



Your Pathway to a Brighter Future

COLLEGE OF NURSING

Carlatan, San Fernando City, La Union

PHILOSOPHY

We believe in student centered approach to education and management.

We believe in achieving a lot with limited resources by knowing what other institutions are doing, adopting or improving and using that can be applied to the College.

We believe that a strong continuing faculty and staff development program in the college is a vital component of the total effort to attain the main goal of the College.

We believe in the stability and strength as a base for achieving quality education, relevant to national means and development of the total person.

We believe above all that giving honor and glory to God in everything we do, is most important in all official activities of the college.

VISION

We envision Lorma Colleges as an educational institution with a global perspective emphasizing quality, Christian values, and leadership skills relevant to national development.

MISSION

To empower students for service anywhere in the world through Christian-inspired, quality-driven, and service-oriented education and training.

INSTITUTIONAL GRADUATE ATTRIBUTES	INSTITUTIONAL OUTCOMES	
GOD FEARING	LO1	Internalize the Christian values
	LO2	Model the Christian values in their personal and professional lives.
DECISION MAKER, CRITICAL AND CREATIVE THINKER	LO3	Generate ideas and insights utilizing appropriate judgment in decision making.
	LO4	Utilize higher order thinking skills in decision- making towards innovation and creating new technologies
	LO5	Apply innovative methods and new technologies to solve different problems and making decisions effectively
EFFECTIVE COMMUNICATOR	LO6	Communicate effectively ideas or knowledge through listening, speaking, reading, writing using culturally appropriate language.
SERVICE-DRIVEN CITIZEN	LO7	Imbibe the service-orientedness to oneself, to oneself, to one's profession and towards the community.
REFLECTIVE LIFELONG LEARNER	LO8	Commitment to continuously upgrade one's education through readings, seminars and trainings
COMPETENT PROFESSIONAL	LO9	Perform exceptional knowledge, skills and right attitude in accomplishing duties and responsibilities beyond acceptable standards.

NURSING PROGRAM OUTCOMES		INSTITUTIONAL OUTCOMES	VISION	MISSION	PHILOSOPHY
After 4 years, the Lorma graduate will:					
1	Execute professional and social competence in the fields of specialization in accordance to national and international standards. More specifically, the Lorma graduate will be able to:				
	1.1 apply knowledge of physical, social, natural and health sciences and humanities in the practice of nursing;	I01; I09	✓	✓	✓
	1.2 provide safe, appropriate, and holistic care to individuals, families, population group and community utilizing nursing process;	I03; I04; I07; I09	✓	✓	✓
	1.3 apply guidelines and principles of evidence-based practice in the delivery of care;	I05; I08; I09	✓	✓	✓
	1.4 communicate effectively in speaking writing and presenting using culturally appropriate language;	I06	✓	✓	✓
	1.5 document to include reporting up-to-date client care accurately and comprehensively;	I09	✓	✓	✓
	1.6 work effectively in collaboration with inter, intra, and multi-disciplinary and multi-cultural teams;	I05; I09	✓	✓	✓
	1.7 practice beginning management and leadership skills in the delivery of client care using a systems approach;	I05	✓	✓	✓
	1.8 conduct research with an experienced researcher; and	I05; I09	✓	✓	✓
	1.9 apply techno-intelligent care systems and processes in health care delivery.	I04; I05; I09	✓	✓	✓
2	Develop high level of comprehension for decision-making and critical thinking through continuous educational advancement necessary to personal and professional empowerment. In particular, the Lorma graduate will be able to:				

	2.1 engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular; and	IO3; IO4; IO8	✓	✓	✓
	2.2 apply entrepreneurial skills in the delivery of nursing care.	IO4; IO5	✓	✓	✓
3	Exemplify Cristian values, legal, and ethico-moral principles in serving individual clientele in various cross-cultural settings. Purposely, the Lorma graduate will be able to:				
	3.1 practice nursing in accordance with existing laws, legal, ethical, and moral principles;	IO1; IO2	✓	✓	✓
	3.2 demonstrate responsible citizenship and pride of being a Lorma graduate; and	IO2	✓	✓	✓
	3.3 adopt the nursing core values in the practice of the profession.	IO1; IO2; IO9	✓	✓	✓

COURSE SYLLABUS

1. **COURSE CODE** : NCM 107
2. **COURSE TITLE** : Care of Mother, Child, and Adolescent (Well Clients)
3. **PRE-REQUISITE** : NCM 101, 102, 103, MC1
4. **CO-REQUISITE** : NCM 104, NCM 105, NCM 106, NCM 108
5. **COURSE DESCRIPTION** : This course deals with concepts, principles, theories, and techniques in the nursing care of individuals and families during child bearing years toward health promotion, disease prevention, restoration, and maintenance, and rehabilitation. The learners are expected to provide safe, appropriate, and holistic nursing care to clients utilizing the nursing process.
6. **COURSE CREDIT** : Theory: 4 Units (72 Hours); RLE: Skills lab – 2 units (102 hours); Clinical – 3 units (153 hours)
7. **PLACEMENT** : Second Year, First Semester

8. LEVEL OUTCOMES AND RELATIONSHIP TO PROGRAM OUTCOMES

LEVEL 2 OUTCOMES		NURSING PROGRAM OUTCOMES		
At the end of the second year, given a normal and high-risk mother and newborn, child, family, population group and community in any health care setting, the learners demonstrate safe, appropriate, and holistic care utilizing the nursing process		1	2	3
1	Apply knowledge of principles and concepts of relevant sciences in maternal and child nursing and community health nursing.	✓	✓	✓
2	Utilize the nursing process in providing safe, humane, appropriate and holistic care to client.		✓	✓
3	Demonstrate skills in actual delivery and newborn care.		✓	✓
4	Integrate research findings in the delivery of nursing services		✓	✓
5	Apply ethico-legal and moral principles as applied in personal and professional scenario	✓	✓	✓

6	Communicate effectively in writing, speaking, and presenting using culturally appropriate language.	✓	✓	✓
7	Work effectively with a group and multicultural teams and value the importance of physical activities through contact sports to develop sportsmanship.		✓	✓
8	Display behaviour of an independent learner who is critical, creative and focused	✓	✓	✓
9	Comply with the concepts of Pharmacology by observing the 10 rights of drug administration to ensure safe and proper use of drugs.	✓	✓	✓

8. COURSE OUTCOMES AND RELATIONSHIP TO LEVEL OUTCOMES

Course Outcomes	Level Outcomes								
	1	2	3	4	5	6	7	8	9
At the end of the course, given actual or simulated situations/conditions involving the client (normal pregnant woman, mother, and/or newborn baby, children and the family), the students will be able to:									
1. reflect on the current Maternal and Child Health situation	I	I	D	D	D	D	D	D	D
2. apply knowledge of normal anatomy and physiology and assessment techniques in caring for clients.	D	D	D	D	D	D	D	D	D
3. describe the growth and development of a fetus by gestation week	D	D	D	D	D	D	D	D	D
4. assess fetal growth and development through maternal and pregnancy landmarks.	I	P	P	D	D	D	D	D	D
5. provide appropriate client education and health maintenance and family based care efficiently utilize available resources in the care of pregnant clients to achieve outcomes	I	P	P	P	P	D	D	D	D
6. assess the health status of client in labor	I	P	P	P	P	P	P	P	P
7. describe the common theories explaining the onset of labor and the role of passenger, passage, and powers of labor	I	D	D	D	D	D	D	D	D
8. assess a family in labor, identifying the woman's readiness, stage and progression.	I	I	P	P	D	D	P	P	D
9. formulate nursing diagnoses related to the physiologic and psychological aspects of labor and birth.	I	D	D	D	D	D	D	D	D
10. establish expected outcomes to meet the needs of a family throughout the labor process.	D	D	D	D	D	D	D	D	D
11. plan nursing interventions to meet the needs and promote optimal outcomes for a woman and her family during labor and birth	I	P	P	D	D	P	P	D	D
12. implement nursing care for family during labor such as teaching about the stages of labor	I	P	P	P	P	D	P	D	P
13. identify areas related to labor and birth that could benefit from additional nursing research or application of evidenced based practice.	I	P	P	P	D	D	D	P	P
14. integrate knowledge of nursing care in labor with nursing process to achieve quality maternal and child health nursing care.	I	D	D	D	D	D	D	D	D
15. describe the psychological and physiologic changes that occur in a postpartal woman.	I	D	D	D	D	D	D	D	D
16. identify national health goals related to the postpartal period that nurses can help the nation achieve.	I	D	D	D	D	D	D	D	D
17. use critical thinking to analyze ways that postpartum nursing care can be more family centered.	I	P	P	P	P	P	P	P	P

18. assess a woman and her family for physiologic and psychological changes after birth.	I	P	P	P	P	D	D	D	D
19. formulate nursing diagnoses related to physiologic and psychological transitions of the postpartal period.	D	D	D	D	D	D	D	D	D
20. identify expected outcomes for a postpartal woman and family related to changes during this period.	I	P	P	P	P	P	P	P	P
21. plan nursing care such as measures to aid uterine involution or encourage bonding.	I	P	P	P	P	P	P	P	P
22. implement nursing care to aid the progression of physiologic and psychologic transitions occurring in a postpartal woman and family such as teaching about breastfeeding.	I	P	P	P	D	D	D	P	P
23. identify areas related to care of the postpartal family that could benefit from additional nursing research or application of evidence based practice.	I	P	P	P	D	D	P	P	D
24. integrate knowledge of the physiologic and psychological changes of the postpartal period with the nursing process to achieve quality maternal and child health nursing care.	I	P	P	P	D	D	D	P	P
25. conduct comprehensive newborn assessment	I	P	P	P	P	P	P	P	P
26. describe the normal characteristics of a term newborn.	I	D	D	D	D	D	D	D	D
27. assess newborn for normal growth and development	I	D	D	D	D	D	D	D	D
28. identify expected outcomes for a newborn and family during the first 4 weeks of life.	I	D	D	D	D	D	D	D	D
29. plan nursing care of a normal newborn such as instructing parents on how to take care of their newborn	I	P	P	P	P	D	D	D	P
30. identify areas related to newborn assessment and care that could benefit from additional nursing research or application of evidence -based practice.	I	D	D	D	D	D	D	D	D
31. integrate knowledge of newborn care and development and immediate care needs with the nursing process to achieve quality maternal and child health nursing care.	I	D	D	D	D	D	D	D	D
32. Describe the stages of growth and development according to various theorists	I	D	D	D	D	D	D	D	D
33. Apply evidence-based nursing practices in the care of mother and child	I	D	D	D	D	D	D	D	D
34. Practice maternal and child nursing in accordance with existing laws, legal, ethical, and moral principles	I	D	D	D	D	D	D	D	D
35. Communicate effectively in speaking, writing, and presenting using culturally appropriate language with children and families	I	D	D	D	D	D	D	D	D
36. Discuss researchable problems in maternal and childcare	I	D	D	D	D	D	D	D	D
37. Apply enterpreneural skills in maternal and childcare	I	D	D	D	D	D	D	D	D

- **Legend:** I – Introduced; P – Perform with supervision; D – Demonstrated

9. COURSE COVERAGE

Week	Day	CLASSROOM Topics	Learning Resources	Teaching-Learning Strategies		Assessment Tasks	Course Outcomes
				LECTURE	RLE		
				Flexon Learning (Lorma Online Learning System) Synchronous Session = 1.5 hours/week (LEC) Asynchronous Session = 6.5 hours /week (LEC)	Flexon Learning (Lorma Online Learning System) Synchronous Session = 8 hours/week (RLE) Asynchronous Session = 16 hours/ week (RLE)		
1	1 & 2	I. Framework for Maternal and Child Health Nursing A. Goals and Philosophies of Maternal and Child Health Nursing B. Maternal and Child Health Goals and Standards C. Theories Related to Maternal and Child Nursing	Pillitteri, Adele (2010), Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 6 th edition. Unit 1: Maternal and Child Health Nursing Practice Chapter 1: A Framework of Maternal and Child Health Nursing Nursing. Pp. 3-18	(synchronous) Interactive Discussion (asynchronous) Written Assignment on: 1. Maternal and child health goals and standards 2. Theories Related to MCN	Assign students to research the current situation of maternal and child in the Philippines. Journal analysis- with the inclusion of theories related to MCN	Recitation Written assignment Online quiz via Testmoz Concept map(group)	CO1
2	1	D. Roles and Responsibilities of a Maternal Child Nurse E. WHO's 17 Sustainable Development Goals	https://www.un.org/development	Asynchronous (asynchronous) https://youtu.be/5_hLuEui6ww		Witten assignment	CO1

				https://youtu.be/xubK4T9Nc8A		Written assign Online quiz via Testmoz	
3	2	II. Reproductive and Sexual Health A. Concept of Unitive and Procreative Health	Pillitterri, Adele (2014), Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 8 th edition.Vol 1	Interactive discussion (synchronous)	Assign students in the OPD/ Health Centers to assess and give health teachings to pregnant client	Recitation	CO2
	1	B. Female/Male Reproductive System • Menstrual cycle	Unit 2: The Nursing Role in Preparing Families for Childbearing and Childbearing. Pp. 77-84	Review of Reproductive System (synchronous) Strip Sequence (menstrual cycle) (asynchronous)		Online quiz via Testmoz Strip sequence/ diagram (individual)	
	2	C. Human Sexuality	Pillitterri, Adele, Flagg, JoAnne Silbert, (2014), Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 8 th edition Unit 2: The Nursing Role in Preparing Families for Childbearing and Childbearing. P. 96-99 Unit 2: The Nursing Role in Preparing Families for Childbearing and	Interactive discussion (Synchronous) Experiential Learning (asynchronous) Written assignment: 1. Describe three	Prepare a teaching	Recitation Online quiz via Testmoz Written assignment	CO2

		D. Responsible Parenthood	Childbearing.pp. 101-125	<p>physiologic functions that suppress ovulation when “the pill” is used as a method of contraception.</p> <p>2. Describe how the “minipill” differs from the traditional oral contraceptive</p> <p>3. Discuss the use of IUD’s, spermicides and condoms by adolescents as methods of reproductive life planning</p>	<p>plan for an adolescent who is pregnant and has expressed a desire to learn about contraceptives. The plan should address safer sex and a suitable method of reproductive life planning</p> <p>Construct a diagram to illustrate how a couple may use the woman’s body metabolic temperature as an indicator to predict ovulation.</p> <p>Create a teaching plan to be used in a group setting for teenage girls. Describe how conception takes place using the sequel approach from the point of ovulation</p>	<p>Teaching plan</p> <p>Diagram/drawing</p> <p>-</p> <p>Teaching plan</p>	
4		III. Evidenced-based Practice in Maternal and Child		(asynchronous) Journal reading		Journal Reaction/Refl	C030, C033

		Health		and reflection		action	
5	1-2 1-2	IV. Care of the Mother and the Fetus during the Perinatal Period A. Perinatal Care 1. Care of the Mother a. Assessment <ul style="list-style-type: none"> • Antenatal visit • Birthing Plan b. Nursing Diagnosis c. Planning and Intervention d. Evaluation e. Documentation	Pillitteri, Adele; Flag, JoAnne Silbert, (2014), Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 8 th edition. Vol 1 Unit 3: The Nursing Role in Caring for Families During Normal Pregnancy, Birth, the postpartum and Newborn Fetus Chapter 11: Nursing Care Related to Assessment of a Pregnant Client. Pp. 226-254 Chapter10: Nursing Care Related to Psychological and Physiologic Changes in Pregnancy. Pp. 201-221 Chapter12: Nursing Care to promote fetal and maternal Health. Pp. 256-278 Chapter 13: The Nursing Role in Promoting Nutritional Health During Pregnancy. Pp. 283- 305 Chapter 14: Preparing a Family for Childbirth and parenting.pp. 307-324	synchronous Lecture discussion on: a. Fertilization b. Implantation c. Signs and symptoms of pregnancy <ul style="list-style-type: none"> - Physiologic changes - Emotional changes - Phycological changes d. Prenatal visit <ul style="list-style-type: none"> - AOG/EDD - Frequencu of visit - Health promotion - Discomforts of pregnancy and management 	Perform assessments on three pregnant women in the first, second and third trimesters. Record findings from your interviews that describe the psychological tasks of accepting the pregnancy, accepting the baby and preparing for parenthood. Record findings also from your interview the physiological changes and emotional changes	Drawing/tracing process/events Concept mapping(changes in pregnancy) Online quiz via Testmoz computation Teaching plan/ brochure Online quiz via Testmoz	C03

				- Birth plan Asynchronous Sample computation of AOG/EDD		computation	
6	1	2. Care of the Fetus <ul style="list-style-type: none"> • Assessment • Development and Functions of the placenta and Fetal membranes 	<p>Pillitteri, Adele ; Flagg. JoAnne Silbert, (2014), Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 8th edition Vol. 1 Unit 3: The Nursing Role in Caring for Families During Normal Pregnancy, Birth, the postpartum and Newborn Fetus</p> <p>Chapter 9: Nursing Care During Normal Pregnancy and Care of the Developing Fetus. Pp. 173-199</p>	<p>synchronous Lecture Discussion on:</p> <ol style="list-style-type: none"> Milestone of growth and development Embryonic parts <p>Asynchronous c. Fetal circulation</p> <p>Group Graphic: Use colourful markers to draw a diagram of fetal circulation. Name all anatomical structures of fetal circulation and discuss their functions in class</p> <p>https://youtu.be/ElCa0OUbPA</p>	Assign students in OPD to assess a pregnant client .	<p>Recitation</p> <p>Drawing (fetal circulation) and an explanation</p> <p>Group presentation</p> <p>Online quiz via Testmoz</p>	CO4
PRELIM EXAMINATION							

7	1	B. Intrapartal Period 1. Theories of Labor	Pillitteri, Adele, Flagg, JoAnne Silbert (2014), Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 8 th edition. Vol 1	Advanced reading on the different theories of labor, preliminary signs of labor (asynchronous)	Monitor a woman through the entire labor process. Note the methods used by the woman and the health care team to maintain a maximum state of comfort during the first and second stages of labor.	Assignment	C06, C07, C08, C09, C010, C011, C012, C013, C014
8	2 1-2	2. Assessment - 4 P's of Labor - Maternal and fetal responses 3. Nursing Diagnosis 4. Planning and Intervention	Unit 3: The Nursing Role in Caring for Families During Normal Pregnancy, Birth, the postpartum and Newborn Fetus Chapter 12: Nursing Care to Promote Fetus and Maternal Health. Pp. 278-280 Chapter13: The Nursing Role in Promoting Nutritional Health During Pregnancy. Pp. 283- 298 Chapter14: Preparing a Family for Childbirth and Parenting. Pp. 307-394 Chapter 15: Nursing Care of a Family During Labor and Birth. Pp. 326 - 394	(synchronous) Interactive discussion 1. Theories of labor 2. Preliminary signs of labor 3. Characteristics of true vs false labor 4. 4 P's a. Passenger b. Power c. Passage d. psyche Experiential Learning (Asynchronous) Case analysis	Chart the progression of a woman in the active phases of labor on commercial graph forms or using the square-ruled graph paper. Note if the progression appears normal or abnormal by comparison with the chart presented. Objective Structured Clinical Exam	Recitation Verbal Feedback Drawing Partograph Online quiz via Testmoz Verbal feedback Case analysis of the 4 Ps	
9	1	5. Early Essential and Newborn Care (EENC)	Pillitteri, Adele , Flagg, JoAnne Silbert, (2014),	Interactive discussion	Assigned students in the delivery room observing	Verbal feedback	CO10, CO11, CO12, CO13,

		6. Evaluation 7. Documentation	Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 8 th edition. Vol 1	(synchronous) Problem based learning	the protocols of EINC	Case analysis Online quiz via Testmoz	CO14
10	2 1-2	C. Postpartum 1. Mother <ul style="list-style-type: none"> • Assessment - BUBBLEHE - Physiologic changes - Psychological changes • Nursing Diagnosis • Planning and Intervention • Evaluation • Documentation 	Pillitteri, Adele ; Flagg, JoAnne Silbert,(2014), Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 8 th edition. Vol 1 Unit 3: The Nursing Role in Caring for Families During Normal Pregnancy, Birth, the postpartum and Newborn Fetus Chapter 17: Nursing Care of a Postpartal Family. Pp. 396-423	Interactive discussion (synchronous) <ul style="list-style-type: none"> - Phases of postpartum - Assessment asynchronous <ul style="list-style-type: none"> - Psychological changes Synchronous <ul style="list-style-type: none"> - Physiologic changes (Asynchronous) Case analysis	Assign student to a postpartal client and perform safe and quality nursing care utilizing the nursing process at bedside Instruct students to prepare a teaching plan based from the postpartum assessment	Recitation Verbal feedback/sharing Online quiz via Testmoz assignment Teaching plan Case analysis	CO15, CO16 CO20, CO21, CO22, CO23, CO24
11	1-2	2. Immediate Care of the Newborn <ul style="list-style-type: none"> • Assessment - APGAR - Ballard scoring - Silverman Andersen - characteristics 	Pillitteri, Adele, Flagg, JoAnne Silbert, (2014), Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 8 th edition. Vol 1	Lecture (synchronous) <ul style="list-style-type: none"> - Assessment - APGAR - Ballard scoring - Silverman andersen 	Assign student in the OB ward. Let her/him identify a mother who has just given birth to her first child. Formulate a teaching	Recitation Online quiz via Testmoz Video clip	CO17, CO18, CO19 CO25, CO26, CO27. CO28,CO29, CO30, CO31

		<ul style="list-style-type: none"> • Nursing Diagnosis • Planning and Intervention • Evaluation • Documentation 	<p>Unit 3: The Nursing Role in Caring for Families During Normal Pregnancy, Birth, the postpartum and Newborn Fetus</p> <p>Chapter 18: Nursing Care of a Family with a Newborn. Pp. 425-460 Chapter 19: Nutritional Needs of a Newborn. Pp. 463-485</p>	<ul style="list-style-type: none"> - Reflexes (https://youtu.be/rHYk1sYsge0) Questioning (asynchronous) - Sample computation of APGAR, https://youtu.be/cQKaTCMFjwc - Ballard https://youtu.be/pRy15YO6hU4 - silverman andersen - Brazelton Neonatal behavioral assessmengt (https://youtu.be/tqc8gKuXs3s) 	<p>plan that will focus on immediate care needs for the newborn in the home environment. Discuss this information with the mother and include the father of the child if he is available. Identify a newborn who is more than 24 hours old. Perform the Brazelton Neonatal Behavioral Assessment and present your findings.</p>	<p>computation</p> <p>Video clip with questions to answer</p> <p>Video clip</p> <p>Reaction paper</p>	
12	1	<p>3. Health Education on Postpartum and Newborn Care</p> <p>4. Discharged planning</p>	<p>Kozier and Erbs. Fundamentals of Nursing. Practice . 8th edition. Vol 1</p>	<p>asynchronous</p>	<p>Write a teaching plan that could be used to prepare new parents for the emotional and physiologic changes occurring after childbirth</p>	<p>Health teachings</p> <p>Sample discharged plan</p>	<p>CO17, CO18, CO19 CO25, CO26, CO27. CO28, CO29, CO30, CO31</p>
MIDTERM EXAMINATION							

13	1-2	V. A. Parameters of Growth and development B. Theoretical Approaches to the Growth and Development of Children 1. Psychosexual theory 2. Cognitive theory 3. Psychosocial theory 4. Moral theory 5. Spiritual theory 6. Interpersonal theory	Pillitteri, Adele; Flagg, JoAnne Silbert, (2014), Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 8 th edition. Vol I Unit 5: The Nursing Role in Health Promotion for Childbearing Family Chapter 28: Principles of Growth and Development.pp. 755-777	(synchronous) :parameters of growth and development asynchronous Theories of Growth and Development (asynchronous/ synchronous) Group activity: Divide students into 6 and assign a theory to be presented in class	Assess two infants of same chronologic age but one born at term and one born 2-3 months prematurely. Make an assessment of the developmental behaviours that are seen in the adjusted chronologic age groups for these infants. Comparatively evaluate the infant's performances. What principles of growth and development should be researched for this exercise?	recitation Group presentation	CO32
14	1-2	C. Nursing Process for Promotion of Normal Growth and Development	Pillitteri, Adele; Flagg, JoAnne Silbert, (2014), Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 8 th edition. Vol I Unit 3: The Nursing Role in Caring for Families During Normal Pregnancy, Birth,	Lecture discussion (synchronous)	Choose a stage of childhood and interview a parent with a child in that age range. Attempt to identify the type of temperament reactivity pattern manifested by the child in each of the nine categories and evidence that the	Online quiz via Testmoz	CO32
15	1-2						

			<p>the postpartum and Newborn Fetus Chapter 29: Nursing Care of a Family with an infant pp. 778-808 Chapter 30: Nursing care of a family with a toddler. Pp. 810-831 Chapter 31: Nursing Care of a Family with a Preschool child. Pp. 832-851 Chapter 32: Nursing Care of a family with a school-age child. Pp. 855- 883 Chapter 33: Nursing Care of a family with an adolescent. Pp. 885-911</p>	<p>(asynchronous)</p> <p>Video clip https://youtu.be/rX01wVc2BR0</p> <p>https://youtu.be/Fm8-lmJly1M</p> <p>synchronous https://youtu.be/N4V Ouoe9w5s</p> <p>https://youtu.be/maYmWPsngms</p> <p>https://youtu.be/PzyXGUCngoU</p>	<p>parent has or has not, met the developmental tasks of parenting for the child's developmental stage.</p>	<p>Reaction paper</p> <p>Online quiz via Testmoz</p>	
		<ol style="list-style-type: none"> 1. The family with an Infant 2. The Family with a Toddler 3. The Family with a Pre- schoolers 4. The family with a School-aged child 5. The Family with an Adolescent <ul style="list-style-type: none"> • Assessment • Nursing Diagnosis • Planning and Intervention 					

		<ul style="list-style-type: none"> • Evaluation • Documentation 					
16	1-2	VI. Scope and Standards A. Scope and Standards of Maternal and Child B. Legal Considerations of Maternal-Child Practice C. Ethico-moral Considerations of Maternal-Child Practice D. Ethical and Social Issues in Peri-natal Nursing E. Contraception F. Advances in Genetics and Genetic Technology G. Alternatives Methods of Birth H. Common Reproductive Issues I. Reproductive Health Bi; and other existing DOH Programs on Maternal and Child Care	WHO Standards of Maternal and Neonatal care(2007) https://apps.who.int Pillitteri, Adele; Flagg, Joanne Silbert, (2014), Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 8 th edition. Vol I Unit 1: Maternal and Child Health Nursing Practice Chapter 1: Maternal and Child Health Nursing Practice. Pp. 19-20	Group Activity⊗(asynchronous) Group students into 10 groups and assign each group a topic to share including an issue related to the topic to be analyze. (asynchronous) Case analysis	Let the students observe the practices in the OB ward, DR among health care staff. What are the issues /concerns in the area? How did they manage it? Is there a time where the rights of the client has been violated?	Group presentation Documentation/R eflexion Case analysis	C034

		VII. Patient's Bill of Rights and Obligations	Bill of the Magna Carta of Patient's Rights and Obligations Act of 2017. https://www.aseanlip.com/philippines/general/legislation/bill				C034
17	1	VIII. Communications and Teaching with Children and Families	Pillitteri, Adele; Flagg, Joanne Silbert, (2014), Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 8 th edition. Vol I Unit 5: The Nursing Role in Health Promotion for Childbearing Family Chapter 35: Communication and Teaching with Children and Families. Pp. 963-986	Interactive discussion (synchronous/asynchronous)	Assigned students in the DR, OB, Pedia and let them conduct an interview and record.	Process Recording	C035
		IX. Nursing Care Planning: Interprofessional Care Maps	https://www.med.mun.ca/getdoc/98de1b66-2411-47e2-bd26-7cc94eed1c7b/Interprofessional-Care-Planning		Assign students at OB, Pedia ward, Delivery Room and NICU and formulate an Interprofessional Care map	Interprofessional Care map	
	2	X. Related Studies on Maternal and Child Nursing	https://journals.lww.com/mcnjournal/pages/default.aspx	(asynchronous) Group Assign: Identify a researchable problem in Maternal and Child care based on gap in knowledge	Assign students at OB, Pedia ward, Delivery Room and NICU and conduct a research on the gap of knowledge	Sample Research Studies on Maternal and Child Nursing based on gap in knowledge	C030, C036
18	1	XI. Filipino Culture, Values and Practices in Relation to	Pillitteri, Adele; Flagg, Joanne Silbert, (2014),	asynchronous Assign: Filipino		Verbal feedback/sharing	

		<p>Maternal and Child Care</p> <p>A. Nursing Care Planning to Respect Cultural Diversity</p> <p>B. Myths and Beliefs related to Pregnancy 1. Birth Practices of Selected Cultural Groups</p>	<p>Maternal and Child Health Nursing: Care of the Childbearing and the Childbearing Family 8th edition. Vol I Unit 1: Maternal and Child Health Nursing Practice Chapter 2: Diversity and Maternal Child Nursing. Pp. 23-37</p>	<p>Culture, values and practices in Relation to Maternal and Child Care</p>	<p>Interview a patient. a. What are their myths and practices during pregnancy?</p> <p>Journal reading on the Myths and practices of Filipinos during pregnancy</p>	<p>Written assignment Paper and pencil</p> <p>Compilation of Myths and beliefs related to pregnancy of selected cultural groups</p> <p>Reflection journal</p>	
		<p>XII. Maternal and Child Care Entrepreneurial Opportunities</p>	<p>Leap of faith: Pinay finds success in entrepreneurship. https://news.abs-cbn.com/business/05/21/16/leap-of-faith-pinay-finds-success-in-entrepreneurship</p>	<p>Read a sample story of Entrepreneurial opportunities</p>		<p>Reaction paper</p>	<p>C037</p>
FINAL EXAMINATION							

10. TEXTBOOK: Pilliteri, Adele ; Flagg, Joanne Silbert (2014). Maternal and Child Health Nursing Care of the Childbearing and Childbearing Family, 8th Edition

11. SUGGESTED READINGS AND REFERENCES: Pilliteri, Adele, (2010). Maternal and Child Health Nursing Care of the Childbearing and Childbearing Family, 6th : Pilliteri, Adele, (2010). Maternal and Child Health Nursing Care of the Childbearing and Childbearing Family, 7th Edition

:Kozier & Erbs. Fundamentals of Nursing Concepts, Process and Practice. 8th Edition. Vol 1
 : Wong’s Nursing Care of infants and children, 8th edition
 : Clinical Practice Pocket Guide: Newborn Care until First Week of life, WHO 2009
 : <https://www.un.org/development>
 : WHO Standards of Maternal and Neonatal care(2007)<https://apps.who.int>
 :Bill of the Magna Carta of Patient's Rights and Obligations Act of 2017.
 :<https://www.aseanlip.com/philippines/general/legislation/bill>:<https://news.abs-cbn.com/business/05/21/16/leap-of-faith-pinay-finds-success-in-entrepreneurship>
 :<https://journals.lww.com/mcnjournal/pages/default.aspx>
 Edition

12. COURSE EVALUATION

COURSE REQUIREMENT (Lecture Component)	Total Weight (%)	COURSE REQUIREMENT (RLE Component)	Total Weight (%)
A. Term Grade (i.e. Prelim, Midterm, Final)		A. Term Grade (i.e. Prelim, Midterm, Final)	
1. Class Standing	66.67% (2/3)	1. Rotation Grades	80%
<ul style="list-style-type: none"> Attendance (5%) Note: 1) 6 synchronous classes per term hence a perfect attendance is computed as 6/6 x60%+40% x 5% 2) For every absence, deduct 1 from the 6 total number attendance every term and go on computation using the abovementioned transmutation. 3) Disregarding the minutes, 3 accumulated tardiness is equivalent to 1 day of absence. Recitation and Other Assessment Tasks (15%) Note: 1) For recitation, 5 standard points will be given to each student, increment of 1 for every correct answer made (10 points maximum). 2) For other assessment tasks, a standard rubric or pointing system will be followed as agreed upon the nursing faculty. Quizzes (46.67%) 		<ul style="list-style-type: none"> Rotation grade is computed with the following: FOR SKILLS LAB Competencies (60%) Note: Competency Grade= (total score) / (total # of items) = _____ X 50 = _____ / 5 = _____ + 50 = _____ % Requirements (30%) √ Related Journalsand other Assessment Tasks (20%) √ Quizzes & Case Study (30%) Affective (10%) √ Attendance -5% Note: There are 9 synchronous meetings for every rotation, therefore, a perfect attendance is computed using the 60%-40% transmutation √Attitude – 5% √Uniform – 5% (If with Major Exam, 20% will be added to the 80% of Competencies and Requirements) Average Rotation Grade = Rotation Grade 1 + Rotation Grade 2 + 	

<p>T. Formula = $\frac{\text{Total Score}}{\text{Total \# of Items}} \times 60\% + 40\%$</p>		<p>Rotation Grade 3....Rotation Grade n / 3 (# of Rotation Grades) FOR LEARNING PACKET</p> <ul style="list-style-type: none"> Competencies (50%) Note: Competency Grade= (total score) / (total # of items) = _____ X 50 = _____ / 5 = _____ + 50 = _____ % Requirements (30%) ✓ Related Journals and other Assessment Tasks (20%) ✓ Quizzes & Case Study (30%) Affective (10%) ✓ Attendance – 5% ✓ Attitude – 5% <p>Note: There are 9 synchronous meetings for every rotation, therefore, a perfect attendance is computed using the 60%-40% transmutation ✓ Complition-task – 5%</p>	
<p>2. Term Examination</p>	<p>33.33% (1/3)</p>	<p>2. Term Examination</p>	<p>20%</p>
<p>TOTAL</p>	<p>100%</p>	<p>TOTAL</p>	<p>100%</p>
<p>B. Final Final Grade</p>		<p>B. Final Final Grade</p>	
<p>1. Preliminary Grade</p>	<p>30%</p>	<p>○ Preliminary Grade</p>	<p>30%</p>
<p>○ Midterm Grade</p>	<p>30%</p>	<p>2. Midterm Grade</p>	<p>30%</p>
<p>○ Final Grade</p>	<p>40%</p>	<p>3. Final Grade +OSCE/OSWE</p>	<p>40%</p>
<p>Comprehensive Exam</p>	<p>20%</p>		<p>100%</p>
<p>Final Final Grade</p>	<p>80% Term grade +20% CE</p>		

Assessment Tasks	Code	CRITERIA/MECHANICS
Attendance	A95+1	<p>1% decrement for 1 day unexcused absent Definition (as per Student Handbook pg. 14):</p> <ul style="list-style-type: none"> Excused Absences – sickness/illness supported by a Medical Certificate, death of immediate family members, sickness or hospitalization of nearest kin or guardian, represent the college in a competition or any similar event. Unexcused Absences – family reunion, running for an errand, unavailable rides/traffic or any other reasons which do not constitute an excused absence. Late: 1-15 minutes Absent: beyond 15 minutes <p>Note: 3 accumulated late will be considered 1 day absent. Disregard the number of minutes incurred.</p>

	Code	MECHANICS
Recitation	R5+1	<ul style="list-style-type: none"> 1 point – accurate answer 0.5 point -inaccurate/erroneous answer/attempted

	Code	Criteria	MECHANICS			
			3	2	1	Score
Case Analysis/ Journal Sharing/Journal Reading/Case Study/ Situational or Problem- Based Seat Work and Assignment, Reaction Paper, Essay and other Creative Writings	IPKAC3	Issues	Presents an accurate, detailed and insightful description of a variety of problems and opportunities.	Accurately identifies and describes some problems and opportunities.	Mischaracterizes problems and/or overlooks issues.	
		Perspectives	Manifests concern for equity and analyzes situations with view toward respecting persons. Seeks to understand the positions of others and generally succeeds.	Presents insight into the perspectives of some, or presents limited insight into the perspectives of many.	Displays little or no social sensitivity. May be stereotyping or generalizing about groups. Exhibits little regard for the perspective of others.	
		Knowledge	Presents a balanced and critical view of multiple sources of knowledge (personal experience, theory, and research, facts) to create criteria for informed judgments.	Utilizes a variety of sources of knowledge as criteria for reasoning and decisions.	Demonstrates unchallenged dependence on authority, experts, or gut instinct to the exclusion of other sources of	

					evidence and better reasoning.		
		Actions	Considers a variety of actions that address the multiple issues present.	Identifies appropriate actions addressing some of the issues present.	Perceives few or limited alternative actions. Does not address fully the spectrum of issues raised.		
		Consequences	Recognizes the complex, interactive nature of educational actions and decisions. Draws attention to the broader social consequences related to schooling and education.	Identifies basic consequences to proposed actions with attention to their social outcomes.	Displays limited awareness of consequence or broader social outcomes of decisions and actions.		
						TOTAL	

Rubric for drawing

Criteria	4	3	2	1
Effort <ul style="list-style-type: none"> Work ethic, the time dedicated to the project inside and or/ out of class 	The student put forth extraordinary effort to complete the project; used class time extremely well	The student put forth the effort requires to finish the project; used some class time adequately	The student put forth little effort required to finish the project; class time was not used well	The student put forth no effort or the project was not completed' class time was not used well
Creativity/originality <ul style="list-style-type: none"> Inventiveness, expression of ideas and imagination portrayed in the construction of project 	The artwork demonstrated original personal expression and outstanding media skills	The artwork demonstrates an expected of personal expression	The artwork demonstrates little personal expression and media skills	The artwork lacks evidence of personal expression
Connection to maternal concept <ul style="list-style-type: none"> ability to connect the drawing to selected term or maternal condition concept 	The written connection demonstrate a complete understanding of the term/concept chosen to represent	The written connection demonstrates clear understanding of most of the term/concept chosen to represent	The written connection demonstrates some understanding along with some misconceptions or irrelevant information	The written connection demonstrates very little or no understanding of the chosen term/concept

Rubrics for reporting

Criteria	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed	Student seems pretty prepared but might have needed a couple more rehearsals	Student is somewhat prepared, but it is clear that rehearsal was lacking	Student does not seem at all prepared to present oral report
Content	Shows a full understanding of the topics	Shows a good understanding of the topic	Shows a good understanding of parts of the topic	Does not seem to understand the topic very well
Speaks clearly	Speaks clearly and distinctly all of the time, and mispronounce no words	Speaks clearly and distinctly most of the time, but mispronounces one or two words	Speaks clearly and distinctly most of the time, but mispronounces several words	Often mumbles or cannot be understood or mispronounces several words
Time limit	Presentation is 4-5 minutes	Presentation is 3-4 minutes long	Presentation is 2-3 minutes long	Presentation is less than 2 minutes or more than 5 minutes long
Posture and eye contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the report	Stands up straight and establishes eye contact with everyone in the room during the presentation, but looks somewhat hesitant	Sometimes stands up straight and establishes eye contact some of the time. Appears to be quite nervous	Slouches and or does not look at people during the presentation

Rubric for Role Play

Criteria	4	3	2	1
Preparedness	Student is extremely familiar with their role and uses specific evidence to support their arguments	Student is extremely familiar with their role, and uses some evidence to support their arguments	Student is somewhat familiar with their role, but provides little or no evidence to support their arguments	Student is not familiar with their role and provides no evidence to support any statements/arguments they make
Participation	Student actively participates in simulated meeting, speaking multiple times, adding new information/evidence each time	Student actively participates in simulated meeting, speaking more than once, adding new information/evidence each time	Student actively participates in simulated meeting, speaking more than once, but repeats information each time	Student does not participate in simulated meeting
Active listening/response	Student demonstrates active listening skills by providing thoughtful responses	Student demonstrates active listening skills by providing thoughtful responses to other	Student demonstrates active listening skills by listening attentively while other students speak but provides little or no	Student provides no indication they are listening to other students by speaking while others speak or repeating what

	addressing specific aspects of other students' statements, including asking questions	students' statement but asks few or no questions	response to any statements	others have already stated
Etiquette	Student acts as a model meeting participant, speaking only at appropriate times, and showing respect to all other participants	Student acts appropriately during the meeting, typically speaking at appropriate times, and showing respect to other participants	Student occasionally speaks out of turn or interrupts another student, but shows respect to other participants	Student occasionally speaks out of turn or interrupts another student, or otherwise shows disrespect of other participants.

13. CLASSROOM POLICIES

A. Professional Decorum (pg. 15)

Student of Lorma Colleges' College of Nursing are expected to behave properly at all times especially if in the school premises. The guidelines are as follows:

1. Courteously knock on every door before entering any room, wait for acknowledgment then introduce self.
2. Maintain a moderate tone voice anywhere especially along the corridors, classrooms and patient's room.
3. Greet patients, relatives, teachers, employees and peers as you meet them.
4. Friendliness is encouraged but always maintains professionalism since too much familiarity may compromise the respect for each other.
5. Confidentiality on patient's information should be observed.
6. Practice and maintain good posture at all times.
7. Students are not allowed to go out of the hospital compound for their snacks/meals.
8. Bringing in prepared foods should only be eaten at the designated places.
9. Allowed time for snacks is 15 minutes and 30 minutes for mealtime in any given shift.
10. Students must observe humility, tactfulness and respect when dealing with others. Always observe the Code of Ethics for Nurses and practice the Golden Rule in everyday life.
11. Students must wear the prescribed uniform at all times with dignity and respect and should be worn only in the school and hospital premises.
12. Students are not allowed to entertain visitors while on duty. Should an emergency occur where an immediate member of the family is involved, permission from the clinical instructor must be sought first and accomplish a hospital visitation form.
13. Gambling, smoking and drinking of alcoholic beverages and drug use are strictly prohibited.
14. In case of emergency, the unit's telephone may be used with permission from the staff and the Clinical Instructor. Otherwise, use of the unit's telephone is not allowed.
15. Promptness at all times, in all occasions and in any setting must be observed.
16. Students must strictly adhere to the hospital/community/school policies, rules and regulations.
17. Students should not loiter around while in school premises. These preceding guidelines professional decorum are not limited to as written. Other guidelines for social norms and general behavior are written in the Lorma Colleges' Student Handbook and must strictly observe.

B. Classroom (pg. 16)

1. The students are required to wear the prescribed college uniform in the given day.
 Monday/Thursday – institutional uniform with blue slacks
 Tuesday/Friday – clinical uniform (without apron for females) with black shoes
 Wednesday/Saturday – clinical uniform (without apron for females) with black shoes
2. The students should strictly comply with the policies stated above, in terms of punctuality, attendance, compliance to the requirements, etc.
3. Every semester, there are three major examinations, namely Prelims, Midterms and Final Examinations.
4. Any forms of misconduct like cheating, behaviors, etc. will be subjected to disciplinary action.

NOTE: Students are advised to read the student handbook from pages 8 – 20. Any amendments to the student handbook and/or new issued policies, rules and regulations the administration and the college deemed necessary, shall be applied automatically to the student/s currently enrolled in the college.

Consultation Hours

Instructor	Day	Time
Araceli F. Surat	Thursday, Friday	9:30-11:00
Guerly M. Acosta		

Course Title	Date Effective	Date Revised	Prepared by	Reviewed by	Noted by	Recommending Approval	Approved by
NCM 107	1 st sem SY 2021-22	August 2021	Araceli F. Surat, MAN	Maria Lourdes G. Inaldo, MAN Head, Level II	Teresita A. Ferrer, MAN Assistant Dean for Academics	Marites C. Pagdilao, MAN, MPA Dean, College of Nursing	Pacita G. Apildao, MAN, Ed.D Executive Director for Academics