



# **INSTRUCTIONAL PACKAGE**

PNR 154

Maternal/Infant/Child Nursing

202020

Spring/2021

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective term: 202020

COURSE PREFIX: PNR 154

COURSE TITLE: Maternal/Infant/Child Nursing

CONTACT HOURS: 3 class hours per week  
90 clinical hours per semester

CREDIT HOURS: 5

### **RATIONALE FOR THE COURSE:**

To introduce the student to basic principles of nursing care during: pregnancy, labor and delivery, postpartum and the child from birth through to adolescence. Emphasis is placed on the normal phases of each with identification of some selected complications or variations of each.

### **COURSE DESCRIPTION:**

This course is a study utilizing the nursing process to meet the needs of the child bearing family. Clinical experiences address the care of the mother, the newborn, and the care of the child with commonly occurring diseases.

### **PREREQUISITES:**

AHS 126, BIO 210, MAT 155, PNR 110, PNR 120, PNR 130

### **COREQUISITES:**

BIO 211

### **REQUIRED MATERIALS:**

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **ADDITIONAL REQUIREMENTS:**

1. Pocket calculator (bring to labs, Simulation lab experiences and clinical each day)
2. Stethoscope
3. Pen light
4. HGTC Nursing Student Uniform

**TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials.  
WaveNet and D2L email access.

**STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

**CLASSROOM ETIQUETTE:**

Refer to Student Code, I General Rights of Students, F. Classroom Behavior in the Academic Catalog & Student Handbook

**NETIQUETTE:** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit Online Netiquette.

## **Part II: Student Learning Outcomes**

**COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

Upon completion of this course in the ADN curriculum, the student will be able to:

1. Safety
  - a. Apply basic concepts of safety when administering nursing care in health care environments
2. Clinical decision making
  - a. Apply basic concepts of clinical decision making when administering nursing care in health care environments
3. Teamwork and collaboration
  - a. Apply basic concepts of teamwork and collaboration when administering care in health care environments
4. Professional behaviors
  - a. Apply basic concepts of professional behavior when administering nursing care in health care environments
5. Patient centered care
  - a. Apply basic concepts of patient centered care when administering nursing care in health care environments

## **Module 1: Prenatal Care**

**Materials Covered:** Chapters 1, 2, 3 & 4

**\*Assessment(s):** Unit Test

EAQ

Med Quiz

Elsevier Textbook Student Resources

### **Learning Outcomes:**

1. Define key terms related to prenatal care.
2. Discuss historical factors affecting pregnancy and child birth.
3. Describe fetal development from conception to birth.
4. Identify the physical and psychological maternal changes that occur during pregnancy.
5. Describe the assessments performed at each prenatal visit.
6. Discuss the nutritional needs of a woman during pregnancy.
7. List the discomforts of pregnancy and one way a patient might alleviate each.
8. Using the nursing process to plan care for a pregnant patient.

## **Module 2: Complications of Pregnancy**

**Materials Covered:** Chapter 5

**\*Assessment(s):** Unit Test

EAQ

Med Quiz

Elsevier Textbook Student Resources

### **Learning Outcomes:**

1. Define key terms related to complications of pregnancy.
2. Explain medical and nursing interventions for a patient with Hyperemesis Gravidarium.
3. Compare and contrast the etiology, medical-surgical management, and nursing care for bleeding disorders of pregnancy.
4. Describe the development, medical-surgical management, and nursing care of a patient with Gestational Hypertension and Gestation Diabetes.
5. Discuss the nursing care of a pregnant patient with a chronic medical diagnosis: Diabetes, Hypertension, Heart disease, Maternal PKU.
6. Discuss the effects of infection on a pregnant woman and her fetus and ways to prevent infections.
7. Compare and contrast the etiology, medical-surgical management, nursing care, and effect on the fetus of Rh incompatibility and ABO incompatibility.
8. Explain the effects of multiple pregnancies on the mother, fetus, and family.
9. Describe the effects of addiction on the mother and fetus.
10. Summarize the needs of a woman in preterm labor.

### **Module 3: The Birth Process**

**Materials Covered:** Chapters 6, 7 & 8

**\*Assessment(s):** Unit Test

EAQ

Med Quiz

Elsevier Textbook Student Resources

#### ***Learning Outcomes:***

1. Explain the key terms related to the birth process.
2. Describe possible causes of labor.
3. Identify signs of labor.
4. Differentiate between true and false labor.
5. Discuss the maternal systemic response to labor.
6. Identify variables that affect the progress of labor.
7. Explain the four stages of labor.
8. Describe the mechanisms of labor.
9. Show nursing actions necessary when admitting a woman to the labor unit.
10. Demonstrate the specific assessments used when caring for a woman in labor:  
fetopelvic relationships, fetal assessment, contractions, Leopold's Maneuvers, vaginal examination.
11. Explain possible nursing diagnoses and interventions for a patient during labor and delivery.
12. Identify the most common complications of labor—Dystocia and fetal distress.
13. Identify possible medical—surgical interventions for labor: cesarean birth, induction and augmentation of labor, amniotomy, episiotomy, forceps, vacuum extractor, and analgesia/anesthesia.
14. Provide care for the patient during labor and delivery.

### **Module 4: Postpartum Care**

**Materials Covered:** Chapters 9, 10 & 11

**\*Assessment(s):** Unit Test

EAQ

Med Quiz

Elsevier Textbook Student Resources

#### ***Learning Outcomes:***

1. Define key terms related to postpartum care.
2. Describe the various aspects of family adaptation.
3. Discuss the mother's physiologic changes after the birth of her baby.
4. Describe the expected and unexpected emotional/behavioral changes in the mother.
5. Demonstrate the postpartum assessments for every new mother and the additional

assessments for the mother who has had a cesarean birth.

6. Discuss possible postpartum complications of hemorrhage, and Puerperal infection, including endometritis, Mastitis, and thrombophlebitis.
7. Explain the advantages and disadvantages of the various methods of family planning.
8. Plan and provide the care of a woman who has had a baby.

### **Module 5: Newborn Care**

**Materials Covered:** Chapters 12, 13 & 14

**\*Assessment(s):** Unit Test

EAQ

Med Quiz

Elsevier Textbook Student Resources

#### ***Learning Outcomes:***

1. Define key terms related to newborn care.
2. Describe the immediate needs of the newborn.
3. Discuss what initiates breathing in the newborn.
4. Describe the newborns methods of heat production and heat retention.
5. Identify the four ways heat is lost and nursing interventions to prevent heat loss.
6. Describe the immediate care of the newborn.
7. Discuss the Apgar score and how it is used.
8. Describe the physical characteristics of the newborn.
9. Identify the common variations in newborns.
10. Elicit the newborns reflexes.
11. Determine gestational age of a newborn.
12. Discuss the newborns nutritional needs and how they can be met by breastfeeding and bottle feeding.
13. Identify common problems the newborn may encounter and nursing interventions for each.
14. Plan the care for a newborn.

### **Module 6: The Basics of Pediatric Care**

**Materials Covered:** Chapter 15, 16, 17, 18, 19, 20, 21 & 22

**\*Assessment(s):** Unit Test

EAQ

Med Quiz

Elsevier Textbook Student Resources

**Learning Outcomes:**

1. Define key terms related to basic pediatric care.
2. Discuss the role of a nurse in preparing a child and family for hospitalization.
3. Explain the role of the nurse in admission and discharge of the pediatric patient.
4. Prepare children at different developmental stages for procedures.
5. Discuss various methods of assessing needs and planning daily care.
6. Safely performing supportive pediatric procedures.
7. Identify the child's understanding of death at different stages of development.
8. Describe common responses to death and dying of pediatric patients (family, child, siblings, and nurses).
9. Discuss sources of support for the dying child.
10. Discuss Growth and Development related to the pediatric population.

**Module 7: Infants with Special Needs: Birth to 12 Months**

**Materials Covered:** Chapters 23-33

**\*Assessment(s):** Unit Test

EAQ

Med Quiz

Elsevier Textbook Student Resources

**Learning Outcomes:**

1. Define key terms.
2. Differentiate between the most common respiratory illnesses affecting infants.
3. Describe nursing care for infants with circulatory conditions.
4. Discuss nursing considerations for infants with digestive conditions.
5. Explain the evaluation techniques for infants suspected of having musculoskeletal disorders.
6. Explain causes and effects of nervous system conditions seen in infants.
7. Outline teaching strategies for caregivers of infants with visual and hearing impairments and cognitive disorders.
8. Implement nursing interventions for infants that have been abused.
9. Describe teaching guidelines for families of infants who have unsafe environments.

**Module 8: Common Problems: 1 to 18 Years**

**Materials Covered:** Chapters 23-33

**\*Assessment(s):** Unit Test

EAQ

**Learning Outcomes:**

1. Define key terms related to common problems in children ages 1 to 18 years.
2. Discuss common skin disorders in children.
3. Differentiate between the pathophysiology, diagnosis, common diagnostic tests, treatment, and nursing care of children with skin disorders in comparison to adults with skin disorders.
4. Differentiate between the etiology, medical-surgical management, and nursing care for genitourinary conditions in children as compared to adults.
5. Discuss communicable and infectious diseases of childhood, including their causative agents, transmission, incubation periods, prevention, signs and symptoms, treatment, and nursing care.
6. Differentiate between the etiology, medical-surgical management, and nursing care of orthopedic conditions in children as compared to adults.
7. Briefly describe behavioral problems in children, including symptoms, treatment, and nursing care.
8. Plan care for a child with any of the conditions previously mentioned.

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## **Part III: Grading and Assessment**

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS**

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

#### **EVALUATION**

Quizzes/ Assignments	10%
Unit tests-3 Total	80%
Final Exam	10%
Total:	100%

I understand I must achieve a weighted exam average of 77 or greater on the theory components of the course in order to pass the course. The theory components are the unit exams and the final exam. The weighted average for all other assignments will be added after the weighted average of 77 is achieved on the unit exam and final exams to generate the final calculated grade.



***\*Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

## **GRADING SYSTEM:**

Because competency in nursing theory is a critical component for safe nursing practices, the grading scale for nursing is higher than for some other courses. The grading scale for nursing is:

A = 100 – 90, B = 89- 80, C = 79 – 77, D = 76 – 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop (ACADEMIC CALENDAR). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## **Part IV: Attendance**

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll.

**Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## **Part V: Student Resources**



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring appointments using TutorTrac, visit the Student Services tab in WaveNet. Email [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



#### **CENTRAL** STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) including scheduled technology training, Office 365 support, password resets, and username information.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.
5. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324).

### **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

### **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

## **TITLE IX REQUIREMENTS:**

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

## **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**Student and prospective student** inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

*Title IX Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*EEO and Title IX Coordinator*

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)