

NRV 52.2L Course Outline as of Fall 2011**CATALOG INFORMATION**

Dept and Nbr: NRV 52.2L Title: MAT-CHILD CLINICAL

Full Title: Maternal-Child Health Vocational Nursing Clinical

Last Reviewed: 10/13/2014

Units		Course Hours per Week	Nbr of Weeks	Course Hours Total	
Maximum	2.00	Lecture Scheduled	0	17.5	Lecture Scheduled 0
Minimum	2.00	Lab Scheduled	0	17.5	Lab Scheduled 0
		Contact DHR	6.00		Contact DHR 105.00
		Contact Total	6.00		Contact Total 105.00
		Non-contact DHR	0		Non-contact DHR 0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 105.00

Title 5 Category: AA Degree Applicable

Grading: P/NP Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: NRV 52BL

Catalog Description:

A second semester maternal/child course for the Vocational Nursing Program. Application of concepts that are learned/applied in prerequisite and co-requisite theory and skills lab courses. Care of the normal and deviations from normal maternal and neonatal client, is presented. Normal growth and development in pregnancy and the newborn is incorporated. The family as a whole system of interactions for patient teaching with culturally sensitive care is applied to diverse clinical settings. Orem's Self-Care deficit theory is the basis for applying the nursing process for assigned maternal/child clients.

Prerequisites/Corequisites:

Course Completion of NRV 51, NRV 51L, NRV 58A, NR 255 AND Concurrent Enrollment in NRV 52.2, NRV 52.1, NRV 52.1L and NRV 58B

OR Course Completion of NRV 51, NRV 51L, NRV 58A, PHARM 255 AND Concurrent Enrollment in NRV 52.2, NRV 52.1, NRV 52.1L and NRV 58B

Recommended Preparation:**Limits on Enrollment:**

Schedule of Classes Information:

Description: A second semester maternal/child course for the Vocational Nursing Program. Application of concepts that are learned/applied in prerequisite and co-requisite theory and skills lab courses. Care of the normal and deviations from normal maternal and neonatal client, is presented. Normal growth and development in pregnancy and the newborn is incorporated. The family as a whole system of interactions for patient teaching with culturally sensitive care is applied to diverse clinical settings. Orem's Self-Care deficit theory is the basis for applying the nursing process for assigned maternal/child clients. (P/NP Only)

Prerequisites/Corequisites: Course Completion of NRV 51, NRV 51L, NRV 58A, NR 255 AND Concurrent Enrollment in NRV 52.2, NRV 52.1, NRV 52.1L and NRV 58B

OR Course Completion of NRV 51, NRV 51L, NRV 58A, PHARM 255 AND Concurrent Enrollment in NRV 52.2, NRV 52.1, NRV 52.1L and NRV 58B

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Fall 1981	Inactive: Fall 2021
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course, students will be able to:

1. Care for maternal/child clients and give rationales for the care being given.
2. Prioritize and organize care of 2-4 patients in the acute setting and begin to develop skills for care in the ambulatory care setting.
3. Apply culturally sensitive care while communicating clearly and providing a safe environment.
4. Provide care in a professional and ethical manner for families and individual maternal/child patients.
5. Document accurately with an increased ability to evaluate outcomes.
6. Contribute to the nursing care plans and develop patient-centered teaching skills.
7. Perform as a team member with an increasing ability to provide reports for the oncoming shift, resource nurses, and physicians.

Topics and Scope:

1. Application of medical/surgical principles to the maternal/child in the following settings:
 - a) Hospital
 - b) Ambulatory/community-based
2. Maternal/Newborn:
 - a. Prenatal, intrapartum, postpartum, and newborn assessments
 - b. Sterile technique for "setting-up" for delivery and Caesarean sections (C-section)
 - c. Administration of vitamin K and erythromycin for infants
 - d. Sitz baths, special peri-care, cord care, circumcision care, and breast care
 - e. Special safety measures (holding of infants, clearing airways, positioning and other specifics related to developmental phases
 - f. Pharmacologic interventions of postpartum, post C-section, labor/delivery, newborn, and preterm patients
3. Application of growth and development concepts to clinical setting.
4. Common parenting and child-rearing concerns and issues.
5. Nursing care plans related to the maternal/child client:
 - a) Multi-disciplinary team-care
 - b) Culturally appropriate
 - c) Documentation: written, electronic and verbal

Assignment:

1. Clinical documentation, competency completion, and clinical evaluations in the acute care and ambulatory setting rotation (3-6).
2. Mid and Final evaluations.
3. Clinical case scenarios and concept maps (6).
4. Multi-media assignments (4-8).
5. Portfolio - ongoing.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Portfolio.	Writing 5 - 10%
Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.	Problem solving 10 - 20%
Concept maps, case scenarios, and multi-media assignments.	
Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	Skill Demonstrations 70 - 85%
Clinical documentation, competency completions, evaluations.	

Exams: All forms of formal testing, other than skill performance exams.

None

Exams
0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

None

Other Category
0 - 0%

Representative Textbooks and Materials:

1. Goebel & Hinkle, VN - NRV52.1, 52.1L, NRV52.2, 52.2L and 58B Syllabus, current semester, SRJC Graphics Dept.
2. Vocational Nursing Student Handbook, current ed., SRJC Graphics Dept. Keep for entire program.
3. Elkin, Perry and Potter, Nursing Interventions and Clinical Skills, 4th. Ed., 2007, Mosby Elsevier
4. Fundamentals Virtual Clinical Excursion, Mosby Elsevier
5. Kee, Hayes & McCuiston, Pharmacology A Nursing Approach, 6th Ed., 2009, Saunders Elsevier
6. Mosby's Nursing Video Skills Basic, Intermediate & Advanced Skills, Student Version 3.0, 2009, Mosby Elsevier
7. Netina, Lippincott Manual of Nursing Practice Handbook, 3rd Ed., 2008, Lippincott Williams & Wilkins)
8. Pagana and Pagana, Mosby's Manual of Diagnostic and Laboratory and Tests, 3rd Ed., 2006, Mosby Elsevier
9. Potter and Perry, Clinical Companion for Fundamentals of Nursing, 2009, Mosby Elsevier
10. Potter and Perry, Fundamentals of Nursing, 7th Ed., 2009, Mosby Elsevier
11. Saunders, Nursing Drug Handbook 2009, Saunders Elsevier
12. Leifer, Introduction to Maternity and Pediatric Nursing, 5th Ed. 2008, Saunders Elsevier
13. Leifer, Rosner & McKinney, Study Guide for Introduction to Maternity & Pediatric Nursing
14. Mosby's Nursing Video Skills for Maternal, Newborn and Women's Health, 2009, Mosby Elsevier
15. Mosby's Nursing Video Skills for Infants and Children, 2009, Mosby Elsevier
16. Leifer, Virtual Clinical Excursion for Introduction to Maternity & Pediatric Nursing, 5th Ed. 2007, Saunders Elsevier
17. deWit, Virtual Clinical Excursion for Medical-Surgical Nursing, 2009, Saunders Elsevier
18. Silvestri, L.A, Saunders Q & A Review for the NCLEX-PN Examination, Current Ed., 2009, Saunders Elsevier(SAUNDERS)

RECOMMENDED TEXTS

1. Potter and Perry, Study Guide and Skills Performance Checklists for Fundamentals of Nursing, 7th Ed.
2. Kee, Hayes & McCuiston, Study Guide for Pharmacology a Nursing Process Approach, 6th Ed., 2009, Saunders Elsevier
3. Gould, B. Pathophysiology for the Health Professions, 2009, Saunders Elsevier
4. Silvestri, L.A, Saunders Comprehensive Review for the NCLEX-PN Examination, 2009