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# NRSG 252.01: Complex Care Needs Maternal/ Child

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**THE UNIVERSITY OF MONTANA COLLEGE OF TECHNOLOGY**  
**DEPARTMENT OF NURSING**  
**Associate of Science Nursing Program**  
**NRSNG 252 Complex Care Needs Maternal/Child**  
**COURSE SYLLABUS**  
**Spring 2013**

**COURSE NUMBER AND TITLE:** NRSNG 252 Complex Care Needs Maternal/Child  
**DATE REVISED:** 01/2013  
**SEMESTER CREDITS:** 3 (2 lecture/1 clinical)  
**CONTACT HOURS PER SEMESTER:** Lecture: 30  
Clinical: 60 (30 hours for each specialty area)

**Prerequisites:**

Admission into the Associate of Science Nursing Program for the University of Montana College of Technology and successful completion first semester coursework for the ASN Program.

**FACULTY CONTACT AND INFORMATION:**

Ginger Zink Sillars BSN,  
Pediatrics  
Office: 243-7892  
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**Office Hours:**

**Office Hours:**

**Theresa Kinney, RN, MSN**

Office Hours: Tuesday 10-1400,  
Wednesday 0830-1000, or by apt.

Office Location: Griz House #3 Faculty Offices

**CLINICAL SITES:**

Community Medical Center  
2827 Fort Missoula Road  
Missoula, MT 59803  
406-728-4100

Florence Carlton Elementary School  
5602 Old Highway 93  
Florence MT, 59833  
406-273-6301 or 406-273-6741

Care Net

Others to be announced:

**Relationship to the Program:**

This course is intended for the Licensed Practical Nurse who is continuing his/her education in an Associate of Science Degree in Nursing program. This course will include nursing care for

complex clients, consistent with those a Registered Nurse would encounter in unpredictable circumstances in the Maternal/Child clinical areas.

### **Course Description:**

The student will be presented with complex theory and skills in order to prepare for the clinical setting. Students are expected to provide care to maternal/child clients experiencing acutely changing conditions in settings where outcomes are less predictable. Topics in this course will include the care of the client during childbirth, high-risk pregnancies, OB emergencies, neonatal emergencies and infants and children requiring complex, collaborative management of care. Evaluation tools of student experiences will be completed by the student and faculty to evaluate progress toward the expected terminal outcomes of this course.

QSEN (Quality and Safety Education for Nurses) is being integrated throughout the curriculum. This was initiated in Fall 2012 with safety and will continue until all competencies have been integrated. QSEN has evolved from the landmark IOM report “To Err is Human” published in 2000.\* The six QSEN competencies are: safety, patient-centered care, teamwork & collaboration, evidenced-based practice, quality improvement, and informatics. There are a total of 162 KSAs (knowledge, skills and attitudes) associated with these six competencies that will be introduced with the competencies.

### **Program Objectives:**

The program objectives listed in the student handbook are formulated to provide students with outcomes expectations in the ASN program. Each objective is considered pertinent to the core competencies for the Associate Degree nurse as described by the National League of Nursing Competencies Task Force. At the completion of this course and the ASN program, the student will be expected to meet the terminal objectives.

### **EXPECTED STUDENT PERFORMANCE GOALS AND OBJECTIVES:**

Upon completion of this course, the student is expected to:

1. **Professional Behaviors:** Integrate professional behaviors while meeting the unique needs of Maternal/Child clients with complex issues as characterized by the student being able to:
  - a. Demonstrate legal and ethical principles within the Registered Nursing scope of practice unique to the Maternal/Child client with complex needs; holding one’s self accountable for all nursing care provided and/or delegated.
  - b. Demonstrate professional attitudes and civility in the classroom when dealing with instructors, other students, guest speakers, ancillary staff and other professionals.
  - c. Actively seek learning opportunities to meet personal and course objectives.
2. **Communication:** Integrate therapeutic communication skills when caring for Maternal/Child clients with complex needs or working with members of the healthcare team in the workplace as characterized by the student being able to:
  - a. Demonstrate therapeutic, developmentally appropriate *communication* to maternal/child clients and their family.
  - b. Use SBAR to effectively communicate to members of the healthcare team.
  - c. Timely completion and accurate entry into electronic medical record with awareness and compliance to facility policy regarding confidentiality regulations.

3. **Assessment:** Collect, interpret and analyze comprehensive health *assessment data* for Maternal/Child clients with complex health conditions with unpredictable outcomes.
  - a) Demonstrate an accurate, focused physical, psychosocial and functional nursing assessment of adult obstetric and newborn clients with demonstrated ability to evaluate outcomes and respond within the scope of the RN.
  - b) Collect and interpret assessment data to assist in the modification and implementation of the plan of care with input from client, support person(s) and healthcare team.
  - c) Prepare and complete database/clinical log for the adult obstetric/newborn client demonstrating completeness and recognition of client circumstances.
4. **Critical Judgment:** Collaborate with the other members of the healthcare team to formulate a nursing plan of care for a Maternal/Child client with complex issues as characterized by the student being able to:
  - a. Demonstrate accurate use of the components of the nursing process in promoting progress of desired outcomes for families & children experiencing alterations in health status.
  - b. Demonstrate use of evidence based practices to develop individualized nursing care plans.
  - c. Use critical thinking skills to evaluate, revise, prioritize, and delegate nursing care.
  - d. Implement and monitor safety procedures to protect Maternal/Child clients and staff when applying the nursing process in the clinical setting.
  - d) Demonstrate ability implement standardized teaching plans to meet the needs of adult maternal/newborn clients.
  - e) Recognize and understand emergent treatment of rapidly changing conditions.
5. **Caring:** Caring/Provide and promote a caring and empathetic approach to safe, therapeutic and individualized client care as characterized by the student being able to:
  - a) Demonstrate actions that assist Maternal/Child clients with complex issues in identifying and meeting their healthcare needs.
  - b) Recognize developing complications and/or dysfunctional health patterns related to treatments, procedures or existing conditions.
6. **Managing Care:** Collaborate with health care team members in the management of fiscal, human and technological resources in the Maternal/Child healthcare setting as characterized by the student being able to:
  - a. Supervise the *management* of client care, cost effectively performing and/or delegating nursing interventions.
  - b. Demonstrates appropriate techniques in delegating to qualified assistive and practical nursing personnel in accordance of abilities and scope of practice for the registered nurse.
  - c. Demonstrates competence in using technological resources in the healthcare delivery system.
7. Patient learning outcomes/Reinforce teaching plan to client in meeting patient learning outcomes.

## Course Policies/Evaluation:

1. Policies related to attendance, tardiness, class participation, missed examinations or assignments, academic dishonesty, grading, due process for grade appeal or grievance, and support services are included in the UM-COT Nursing Programs Student Handbook & Policies and the UM-Student Conduct Code. . It is the responsibility of each individual student to read and be familiar with the student handbook.
2. Students enrolled in courses that have a clinical component must pass both the didactic and the clinical to pass the entire course. There is no exception to this rule. Students must achieve at least 80% in the didactic portion and an “Acceptable” grade in clinical to pass the course.
3. **Students are expected to make a proactive, consistent, active, and responsible effort to attend *all* clinical experiences as part of their professional behavior development. Students are expected to come to clinical with the required paperwork, prepared to discuss their selected patient(s) and plan of care with the instructor. Please see expected clinical behaviors in the student handbook.**
4. Regular attendance is expected at each class as part of professional behavior. With online components, attendance will be reviewed by instructor via Moodle. In the event of a student being unable to attend class, prior notification to the faculty is appreciated and requested.
5. Exams/quizzes are to be taken at the times they are scheduled. In the event an exam/quiz must be missed, *prior notification to faculty member is required*. Arrangements will need to be made for testing with faculty member or testing center and will be allowed at the discretion of the instructor. **Quizzes/exams will be held in class or on Moodle at specified times listed in course outline. Unless specifically announced by the instructor, unit test, quizzes or exams are NOT open book or open note tests.**
6. **Paperwork Due Dates:**
  - a. **All assignments are due at the time and due date indicated. Due dates and times will be listed on the course outline and on Moodle. It is the student’s responsibility to complete these on time. I do not send out reminders. Late work, including exams, will NOT be accepted. IT MUST BE HANDED IN DURING THE FIRST 10 MINUTES OF CLASS ON THE DAY IT IS DUE. Emergencies and extenuating occurrences will be handled on an individual student basis. Please speak to the instructor **BEFORE** the due date if you suspect you may not be able to complete the work on time. Faculty has the final decision on whether or not to accept late assignments and circumstances must be extenuating. Repeated requests for extensions on course work due dates will affect your professionalism grade and potentially your final grade for the class. An assignment that is more than 24 hours late, regardless of prior notification, will have a minimum 10% reduction to the final grade for that assignment.**
  - b. **Students are expected to turn in all clinical paperwork/notebooks on time. Clinical paperwork is due by the Monday following your clinical experience. For**

**example if your clinical experience is on Thursday 1/31/13 &/or Friday 2/1/13 then your clinical paperwork is due by 11:59 PM on Monday 2/4/13. Late clinical paperwork will not be accepted without prior approval of the instructor and will result in a “Failure” in the clinical portion of the course. Clinical paperwork for this course is submitted electronically or hard copy at the discretion of the clinical instructor. Students who arrive unprepared for clinical will be sent home with an unexcused clinical absence. This will result in a “Failure” of the clinical portion of the class. Preparedness for the clinical experience will be determined by the clinical instructor/preceptor.**

- 7. Note: Instructor reserves the right to modify syllabi and assignments as needed based on faculty, student, and/or environmental circumstances.**

### **ACADEMIC INTEGRITY:**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

**RECORDING OF LECTURES/CONFIDENTIALITY OF CLASS CONTENT:** Lecture recording is not allowed without prior consent of the instructor. In blended classes or distance learning classes, recorded lectures are not allowed to be re-broadcast in any way. Any material discussed in face to face classes or in on-line discussion groups is considered confidential. If a student breaks this policy, it will be considered academic misconduct.

### **DISABILITY ACCOMODATION:**

Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. Please speak with me after class or in my office. Please be prepared to provide a letter from your DSS Coordinator. For more information, visit the Disabilities Services website at <http://www.umt.edu/dss/> or call 406-243-2243 (voice/text)

### **PEDIATRIC DOSAGE CALCULATION:**

To promote medication administration safety in the clinical setting, students will be required to earn a minimum of 100% on a pediatric dosage calculation quiz prior to starting pediatric clinical experiences. Students will be given two attempts to earn a 100% on the dosage calculation quiz.

In the event a student is unable to earn a 100% on the quiz after the initial attempt, the student will meet with the instructor, discuss areas of concerns, and develop a mutual action plan which will include a mandatory tutoring session to assist the student in achieving goals of safe medication administration. The final attempt will be scheduled at the discretion of the instructor. In the event a student is unable to earn a 100% on the quiz after the second attempt the student will not progress to the pediatric clinical setting.

The pediatric dosage calculation review and quiz will be administered during the clinical orientation. Students may use clinical reference cards and calculators and are advised to come prepared.

**Course Assessment Methods:**

Educational pursuits are constantly evolving and growing. As students expect to receive an evaluation of their progress in meeting outcomes and due dates, curriculum is also subject to constructive criticism and evaluation. Therefore, this course will be evaluated by students in the format of student evaluations. Staff at clinical sites will also be requested to provide feedback to improve curriculum and practices for higher levels of student achievement. The faculty highly values student feedback and welcomes all forms.

**Student Performance Assessment Methods and Grading Criteria:**

- Written examinations, papers
- Small group health promotion teaching project
- Case Study
- Written Clinical Paperwork
- Instructor evaluation of supervised clinical practice
- Instructor evaluation of students participation in class discussion

**Breakdown of Grade: Peds is worth 50% of course grade:**

- Study Guide Assignments
- Participation/Professional Attitude
- Health Promotion/Teaching Project
- Final Exam
- Case Studies
- Clinical P/F

**OB is worth 50%**

- Concept Map 5%
- Pre-lecture quizzes (3),
- Take Home Test &
- Breast Feeding Module (1 each) 5%
- Participation/Professional Attitude 5%
- ATI 5%
- Quizzes (3) (5, 5, 5) 15%
- Final 15%
- Clinical P/F

**Grading Scale**

|            |              |
|------------|--------------|
| 90-100 = A | 60-69 = D    |
| 80-89 =B   | Below 60 = F |
| 70-79 =C   |              |

Successful completion of this course requires a minimum of an 80% (B). If you have concerns regarding your standing in OB or Peds, please contact your faculty in a timely manner.

Clinical experiences are scored as Acceptable or Not Acceptable; please see clinical paperwork guidelines and grading rubric in Moodle. (No letter grade or “score” assigned). Student’s clinical experience and paperwork must be considered “acceptable” to pass the course and achieve at least 80% in didactic course work.

Successful completion of this course requires a minimum of an 80% (B). **Both the classroom and the clinical components of each of the content areas of the course must be successfully completed in order to pass the class; therefore, you must receive at least 80% and an “Acceptable” clinical grade in each content area to pass the course.** For example any student who earns a passing grade of 88% in Peds, but then earns a 78% in OB will not pass the course, regardless of the total combined score.

### **Class Participation/Professional Attitude**

Students will be expected to approach their responsibilities with adequate preparation and a professional attitude. Please see the class participation and professional attitude guidelines and grading rubric in Moodle.

### **Small Group Project**

Interactive engagement promotes a shared responsibility in learning and stresses the importance of professionalism and working as a team, skills required of nurses today. **Students will work in groups of 2 to develop and present a health promotion project for school aged or adolescent children. Please see assignment guidelines and grading rubric in Moodle.**

### **Case Studies**

Case studies will be used to promote the use of critical thinking and to simulate application of material being learned. Case studies give the student the opportunity to learn content and analyze a complex clinical situation in a safe environment with a clinical context. Case studies may be done individually or in small groups, however, questions must be submitted by each student individually.

### **Required Texts:**

Perry, S.E., Hockenberry, M.J., Lowdermilk, D.L. & Wilson, D. (2010). Maternal Child Nursing Care, (4<sup>th</sup> ed.). St. Louis, MO. Mosby Elsevier.  
Preusser, B.A. (2009) Critical Thinking Cases in Nursing (4<sup>th</sup> ed.). St. Louis, MO. Mosby Elsevier. Case studies will be provided  
ATI Electronic Resource.

Suggested Reference Materials and required supplies, please refer to UM-COT Nursing Programs Student Handbook and Policies.

**Please refer to Moodle for additional course materials.**

**\*This course syllabus is subject to change at the discretion of the course instructor at any time during the semester. All changes will be communicated to students in Moodle as an announcement.**