



## NURP 1106

**Division:** Career and Technical Education

**Department:** Allied Health

**Course:** NURP 1106

**Title:** Pediatric-Maternity Nursing I

**Catalog Description:**

This course focuses on the nursing process with assessment and care of the expectant mother, infant, and pediatric client through adolescence with the appropriate interventions and evaluation in the health care setting in a holistic manner. Students develop psychomotor, communication, and teaching skills in preparation of the clinical setting of NURP 1107. Students must be accepted into the practical nursing program to enroll. The course coordinator will schedule specific times for students in the nursing lab for their skills practicum.

**General Education Requirements:** N/A

**Semesters Offered:** TBA

**Credit/Time Requirement:** Credit: 2; Lecture: 1; Lab: 2

**Clock/Hour Requirements:** 45

**Offered for Non-Credit:** No

**Credit/Clock Comments:** Test

**Prerequisites:** None

**Corequisites:** None

**Justification:**

Students need the knowledge base of maternity and pediatric nursing to successfully pass the National Council Licensure Examination for Practical Nurses (NCLEX-PN) and to give safe competent care in a health care setting. Pediatric-Maternity Nursing I provides the basic knowledge and skills used in the clinical component of Pediatric-Maternity Nursing II (NURP 1107). This course has been accepted by Weber State University Nursing as the first year towards the Registered Nurse (RN) degree, as well as several other nursing programs in the state. This course has been approved as part of our nursing program by the Utah State Board of Nursing. Components of the Susan Ferguson Service Model are incorporated throughout the course.

**Student Learning Outcomes:**

Upon successful completion of this course, students will:

- apply basic principles from the biological and behavioral sciences and nursing theory to determine nursing actions in providing care for the pregnant, post partum woman, infant, and pediatric client in a holistic manner
- demonstrate responsibility for own nursing care by identifying ethical and legal issues related to care of the pregnant, post partum woman, infant, and pediatric client
- identify and demonstrate the areas of client education
- state the normal processes of the pregnant and post partum client

- describe the abnormal conditions of the pregnant and post partum client with the assessment, interventions, and evaluation within the scope of practice of the practical nurse
- demonstrate ability of knowledge of the healthy newborn up through adolescence
- apply the principles learned of abnormal conditions of the newborn through adolescence by demonstrating a competent knowledge base of assessment, interventions, and evaluation within the scope of practice of the practical nurse
- perform a group community pediatric service project.

### **Content:**

Students will receive the theory component of the above objectives with the clinical rotation the next semester in NURP 1107. Students will study the following areas:

- history and trends in family-centered childbearing
- human reproduction
- fetal development
- prenatal care and adaptations to pregnancy
- nursing care of women with complications during pregnancy
- nursing care during labor and birth
- nursing management of pain during labor and birth
- nursing care of women with complications during and after labor and birth
- the term newborn
- preterm and postterm newborns
- the newborn with special needs
- history of pediatrics
- growth, development, and nutrition of the pediatric client
- general characteristics, development, care, and educational needs of the pediatric client of the various developmental stages
- the pediatric client's experience of hospitalization
- the pediatric client with a neurological, musculoskeletal, circulatory, respiratory, gastrointestinal, urinary, reproductive, integumentary, metabolic, lymphatic, EENT, emotional, or behavioral condition
- special topics of the pediatric client such as Sudden Infant Death Syndrome (SIDS) and failure to thrive.

### **General Education Outcomes:**

1) Read effectively, constructively, and critically.

Students acquire key information from the written text. Exercises in an accompanying workbook will assess student understanding of the concepts covered in the written materials.

2) Write clearly, informatively, and persuasively.

Students will demonstrate writing skills by submitting comprehensive written reports pertaining to specific class curriculum. Reports will be returned with feedback for improvement.

3) Speak effectively in a variety of contexts.

Students develop speaking skills as demonstrated through effective personal presentations. Students receive

written feedback for improvement.

7) Apply scientific reasoning to a variety of contexts.

Students apply critical thinking skills to interpret scientific information obtained from real and hypothetical patient situations which prepares students for patient care in the clinical setting.

8) Apply ethical reasoning to a variety of contexts.

Students demonstrate knowledge of legal and ethical aspects, scope of practice, acquiring information from the written text, videos, and guest lectures through quizzes and written exams.

**Key Performance Indicators:**

**In class:**

- The student's final score will be based on: 80% tests, quizzes, and other assignments and 20% from the final exam.
- An overall score of 75% is required in order for a student to continue in the practical nursing program.

**Following class:**

- Students will successfully pass the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

**Representative Text and/or Supplies:**

- Gloria Leifer, *Introduction to Maternity and Pediatric Nursing*, current edition, W.B. Saunders Company, Philadelphia, PA (text and workbook).

**Optimum Class Size:** 20

**Maximum Class Size:** 24

**Signatures:**

I hereby submit this course syllabus:

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Amber Epling, MSN, Associate Professor

I hereby find this course consistent with the goals and resources of the Allied Health Department:

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Amber Epling, MSN, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Career and Technical Education Division:

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Michael P. Medley, MBA, Assistant Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)