



**Circulation Draft 5**

4 hr. lecture    18 hr. lab    \_\_\_\_\_ hr. lecture/lab    \_\_\_\_\_ hr. other; explain:

14. Grading: Letter grade only/No Audit

Explain, if not Standard grading:

Licensure requirement

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15. Repeatable for credit:  no  yes; maximum is \_\_\_\_\_ credit or  unlimited.  
(Most courses are not repeatable for additional credit; exceptions are courses such as internships and co-op courses.)

16. Special fees required:  no  yes; explain: Nursing Professional Fee

17. Proposed term of first offering: Fall semester of 2011 year.

18. List catalog used and then degrees, certificates, prerequisites, and catalog sections **and their page numbers** affected by this proposal: 2008 p. 31, 126

19. Maximum enrollment: 40 Rationale, if less than 35:

20. Special resources (*personnel, supplies, etc.*) required:  no  yes; explain: Clinical instruction 1:10 faculty/student ratio.

21. Course is restricted to particular room type:  no  yes; explain: Clinical facilities

22. Special scheduling considerations:  no  yes; explain: Clinical facilities

23. Method(s) of delivery appropriate for this course: (*check all that apply*)

- Traditional  HITS/Interactive TV  Cable TV  Online  Hybrid  
 Other, explain:

24. Mark all college-wide general education SLOs this course supports.

- Std 1 - Written Communications  Std 2 – Quantitative Reasoning  
 Std 3 - Information Retrieval and Technology  Std 4 - Oral Communication  
 Std 5 - Critical Reasoning  Std 6 – Creativity  
 Other General Education SLOs, such as Ethics, Scientific Inquiry, or Service Learning.  
Explain:

25. List all program SLOs this course supports? (*Explain, if necessary*)

- Program SLO 1: Explain: See #32 below.  
Program SLO 2: Explain:  
Program SLO 3: Explain:  
Program SLO 4: Explain:  
Program SLO 5: Explain:

26.  Course fulfils a requirement for the BAS ABIT degree:

- Pre-ABIT (PA)  Business Core (BC)  
 Information Technology Core (IC)  Capstone Course (CC)  Other:

Course is a specialization elective for the BAS ABIT degree (SE):

- Course fulfils the following general education elective for the BAS ABIT degree (GE):  
 Quantitative (QR)  English (EN)  Humanities (HU)  
 Social Science (SS)  Other:

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Course fulfils the natural science requirement for the BAS ABIT degree (NS)

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27.  Course is a requirement for this CTE (Career Technical Education) program AS/AAS degree or certificate (PR): AS Nursing
- Course is a requirement for these additional CTE programs:
- Course is a program elective for this CTE program AS/AAS degree or certificate (PE):
- Course is a program elective for these additional CTE programs:
- Course fulfills the following general education elective for CTE (Career Technical Education) AS/AAS degrees:
- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Quantitative (QR) | <input type="checkbox"/> English (EN)         | <input type="checkbox"/> Communication (CO)  |
| <input type="checkbox"/> Humanities (HU)   | <input type="checkbox"/> Natural Science (NS) | <input type="checkbox"/> Social Science (SS) |
| <input type="checkbox"/> Other:            |   |  |

28.  Course satisfies the following category for the AA degree\*:
- Category I: Foundations/Skills: Foundations I
    - Written Communication in English (FW)
    - Global and Multicultural Perspectives (FG)
    - Symbolic Reasoning (FS)
  - Category I: Foundations/Skills: Foundations II
    - Computer/Information Processing and Retrieval (FI)
    - Numeracy (FN)
    - Oral Communication in English (FO)
  - Category II Breadth of Understanding and Experience
    - Human Understanding
      - The Individual (IN)
      - The Community (CM)
    - Human Expression (HE)
    - Environmental Awareness (EA)
    - Asia/Pacific Perspective (AP)
  - Category III Focus/Specialization/Area of Interest
    - Area of Interest Requirement: Name/Alpha of Interest Area:
    - Elective (EL): Alpha of Elective
  - Other Graduation Requirements
    - Writing Intensive (is appropriate for WI)
    - Science Lab (SL)
    - Hawai'i Emphasis (HI)

\* Submit the appropriate form(s) to have the course placed in the requested category (ies). Submit a course outline, CAR, and appropriate forms to both the Curriculum Committee and the Foundations Board, if the course satisfies Category I: Foundations/Skills: Foundations I or II.

29. Course  increases  decreases  makes no change to number of credits required for program(s) affected by this action. Explain, if necessary:

30. Course is taught at another UH campus (see Sections 5 and 6 above):
- no Explain why this course is proposed for MCC:
- yes Specify college(s), course, alpha, and number where same or similar course is taught: Same at Kauai CC, UHM

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31. Course is:

Not appropriate for articulation.

Appropriate\* for articulation as a general education course at:

UHCC UH Manoa UH Hilo UHWO

Previously articulated\* as a general education course at:

UHCC UH Manoa UH Hilo UHWO

*\*Note: Submit Course Articulation Form if course is already articulated, or is appropriate for articulation, as a general education (100-, 200-level) course.*

Standardized and/or appropriate for articulation by PCC or other UH system agreement at:

UHCC UH Manoa UH Hilo UHWO Explain:

Appropriate for articulation or has previously been articulated to a specific department or institution:

UHCC UH Manoa UH Hilo UHWO  Outside UH system Explain:

32. Additional Information *(add additional pages if needed)*:

### Hawai'i Statewide Nursing Student Learning Outcomes

**Courses address these competencies at different levels:**

- 1. A competent nurse's professional actions are based on core nursing values, professional standards of practice, and the law.**
  - 1.1 Core nursing values include social justice (from the ANA statement), caring, advocacy, respect for self and others, collegiality, and ethical behavior
  - 1.2 Ethical dilemmas are embedded in clinical practice; an obligation of nurses is to notice, interpret respond and reflect on these dilemmas using ethical principles and frameworks as a guideline
  - 1.3 It is essential for nurses to participate in discussions of ethical issues in health care as they affect communities, society, and health professions
  - 1.4 Professional nursing functions within legally defined standards of practice and state specific regulations
- 2. A competent nurse develops insight through reflective practice, self-analysis, and self care through the understanding that:**
  - 2.1 Ongoing reflection, critical examination and evaluation of one's professional and personal life improves nursing practice
  - 2.2 Reflection and self-analysis encourage self-awareness and self-care
  - 2.3 Pursuing and advocating healthy behaviors enhance nurses' ability to care for client
- 3. A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research with the understanding that:**
  - 3.1 Knowledge and skills are dynamic and evolving, in order to maintain competency one must continuously update their knowledge using reliable, current sources of information from the biological, social, medical, public health, and nursing sciences
  - 3.2 The nurse uses legitimate sources of evidence for decision-making such as research evidence, standards of care, community perspectives and practical wisdom gained from experience
  - 3.3 As "best practices" are continuously modified and new interventions are constant, the nurse incorporates changes into practice
- 4. A competent nurse demonstrates leadership in nursing and health care through the understanding that:**
  - 4.1 An effective nurse is able to take a leadership role to meet client needs, improve the health care system and facilitate community problem solving
  - 4.2 A competent nurse effectively uses management principles, strategies, and tools
  - 4.3 An effective nurse works with the health care team including the delegation of responsibilities and supervision

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- A competent nurse collaborates as part of a health care team.**
  - 5.1 The client is an essential member of the healthcare team
  - 5.2 A collegial team is essential for success in serving clients
  - 5.3 Effective team members must be able to give and receive constructive feedback
  - 5.4 Colleagues create a positive environment for each other that values holistic client care
  
- 6. A competent nurse practices within, utilizes, and contributes to the broader health care system.**
  - 6.1 All components of the healthcare system must be incorporated when providing interdisciplinary care
  - 6.2 The effective nurse contributes to improvements of the health care system through involvement in policy, decision-making processes and political activities
  
- 7. A competent nurse practices client-centered care.**
  - 7.1 Effective care is centered around a respectful relationship with the client that is based on empathy, caring, mutual trust, and advocacy
  - 7.2 Nursing practice should reflect the attitudes, beliefs and values of clients
  - 7.3 An understanding of the culture and history of the community is fundamental in the practice of nursing
  
- 8. A competent nurse communicates effectively through the understanding that:**
  - 8.1 Effective use of communication is an essential part of all interventions to establish caring and therapeutic relationships to educate and advocate for clients
  - 8.2 When working with colleagues or clients, it is important to insure that accurate, timely and complete communication has occurred
  - 8.3 Successful communication requires attention to elements of cultural influences, variations in the use of language and a participatory approach
  
- 9. A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety through:**
  - 9.1 Analysis and integration of available data
  - 9.2 Implementation of prioritized care based on evaluation of data
  - 9.3 Evaluation and analysis of the nurses' personal clinical performance
  - 9.4 A competent nurse engages in risk reduction activities, recognize, communicate and intervene to promote client safety

**Circulation Draft 5**

**Maui Community College  
Curriculum Action Request (CAR) Signature Page**

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*Proposed by: Author or Program Coordinator* *Date*

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*Checked by: Academic Subject Area Representative to Curriculum Committee* *Date*

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*Requested by Department: Department Chair* *Date*

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*Recommended by: Curriculum Chair* *Date*

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*Approved by Academic Senate: Academic Senate Chair* *Date*

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*Endorsed by: Chief Academic Officer* *Date*

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*Approved by: Chancellor* *Date*



BAS Category                       Developmental/Remedial                       Other: Explain:

See Curriculum Action Request (CAR) form for the college-wide general education and/or program SLOS this course supports.

This course outline is standardized and/or a result of a system-wide agreement.  
Responsible committee: UH Statewide Nursing Consortium

5. Student Learning Outcomes (SLOs): List one to four inclusive SLOs.

*For assessment, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements & Evaluation. Use roman numerals (I, II, III.) to designate SLOs*

On successful completion of this course, students will be able to:

- I. Apply the ANA Code of Ethics to care of families including client rights, dilemmas between individual rights and the common good, identification of choices and possible consequences
- II. Reflect on nursing practice in managing care for groups of patients.
- III. Seek information to develop plans of nursing care that are family-centered, age- and culturally-appropriate using evidenced-based clinical guidelines
- IV. Apply basic leadership skills in the care of families.
- V. Practice as a member of a multi-disciplinary health care team.
- VI. Recognize benefits and limitations of community and governmental support for family units and individual members with illness.
- VII Deliver family-centered care.
- VIII. Demonstrate therapeutic communication skills in interactions and relationships with families, individuals, and other members of the health care team with attention to the identification and correction of non-therapeutic communication techniques
- IX. Work with the client to implement plans of care that are based on culturally and age appropriate assessments and best available evidence.

6. Competencies/Concepts/Issues/Skills

*For assessment, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements & Evaluation. Use lower case letters (a, b, c...n.)to designate competencies/skills/issues*

On successful completion of this course, students will be able to:

Describe and Discuss:

- I. Apply the ANA Code of Ethics to care of families including client rights, dilemmas between individual rights and the common good, identification of choices and possible consequences.
  - a. Professionalism
  - b. Code of ethics/ legal considerations
  - c. Family theory, family-centered nursing
  - d. Culture and its impact on family dynamics
  - e. Professional communication/relationship
  - f. Ethical concepts within family dynamics
  - g. Standard of practice
  - h. Legal issues in maternal-newborn
  - i Family systems theory
  - j. Reinforce concepts of primary, secondary, and tertiary levels of care  
Healthy people 2010
- II. Reflect on nursing practice in managing care for groups of patients.
  - a. Self Awareness
  - b. Reflection (reflective activities build from one semester to the next)
  - c. System theory
  - d. Interviewing
  - e. Therapeutic communication

- f. Public speaking (oral com requirement)
- g. Group process/work
- h. Self concept/self esteem, coping and stress reduction
- i. Recognize stigma and its impact on vulnerable clients

III. Seek information to develop plans of nursing care for the child-bearing family that are family-centered, age- and culturally- appropriate using evidenced-based clinical guidelines

- a. Normal Reproduction
  - Pregnancy
  - Childbirth
  - Postpartum
  - Family planning (review)
  - Newborn
  - Bonding/Attachment
  - Newborn nutrition
  - Family planning
- b. Health problems in pregnancy, childbirth, and postpartum
  - High risk pregnancy
  - High risk childbirth
  - High risk postpartum
  - High risk newborn
- c. Crisis in Childbearing Family
  - Adolescent pregnancy
  - Neonatal loss
  - Battering in pregnancy
  - Perinatal substance abuse
- d. The Aging Family
  - Common gynecologic problems/care
  - Menopause
  - Grandparenting

IV. Apply basic leadership skills in the care of families.

- a. Growth and development
- b. Systems assessment/ pathophys- pediatric variations
  - fluids and electrolytes and gastro-enteritis
  - respiratory system: cystic fibrosis, bronchiolitis/croup, asthma, pneumonia, otitis
  - circulation: congenital heart disease
  - nutrition: normal growth and development vs failure to thrive
- c. Acute episodic illness; hospitalization
- d. Concept of Chronic illness
  - Palliative care
- e. Developmental disabilities

Cognitive impairments

Physical impairments

- f Genetic disorders/ birth defects
- g Behavioral disorders  
ADHD, depression, substance abuse, domestic violence and child abuse

V. Apply basic leadership skills in the care of families.

- a.. Role of the nurse (leadership, advocacy) in family-centered care.
- b. Leadership, management, delegation

VI. Identify roles and functions of each member of the health care team.

- a. Members of the multidisciplinary team
- b.. Evidence-based practice – use of nursing research

VII. Recognize benefits and limitations of community and governmental support for family units and individual members with illness.

VIII Demonstrate therapeutic communication skills in interactions and relationships with families, individuals, and other members of the health care team with attention to the identification and correction non-therapeutic communication techniques

- a. Ego integrity
- b. Psychosocial concepts
- c. Therapeutic communication and relationships with individuals across the lifespan
  - 1.1.1 Establishing, maintaining, & terminating professional relationships
  - 1.1.2 Motivational interviewing

IX. Deliver Family Centered Care. Work with the client to implement plans of care that are based on culturally and age appropriate assessments and best available evidence.

The student will be able to perform:

- a. Assessment
  - 1.1. Infant and child growth and development
  - 1.2. Well-child/ anticipatory guidance
  - 1.3. Vulnerability of children
  - 1.4. Wellness pertaining to the family as client
  - 1.5. Domestic violence assessment
  - 1.6. Family history (Genogram)
  - 1.7. Psychosocial history (ECOMAP) –
  - 1.8. Decision-making and self-care ability
  - 1.9. Substance abuse assessment and management during pregnancy.
  - 1.10. Environment assessment / Environmental hazards
  - 1.11. Spiritual assessment
  - 1.12. Mental status assessment
  - 1.13. Nutritional assessment
  - 1.14. Cultural/age sensitive assessment
  - 1.15. Physical assessment (by body systems;
  - 1.16. Vital signs, norms for the pregnant woman; norms for infant

- 1.17. Pain assessment in adult, child, and infant
  - 1.17.1. Health history and vaccine history
  - 1.17.2. Principles of comprehensive and focused assessment
- b. Clinical Skills used in basic care
  - 1.1.1. Handwashing
  - 1.1.2. Sterile technique, gloves, gowning, isolation
  - 1.1.3. Universal precautions
  - 1.1.4. I & O
  - 1.1.5. Transfer/moving patients
  - 1.1.6. Body mechanics
  - 1.1.7. Hygiene (bathing, oral care, bedmaking, peri care, diapering)
- c. Clinical Skills used in family patient care
  - 1.1.1. Injections
  - 1.1.2. Fluids & Electrolytes
  - 1.1.3. Tubefeeding
  - 1.1.4. Bathing
  - 1.1.5. Urinary catheterization
  - 1.1.6. Monitor intravenous infusion
  - 1.1.7. Heel stick glucose
  - 1.1.8. Leopold's maneuvers
  - 1.1.9. Urine testing for glucose and protein
  - 1.2.1. Check amniotic fluid for ferning, meconium
  - 1.2.2. Collect urine and meconium for substance abuse testing

## 7. Suggested Course Content and Approximate Time Spent on Each Topic

*Link to #5. Student Learning Outcomes and # 6 Competencies/Skills/Issues*

### Week 1 Legal, Professional, Ethical-I a-j

Reflective Practice-II a-i

Systematic Process to Plan and Deliver Care IX a-c

Oral and Written Communication with Clients, Peers, Faculty-VII a.-c

Care Team VI a-b

Nursing Knowledge- Normal Reproduction, Pregnancy III a ; Child growth and development

### IV a

Family Centered Care-IX a-c

### Week 2

Nursing Knowledge- Childbirth III a ; Pediatric assessment IV b

Reflective Practice-II a-i.

Family Centered Care-IX a-c

Oral and Written Communication with Clients, Peers, Faculty-VIII a.c

Systematic Process to Plan and Deliver Care IX a-c

### Week3 Nursing Knowledge: Postpartum, Family Planning (review) III; Pediatric assessment IV b

Reflective Practice-II a-c

Oral and Written Communication with Clients, Peers, Faculty-VIIIa.c

Family Centered Care-IX a-c

Systematic Process to Plan and Deliver Care IX a-b

### Week 4

- Nursing Knowledge Normal Newborn, newborn nutrition, bonding III a; Pediatric illness, acute IV,c  
 Reflective Practice-II a-i  
 Oral and Written Communication with Clients, Peers, Faculty-VIII a.c  
 Systematic Process to Plan and Deliver Care -Assessment IX a-b,  
 Family Centered Care-VIII a-h
- Week 5  
 Nursing Knowledge: Health problems in pregnancy III,b; Pediatric illness,acute IV,c  
 Reflective Practice-II a-i  
 Oral and Written Communication with Clients, Peers, Faculty-VIII a.c  
 Systematic Process to Plan and Deliver Care -Assessment IX a-b,  
 Family Centered Care-IX a-c
- Week 6  
 Nursing Knowledge: Health problems in childbirth III,b; Pediatric chronic illness -IV,d.  
 Reflective Practice-II a-i.  
 Systematic Process to Plan and Deliver Care -IXa-b  
 Family Centered Care-IX a-h  
 Oral and Written Communication with Clients, Peers, Faculty-VIIIa-c
- Week 7  
 Nursing Knowledge-Health problems postpartum III,b; Pediatric disabilities IV,e.  
 Systematic Process to Plan and Deliver Care -IX a-b  
 Family Centered Care-IX a-h  
 Reflective Practice-II a-i  
 Oral and Written Communication with Clients, Peers, Faculty VIII a-c
- Week 8  
 Midterm Evaluation, Clinical Evaluation
- Week 9  
 Nursing Knowledge Health problems postpartum III b; Pediatric genetic disorders IV,e.  
 Systematic Process to Plan and Deliver Care - IX a-b  
 Family Centered Care-IX a-c  
 Reflective Practice-II a-i.  
 Oral and Written Communication with Clients, Peers, Faculty-VIII a-c
- Week 10  
 Nursing Knowledge Health problems newborn III b; Pediatric behavior disorder IV g.  
 Systematic Process to Plan and Deliver Care -IX a-b  
 Family Centered Care-IXa-c  
 Reflective Practice-II a-i  
 Oral and Written Communication with Clients, Peers, Faculty-VIII a.c-
- Week 11  
 Nursing Knowledge Crisis in childbearing family III,c;  
 Systematic Process to Plan and Deliver Care - IX a-c  
 Family Centered Care-IX a-c  
 Reflective Practice-II a-i  
 Oral and Written Communication with Clients, Peers, Faculty-VIIIa.c
- Week 12  
 Nursing Knowledge: The Aging Family III d  
 Systematic Process to Plan and Deliver Care -IX a-c  
 Family Centered Care-IX a-c  
 Reflective Practice-II a-i  
 Oral and Written Communication with Clients, Peers, Faculty-VIIIa.c
- Week 13  
 Care Team VI a-b  
 Family Centerd Care-IX a-c,  
 Systematic Process to Plan and Deliver Care IX a-c  
 Leadership: Discuss nursing care situations that require delegation and leadership decisions  
 V a-b

- Reflective Practice-II a-i  
 Oral and Written Communication with Clients, Peers, Faculty-VIII a.c
- Week 14 Community and government support of family VII  
 Systematic Process to Plan and Deliver Care -  
 Family Centered Care-IX a-c  
 Reflective Practice-II a, b, c.  
 Oral and Written Communication with Clients, Peers, Faculty-VIII a.c
- Week 15 Final Exam, Clinical Evaluation

#### 8. Text and Materials, Reference Materials, and Auxiliary Materials

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

Anderson, M.A. (2007). Caring for older adults holistically. 4th ed. F.A.Davis.

ISBN-13: 978-0-8036-1679-0

ISBN-10: 0-8036-1679-1

Curren, A. M. (2005). Math for meds. 9th ed. Delmar-Thomson.

ISBN: 1401831222

Deglin & Vallerand (2007). Davis's drug guide for nurses with CD. 11th ed..

F.A.Davis.

ISBN: 0-8036-1911-1

May purchase PDA form of this text.

Karch, A M. (2007). Focus on nursing pharmacology. 4th ed. Lippincott

Williams & Wilkins.

ISBN: 0-7817-9047-6

Netinna.(2006). Lippincott manual of nursing practice handbook.3rd ed.

Lippincott Williams & Wilkins.

ISBN-10: 1-58255-631-8

ISBN-13: 978-1-58255-631-4

Venes, et al. (2005). Taber's cyclopedic medical dictionary 20th ed. F.A. Davis.

ISBN: 0-8036-1207-9

\*Gulanick/Meyers (2007) Nursing Care Plans: Nursing Diagnosis &  
 Intervention, 6th ed,Elsevier/Mosby

ISBN:978-0-323-03954-3

\*HESI (2009) Evolve Reach Comprehensive Review for rhe,  
 NCLEX-PN Examination, 2nd ed Elsevier/Mosby

ISBN: 978-1-4160-4774-2

\*HESI Case Studies

ISBN# and price to be announced

\*Lewis, et al. (2007) Medical-surgical nursing. 7th ed. Evolve.Elsevier.

ISBN: 978-0-323-03690-0

\*Mosby's (2007) Nursing Skills Quick Cards

ISBN: 978-0-323-04615-2

\*Pagana & Pagana (2007). Mosby's diagnostic and laboratory test reference.  
 8th ed. Mosby Elsevier.

ISBN-13: 978-0-323-04634-3

ISBN-10: 0-323-04634-7

\*Potter & Perry. (2008). Fundamentals of Nursing. 7th ed. Elsevier Mosby.

ISBN-13: 978-0-323-02586-7

ISBN-10:0-323-02586-2

\*Vacarolis. (2006). Foundations of psych-mental health nursing with CD.

5th ed. Elsevier Saunders.

ISBN: 1-4160-0008-7

\*Vacarolis (2005) Manual of Psychiatric Nursing Care Plans 3rd ed

ISBN: 978-1-4160-2916-8

\*Wong, et al (2007 Wong's Essentials of Pediatric Nursing - Text and Mosby's Care of Infants and Children Nursing Video Skills Package, 7th ed

ISBN: 978-0-323-05389

1

\*Zerwekh/Claborn (2006) Nursing Today: Transitions and Trends 5th ed

ISBN: 13: 978-1-4160-2313-

ISBN:: 1-4160-2313-5

Test Success: Test-Taking Techniques for Beginning Nursing Students by Patricia Nugent and Barbara Vitale published by F. A. Davis.

#### Required Textbooks:

Davidson, M.R., London, M.L., & Ladewig, P.A. (2008). Olds' maternal-newborn nursing and women's health across the lifespan (8th ed.). Upper Saddle River, NJ: Pearson Education.

Hogan, M.A. (Ed.). (2007). Maternal-newborn nursing: Reviews & Rationales (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Ladewig, P.A. & London, M.L. (2008). Clinical handbook for Olds' maternal-newborn nursing and women's health across the lifespan (8th ed.). Upper Saddle River, NJ: Pearson Education.

Hockenberry, M.J., & Wilson, D. (2007). Wong's nursing care of infants and children (8th edition). St Louis, Missouri: Mosby, Inc.

Hockenberry, M.J. (2004). Wong's clinical manual of pediatric nursing (7th edition).

American Psychology Association. (2001). Publication manual of the American Psychology Association (5th edition).

#### Recommended Text books:

Hockenberry, M.J., Rentfro, A.R., & McCampbell, L.S. (2007) Study guide for Wong's nursing care of infants & children (8th edition).

Taketomo, C.K. (2007). Pediatric dosage handbook (13th edition). Ohio: Lexi-Comp.

Hogan, M.A. (2007). Child health nursing, reviews & rationales (2nd edition). Upper Saddle River, New Jersey, Pearson Prentice Hall

Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Journals and on-line resources

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: HESI Case Studies, Faculty prepared materials

#### 9. Suggested Course Requirements and Evaluation

*Link to #5. Student Learning Outcomes (SLOs) and #6 Competencies/Skills/Issues*

Specific course requirements are at the discretion of the instructor at the time the course is being offered.

Suggested requirements might include, but are not limited to:

Quizzes, unit exams, HESI exam, and final exam. Clinical self-evaluation tool. Childbearing Teaching Project and Pediatric Concept Paper.

Develop plans of care that are family centered, and developmentally and culturally appropriate I, II, III, IV, VII, VIII, IX

Design and evaluate a health behavior change for self and for a selected client utilizing relevant evidence and family/cultural data I-IX.

Demonstrate communication skills via a student interactive taped interview.VIII

Perform a self assessment of ability to interact professionally as a member of the health care team. I, II, IV, V

#### 10. Methods of Instruction

Instructional methods will vary considerably by instructor. Specific methods are at the discretion of the instructor teaching the course and might include, but are not limited to:

The approach to teaching/learning for this class is based on collaborative learning with active student, as well as faculty, involvement. Assignments will be faculty-led and student-directed with an emphasis on personal educational development by the student. Techniques for teaching/learning may include but are not limited to lecture, various media, simulation exercises, group discussion, student presentation, participation in clinical practice, and journaling (self-reflection and asking of questions). Students will be assigned a childbearing client/family. •This course is designed to facilitate the learner to understand and implement culturally sensitive health promotion and wellness in the family.

A variety of teaching methods are used including but not limited to: lecture, discussion, demonstration, simulation, problem-based learning, role playing, small group activities, student presentations, guest speakers, case studies (META Cases), writing assignments, and a variety of multimedia presentations

##### Meta Cases

- Child Abuse
- Postpartum Hemorrhage
- Gestational Hypertension
- Normal Labor and Delivery
- High risk Labor and Delivery
- Normal Postpartum
- High Risk Postpartum
- Asthma

Reinforce from Health Promotion - - concepts of well child care

Immunization

Nutrition/obesity

Anticipatory Guidance, injury prevention

Content Exemplars:

- Life cycle of the family, including aging & grandparenting
- Alterations in child development (ADD, ADHD, autism, eating d/o, mood d/o, schizophrenia, substance abuse)
- Abuse (child, intimate partner violence, elderly)
- Depression and suicide (across all age groups)
- Dementia and its impact on the family
- Assess individuals and families about sensitive topics/issues including substance abuse, child and spousal abuse, sexuality, suicide thoughts, other safety issues, eating disorders and obesity.

11. Assessment of Intended Student Learning Outcomes Standards Grid attached



Standard 4 - Oral Communication	210	211	212	220	230	320	360	362					
Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes	3	3	3	3	3	3	3	3					
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication	3	3	3	3	3	3	3	3					
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication	3	3	3	3	3	3	3	3					
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion	3	3	3	3	3	3	3	3					
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	3	3	3	3	3	3	3	3					
Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions	3	3	3	3	3	3	3	3					
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions	3	3	3	3	3	3	3	3					
<b>Standard 5 - Critical Thinking</b>													
Apply critical thinking skills to effectively address the challenges and solve problems	3	3	3	3	3	3	3	3					
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information	3	3	3	3	3	3	3	3					
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem	3	3	3	3	3	3	3	3					
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses	3	3	3	3	3	3	3	3					
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis	3	3	3	3	3	3	3	3					
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence	3	3	3	3	3	3	3	3					
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence	3	3	3	3	3	3	3	3					
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions	3	3	3	3	3	3	3	3					
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning	3	3	3	3	3	3	3	3					
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others	3	3	3	3	3	3	3	3					
<b>Standard 6 - Creativity</b>													
Program graduates are able to express originality through a variety of forms	0	1	0	0	0	0	0	0	1				