

**ITT Technical Institute**  
**NU260**  
**Maternal Child Nursing**

**SYLLABUS**

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**Credit hours:** 8


**Contact/Instructional hours:** 160 (40 Theory Hours, 120 Clinical Hours)

**Prerequisite(s) and/or Corequisite(s):**

Prerequisites: NU230 Adult Nursing II, GE375 Psychology

**Course Description:**

This course introduces the principles of providing evidence-based nursing care for the childbearing family and for children. Care is focused on health promotion and maintenance, prevention of illness, restoration of optimal living and common health problems of the childbearing family and children. Nursing skills and communication techniques are developed and demonstrated when providing direct care in the clinical setting. Technology is used to reinforce content learned in the course and to provide additional application of content through patient care scenarios.



## COURSE SUMMARY

### COURSE DESCRIPTION

This course introduces the principles of providing evidence-based nursing care for the childbearing family and for children. Care is focused on health promotion and maintenance, prevention of illness, restoration of optimal living and common health problems of the childbearing family and children. Nursing skills and communication techniques are developed and demonstrated in the nursing skills laboratory and when providing direct care in the clinical setting. Technology is used to reinforce content taught in the course and to provide additional application of content through patient care scenarios.

### MAJOR INSTRUCTIONAL AREAS

1. Physiology of Pregnancy, Antenatal, and Postpartum Periods
2. Caring for the Childbearing Family and Children
3. Nutrition for the Pregnant Patient and Children
4. Common Pediatric Pathologies
5. Communication with Pediatric Patients
6. Safety for the Childbearing Family and Children

### COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Describe the contemporary practice of maternal child nursing.
2. Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to the childbearing family and pediatric patients.
3. Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing competent nursing care for the childbearing family and children.
4. Describe the legal and ethical principles related to caring for the childbearing family and pediatric patients.
5. Discuss recognition and intervention of suspected or confirmed child abuse.
6. Identify strategies for health promotion, health maintenance, and restoration of optimal living when providing care to the childbearing family and children.
7. Discuss pharmacological therapy used to treat the childbearing patient and pediatric patients.

8. Identify ways to provide compassionate, culturally sensitive care to diverse childbearing and pediatric patients.
9. Incorporate normal and therapeutic nutrition into the care of the pregnant patient and children.
10. Identify current technologies and other quality improvement processes to improve nursing care for childbearing and pediatric patients.
11. Differentiate between therapeutic and non-therapeutic communication techniques when interacting with families and children.

## COURSE OUTLINE

### MODULE 1: INTRODUCTION TO MATERNAL CHILD NURSING

#### COURSE LEARNING OBJECTIVES COVERED

- Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to the childbearing family and pediatric patients.
- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing competent nursing care for the childbearing family and children.
- Identify strategies for health promotion, health maintenance, and restoration of optimal living when providing care to the childbearing family and children.
- Identify ways to provide compassionate, culturally sensitive care to diverse childbearing and pediatric patients.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., & Wilson, D., <i>Chapter 1 (pp. 1-15), Chapter 2 (pp. 17-37), Chapter 3 (pp. 39-65), Chapter 26 (pp. 718-730), Chapter 27 (pp. 732-748), and Chapter 29 (pp. 771-779, p. 793).</i>	12 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Quiz:</b> Prepare for Quiz 1.	1.5 hrs
<b>Quiz:</b> Prepare for Quiz 2.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 1:</b> Submit the exercise titled “Violence Against Women.”	2 hrs
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 18 Hours

**MODULE 2: PREGNANCY, ANTENATAL, AND POSTPARTUM PERIODS****COURSE LEARNING OBJECTIVES COVERED**

- Describe the contemporary practice of maternal child nursing.
- Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to the childbearing family and pediatric patients.
- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing competent nursing care for the childbearing family and children.
- Describe the legal and ethical principles related to caring for the childbearing family and pediatric patients.
- Identify strategies for health promotion, health maintenance, and restoration of optimal living when providing care to the childbearing family and children.
- Identify ways to provide compassionate, culturally sensitive care to diverse childbearing and pediatric patients.
- Incorporate normal and therapeutic nutrition into the care of the pregnant patient and children.
- Identify current technologies and other quality improvement processes to improve nursing care for childbearing and pediatric patients.
- Differentiate between therapeutic and non-therapeutic communication techniques when interacting with families and children.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., & Wilson, D., <i>Chapter 7 (pp. 168-184), Chapter 8 (pp. 186-224), Chapter 13 (pp. 342-355), Chapter 14 (pp. 356-381), Chapter 15 (pp. 382-400), Chapter 16 (pp. 401-440), Chapter 18 (pp. 483-489), and Chapter 19 (pp. 490-508).</i>	21 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Quiz:</b> Prepare for Quiz 3.	1.5 hrs
<b>Exam:</b> Prepare for Exam 1.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 2:</b> Submit the exercise titled "Pregestational and Prenatal Care."	2 hrs
<b>Quiz:</b> Take Quiz 1.	N/A
<b>Quiz:</b> Take Quiz 2.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 27 Hours

### MODULE 3: PREGNANCY, BIRTH, AND POSTPARTUM COMPLICATIONS

#### COURSE LEARNING OBJECTIVES COVERED

- Describe the contemporary practice of maternal child nursing.
- Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to the childbearing family and pediatric patients.
- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing competent nursing care for the childbearing family and children.
- Describe the legal and ethical principles related to caring for the childbearing family and pediatric patients.
- Identify strategies for health promotion, health maintenance, and restoration of optimal living when providing care to the childbearing family and children.
- Discuss pharmacological therapy used to treat the childbearing patient and pediatric patients.
- Identify ways to provide compassionate, culturally sensitive care to diverse childbearing and pediatric patients.
- Identify current technologies and other quality improvement processes to improve nursing care for childbearing and pediatric patients.
- Differentiate between therapeutic and non-therapeutic communication techniques when interacting with families and children.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., & Wilson, D., <i>Chapter 10 (pp. 249-266), Chapter 11 (pp. 267-300), Chapter 12 (pp. 302-340), Chapter 17 (pp. 441-481), and Chapter 21 (pp. 530-554).</i>	18.5 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Quiz:</b> Prepare for Quiz 4.	1.5 hrs
<b>Quiz:</b> Prepare for Quiz 5.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 3:</b> Submit the exercise titled "Perinatal Complications."	2 hrs
<b>Quiz:</b> Take Quiz 3.	N/A
<b>Exam:</b> Take Exam 1.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 24.5 Hours



**MODULE 4: INFANT CARE AND SPECIAL NEEDS AND HOSPITALIZATION****COURSE LEARNING OBJECTIVES COVERED**

- Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to the childbearing family and pediatric patients.
- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing competent nursing care for the childbearing family and children.
- Identify strategies for health promotion, health maintenance, and restoration of optimal living when providing care to the childbearing family and children.
- Identify current technologies and other quality improvement processes to improve nursing care for childbearing and pediatric patients.
- Differentiate between therapeutic and non-therapeutic communication techniques when interacting with families and children.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., & Wilson, D., <i>Chapter 24 (pp.633-660), Chapter 28 (pp. 750-760), Chapter 31 (pp. 864-876), Chapter 36 (pp. 1051-1081), Chapter 37 pp. 1084-1107), Chapter 38 (pp. 1109-1128), and Chapter 39 (pp. 30-1192).</i>	22 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Quiz:</b> Prepare for Quiz 6.	1.5 hrs
<b>Exam:</b> Prepare for Exam 2.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 4:</b> Submit the exercise titled "Newborn Care/Development."	2 hrs
<b>Quiz:</b> Take Quiz 4.	N/A
<b>Quiz:</b> Take Quiz 5.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

**Total Out-of-Class Activities: 28 Hours**

**MODULE 5: COMMON PEDIATRIC PATHOLOGIES I****COURSE LEARNING OBJECTIVES COVERED**

- Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to the childbearing family and pediatric patients.
- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing competent nursing care for the childbearing family and children.
- Identify strategies for health promotion, health maintenance, and restoration of optimal living when providing care to the childbearing family and children.
- Discuss pharmacological therapy used to treat the childbearing patient and pediatric patients.
- Identify ways to provide compassionate, culturally sensitive care to diverse childbearing and pediatric patients.
- Identify current technologies and other quality improvement processes to improve nursing care for childbearing and pediatric patients.
- Differentiate between therapeutic and non-therapeutic communication techniques when interacting with families and children.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., & Wilson, D., <i>Chapter 40 (pp. 1195-1243), Chapter 41 (pp. 1246-1275, pp. 1289-1313), Chapter 42 (pp. 1318-1360), Chapter 43 (pp. 362-1380, pp. 1384-1390), and Chapter 44 (pp. 1393-1413).</i>	22.5 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr
<b>Exam:</b> Prepare for Exam 3.	1.5 hrs
<b>Final Exam:</b> Prepare for the Comprehensive Maternal Child Final Exam.	1.5 hrs

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 5:</b> Submit the exercise titled "Respiratory	2 hrs

Problems.”	
<b>Quiz:</b> Take Quiz 6.	N/A
<b>Exam:</b> Take Exam 2.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A

Total Out-of-Class Activities: 28.5 Hours

**MODULE 6: COMMON PEDIATRIC PATHOLOGIES II****COURSE LEARNING OBJECTIVES COVERED**

- Describe the contemporary practice of maternal child nursing.
- Identify the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to the childbearing family and pediatric patients.
- Apply the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing competent nursing care for the childbearing family and children.
- Describe the legal and ethical principles related to caring for the childbearing family and pediatric patients.
- Discuss recognition and intervention of suspected or confirmed child abuse.
- Identify strategies for health promotion, health maintenance, and restoration of optimal living when providing care to the childbearing family and children.
- Discuss pharmacological therapy used to treat the childbearing patient and pediatric patients.
- Identify ways to provide compassionate, culturally sensitive care to diverse childbearing and pediatric patients.
- Incorporate normal and therapeutic nutrition into the care of the pregnant patient and children.
- Identify current technologies and other quality improvement processes to improve nursing care for childbearing and pediatric patients.
- Differentiate between therapeutic and non-therapeutic communication techniques when interacting with families and children.

MODULE LEARNING ACTIVITIES (UNGRADED)	OUT-OF-CLASS TIME
<b>Reading:</b> Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., & Wilson, D., <i>Chapter 45 (pp. 1417-1436, pp. 1445-1448, p 1451, p 1453), Chapter 46 (pp. 1461-1490), Chapter 47 (pp. 1493-1511), Chapter 48 (pp. 1531-1569), and Chapter 49 (pp. 1571-1598).</i>	16.5 hrs
<b>Lesson:</b> Study the lesson for this module.	1 hr

MODULE ASSESSMENTS (GRADED)	OUT-OF-CLASS TIME
<b>Homework Assignment 6:</b> Submit the exercise titled "Head Injury and Type 1 Diabetes Mellitus."	2 hrs
<b>Exam:</b> Take Exam 3.	N/A
<b>Clinical [as Assigned]:</b> Perform the Clinical Evaluation as assigned.	N/A
<b>Final Exam:</b> Take the comprehensive final exam.	N/A

Total Out-of-Class Activities: 19.5 Hours

## EVALUATION AND GRADING

### EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

Grading Categories	Grading Weight
Homework Assignment	15%
Quiz	15%
Exam	50%
Comprehensive Final Exam	20%
Clinical	P/F
<b>Total</b>	<b>100%</b>

In addition to the weighted grades, you will also need to pass the clinical assignment and clinical evaluation.

### GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE	PERCENTAGE
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

Final grades will also consider whether you passed in the clinical rotation. Failing in clinical rotation will result in course failure.

## LEARNING MATERIALS AND REFERENCES

### REQUIRED COURSE MATERIAL

Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L. & Wilson, D. (2014). *Maternal child nursing care (5th ed.)*. St. Louis, MO: Mosby.

Perry, S. E. (2014). *Virtual clinical excursions online eWorkbook for maternal child nursing care (5th ed.)*. St. Louis, MO: Mosby.

Perry, S. E. (2014). *Study guide for maternal child nursing care (5th ed.)*. St. Louis, MO: Mosby.

### RECOMMENDED RESOURCES

Ackley, B. J., Ladwig, G. B., & Flynn Makic, M. B. (2017). *Nursing diagnosis handbook: An evidence-based guide to planning care (11th ed.)*. St. Louis, MO: Mosby.

Pagana, K. D., Pagana, T. J., & Pagana, T. N. (2015). *Mosby's diagnostic and laboratory test reference (12th ed.)*. St. Louis, MO: Mosby.



## INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as lectures, collaborative learning options, and hands-on activities. Your progress will be regularly assessed through a variety of assessment tools including homework assignments, quizzes, exams, clinical evaluations, and comprehensive final exam.

## OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

## ACADEMIC INTEGRITY

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

**APPENDIX A: CHECKLISTS AND TOOLS**  
**CLINICAL EVALUATION TOOL**

**NU260 Clinical Evaluation Tool**

**Student** \_\_\_\_\_

**Clinical** \_\_\_\_\_

**Agency**

**Faculty** \_\_\_\_\_

**Rating Scale**

**Satisfactory = S**

The student consistently works at the level expected of a second-year nursing student. The behavior/response being evaluated has been demonstrated consistently. The student will be given a copy of their midterm and final clinical evaluations, but the originals will be kept by the nursing program in the student's file at the campus.

**Needs to Improve = NI [This category may be used only at mid-quarter grading]**

The student's performance has been inconsistent. The behavior/response being evaluated has not been consistently demonstrated at a level appropriate for a second-year nursing student. The student continues to need assistance.

**Unsatisfactory = U**

The student is unable to work at a level that is acceptable for a second-year nursing student. The performance related to this behavior/response has been unreliable and an insufficient amount of growth has been observed.

**By midterm evaluation, the student must achieve a minimum 80% "S" or "NI" on evaluated behaviors. A student not meeting this standard will meet with the clinical instructor to develop a learning contract. The student will receive one rating per objective.**

**By final evaluation, the student must achieve a minimum 80% "S" or higher on evaluated behaviors.**

**The student will receive one rating per objective, each of which is based on one or more behaviors.**

OBJECTIVES AND BEHAVIORS The student will receive one rating per objective.	Mid	Final	COMMENTS
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<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	Mid	Final	COMMENTS
<p><b>1. Integrates nursing knowledge and theoretical concepts and principles from the humanities, and the social, behavioral, physical, and biological sciences in the implementation of competent nursing care.</b></p> <p>A. Analyzes pathophysiology of patient's disease process.</p> <p>B. Synthesizes knowledge of patient's environmental dimensions to meet their physical, psychological, developmental, social, and spiritual needs.</p> <p>C. Systematically collects and reviews appropriate data and research for delivery of optimal health care.</p> <p>D. Applies knowledge of growth and development to provide age-appropriate care.</p>			
<p><b>2. Describes the contemporary practice of maternal child nursing.</b></p> <p>A. Applies the scope of practice for maternity and pediatric nursing in patient care.</p> <p>B. Explain risk management and standards of practice in the delivery of nursing care to the childbearing family and pediatric patient.</p> <p>C. Promotes the health and well-being of the childbearing family and pediatric patients through the collection of objective data.</p>			
<p><b>3. Identifies the specific responsibilities of the professional registered nurse in the roles of provider of care, manager of care, and member of an interdisciplinary team when providing care to the childbearing family and pediatric patients.</b></p> <p>A. Verbalizes the statutes and rules governing nursing, and functions within the legal boundaries of nursing practice.</p> <p>B. Delivers care that respects the dignity and rights of patients without discrimination based on age, race, gender, sexual preference, socio-economic status, national origin, handicap, or disease.</p> <p>C. Maintains confidentiality of all patient information.</p> <p>D. Interacts with all patients and team members in a respectful manner.</p> <p>E. Acts as an advocate for the patient.</p> <p>F. Prioritizes care for a group of patients.</p> <p>G. Identifies aspects of care to be delegated.</p> <p>H. Evaluates delivery of delegated care toward</p>			

<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	Mid	Final	COMMENTS
quality improvement. I. Provides care in a self-directed manner appropriate to the setting. J. Organizes time effectively to meet patient care needs. K. Demonstrates effective collaboration with other members of the interdisciplinary team. L. Demonstrates caring in interactions with patients. M. Demonstrates accountability for previous learning. N. Demonstrates accountability for competent nursing care. O. Incorporates ethical, professional, and regulatory standards in provision of care. P. Demonstrates awareness of own strengths and limitations. Q. Respects the property of patients, family, significant others, and the clinical agency.			
<b>4. Applies the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing competent nursing care for the childbearing family and children.</b> A. Develops a nursing care plan which addresses the patient as a whole. B. Assessment <ol style="list-style-type: none"> <li>1. Gathers thorough and relevant subjective and objective data from appropriate sources (biophysical, psychological, social, cultural, religious, family history).</li> <li>2. Performs an accurate physical/mental assessment which incorporates growth and development.</li> <li>3. Applies pathophysiological knowledge to accurately evaluate signs and symptoms of altered health state.</li> <li>4. Assesses levels of physical and emotional comfort.</li> <li>5. Assesses patient's ability to perform activities of daily living.</li> <li>6. Assesses patient's patterns of coping and interacting.</li> <li>7. Elicits patient values, preferences, expressed needs, and health goals.</li> <li>8. Assesses available and accessible human and material resources.</li> </ol> C. Diagnosis <ol style="list-style-type: none"> <li>1. Verifies data collected.</li> </ol>			

<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	Mid	Final	COMMENTS
<ul style="list-style-type: none"> <li>2. Analyzes data to identify patient problems and needs.</li> <li>3. Formulates appropriate nursing diagnoses to include actual or potential responses to health conditions and patient problem statements.</li> <li>4. Prioritizes nursing diagnoses.</li> <li>5. Documents nursing diagnoses in the plan of care.</li> <li>D. Planning               <ul style="list-style-type: none"> <li>1. Formulates realistic and measurable short and long-term goals and outcome criteria with the patient.</li> <li>2. Plans individualized interventions which are supported by relevant resources.</li> <li>3. Plans interventions with respect to patient's cultural beliefs, values, and expressed needs.</li> <li>4. Incorporates national patient safety resources to focus attention on patient safety.</li> <li>5. Identifies resources based on necessity and availability.</li> </ul> </li> <li>E. Implementation               <ul style="list-style-type: none"> <li>1. Performs independent interventions within the standards/ policies of the nursing unit.</li> <li>2. Ensures safety of patients and care environment.</li> <li>3. Initiates requests for help and instruction when appropriate to situation.</li> <li>4. Clarifies role/accountability in relation to other members of the interdisciplinary team.</li> <li>5. Assigns, delegates, and supervises nursing activities of licensed and unlicensed staff appropriately, consistent with scope of practice, and appropriateness to student role.</li> <li>6. Demonstrates effective use of technology and information management to communicate, mitigate error, and support decision-making.</li> <li>7. Incorporates appropriate strategies to facilitate accurate patient data documentation and reporting.</li> <li>8. Creates and delivers health education appropriate to patient needs/level of understanding.</li> </ul> </li> <li>F. Evaluation               <ul style="list-style-type: none"> <li>1. Evaluates effectiveness of implemented nursing care based on short-term</li> </ul> </li> </ul>			

<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	<b>Mid</b>	<b>Final</b>	<b>COMMENTS</b>
2. Analyzes data to support evaluation. 3. Modifies nursing care plan based on patient's response. 4. Utilizes critical thinking and judgment in responding to changes in patient status. 5. Incorporates quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes.			
<b>5. Describes the legal and ethical principles related to caring for the childbearing family and pediatric patients.</b> A. Incorporates ethical, professional, and regulatory standards in provision of patient care. B. Demonstrates awareness of own strengths and limitations as a team member. C. Demonstrates accountability and responsibility for competent nursing care. D. Respects the property of patients, family, significant others, and the clinical setting. E. Maintains confidentiality of all patient information.			
<b>6. Discusses recognition and intervention of suspected or confirmed child abuse.</b> A. Interprets assessment findings and provides nursing care for a client who is suspected of being a victim of child abuse. B. Maintains a nonjudgmental and nonthreatening attitude during interaction with child and parent. C. Reports all cases of suspected child abuse in accordance with facility and state regulations.			
<b>7. Identifies strategies for health promotion, health maintenance, and restoration of optimal living when providing care to the childbearing family and children.</b> A. Provides accurate and consistent information, demonstration, and guidance to patient and family regarding healthy lifestyle, illness prevention, pain alleviation, and or disease management B. Provide access to resources for patient and designated surrogates to promote health, safety and well-being, and self-care management. C. Promotes the patient's ability to make informed decisions.			

<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	Mid	Final	COMMENTS
D. Evaluates effectiveness of teaching.			
<b>8. Identifies ways to provide compassionate, culturally sensitive care to diverse childbearing and pediatric patients.</b> A. Analyze cultural assessment to identify significant values, beliefs, and practices critical to nursing care of the childbearing family and children. B. Implements nursing interventions that achieve culturally congruent care for the individual.			
<b>9. Incorporate normal and therapeutic nutrition into the care of the pregnant patient and children.</b> A. Incorporates knowledge of nutritional requirements and factors affecting nutrition into patient care. B. Identifies interventions to promote adequate nutrition and hydration. C. Describes nutritional screening and assessment tools. D. Discusses assessment and interventions for patients with dysphagia. E. Demonstrates accountability for previous learning. F. Verbalizes interventions that promote good oral hygiene for patients. G. Develops plans of care to assist patients in developing and maintaining adequate nutrition and hydration.			
<b>10. Identifies current technologies and other quality improvement processes to improve nursing care for childbearing and pediatric patients.</b> A. Incorporates evidence-based protocols in assessment and development of interventions for the patient. B. Identifies factors in the environment and technologies developed to promote safety and security of the patient. C. Discusses nurse's responsibility in care for persons at risk for falls and current technology for use in the prevention of falls.			



<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	Mid	Final	COMMENTS
<p><b>11. Differentiates between therapeutic and non-therapeutic communication techniques when interacting with families and children.</b></p> <ul style="list-style-type: none"> <li>A. Analyzes effectiveness of own communication with patients, families, and members of the interdisciplinary team.</li> <li>B. Incorporates therapeutic communication skills in caring for individuals, families, groups and communities across the lifespan.</li> <li>C. Follows communication practices that minimize risk associated with handoffs among providers and across transitions in care.</li> <li>D. Communicates patient values, preferences, and expressed needs to other members of the interdisciplinary team.</li> <li>E. Solicits input from other team members to improve individual performance.</li> <li>F. Expresses self clearly and directly with others.</li> <li>G. Documents pertinent data correctly in a succinct, relevant, accurate, timely, and informative manner.</li> <li>H. Reports information to appropriate members of the interdisciplinary team in a timely and accurate manner consistent with established policies and procedures.</li> <li>I. Displays empathy through active listening.</li> <li>J. Incorporates appropriate boundaries of therapeutic relationships.</li> <li>K. Protects confidential information.</li> </ul>			
<p><b>12. Describes the normal growth and development of the pediatric patient.</b></p> <ul style="list-style-type: none"> <li>A. Identifies basic principles of growth and development.</li> <li>B. Identifies developmental milestones for various age groups.</li> <li>C. Identifies major stages of psychosocial and cognitive development for children at various ages.</li> <li>D. Describes major physical developmental expectations for each age-specific group.</li> </ul>			

<b>OBJECTIVES AND BEHAVIORS</b> <b>The student will receive one rating per objective.</b>	<b>Mid</b>	<b>Final</b>	<b>COMMENTS</b>
<b>Other objectives and behaviors</b> <i>(The instructor can insert other objectives or state specific clinical requirements.)</i>			

**MIDTERM AND FINAL EVALUATIONS**

**MIDTERM EVALUATION**

**Faculty Comments:**

**Student Comments:**

**Grade:** \_\_\_\_\_

**Faculty:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## FINAL EVALUATION

**Faculty Comments:**

**Student Comments:**

**Grade:** \_\_\_\_\_

**Faculty:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*(End of Syllabus)*