

I. COURSE DESCRIPTION:

This course focuses on the nurse's role in meeting the health care needs of generative families. Opportunities are provided to develop an understanding of human growth and development and nursing care of the perinatal, newborn, and pediatric client. Learners are required to integrate new and prior learning.
PREREQ: NURS 1007, NURS 1094, NURS 1207, BIOL 2105
(lec/sem 3, 10 hr exp) cr 3

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**ENDS-IN-VIEW:**

At the end of this course students will be able to:

- Discuss contemporary issues and trends relative to the health and health care of women, newborns, and families during the childbearing and childrearing years
- Describe the processes of fertilization and the development of the normal embryo and fetus
- Discuss the importance of preconception and prenatal care
- Describe expected maternal and family adaptations to pregnancy
- Explain the term high risk pregnancy and identify some of the complications that can occur during pregnancy
- Describe the labour and birth process and explain the role of the nurse within this setting
- Explain the term high risk labour and delivery, and identify some of the complications that can occur during labour and birth
- Discuss maternal and family adaptive changes that occur during the post-partum period and explain the nurse's role during this period
- Discuss complications that can occur during the post-partum period
- Describe characteristics of the normal neonate
- Discuss the principles of healthy lactation and breastfeeding
- Recognize patterns of normal growth and development for infants, toddlers, preschoolers and adolescents

- Identify common causes of morbidity and mortality among infants, toddlers, preschoolers and adolescents
- Apply the principles of health promotion and illness prevention while providing nursing care to childbearing women, infants, toddlers, preschoolers, adolescents and their families

PROCESS:

A variety of pedagogical strategies will be employed throughout this course to facilitate student learning. These strategies may include: In-class case study analyses, videos, guest speakers, small group discussions and power point presentations.

All classroom, and online activities are designed to facilitate the student's exploration of various nursing concepts and skills, as they relate specifically to the maternal / child client. While participating in each learning activity, students will utilize their newly acquired knowledge from this course, as well as integrate their knowledge from all other previous and current nursing courses.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:***REQUIRED**

Perry, S., Hockenberry, M., Lowdermilk, D., & Wilson, D. (2013). *Maternal*

Child Nursing Care in Canada. Toronto: Elsevier.

ISBN: 978-1-926648-28-6

American Psychological Association. (2010). *Publication manual of the American*

psychological association (6th ed.). Washington, DC: Author.

Jarvis, C. (2009). First Canadian edition: *Physical examination and health*

assessment (1st ed.). Toronto, ON: Elsevier.

RECOMMENDED RESOURCES:

Selected reading and articles (see learning activities)

RNAO Best Practice Guidelines: (Found online at: <http://rnao.ca/bpg/guidelines>)

- Adolescent Development
- Breast Feeding

- Asthma Control in Children
 - Postpartum Depression
 - Childhood Obesity
 - Asthma Control in Children
 - Woman Abuse
- Assessment and Management of Pain (Appendix B: Pain Assessment Tools for Neonates, Infants and Children)

IV. TOPICS:

CONCEPTS:

This course will be organized around the following concepts:

- | | |
|-------------------------------|---|
| Holism (Body, Mind, Spirit) | Caring / Trust |
| The Generative Family Healing | Context / Culture / Environment |
| Growth / Development | Time & Transition |
| Uncertainty | Vulnerability |
| Stress / Coping / Adaptation | Pain / Healing |
| Fatigue / Energy | Perception / Self Esteem / Self Concept |

V. ATTENDANCE

Punctual and regular attendance at various academic exercises is required of all students. If there are extenuating circumstances bearing upon a student’s absence, the instructor should be notified. Unexcused absences in excess of 20% may jeopardize receipt of credit for the course. An unexcused absence is one in which the professor was not notified of the absence. An excused absence includes absences where the professor is notified via voice mail, in person or written note/email prior to class.

VI. EVALUATION PROCESS/GRADING SYSTEM:

EVALUATION:

Success in BSCN 2006 will be determined through the following evaluation methods:

	Evaluation Method	Date	% of Final Grade
1.	Experiential hours/Lab (elearning breastfeeding certificate)	September 26	5%
2.	Weekly Quizzes (10) – 8 best results included	weekly	15%
3.	Midterm Exam	October 21	35%
4.	Comprehensive Final Exam	TBA	45%

**** See further description of Assignments in Course Syllabus ****

PLEASE NOTE: Failure to: (a) write the midterm exam, (d) submit a completed written assignment, or (e) write the final exam, constitutes failure to complete all of the requirements for this course, and as such, may result in failure in BSCN 2006.

EVALUATION POLICY:

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

NOTE: *Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.*

VII. COURSE OUTLINE ADDENDUM:

Course Outline Amendments:

The faculty member reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Key Dates Calendar for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio. Student Services can provide information regarding the Prior Learning Assessment and Recognition policy or it can be viewed on the student portal.

Substitute course information is available in the Registrar's office.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. In addition announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more is available. Go to <https://my.saultcollege.ca>.

Communication:

The College considers *Desire2Learn (D2L)* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

Accessibility Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the Accessibility Services office. Call Ext. 2703 or email studentsupport@saultcollege.ca so that support services can be arranged for you.

Audio and Video Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. Students with disabilities who require audio or visual recording devices in the classroom as an accommodation will receive approval from their counsellor once the Audio and Video Recording Devices in the Classroom Policy has been reviewed by the student. Recorded classroom instruction will be used only for individual academic use and will not be used for any other purpose. Recordings may only be used for individual study of materials presented during class and may not be published or distributed. Intentional misuse of audio and video recordings or intentional misrepresentation when requesting the use of a device for recording shall constitute a violation of this policy and laws protecting intellectual property.

Academic Dishonesty:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct*. Students who engage in academic dishonesty will be issued a sanction under the Student Code of Conduct which could lead to and include expulsion from the course/program. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, students must use a documentation format for referencing source material.

Tuition Default:

Students who have defaulted on the payment of tuition) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.