors that influence the health of childbearing women, children and families in the plan of care.
5. Incorporates goals and activities that promote the student’s personal, professional, and educational development.
6. Adheres to professional, ethical, and legal standards effecting nursing practice in the current health care environment, when providing care to childbearing women, children and families.
7. Integrates a variety of technological resources when providing care to childbearing women, children and families.
8. Demonstrates critical thinking by reasoning, analyzing, synthesizing and evaluating information from which conclusions are drawn and problems are solved when caring for childbearing women, children and families.
9. Utilizes pharmacological concepts in the clinical and classroom setting to correctly calculate drug and solution problems for childbearing women and children and families. Passes the Level III Pharmacological Math Computation Exam (PMCE) with a score of 100%.
10. Incorporates principles of teaching in the care of childbearing women, children and families.

TEACHING/LEARNING ACTIVITIES

Lecture
Group Discussion
Audio-Visual Aids
Computer-Assisted Instruction
Critical Thinking Exercises
LEVEL REQUIREMENT

Passing a Pharmacological Math Computation Exam (PMCE) with a score of 100% is a level requirement. The PMCE will be given in the first course of each level. If the student does not attain the required 100% passing grade, he/she will be provided two retake opportunities within the confines of that course prior to clinical. Failure to achieve a 100% in the PMCE will result in an "F" for the course in which the test was administered. Calculators may be used at Level III. Those students who are repeaters must also take the exam during whatever section they enter.

COURSE REQUIREMENTS AND EVALUATION

- Satisfactory completion of:
  a) Newborn Assessment
  b) Postpartum Assessment/and nursing notes
  c) Pediatric Assessment/and nursing notes
  d) L&D Assessment
  e) Antepartum Case Study
  f) Math Module
  g) Communicable Disease Module
  h) Hesi Case Studies
  i) Teaching plan for toddler/preschooler

- Satisfactory participation and/or presentation in clinical conference.
- Satisfactory completion of required CAI and video assignments.

COURSE EVALUATION

A. Theory grade: Two unit tests worth 75%
   One Final HESI Exam worth 20 %
   Special Project 5% (see student course agreement)
   Total 100%

   A grade of 77.5% is required for passing the theory portion of course.

B. Clinical grade: In order to pass clinical, the final grade must be "S"-satisfactory on all areas of the final clinical evaluation. A student who receives a "U"-unsatisfactory clinical grade, will receive an "F" grade for the course, regardless of their theory grade.

C. Clinical Attendance Policy
   Attendance at all scheduled clinical experiences is mandatory.

   Students who are absent are required to make up such absences. An incomplete grade will be submitted until a makeup is completed. The makeup for the absence will be at the discretion of the faculty member and the Associate Dean of Nursing.

   Excused absences will only be accepted with documentation for personal illness or personal emergency situations.

   Failure to adhere to the above will result in a course failure.
Clinical conferences are mandatory; absence from these designated days on your course schedule will result in a clinical failure.

See signed contract.

D. **Special Project: FAMILY ASSESSMENT PROJECT**

**OBJECTIVES:**
- Describe family structure and management patterns
- Assess a family for structure and health
- Discuss family centered nursing process
- Apply knowledge of family nursing with nursing process to achieve quality maternal-child nursing care

**ASSIGNMENT:**
- Select a child-rearing family with at least one child school-age or younger (you may not use your own family-but the family must be known to you and agree to this experience for purely academic and not assessment/diagnostic reasons, the family must provide you with a contact telephone number should we have the need to verify information)(**Do not select a family experiencing situational crisis**)
- Assess the family using a family assessment tool (provided)
- Draw a family genogram of the selected family and identify any health risks to that family
- Construct a community echogram for the selected family
- Select a family theorist or a family theory and describe the family according to that theoretical framework
- Assess home for safety using an age appropriate Child Home Safety Checklist
- Select one of the children (must be school age or younger) and complete a growth & developmental assessment (assessment form attached), submit completed growth chart (CDC Website)
- In narrative form, with appropriate tools included, evaluate the findings of your assessments
- Identify anticipatory guidance teaching needs for this child & his/her family
- Identify one agency in the community that will serve to maintain &/or enhance the well-being of the family or that would assist with any identified deficits. (List agency name, location, services provided and cost)

**NOTE** this paper must follow APA style, no more than 5 pages not including submitted forms

Due date is written on the class schedule. Note: Every day it is late 10 points will be deducted from the paper. If not handed in by the 5th day a grade of zero will be given. See signed contract for inclusion of paper grade in final grade.

E. **Grading**

Student must receive a theory grade of 77.5% and a Satisfactory on the Evaluation of Clinical Performance Record in order to pass the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>92.5 and above</td>
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<tr>
<td>B+</td>
<td>87.5 to 92.4%</td>
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<tr>
<td>B</td>
<td>82.5% to 87.4%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5% to 82.4%</td>
</tr>
</tbody>
</table>

**Must receive a C+ or Above to pass course**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>C</td>
<td>72.5% to 77.4%</td>
</tr>
<tr>
<td>D</td>
<td>67.5% to 72.4%</td>
</tr>
<tr>
<td>F</td>
<td>67.4 and below</td>
</tr>
</tbody>
</table>

***A failure in theory is a C, D or F grade. A failure in Clinical or the Pharmacological Math Computation Exam will result in an “F” grade for the course.***
F. Disability Statement

It is the policy of Bergen Community College to create inclusive learning environments where all students have maximum opportunities for success. To that end, BCC recognizes that students with documented physical, emotional, medical or learning disabilities may require accommodations to meet their learning potential.

Accommodations are mandated by the Rehabilitation Act of 1973, the Americans with Disabilities act of 1990 (ADA), and the Amendment Act of 2008 state, “No otherwise qualified individual with disabilities in the United States… shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination or harassment under any program or activity receiving Federal financial assistance.”

The Office of Specialized Services (OSS) serves to both determine and document what reasonable accommodations may be needed for the student. However, it is the responsibility of the student to identify him/herself and request assistance from the OSS office and to provide the instructor as well as the Office of Testing Services (Room S-127) with a list of accommodations approved by the OSS office every semester.

If you have a disability or suspect that you have a disability, your first step is to contact the Office of Specialized Services in Room L-115 (201-612-5270) and www.bergen.edu/oss. Appropriate accommodations will be generated based upon evidence of documented disability. Please be aware that students with disabilities are responsible for meeting the same standards for mastery of course content as students without disabilities.

Reasonable accommodations include but are not limited to:

- Extended time on tests
- Assistive/adaptive technology (JAWS, KURZWEIL, CCTV)
- Assistance in arranging for a sign language interpreters and C-print captionists
- Recorded text
- Reader and/or Scribe
- Peer note-takers
- Books in alternate format
- Calculator use (4-function) for remedial math placements
NUR 284 Student Course Agreement

I have read and understood ALL clinical and class requirements for NUR 284 as set forth in the syllabus. In particular, I have been informed of the following policy to obtain a passing grade in NUR 284.

Theory Grade – The theory grade will consist of (1) Special Project, and (3) objective tests. **In order to pass the course, the cumulative average of the 3 test grades must be 77.5% “C+” or greater.** The Special Project grade will be computed only if a passing grade is achieved on the objective tests. **For every day late 10 points will be deducted from the paper until the 5th day a grade of zero will be given.**

You understand that **no clinical absences** are allowed **including clinical conference days** as scheduled on your course schedule. An absence from clinical will result in the inability to evaluate the student’s clinical performance and the inability to meet clinical objectives resulting in a clinical failure.

Name (Please Print):______________________________________

Signature:________________________________________________

Date:______________________________________________________
REQUIRED TEXT


*Optional textbooks
### UNIT I – Universal Self Care Requisites: Normalcy

#### A. Contemporary Maternity Nursing for Nursing Care of Childbearing Families
1. Family Dynamics
2. Cultural Influences
3. Statistical Trends
4. The Role of the Nurse
5. Ethical and Legal Issues

#### B. Newborn-Adaptation and Assessment

#### C. Reproduction
1. Family Planning

#### D. Contemporary Pediatric Nursing for Nursing Care of Childrearing Families
1. The Developing Child
2. Growth & Development
3. Communicating with Children

#### E. Nursing Interventions for Self-Care Deviations
1. Pediatric Assessment
2. The Hospitalized Child
3. Nursing Care of Children

### UNIT II – Universal Self Care Requisites: FOOD

#### A. Nutrition of Newborn
1. Breast Feeding
2. Bottle Feeding

#### B. Nursing Care of Children with Deviations Of Universal Self Care Requisites for Food
1. Failure to Thrive
2. Childhood Obesity
3. Cleft Lip and Palate
4. TEF
5. GE Reflux
6. Pyloric Stenosis
7. Celiac Disease
8. DM In Children

### Teaching/Learning Activities

- **Theoretical Content**
- **Teaching/Learning Activities**

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- **Read:** Ward & Hisley Chapters 1, 2 & 3
- **Infertility Films/Library Reserve:** “Counseling Clients Who Have Trouble Getting Pregnant Again,” “Counseling Clients Who Have Trouble Conceiving.”

- **Read:** Ward & Hisley, Chapters 17 & 18
  - Key & Hayes, Chapter 55
  - Video: RG951.0277 2008, Newborn Stabilization and Care
  - Nursing Lab: Management of the Newborn Experience
  - Maternity Mania/Newborn

- **Read:** Ward & Hisley, Chapters 4, 5, 6 & 7

- **Read:** Ward & Hisley, Chapter 20
  - Lutz, Chapter 11
  - Complete worksheet on G&D or a DDST II
  - Video:
    - RJ50.P4 1996 part 1, 2 & 3 – Pediatric Assessment
    - RJ131.G72 1996 – Growth & Development
  - Nursing Lab: Peds Mania/other quizzes/Theories of Growth and Development

- **Read:** Ward & Hisley, Chapter 21
  - Key & Hayes, Chapter 11
  - Nursing Lab: Healthsoft: Avoiding Medication Errors
  - Peds Mania: Drug Administration Skills and Safe Dosage Calculation
  - PDS/Nursing Scenarios/out patient peds

- **Read:** Ward & Hisley, Chapter 15
  - Lutz, Chapter 10
  - Nursing Lab: Healthsoft: Post partum: breast feeding

- **Read:** Ward & Hisley, Chapters 24 & 27
  - Nursing Lab: Body system quizzes: GI, Hepatic, Endocrine
### Theoretical Content

#### UNIT III – Universal Self Care Requisites-WATER

<table>
<thead>
<tr>
<th>A.</th>
<th>Postpartum physiological adaptation</th>
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</thead>
<tbody>
<tr>
<td>B.</td>
<td>Post Partum Psychosocial Adaptations</td>
</tr>
<tr>
<td>1.</td>
<td>Bonding</td>
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<tr>
<td>2.</td>
<td>Blues</td>
</tr>
<tr>
<td>3.</td>
<td>Depression</td>
</tr>
<tr>
<td>C.</td>
<td>Deviations from the Expected Norms</td>
</tr>
<tr>
<td>1.</td>
<td>Lacerations</td>
</tr>
<tr>
<td>2.</td>
<td>Hemorrhage</td>
</tr>
<tr>
<td>3.</td>
<td>Perineal Hematoma</td>
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<tr>
<td>4.</td>
<td>Subinvolution</td>
</tr>
<tr>
<td>5.</td>
<td>Infection</td>
</tr>
<tr>
<td>6.</td>
<td>Thrombophlebitis</td>
</tr>
<tr>
<td>D.</td>
<td>Nursing Care of Children with Deviations of Universal Self Care Requisites for Fluids</td>
</tr>
<tr>
<td>1.</td>
<td>Dehydration</td>
</tr>
<tr>
<td>2.</td>
<td>Over Hydration</td>
</tr>
<tr>
<td>3.</td>
<td>Cardiac-Vascular Deficits</td>
</tr>
<tr>
<td>a.</td>
<td>Cyanotic- Tetralogy of Fallot</td>
</tr>
<tr>
<td>b.</td>
<td>Acyanotic- PDA, ASD, VSD, Coarctation of the Aorta</td>
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<tr>
<td>c.</td>
<td>Mixed- Transposition of Great Vessels</td>
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<tr>
<td>4.</td>
<td>Kawasaki Disease</td>
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<tr>
<td>5.</td>
<td>Rheumatic Fever</td>
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<td>6.</td>
<td>Sickle Cell Disease</td>
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<td>7.</td>
<td>Beta-Thalassssemia</td>
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<td>8.</td>
<td>Hemophilia</td>
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</tbody>
</table>

### Teaching/Learning Activities

- **Read:** Ward & Hisley, Chapters 15 & 16
- **Key & Hayes, Chapter 55**
- **Nursing Lab:** Healthsoft: Post partum Maternity Mania/ Post partum
- **Video:** RG951.L57 2006 Lippincott Maternity Nursing Video Series
- **RG951.0273 2009 Caring for the Post partum Patient**

- **Read:** Ward & Hisley, Chapter 16

- **Read:** Ward & Hisley, Chapters 26, 31 & 32

#### UNIT IV – Universal Self Care Requisites - ELIMINATION

<table>
<thead>
<tr>
<th>A.</th>
<th>Nursing Care of Children with Deviations from USCR for Elimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Intussusception</td>
</tr>
<tr>
<td>2.</td>
<td>Hirschprung</td>
</tr>
<tr>
<td>3.</td>
<td>Anal-Rectal Deformities</td>
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<td>4.</td>
<td>Hypospadias, Epispadias</td>
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<tr>
<td>5.</td>
<td>Nephritis and Nephrosis</td>
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<tr>
<td>6.</td>
<td>Pinworms</td>
</tr>
<tr>
<td>7.</td>
<td>Acute Gastroenteritis</td>
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<tr>
<td>8.</td>
<td>UTI / Vesicourteral Reflux</td>
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<tr>
<td>9.</td>
<td>Omphalocele</td>
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<tr>
<td>10.</td>
<td>Gastroschisis</td>
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</tbody>
</table>

- **Read:** Ward & Hisley, Chapters 24 & 31

- **Nursing Lab:** Peds Mania/ GU
## UNIT V – Universal Self Care Requisites - AIR

### A. Nursing Care During Childbirth
1. The Process of Birth
2. Nursing Care During Labor and Birth
3. Intrapartum Fetal Monitoring
4. Pain Management during Childbirth
5. Nursing Care during Obstetric Procedures
6. Intrapartum Complications
7. Pre-term Labor

### B. Nursing Care of Children with Deviations of Universal Self Care Requisites for Air
1. T & A
2. Otis Media
3. Croup
4. Foreign Body
5. SIDS
6. Cystic Fibrosis
7. RSV, Bronchiolitis
8. Asthma ( Reactive Airway Disease)
9. Strep Pharyngitis

### Teaching/Learning Activities
- **Read:** Ward & Hisley, Chapters 12, 13 & 14
- **Video:** RG951.0276 2009, Labor and Delivery
  - RG951.0271 2009 Assisted Delivery and C-section
  - RG951.0275 2008 Electronic Fetal Monitoring

## UNIT VI – Universal Self Care Requisites - REST AND ACTIVITY

### A. Nursing Care of the Family Before Birth
1. Conception and Prenatal Development
2. Infertility
3. Physiologic Adaptations to Pregnancy
4. Psychological Adaptations to Pregnancy
5. Nutrition for Childbearing
6. Fetal Diagnostic Tests
7. Education for Childbearing

### B. Nursing Care of Children with Deviations of Universal Self Care Requisites for Rest and Activity
1. Congenital Hip
2. Club Foot
3. Hydrocephalus
4. Spina Bifida
5. Scoliosis
6. Cerebral Palsy
7. Febrile Seizures

### Teaching/Learning Activities
- **Read:** Ward & Hisley, Chapter 23
- **Nursing Lab:** Peds Mania/respiratory/Eye/Ear
  - PDS Nursing Scenarios/Pediatric Respiratory Health Problems
- **Video:** RJ431.A884 2005 Assessment of Respiratory Distress in the Pediatric Patient

- **Read:** Ward & Hisley, 8, 9 & 10
- **Lutz, Chapter 10**

- **Nursing Lab:** Maternity Mania/ prenatal

- **Read:** Ward & Hisley, 28 & 29
- **Chapter. 28, p. 1025 Febrile Seizures**

- **Nursing Lab:** Peds Mania/ Musculoskeletal/Neuro
<table>
<thead>
<tr>
<th>Theoretical Content</th>
<th>Teaching/Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT V II – Universal Self Care Requisites - HAZARDS</strong></td>
<td><strong>Read: Ward &amp; Hisley, Chapter 11</strong></td>
</tr>
<tr>
<td><strong>A. Nursing Care of Mothers/Newborns with Special Needs</strong></td>
<td><strong>Video: RG951.0274 2009 Complications of Pregnancy</strong></td>
</tr>
<tr>
<td>1. Mothers</td>
<td>*Additional Reading: Hisley: The Women’s Health Companion Chapter 1</td>
</tr>
<tr>
<td>a. Pregnancy loss</td>
<td></td>
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<td>b. Hyperemesis</td>
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<tr>
<td>c. Hemorrhagic conditions</td>
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<tr>
<td>d. Hypertensive conditions</td>
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<tr>
<td>e. HELLP Syndrome</td>
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<tr>
<td>f. Diabetes in pregnancy</td>
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<tr>
<td>g. HIV/Substance abuse</td>
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<tr>
<td>h. Gestational trophoblastic disease</td>
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<tr>
<td>i. Rh incompatibility</td>
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<tr>
<td>j. Cardiac conditions</td>
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<tr>
<td>k. Adolescent pregnancy</td>
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<td>l. Intimate partner violence*</td>
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<tr>
<td>2. Maternal and Newborn Infections</td>
<td><strong>Read: Ward &amp; Hisley, Chapter 11</strong></td>
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<tr>
<td>a. TORCH</td>
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<td>b. Other infections</td>
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<tr>
<td>3. Newborn Complications</td>
<td><strong>Read: Ward &amp; Hisley, Chapters 19 &amp; 22</strong></td>
</tr>
<tr>
<td>a. Premature complications</td>
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<tr>
<td>b. Hyperbilirubinemia</td>
<td></td>
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<tr>
<td>c. Drug exposure/fetal alcohol syndrome</td>
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<tr>
<td>d. Diabetic newborn</td>
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<tr>
<td>B. Nursing Care of Children with Deviation from Universal Self Care Requisites – Hazards</td>
<td><strong>Read: Ward &amp; Hisley, Chapters 21 (p.813-816), 25, 33, 34 &amp; 35</strong></td>
</tr>
<tr>
<td>1. Poisoning – Lead, Ingested Agents</td>
<td><strong>Video: RJ47.5D95 1995 – The Dying Child</strong></td>
</tr>
<tr>
<td>2. Communicable Diseases</td>
<td><strong>Nursing Lab: PDS Nursing Scenarios/ Chronic Peds Health Problems</strong></td>
</tr>
<tr>
<td>3. Cognitive/Sensory Deficits</td>
<td><strong>Peds Mania/ other quizzes/ Communicable Health Problems</strong></td>
</tr>
<tr>
<td>4. Chronic &amp; Terminal Illness</td>
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</tbody>
</table>
**Clinical Experiences**

Clinical experience will encompass student participation in the following, when possible:

1. Providing assessment and care for Post-Partum Mothers after vaginal and/or C.S. deliveries.
2. Assisting mothers with breast or bottle feeding.
5. Observing in prenatal settings.
6. Caring for the hospitalized child.
7. Health care teaching to parents on medications, care of children, and post partum self care.
8. Assessment of child development and teaching plan for toddlers/preschoolers