GROSSMONT COLLEGE

Official Course Outline

NURSING 132 – OBSTETRIC AND PEDIATRIC NURSING

1. Course Number Course Title Semester Units Semester Hours

 NURS 132 Obstetric 5 3 hours lecture*:* 48-54 hours

 and Pediatric Nursing 6 hours lab*:* 96-108 hours

 96-108 outside-of-class hours

 for lecture

 240-270 total hours

 2. Prerequisites

A “C” grade or higher in Nursing 120 or equivalent.

 Corequisite

 None.

 Recommended Preparation

 None.

 3. Catalog Description

Building on the knowledge and skills of Nursing 120, the student learns about nursing care of the obstetric and pediatric patient populations. Obstetric nursing addresses the physiologic and psychosocial changes women and their families experience during pre-conception, pregnancy, birth, and postpartum, as well as the impact of the childbearing cycle on the family, population health, and outcomes. Pediatric nursing addresses the nursing management of children with alternations in health, many of which result in chronic illnesses. Environmental factors such as physical, psychological, social, spiritual and cultural elements are discussed in the way they impact the pediatric and obstetric patients and their families. Refinement of critical thinking skills, clinical decision-making, and a focus on growth and development are emphasized. Concurrent clinical experience is in acute and ambulatory care settings. This is a required course for the Nursing Program.

 4. Course Objectives

 The student will:

 **Obstetric**

 **Knowledge**

a. Discuss critical elements of the role of the registered nurse in the obstetric care setting, and integrate awareness of multiple dimensions of patient and family-centered care. (N)

 b. Explore ethical and legal implications of patient and family-centered care in the obstetric setting. (N, P, E)

 c. Describe own strengths, limitations, and values in functioning as a member of a team. (N, E)

 d. Discuss principles of effective and therapeutic communication in the obstetric care setting. (N, P)

 **Skills**

 a. Evaluate the learning needs of patients and families, and implement teaching strategies to achieve desired outcomes. (N)

b. Implement nursing assessment techniques to determine a patient’s state of health. (H)

 c. Communicate family values, preferences, and expressed needs to other members of the health care team in the obstetric care setting. (N)

 d. Plan and provide patient and family-centered care in the obstetric care setting, with sensitivity and respect for the diversity of the childbearing experience. (P, E)

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4. Course Objectives (continued)

 e. Analyze patient data during each clinical experience in the obstetric setting, developing critical thinking skills in prioritizing a plan of care. (N)

 f. Plan and document patient care in an electronic health record in the obstetric clinical setting. (N, P)

g. Develop a sense of inquiry in implementing the nursing process in clinical practice. (N)

 h. Demonstrate competency in the professional nursing roles: Provider of Care, Manager of Care, and Member within a Discipline. (N)

 i. Assess, interpret data, and provide an individualized plan of care for patients based upon the patient values, clinical expertise and evidence. (N, P)

j. Demonstrate consistency in adhering to professional, legal and ethical standards and to policies of the college and the agency. (E)

 k. Function competently within own scope of practice as a member of the health care team. (N)

 l. Demonstrate effective use of technology and standardized practices that support safety and quality of provided nursing care in the maternal/newborn setting. (N)

 m. Assess and analyze patient outcomes and factors affecting the outcomes in the obstetric setting. (H, P, E).

**Attitudes**

 a. Value the concept of evidence-based practice as integral to determining best clinical practice in the obstetric care setting. (N)

 b. Recognize personally held attitudes about working with patients and families from different ethnic, cultural and social backgrounds. (P, E)

 c. Demonstrate and appreciate caring in relationships with patients and families in the obstetric care setting. (P)

 d. Critique own strengths and areas for growth, and develop strategies for improvement when needed. (N)

 e. Demonstrate a commitment towards life-long learning by seeking out learning opportunities throughout the course. (N)

 f. Recognize importance of interprofessional and interdisciplinary approach to quality patient care in the obstetric setting (H, N, P).

 KEY:

 Concept Objective

 H = Health Domain Skills: B, M; Attitudes: F

 N = Nursing Domain Knowledge: A, B, C, D;

 Skills: A, C, E, F, G, H, I, K, L; Attitudes: A, D, E, F.

 P = Person Domain Knowledge: B, D. Skills: D, F, I, M; Attitudes: B, C, F.

 E = Environment Domain Knowledge: B, C; Skills: D, J, M; Attitudes: B

 **Pediatric**

 **Knowledge**

a. Discuss critical elements of the role of the registered nurse in the pediatric setting, and integrate awareness of multiple dimensions of patient and family-centered care. (N)

 b. Explore ethical and legal implications of patient and family-centered care in the pediatric setting. (N, P, E)

 c. Describe own strengths, limitations, and values in functioning as a member of a team. (N, E)

 d. Discuss principles of effective and therapeutic communication in the pediatric setting. (N P)

1. Identify common psychosocial responses of patients and families to acute and chronic disability, and implement the nursing process. (N)
2. Compare and contrast the impact of acute and chronic illness on children and families, and plan collaborative interventions to support attitudinal and life changes. (H, P)

 **Skills**

1. Plan and implement the nursing process for pediatric patients with chronic illness and various disorders of childhood. (H)

b. Initiate discharge planning based on the child’s environment and health needs using multidisciplinary

 collaboration. (H, E)

c.Evaluate the learning needs of children and families, and implement teaching strategies to achieve desired outcomes. (N)

d. Implement nursing assessment techniques to determine a child’s state of health. (H)

 e. Communicate family values, preferences, and expressed needs to other members of the health care team in the pediatric setting. (N)

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4. Course Objectives: Pediatric Skills (continued)

 f. Plan and provide patient and family-centered care in the pediatric setting, with sensitivity and respect for the diversity of the childrearing experience. (P, E)

g. Analyze patient data during each clinical experience in the pediatric setting, developing critical thinking skills in a plan of care. (N)

 h. Document and plan patient care in an electronic health record in the pediatric clinical setting. (N, P)

i. Develop a sense of inquiry in implementing the nursing process for pediatric patients with chronic illness and various disorders of childhood. (N)

 j. Function competently within own scope of practice as a member of the health care team. (N)

 k. Demonstrate effective use of technology and standardized practices that support safety and quality. (N)

 **Attitudes**

 a. Value the concept of evidence-based practice as integral to determining best clinical practice. (N)

 b. Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds. (P, E, H)

 c. Appreciate caring in relationships with patients and families. (P, E)

 KEY:

 Concept Objective

 H = Health Domain Knowledge: F; Skills: A, B, D; Attitudes: B

 N = Nursing Domain Knowledge: A, B, C, D, E; Skills: C, E; Attitudes: A

 P = Person Domain Knowledge: B, D, F; Attitudes: B, C

 E = Environment Domain Knowledge: B, C; Skills: B; Attitudes: B, C

 5. Instructional Facilities

1. Standard classroom.
2. Nursing skills laboratory.
3. Computer laboratory.
4. Selected clinical facilities.
5. High fidelity simulation laboratory.

 6. Special Materials Required of Student

1. Digital storage device.
2. Grossmont College nursing student uniform with embroidery.
3. Grossmont College photo ID name badge.
4. Bandage scissors.
5. Watch with second hand indicator.
6. Stethoscope.
7. Penlight
8. I–Clicker2~~.~~
9. Reliable transportation to clinical facilities.

 7. Course Content

 **Obstetric**

1. Introduction to the obstetrics.
2. Newborn assessment.

 c. Nursing care of the newborn infant.

 d. Promoting maternal and fetal well-being during pregnancy.

 e. Assessment and management of physiologic and psychosocial alterations related to pregnancy.

f. Assessment of the laboring woman.

g. Intrapartum fetal surveillance

h. Management and care of the laboring woman and her family.

 i. Family maternity care: assessment and management during the puerperium

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7. Course Content (continued)

**Pediatric**

1. Introduction to pediatrics.
2. Oxygenation alterations.
3. Cardiac alterations.
4. Gastrointestinal alterations.
5. Elimination alterations.
6. Activity exercise alterations.
7. Sensation/Perceptual alterations.
8. Pediatric oncology.
9. Hematology alterations.
10. Endocrine alterations.
11. Pediatric safety and protection.
12. Immunologic alterations.

 8. Method of Instruction

1. Lecture.
2. Discussion.
3. Multimedia resources.
4. Demonstration.
5. Critical thinking activities such as concept mapping.
6. Case studies.
7. Role playing.
8. Student presentations**.**
9. Supervised nursing care.
10. Clinical conferences.
11. Clinical simulation.

 9. Methods of Evaluating Student Performance

1. Written evidence-based research assignments.
2. Quizzes.
3. Computerized examinations including a final.
4. Clinical skills competency testing.
5. Verbal questioning.
6. Supplementary assignments (See outside assignments).
7. Student self-evaluation.
8. Clinical evaluation.
9. Clinical simulation.
10. Written clinical plan of care.
11. Clinical written learning activities such as patient data sheets, clinical reasoning questions, and medication information worksheets.

10. Outside Class Assignments

1. Practice of nursing skills in skills lab.
2. Evidence-based assignments on topics such as childhood obesity and depression.
3. Clinical skills competency testing such as pediatric and newborn assessment, urinary catheter insertion and medication administration.
4. Clinical paperwork such as patient data sheets, clinical reasoning worksheets, medication worksheets, and reflections of float experiences such as NICU, OR, ED, and Hematology/Oncology**.**

e. Evidence-based plan of care based upon the patient assignments in the clinical setting.

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10. Outside Class Assignments (continued)

1. Video viewing of topics such as newborn assessment, pediatric assessment, and child abuse.
2. Kaplan focused review exams.
3. Remediation assignments based upon NCLEX practice exams such as the Kaplan integrated exam.
4. Assigned readings from nursing textbooks and reference articles related to a variety of nursing topics.
5. NCLEX practice questions.
6. Community service such as blood drives, first aid for public events, and women and children community health events.

11. Texts

 a. Required Text(s):

 (1) McKinney, E.S., S.R. James, S.S. Murray, & J.W. Ashwill. *Maternal-Child Nursing*. 5th edition. St. Louis, MO: Elsevier. 2018

(2) Arikian,V.P., et. al. *The Basics*. Kaplan, Inc., 2015.

(3) *Grossmont College Nursing Student Handbook*. El Cajon, CA: Grossmont College.2018-2019

1. Supplementary texts and workbooks:
2. Hinkle, J.L. & Cheever, K.H. *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (14th ed.). Philadelphia: Wolters Kluwer. 2018.

 (2) Karch, A.M*. Focus on Nursing Pharmacology*, ~~6~~~~th~~ **7th** edition. Philadelphia, PA: Lippincott, Williams & Wilkins, 2017

 (3) McKinney, S.G. *Maternal-Child Nursing*. Study Guide. 4th edition. St. Louis, MO: Elsevier. 2012.

 (4) Matkovich, S. *APA Made Easy*, 3rd edition. Retrieved from: [www.youversustheworld.com](http://www.youversustheworld.com). 2015.

 (5) Engel, M. *I’m Here: Compassionate Communication in Patient Care.* Orlando, FL: Phillips Press. 2010.

 (6) Aliyev, G., ObstetricNursing. El Cajon, CA: Grossmont College, Fall 2018

 Syllabus (available on Canvas).

(7) Harrison, M. Pediatric Nursing. El Cajon, CA: Grossmont College, Fall 2018 Syllabus (available on Canvas).

 Addendum: Student Learning Outcomes

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

* 1. Demonstrate knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role by utilizing the nursing process to develop a plan of care for patients using biopsychosocial theories and concepts in the implementation of patient care in the registered nursing role.

 b. Demonstrate the skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles: (a) Provider of Care, (b) Manager of Care, and (c) Member within a Discipline by satisfactorily performing the basic clinical competencies of a first year student in the categories of Provider of Care, Manager of Care, and Member within a Discipline.

c. Demonstrate critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems by applying the knowledge and critical thinking skills developed to safely provide basic patient care.

 d. Utilize evidence based research to provide quality health care, initiate change and improve nursing practice by utilizing evidence based research in the planning and implementation of basic nursing care.

 e. Employ the use of informatics and effective communication skills to manage and coordinate care for the

 health care consumer in collaboration with other health care professionals by:

(1) Utilizing communication skills (verbal, nonverbal, interpersonal, and communication technology) as

 he/she learns to practice the professional registered nursing role.

 (2) Applying principles of time management and priority setting to provide care for patients in collaboration with other members of the health care team across the lifespan.

f. Implement the role of the professional nurse within the community as defined by the California Nurse Practice Act and standards of nursing practice by acting as a patient advocate and recognizing and adhering to the responsibility and accountability as a nurse in accordance with the role of the professional nurse.

 g. Demonstrate the importance of lifelong learning and quality improvement as part of the professional commitment to the nursing profession by promoting collaboration and the development of lifelong learning skills as they begin the role of the professional registered nurse.

Date approved by the Governing Board: December 11, 2018