



**San Sebastian College-Recoletos de Cavite**  
Cavite City



**OUTCOMES-BASED COURSE SYLLABUS**  
For 2<sup>nd</sup> Semester, AY 2020

**Institute of Nursing**  
**BS in Nursing**

**( NCM 109 ) Care of Mother, Child, Family and Population Group**  
**At-Risk or with Problems**

<b>VISION</b>	We envision San Sebastian College Recoletos de Cavite as a trusted Catholic community of quality learning in the service of God in His creation and humanity.
<b>MISSION</b>	We, the SSCR-de Cavite family, dedicate ourselves to the formation of the community members into Christ-centered, professional and socially responsible leaders of society
<b>CORE VALUES</b>	We value: Prayer: Humility, Faith, Excellence, Marian Devotion Truth: Discipline, Teamwork, Temperance Service: Kindness, Compassion, Temperance, Fortitude, Justice and Prudence
<b>INSTITUTIONAL GOAL</b>	To develop Sebastian Graduates, imbued with Augustinian values, who are God-centered, professionally competent and socially responsible individuals.
<b>INSTITUTIONAL OBJECTIVES</b>	In continuously improving SSC-R de Cavite's formative programs, we pledge to: <ol style="list-style-type: none"> <li>1. collaborate with the parents, alumni, public and private organizations;</li> <li>2. refine our research capabilities;</li> <li>3. empower students, faculty and staff for their welfare, and for the institution's sustainability and growth</li> <li>4. enhance resources significant to the attainment of the institution's goals for its community members; and</li> <li>5. deepen our Catholic culture integrate with the Filipino values.</li> </ol>
<b>GOAL OF THE COLLEGE</b>	The College of Arts and Sciences is geared towards the development of spiritual, moral character, and personal discipline of students which are properly integrated with the academic program. It aims to develop competencies in communication and psychological skills that will widen intellectual and experiential horizon. Promote better understanding in which will enable the students to embody the essential Recoletos educational qualities of God centeredness, People and Family focus and become service oriented in which they will be able to respond to economic, cultural and political challenges through the knowledge they have acquired.
<b>OBJECTIVES OF THE DEPARTMENT</b>	The Nursing Program aims to provide students quality Christian Education and assists them to develop their potentials to the maximum through: <ol style="list-style-type: none"> <li>1. Sensitive awareness of the health needs of the society and strong commitment to the alleviation of problems</li> </ol>

	<p>arising there from;</p> <p>2.Acquisition of skills, knowledge and attitudes towards promotion of health and of suffering based on Christian values using the nursing process;</p> <p>3.Exposure to various social, economic, cultural and aesthetic activities through related learning experiences in the hospital and community; and</p> <p>4.Conducting research studies for the improvement of Nursing Care Nursing Education</p>
<b>PROGRAM LEARNING OUTCOMES</b>	<p>The graduate of BSN should:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge of physical social, natural and health sciences, and humanities in the practice of nursing imbedding Augustinian values.</li> <li>2. Provide safe, appropriate and holistic care to individuals, families, population groups and community utilizing nursing process.</li> <li>3. Apply guidelines and principles of evidence-based practice in the delivery of care.</li> <li>4. Practice nursing in accordance with existing laws, legal, ethical and moral Principles.</li> <li>5. Communicate effectively in speaking, writing and presenting using culturally-appropriate language.</li> <li>6. Document to include reporting up-to- date client care accurately and comprehensive.lv</li> <li>7. Work effectively in collaboration with inter-, intra- and multi-disciplinary and multi-cultural teams</li> <li>8. Practice beginning management and leadership skills in the delivery of client care using a systems approach.</li> <li>9. Conduct research with an experienced researcher</li> <li>10. Engage in lifelong learning with a passion to keep current with national and global developments in general, and nursing and health developments in particular.</li> <li>11. Demonstrate responsible citizenship and pride of being a Filipino.</li> <li>12. Apply techno-intelligent care systems and processes in health care delivery</li> <li>13. Adopt the nursing core values in the practice of the profession</li> <li>14. Apply entrepreneurial skills in the delivery of nursing care</li> </ol>

<b>ALIGNMENT OF COURSE LEARNING OUTCOMES WITH SSCR-DC GRADUATE ATTRIBUTES</b>	
<b>SSCR dC Graduate Attributes</b>	<b>Course Learning Outcomes</b>
God Centered	CLO1
Communitarian and Socially Responsive	CLO2,CLO5
Professionally Competent	CLO1, CLO2, CLO3, CLO4,CLO5,CLO6,CLO7
Continuously developing Filipino Catholic Sebastian's	CLO4,CLO6



childbearing and childrearing..														
2. Develop safe and appropriate nursing interventions addressing health care needs of the at risk/high/risk/sick clients during childbearing and childrearing.		D												
3. Perceive guidelines and principle of evidence-based to the in the delivery of nursing care at risk/high/risk/sick clients during childbearing and childrearing.			p											
4. Adapt maternal and child nursing in accordance with the existing law, legal, ethical and moral principles as it applies to at risk/high/risk/sick clients				p										
5. Discuss effectively in speaking, writing and presenting using culturally , appropriate language in maternal and child care		D												
6. Develop a well-organized recording and reporting up to date care of at risk/high/risk/sick clients accurately and comprehensively.							D							
7. Take part in collaboration with inter-intra and multi-disciplinary and multicultural teams in the care of at risk/high/risk/sick clients.								P						
*Level Legend: <b>I</b> - introduced concepts/principles; <b>P</b> -practiced with supervision; <b>D</b> demonstrated across different clinical settings with minimal supervision. Specify the highest level of attainment of the program outcome for each course														

COURSE LEARNING PLAN							
<b>COURSE CODE</b>	<b>NCM 109</b>	<b>COURSE TITLE</b>	<b>CARE OF MOTHER AND CHILD AT RISK , OR WITH PROBLEMS (ACUTE AND CHRONIC)</b>	<b>CREDIT UNITS</b>	theory(6 units lecture,) RLE skills lab 1units (51hrs)	<b>HOURS</b>	108 lecture hours, 255 RLE hours
<b>COURSE DECIPTION</b>	This course deals with the concepts, principles, theories and techniques in the nursing care of at risk/high risk/sick clients during childbearing and childrearing years towards health promotion, disease prevention, restoration and maintenance, rehabilitation. The learners are expected to provide safe, appropriate and						

	holistic nursing care to clients utilizing the nursing process.
<b>COURSE PRE-REQUISITE(S)</b>	NCM 107
<b>COURSE LEARNING OUTCOMES:</b>	<p>At the end of the course, given actual or simulated situations /conditions involving individual client (mother, newborn baby, children) and family at risk/with problem, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply concepts, theories and principles of sciences and humanities in the formation and application of appropriate nursing care of at risk/high risk/ sick clients during childbearing and childrearing.</li> <li>2. Adapt safe and appropriate nursing interventions addressing health care needs of the at risk/high/risk/sick clients during childbearing and childrearing.</li> <li>3. Apply guidelines and principle of evidence-based to the in the delivery of nursing care at risk/high/risk/sick clients during childbearing and childrearing.</li> <li>4. Adapt maternal and child nursing in accordance with the existing law, legal, ethical and moral principles as it applies to at risk/high/risk/sick clients</li> <li>5. Discuss effectively in speaking, writing and presenting using culturally , appropriate language in maternal and child care</li> <li>6. Develop a well-organized recording and reporting up to date care of at risk/high/risk/sick clients accurately and comprehensively.</li> <li>7. Take part in collaboration with inter-intra and multi-disciplinary and multicultural teams in the care of at risk/high/risk/sick clients.</li> </ol>

<b>COURSE COVERAGE</b>					
<b>Topic Learning Outcomes TLO)</b>	<b>Topics</b>	<b>Time Allotment (Hrs.)</b>	<b>Performance Indicators / Value(s) Developed/ Assessment Tools</b>	<b>Learning Strategies</b>	<b>Learning Resources</b>
				<b>Classroom</b>	
<b>PRELIM</b>					
Prepare comprehensive lesson plan including:  TLO1. Integrate concepts, theories, and principles of sciences and humanities in the formulation and	<b>Framework for Maternal and Child Health Nursing (MCN) focusing on At-Risk, High Risk, and Sick Clients</b> A. National Health Situation  on MCN	<b>36Hrs Lec 102 RLE</b>	The student will be able to develop faith and Marian devotion based on Daily Bread and Reflection Moment  TLO1. The	Daily Bread and Reflection Moment  Effective questioning Interactive classroom discussion Power point presentations on High Risk Prenatal client	•Murray & McKinney, et al Foundations of Maternal-Newborn and Women's Health Nursing Sixth Edition 2014

<p>application of appropriate care during childbearing and childrearing</p> <p>TLO1:1 Apply appropriate nursing concepts and actions to at risk/high risk/ sick clients during child bearing years holistically and comprehensively.</p> <p>TLO1:2 Assess the at-risk mother and child with the use of specific method and tools to address existing health needs.</p>	<p>B. Statistics on MCN Genetics and Genetic Counseling</p> <p><b>Care of at Risk/ High Risk and Sick Mother and Child</b></p> <p>A. Nursing care of the Pregnant Client</p> <p>B. Nursing Care of the Client during Labor And delivery</p> <p>C. Nursing Care of the Postpartum Client</p> <p>D. Nursing Care of Male and Female Clients with General Specific Problems in Reproduction and sexuality</p>	<p><b>2hrs Prelim Exam</b></p>	<p>student will be able to Integrate concepts, theories, and principles of sciences and humanities in the formulation and application of appropriate care during childbearing and childrearing</p> <p>TLO1:1 The student will be able to Apply appropriate nursing concepts and actions to at risk/high risk/ sick clients during child bearing years holistically and comprehensively</p> <p>TLO1:2 The student will be able to Assess the at-risk mother and child with the use of specific method and tools to address existing health needs.</p>	<p>RLE: Assigned students in the OPD, community, health center and assess pregnant women who are high risk or with problems The student developed discipline and team work during case study.</p> <p>Conferencing in checking of NCP, Drug Study, Health History</p> <p>Drug study requirements</p> <p>Power point presentations on gestational condition</p> <p>Gaming</p> <p>Interactive classroom discussion</p> <p>Quiz Essay</p> <p>Homework and practice</p> <p>Mother and child approach of mentoring</p>	<p>•Pilliteri, Adelle, et al</p>
<p>TLO2. Recommend</p>	<p><b>E. Nursing Care of at Risk</b></p>		<p>The student will</p>	<p>Rubric in case</p>	

<p>safe appropriate nursing intervention for at Risk / High Risk/Sick Client</p> <p>TLO2:1 Formulate with the client a plan of care to address needs/ problems of at/high risk mother and child.</p> <p>TLO2:2 Implement safe and quality nursing interventions to address needs/ problems of at-risk mother and child</p> <p>TLO2:3 Take part in individual/ group educational activities based on the priority learning needs of at-risk/ high risk mother and child.</p>	<p><b>/ High Risk/Sick Client</b></p> <ol style="list-style-type: none"> <li>1. Newborn</li> <li>2. Infant and Young Infant</li> <li>3.. Toddler</li> <li>4. Preschool</li> <li>5. School Age</li> <li>6. Adolescent</li> </ol>		<p>be able to . recommend safe appropriate nursing intervention for at Risk / High Risk/Sick Client</p> <p>The student will be able to Formulate with the client a plan of care to address needs/ problems of at/high risk mother and child.</p> <p>The student will be able to Implement safe and quality nursing interventions to address needs/ problems of at-risk mother and child.</p> <p>The student will be able to Take part in individual/ group educational activities based on the priority learning needs of at-risk/ high risk mother and child.</p>	<p>presentation Rubric Nursing Care Plan Rubric for Drug Study Performance Evaluation Checklist..</p> <p>Rubric for Essay</p> <p>Interactive classroom discussion</p> <p>Powerpoint presentation of Fetal Malpresentation</p> <p>Essay Quiz</p> <p>Hands-on learning RLE: Assign students in OPD, community/health centers and assessed Children with at Risk / High Risk/Sick Client</p> <p>Mother and child approach of mentoring</p>	<p>Maternal and Child Nursing- Care of the Child bearing and Childbearing Family 6th Copy Right 2010</p>
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<p>TLO3. Apply evidenced-based practice. When providing nursing care and preventing injury to at-risk/ high risk mother and sick child.</p> <p>TLO3:1 Adapt to evidence-based considerations when providing safe, quality nursing care to children with Health Status.</p> <p>TLO3:2 Identify Alteration in Oxygenation , Alteration in Fluid and Electrolytes and Acid-Base Balance utilizing evidence-based considerations when providing safe, quality nursing care</p>	<p><b>Nursing Care of Children with Health Status (Acute and Chronic)</b></p> <p>A. Alteration in Oxygenation</p> <ol style="list-style-type: none"> <li>1. Response to altered Cardiac and tissue Perfusion</li> <li>2. Response to Altered Transport</li> </ol> <p>B. Alteration in Fluid and Electrolytes and Acid-Base Balance</p>		<p>The student will be able to Apply evidenced-based practice. When providing nursing care and preventing injury to at-risk/ high risk mother and sick child.</p> <p>The student will be able to Adapt to ethico-legal considerations when providing safe, quality nursing care to children with Health Status.</p> <p>The student will be able to Identify Alteration in Oxygenation , Alteration in Fluid and Electrolytes and Acid-Base Balance utilizing evidence-based considerations when providing safe, quality nursing care.</p>	<p>Rubric in case presentation Rubric Nursing Care Plan Rubric for Drug Study Performance Evaluation Checklist..</p> <p>Rubric for Essay</p> <p>Interactive classroom discussion</p> <p>Powerpoint presentation of Fetal Malpresentation</p> <p>Essay Quiz</p> <p>Hands-on learning RLE: Assign students in OPD, community/health centers and assessed Children with Health Status (Acute and Chronic)</p> <p>Mother and child approach of mentoring</p>	<p>•Pilliteri, Adelle, et al Maternal and Child Nursing- Care of the Child bearing and Childbearing Family 6th Copy Right 2010</p>
<p>TLO4.Adapt to ethico-legal considerations when providing safe quality nursing care to</p>	<p>C. Alteration with infectious, inflammatory and</p>		<p>The student will be able to Adapt to ethico-legal considerations when providing</p>	<p>Interactive classroom discussion Effective questioning</p>	<p>•Pilliteri, Adelle (2010)Maternal and Child Nursing- Care of the Child bearing and Childbearing Family 6th</p>



<p>children with Alteration with infectious, inflammatory and immunologic Response.</p> <p>TLO4:1 Apply ethical reasoning and decision making process to address situations ethical distress and moral dilemmas to children with Cellular Aberration, Alteration in Metabolism and Endocrine</p> <p>TLO4:3 Apply client rights based on "Patient's Bill of Right and Obligation</p>	<p>immunologic Response</p> <p>D. Cellular Aberration</p> <p>E. Alteration in Nutrition and Gastrointestinal, Metabolism and Endocrine</p> <p>F. Alteration in Perception and Coordination</p>	<p><b>2hrs Prelim Exam</b></p>	<p>safe quality nursing care to children with Alteration with infectious, inflammatory and immunologic Response.</p> <p>The student will be able to Apply ethical reasoning and decision making process to address situations ethical distress and moral dilemmas to children with Cellular Aberration, Alteration in Metabolism and Endocrine</p> <p>The student will be able to Apply client rights based on "Patient's Bill of Right and Obligation</p>	<p>Conferencing Hands-on learning</p> <p>Develop appropriate nursing diagnosis and nursing care plan. Perform nursing intervention Evaluate and document nursing care done</p> <p>Lecture interactive discussion</p> <p>Case discussions Power point presentations</p> <p>Film showing on stages of labor and delivery</p> <p>Essay Quiz</p> <p>Hands-on learning RLE: Assign students in OPD, community/health centers and assessed Children with Alteration with infectious, inflammatory and immunologic Response</p>	
<b>MIDTERM</b>					
<p>TLO5. Develop a working relationship with Life Threatening</p>	<p>Nursing Care of a Child with Life Threatening conditions/ Acutely Ill/</p>	<p><b>36Hrs Lec 102 RLE</b></p>	<p>The student will be able to Ensure a working</p>	<p>Interactive classroom discussion</p>	<p>•Pilliteri, Adelle, et al Maternal and Child</p>

<p>conditions/ Acutely Ill/ Multi-Organ Problems/High acuity and Emergency Situations (Acute and Chronic) based on trust, respect and shared decision making using appropriate communication/ Interpersonal technique/ strategies.</p> <p>TLO5:1 Creates rapport with client with Life Threatening conditions/ Acutely Ill/ Multi-Organ Problems/High acuity and Emergency Situations , to significant others and members of the health team</p> <p>TLO5:2 Utilize appropriate information technology to facilitate communication</p>	<p>Multi-Organ Problems/High acuity and Emergency Situations (Acute and Chronic)</p> <p>A. Assessment</p> <ol style="list-style-type: none"> <li>1. Subjective Data <ul style="list-style-type: none"> <li>• Health History</li> </ul> </li> <li>2. Objective Data <ul style="list-style-type: none"> <li>• Physical Assessment</li> <li>•Diagnostic/Laboratory Test</li> </ul> </li> </ol> <p>B. Nursing Diagnosis</p> <p>C. Planning and Implementation of Care</p> <ol style="list-style-type: none"> <li>1. Health Promotion and Risk Management</li> <li>2. Health Restoration and Maintenance Therapies <ul style="list-style-type: none"> <li>• Pharmacological Therapeutics</li> <li>• Basic Cardiac Life Support (ACLS) in Neonates and Child</li> <li>• Surgical Interventions</li> <li>• Nutrition and Diet Therapies</li> <li>• Complementary and Alternative Therapies</li> </ul> </li> </ol> <p>D. Client Education</p> <p>E. Evaluation of Care</p> <p>F. Documentation</p>		<p>relationship with Life Threatening conditions/ Acutely Ill/ Multi-Organ Problems/High acuity and Emergency Situations (Acute and Chronic ) based on trust, respect and shared decision making using appropriate communication/ Interpersonal technique/ strategies.</p> <p>The student will be able to Creates rapport with client with Life Threatening conditions/ Acutely Ill/ Multi-Organ Problems/High acuity and Emergency Situations</p> <p>The student will be able to Utilize appropriate information technology to facilitate communication</p>	<p>Lecture interactive discussion Homework and practice</p> <p>Hands-on learning RLE: Assign students in the labor room and delivery room/lying in, Life Threatening conditions/ Acutely Ill/ Multi-Organ Problems/High acuity and Emergency Situations</p> <p>Assignment Quiz</p> <p>Assignments</p> <p>Quizzes</p> <p>Recitations</p> <p>Written Major</p> <p>Examination</p>	<p>Nursing- Care of the Child bearing and Childbearing Family 6th Copy Right 2010</p> <ul style="list-style-type: none"> <li>• Murray &amp; McKinney, et al Foundations of Maternal- Newborn and Women’s Health Nursing Sixth Edition 2014</li> </ul>
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<p>TLO6. Justify accurate and updated documentation of at Risk/Sick Mother care</p> <p>TLO6:1 Perceive legal imperatives in record keeping of At-Risk and Sick Child applying Integrated Management of Childhood Illness(IMCI)</p> <p>TLO6:2 Utilizes a records system ex. Kardex or Hospital Information System (HIS) while observing Ethico-Legal Considerations and Issues in the Care of Sick Mother and Child</p>	<p>G. Evidence-based Interventions:</p> <p>1. Nursing Care of at Risk/Sick Mother</p> <p>2. Nursing Care of At- Risk and Sick Child applying Integrated Management of Childhood Illness(IMCI)</p> <p>Ethico-Legal Considerations and Issues in the Care of Sick Mother and Child</p> <p>A. Assisted Reproductive Techniques</p>	<p><b>2Hrs Midterm Exam</b></p>	<p>The student will be able to Justify accurate and updated documentation of at Risk/Sick Mother care</p> <p>The student will be able to Perceive legal imperatives in record keeping of At- Risk and Sick Child applying Integrated Management of Childhood Illness(IMCI)</p> <p>The student will be able to Utilizes a records system ex. Kardex or Hospital Information System (HIS) while observing Ethico-Legal Considerations and Issues in the Care of Sick Mother and Child</p>	<p>Rubric in Case presentation. Rubric in Nursing Care Plan</p> <p>Rubric in Case presentation. Rubric in Nursing Care Plan</p>	
<b>FINALS</b>					
<p>TLO7. Creates collaborative relationship with</p>	<p>B. Alternative to Childbirth C. Protection of Women</p>	<p><b>36Hrs Lec 102 RLE</b></p>	<p>The student will be able to Create collaborative</p>	<p>Interactive classroom discussion</p>	<p>•Pilliteri, Adelle, et al Maternal and Child</p>

<p>colleagues and other members of the health team concerning Alternative to Childbirth</p> <p>TLO7:1 Take part in plan of care with other members of the health team regarding Roles and Functions of the Nurse in Varied Settings in the Delivery of Care to At-Risk/ High Risk/ Sick Mother and Child</p> <p>TLO7:2 Formulates accurate documentation for efficient communication of services regarding Online Databases/ Journal Articles Related to Interventions and Provision of Maternal and Childcare</p>	<p>from Domestic Violence Act D. Protection of Women from Sexual Harassment</p> <p>Roles and Functions of the Nurse in Varied Settings in the Delivery of Care to At-Risk/ High Risk/ Sick Mother and Child</p> <p>Inter professional Care Maps</p> <p>Online Databases/ Journal Articles Related to Interventions and Provision of Maternal and Childcare</p> <p>Critical Thinking and Case studies</p> <p>Filipino Culture, Values and Practices in Relation to Difficult Child bearing and Childrearing</p> <p>Online Data Bases/ Journal Articles Related to Intervention and Provision</p>		<p>relationship with colleagues and other members of the health team concerning Alternative to Childbirth</p> <p>The student will be able to Take part in plan of care with other members of the health team regarding Roles and Functions of the Nurse in Varied Settings in the Delivery of Care to At-Risk/ High Risk/ Sick Mother and Child</p> <p>The student will be able to Formulates accurate documentation for efficient communication of services regarding Online Databases/ Journal Articles Related to Interventions and Provision of</p>	<p>Effective questioning Video clips of client with most common health problem</p> <p>Power point presentations Projects on Most Common Health Problems</p> <p>Homework and practice</p> <p>Hands-on learning RLE: Assign student in the community to family with Health problems Group discussions</p> <p>Case presentation</p> <p>Nursing Care Plan Drug Study</p>	<p>Nursing- Care of the Child bearing and Childbearing Family 6th Copy Right 2010</p> <p>•Pilliteri, Adelle, et al Maternal and Child Nursing- Care of the Child bearing and Childbearing Family 6th Copy Right 2010</p>
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<p>TLO7::3 Utilize IMCI to Contribute in decision making regarding clients' needs and concerns</p> <p>TLO7:4 Take part in actively in client care management including audit of a Maternal and Child Nurse in challenging Situations</p>	<p>of Care</p> <p>Use of IMCI Computerized Adaptation and Training Tool (ICATT)</p> <p>Roles and Responsibilities of a Maternal and Child Nurse in challenging Situations</p> <p>Career Options in Maternal and Child Nursing</p>	<p><b>2hrs Final Exam</b></p>	<p>Maternal and Childcare</p> <p>The student will be able to Utilize IMCI to Contribute in decision making regarding clients' needs and concerns</p> <p>The student will be able to Take part in actively in client care management including audit of a Maternal and Child Nurse in challenging Situations</p>	<p>Hands-on learning RLE: Assign student at the Pediatric ward or in the community to assess children using IMCI approach</p> <p>Make and implement a care plan for these children using the nursing process and integrating the principles safe and quality practice</p> <p>Assignments Quizzes Recitations Written Major examination</p>	
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### COURSE REQUIREMENTS AND CLASS POLICY

<p><b>Course Requirements</b></p>	<p>Each student is required to:</p> <ol style="list-style-type: none"> <li>1.Exams and quizzes</li> <li>2.Power Point Project</li> <li>3.Nursing Care Plan</li> <li>4. Case Presentation</li> <li>5. Drug Study</li> <li>6. Research and Outreach <ul style="list-style-type: none"> <li>• Entitle “ Sebastinian Cares through Nursing Care” for Barangay Officials <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes Vital Signs Taking</li> <li><input type="checkbox"/> Nebulization</li> <li><input type="checkbox"/> Random blood Sugar</li> </ul> </li> <li>• Entitle” Batang Malusog Malayu kay Dok” for Day Care <ul style="list-style-type: none"> <li><input type="checkbox"/> Hand Washing</li> <li><input type="checkbox"/> Personal Hygiene</li> <li><input type="checkbox"/> Different Body Parts</li> </ul> </li> </ul> </li> </ol>
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<p><b>Class Policy</b></p>	<p><b>CLASSROOM RULES OF CONDUCT:</b> The student's responsibility is to come to each class prepared. He is also expected to take all examinations on the date scheduled. He is expected to attend each class and participate actively in the discussions. As soon as the class begins, no one is allowed to leave the room until the class ends unless, with permission and for justifiable reason. The student must be in complete school uniform except on a wash day. He is also required to wear ID. Food and beverages and use of mobile devices are not permitted in the classroom.</p> <p>The student is responsible for any missed lessons and is NOT excused from not taking quizzes, nor from not passing assignments. Late reports, assignments, project and/ or other class requirements will NOT be accepted. Special examinations will be allowed only in special cases, such as prolonged illness and family emergencies. The student is invited to seek the assistance of a faculty member based on the scheduled consultation hours. The department head and/or dean may be consulted only for special cases.</p> <p><b>ACADEMIC DISHONESTY</b> All SSC-RdC students are expected to be academically honest. Cheating, lying and other forms of immoral and unethical behavior will not be tolerated. Any student found guilty of cheating in examinations or plagiarism in submitted course requirements will (at a minimum) receive an F or failure in the course requirement or in the course. Plagiarism and cheating refer to the use of unauthorized books, notes or otherwise securing help in a test; copying tests, assignments, reports or term papers; representing the work of another person as one's own; collaborating without authority, with another student during an examination or in preparing academic work; signing another student's name on an attendance sheet; or otherwise practicing scholastic dishonesty.</p> <p><b>POLICY ON ATTENDANCES</b> It is the responsibility of the student to monitor his own absences and tardy incidents. The maximum number of absences which a student may incur is 13% of the total class hours or 7 absences in an MWF class or 5 absences in a TTH or MW class. Three instances of tardiness is equivalent to 1 absence. An absence may be excused, if it supported by an Admission Slip issued by the college dean.</p> <p><b>OTHER PROVISIONS</b> For other policies and guidelines, please refer to your Student Manual (Rev. 2014).</p>
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<b>GRADING SYSTEM</b>	
Written Works	35 %
Performance Tasks	40%
Major Assessments	25%
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Total 100%

The Written Work component ensures that the students are able to express skills and concepts in written form. Written work which includes long quizzes and unit or long test help strengthen test-taking skills among learners. It is strongly recommended that items in long quizzes/tests be distributed across the cognitive process dimensions so that all are adequately covered. Though these, learners are able to practice for each term assessment. Other written work may include essay, written report and other written output.

The Performance Task component allows learners to show what they know about and are able to do the diverse ways. They may create or innovate products or do performance based tasks. Performance based tasks may include skills demonstration, individual or group presentations, oral work, multi-media presentations, case analysis, concept mapping, role playing and research projects. It is important to note that written output may also be considered as performance tasks.

Major Assessment measures student learning at the end of every period (Prelim, Midterm, Final). This maybe in the form of objective tests, performance-based assessment, or a combination thereof

## COURSE REFERENCES

### A. Main References

Soto, C.D.(2017). ECG : Essentials of electrocardiography . Australia : Cengage Learning.

Billings, D. M. (2014). Lippincott's Q & A review for NCLEX-RN. (11th ed.). Philadelphia : Wolters Kluwer/Lippincott Williams & Wilkins Health. SR-NUR 610.73076 B49 2014 39945

Cairo, J.M. (2014). Respiratory Care Equipment. (Ninth Edition). Missouri : Elsevier.

Burns, N. (2013). Burns & Grove's understanding nursing research : Building an evidence-based practice. Singapore :St. Louis, MO : Saunders/Elsevier. SR-NUR 610.73072B93 2013 40257

Harrison, R., Daly, L., (2011). A nurse's survival guide to acute medical emergencies. (3rd ed.). Edinburgh : Churchill Livingstone Elsevier.

ECG interpretation. (2008). Philadelphia : Wolters Kluwer. 36233 | Nur 616.1207547 EI2

ECG interpretation made incredible easy !. (2008). Philadelphia : Nolter Kluwer/ Lippincott Williams and Wilkins. 37689 | Nur 616.1207547 EI2

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### B. E-sources

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