ASSOCIATE DEGREE NURSING

RNSG 2208
MATERNAL/NEWBORN NURSING
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Course Syllabus

RNSG2208 - Maternal/Newborn Nursing and Women’s Health

Catalog Description: Lecture Hrs. – 2, Lab Hrs. – 0

Prerequisites: RNSG 1262, 1263, 1441, 1443
Corequisite: RNSG 2261
**Concurrent enrollment in RNSG 2261 is required. Successful completion of both theory and clinical courses is required for progression. If a student is not successful in either course (RNSG 2208 or RNSG 2261), the student MUST repeat BOTH courses.

Semester Credit Hours: 2
Lecture Hours per week: 2 semester hours
Contact Hours per Semester: 32
State Approval Code: 5116010000

Course Subject/Catalog Number: RNSG 2208
Course Title: Maternal/Newborn Nursing and Women’s Health

Course Rationale: Study of concepts related to the provision of nursing care for normal childbearing families and those at risk, as well as women’s health issues; competency in knowledge, judgment, skill, and professional values within a legal/ethical framework, including a focus on normal and high-risk needs for the childbearing family during the preconception, prenatal, intrapartum, neonatal, and postpartum periods; and consideration of selected issues in women’s health.

Core Competencies:
Students are expected to demonstrate basic competency in reading, writing, oral communication, math, and computer skills. Students are expected to be an active learning participant by assuming accountability in preparing for each class by completing required readings and/or other learning activities as listed in each unit assignment. Proficiency will be measured by examination and quiz scores, oral discussions, computer assisted instruction (CAI) participation, presentation (oral &/or video), case studies, critique of Internet web sites related to maternal-newborn and women’s health clients.
Course Requirements:
1. The student must have an average grade of 75 or above in order to successfully complete this course.
2. Preparation and active participation in class. **Preparation means:** Read assigned readings in text, workbook, and journal articles. Go to Canvas to view/print Slides and forms to bring to class. **Complete assigned Computer Assisted Instruction.**
3. Outside individualized research in texts, videos, CAIs and journals.
4. Compliance with all rules and regulations as outlined in the current Department of Nursing Student Handbook and Panola College Catalog.
5. If any student in this class has special classroom or testing needs because of a physical, learning, or emotional condition, please contact the Americans with Disabilities Act Counselor in the Administration Building, telephone 903-693-1123.
6. Withdrawing from a course is the student’s responsibility. If you do not withdraw yourself, you will very likely receive an F if you do not attend class.
7. If a student has a name change while attending Panola College, it is the student’s responsibility to notify Admissions & Records, Financial Aid, and other departments.

**COURSE OUTCOMES**

**THE NURSE AS A MEMBER OF THE PROFESSION**
At the end of the course, the student will be able to:

1. Explain the roles the nurse may assume in obstetrical/gynecological nursing practice within an organizational framework. (PO 12,13) (SCANS IIAi)
2. Describe the legal and ethical implications in the delivery of health care to the obstetrical/gynecological client (PO12,13) (scans I C ii, v)
3. Explore methods to promote collegiality and professionalism among members in the health care delivery system. (PO 12,13&14) (SCANS IBi, IBiii, I C iii)

**THE NURSE AS A COORDINATOR OF CARE**:
At the end of the course, the student will be able to:

1. Describe current trends and key issues that affect obstetrical/gynecological nursing public/government/private health care services, programs and costs (P O 9,10 &11) (SCANS IIa ii, IIa iii)
2. Outline principles of organizing and managing human and material resources for the provision of care for obstetrical/gynecological clients within the organizational framework of various settings (PO8) (SCANS IIc, IICii, IICiii)
3. Describe how a variety of tools (i.e. clinical pathways) may be developed in collaboration with hospital staff in recommending and referring culturally diverse
THE NURSE AS A PROVIDER OF CARE:
At the end of the course, the student will be able to:

1. Identify wholistic attributes and nursing diagnoses that affect culturally diverse obstetrical/gynecological clients (PO 1 & 2) (SCANS II Di)

2. Discuss patient care in monitoring the environment of the family (PO 1,2 & 7) (SCANS II D i,ii; I A iv and v)

3. Describe the contemporary family, current reproductive issues, wholistic goals and nursing plans of care for obstetrical/gynecologic clients (PO 2,3 & 4) (SCANS IBv)

4. Expand the plan of care in collaborating with instructors and peers to assist in meeting health care needs within legal and ethical framework (PO 2,3 & 7) (SCANS I b i-v)

5. Integrate past and newly acquired knowledge using a wholistic approach in planning to teach culturally diverse obstetrical/gynecologic clients (PO 2,3 & 4) (SCANS II B i,vi, C i -iv)

6. Explore methods to create healthy environments based on clients’ responses to therapeutic interventions throughout the antepartum, intrapartum, postpartum and newborn periods (PO 5) (SCANS IIA iv, I B i-v; II D iii)

7. Examine multiple resources including professional literature to revise the plan of care as a basis for decision-making in nursing practice (DELC PO 6 & 7) (SCANS I B i-v, II C i – iv)

TEACHING/LEARNING STRATEGIES:
Audio-Visual Demonstration Computer Assisted Instruction (CAI)
Marker Board Library/Internet Research Group Discussion
Role Play Class Participation Student-Teacher Conference
Lecture Oral/Written Assignments Guest Lecturers
Skills laboratory Patient Care Plan Independent (Self-learning
Canvas Discussion Board Modules)

Canvas

Canvas will be used to supplement the course. Students are expected to login by midnight on the first day of class, check the email, and reply to the email message. This is a 2-hour credit course and there is not enough time to review all content in the book; therefore, students are responsible for reviewing and studying selective chapters independently. Please review your calendar for the selective chapters.
Canvas is the primary method of communicating with the instructor outside of class. Please use the Canvas e-mail and/or discussion instead of Panola.edu email as often as needed.

- Students are responsible for checking Canvas twice weekly.
- Students are responsible for all information on Canvas relating to the course.
- Course forms and schedules not contained in the syllabus will be found in Canvas
- Student will be instructed on Canvas during orientation.

*Canvas is a wonderful way to keep in contact with faculty and other students. However, the Canvas discussion board should be viewed as a public and professional forum for discussion. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings on the Canvas discussion board should remain professional in nature. It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements will be deleted by the course faculty. Announcements from student organizations may be posted with faculty permission.

Student participation and expectations

Students are expected to report to class on each scheduled day promptly. Students should come prepared with the tools that are necessary to be successful. Such tools may include the course textbooks and the PowerPoint handouts or lecture note handouts. Preview and review your class calendar and syllabus prior to class and complete all suggested items/materials under learning resources.

GRADING

The student must have an average grade of 75 or above on all graded assignments in order to successfully pass this course.

The Associate Degree Nursing Program, in accordance with policy, utilizes the following numerical scale in computing test scores and written work:

- A = 90-100
- B = 80-89
- C = 75-79
- F = 74.99 or below (NO Rounding)

Exams will be constructed from a random sample of the materials for each unit and will include alternate item formats (please go to www.ncsbn.org and click on “Facts About Alternate Item Formats and the NCLEX Examinations” for more information). Students are responsible for the learning objectives in the course syllabus. Exam items will reflect the learning objectives. The final exam will be comprehensive over all the material covered in the course. Final grades will consist of the following:

- HESI-15%
- Exam 1-12.5% Computer Assisted Instruction (CAI)-5%
- Exam 2-12.5% Final Comprehensive Exam-30% (Online-25%)
- Exam 3-12.5% Discussion/Class participation/Attendance- (Online students only-5%)
Computer Assisted Instruction (CAI)

Computer assisted instructions (CAIs) are mandatory and constitutes five percent of the course grade. **After completion of each CAI, print results and attach it to the roster in this syllabus. All portions of the CAI must exceed the minimal proficiency score of 75%. CAIs must be submitted by the due date to earn credit. If not completed by the due date, a grade of zero will be recorded.

Students are strongly encouraged to complete the CAIs appropriate to his/her clinical assignment prior to each clinical rotation. For example, completing the assessment of a newborn CAI prior to going to the nursery & NICU is mandatory. Please see a list of the CAIs in the appendix.

CAIs may be accessed through Evolve. Print out the results. The scores you earn on the CAIs will be averaged for five percent of the course grade.

Refer to the calendar for the due date CAI.

Case Studies

All Case Studies are mandatory and constitutes five percent of the course grade. **Read the content in the textbook prior to completing the case study. All case studies are due by the date set on the Course Calendar. Access to each case study is limited to ONLY ONE attempt.

ONLINE STUDENTS ONLY
Online Discussion/Class Participation

Discussion Assignments

Students enrolled in the online course are expected to complete the required course readings, view the required videos, participate in small group discussions, complete assigned existing online educational modules, online educational games, and utilize all learning resources listed in the syllabus. Each of these activities is designed to enhance your learning related Maternal-Newborn Nursing & Women’s Health issues.

Participation in small group discussion is essential in the online course. Each student is randomly assigned to a small group. Three discussion topics will be presented on the discussion board each week for six weeks. Group one will be assigned topic one, group two will be assigned topic two and group three will be assigned topic three. Discussions will be completed with the same students each week and all members of the group will receive the same grade, unless the student is absent. Each discussion will continue through the week and end at midnight on the following Tuesday. Discussion Assignments not posted by the due date and time will not be accepted and the group will receive a grade of zero for the week. Any group can post first. After the first group post to the discussion board, other groups may respond. This will be an asynchronous discussion; groups may enter input whenever desired, as long as it is within the designated time frame (as set by instructor). Points will be given for discussion as indicated on the grading rubric in this syllabus.
Examinations

All examinations for online students will be proctored.

No Cell phones, Blackberries, PDA’s or other electronic devices will be allowed in the classroom during exams.

Examination Blueprint

Each examination will approximate >80% application and analysis questions

Make-up examinations

Make-up exams may be given at the discretion of the instructor if prior arrangements have been made & must be made up the first day the student returns to class. All make-up examinations will be a separate examination and may include essay questions.

Attendance Policy Generic Students

According to the Associate Degree Nursing Student Handbook, it is expected that every student will be present at all classes. Classes begin promptly at TBA. Students entering after TBA hrs will be considered tardy.

Absences-refer to the absence policy in the Student Handbook

Tardies- 3 tardies is equal to 1 absence

It is the student’s responsibility to complete an absentee slip and have it filed in his/her records.

Students are expected to prepare for, attend, and participate in all classes. Assignments are expected to be submitted on time!

Test scores will be distributed on the next class day for RNSG 2208. There will be no general test review following the exam. Students who achieve less than 75% must schedule an appointment to review the exam within one week of distribution of scores. Due to security issues, exams may NOT be reviewed more than once.
Attendance Panola ONE Students

Faculty will post Discussion Questions on Discussion Board in Canvas. After each group post to the discussion board, each student in a group must sign on to the discussion board to read and/or reply to a message two times by midnight on Tuesday of the following week each week to receive credit for attendance. This is equivalent to attendance in traditional courses where you are required to attend class. The same absence policy applies to this class as to any other class in the Associate Degree Nursing Program. Students may be absent from one discussion throughout the course without penalty.

Student Concerns

Any student in the Associate Degree Nursing program who has a concern or complaint specific to their experience in a course should first talk with the instructional personnel involved. If the issue is not resolved at this level, the student should then follow the grievance procedure outlined in the ADN Student Handbook.

C A P S T O N E E X P E R I E N C E

During this semester all students on completion of Maternal/Newborn Nursing and Women’s Health will be administered an achievement examination. In addition to fulfilling the academic requirements of Panola College, all students must successfully pass a comprehensive achievement examination in the final semester of the nursing program in order to be eligible to graduate. This is the capstone experience. (Please refer the policy in the Student Handbook for more information).

Texts


THE NURSE AS A MEMBER OF THE PROFESSION

Unit I: Overview of Maternal-Newborn as a Profession

A. Introduction
Overview of maternity nursing from historical perspectives to current ethical, legal, and social issues that delineates the role of the maternity as a member of the profession.

B. Learning Resources

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<td>Olds’ Maternal-Newborn Nursing &amp; Women’s Health Care (9th ed.).</td>
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| **(NOTE: Every effort has been made to ensure that these sites are current; however, due to the rapidly changing environment of the Internet and WWW some links may no longer be accurate.)** | www.hcfa.gov  
www.awhonn.org  
www.BNE.STATE.TX.US  
www.lsbn.state.la.us  
www.nursingworld.org  
www.ahcpub.com  
www.medscape.org |
C. **Learning Objectives**

Using critical thinking and a problem solving approach, the student will:

**Current Issues in Maternal-Newborn Nursing**

1. Discuss the impact of the self-care movement on contemporary childbirth

**Ethical/Legal Considerations**

1. Discuss the roles and functions of:
   a. Nurse Practice Act
   b. Standards of Care (ANA & AWHONN)
   c. Agency Policies

2. Define the terms
   a. Negligence
   b. Malpractice
   c. Informed consent
   d. Scope of Practice
   e. Standards of Care
   f. Privacy
   g. Confidentiality
   h. Advanced directives

3. Evaluate the impact of some of the Special Ethical Situations in Contemporary Maternity Care using the formal decision-making process

4. Evaluate the relationship of liability and standard of care when providing and documenting nursing practice regarding childbearing families

5. Discuss the legal implications of the professional role as
   a. Member of the profession
b. Coordinator of care  
c. Provider of care

6. Discuss the professional options in maternal-newborn nursing practice  
   a. Professional nurse  
   b. Registered Nurse Certified  
   c. Nurse Practitioner  
   d. Clinical Nurse Specialist  
   e. Certified Nurse Midwife

7. Using a case study, delineate the benefits of evidence-based nursing practice to the client, the organization and the nursing profession

THE NURSE AS COORDINATOR OF CARE

UNIT I. Critical Thinking, Problem Solving, & Decision Making in Nursing

A. Introduction
The content in this unit introduces the student to the changes evident in today’s society, family, and healthcare system as health care reform attempts to control the rising cost of care. Issues such as government involvement, consumer demands, collaborative practice, cost containment, and advances in technology are impacting health care delivery in the maternal-perinatal specialty. To better understand his/her role in coordinating care, the student will examine the effects of cultural diversity, social economic status, and technology on the maternity client and her newborn.

B. Learning Resources

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|                                                                      | www.bne.state.texas.us  
|                                                                      | www.AAP.org  
|                                                                      | www.AWHONN.org  
|                                                                      | www.lsbn.state.la.us  
|                                                                      | www.nih.gov  
|                                                                      | www.ncemch.org  
|                                                                      | www.ANA.org |
C. Learning objectives

Using critical thinking and problem solving approach, the student will:

Contemporary Maternity-Newborn Nursing

1. Discuss major changes in maternity care that led to the development of Contemporary Childbirth
   a. The Healthcare Environment
   b. Congress passed the newborns and Mothers’ Health Protection
   c. The Self-Care Movement
2. Discuss current trends in maternity care that impact the healthcare delivery of the maternity client and her newborn
   a. Cost containment
   b. Clinical pathways
   c. Home Care
   d. Collaborative Practice
   e. Community-Based Nursing Care

4. Contrast descriptive and inferential statistics relevant to maternal-newborn nursing and the implications

Collaborative Practice

1. Describe ways the maternity nurse collaborates with health team members to provide for continuity of care
2. Discuss the role of the perinatal CNMs & NPs

Outpatient Resources

1. Describe the innovations in outpatient arena or home health settings in maternal-perinatal care
2. Explore the outpatient prenatal care programs in the local area
3. Examine alternative models of care to reduce or eliminate poor perinatal outcomes
4. Discuss why infant mortality is used to measure the health status of a nation. Consider factors that contribute to infant mortality rates.
THE NURSE AS PROVIDER OF CARE

UNIT I. INTRODUCTION TO FAMILY THEORIES AND MODELS

A. Introduction
This unit introduces family in a culturally diverse society

B. Learning Resources

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Companion Website

MediaLink and Explore MediaLink

Canvas

C. Learning objectives
Using critical thinking and problem solving approach, the student will:

1. Discuss family in a culturally diverse society
   a. Familial terms
   b. Types of families
   c. Changes affecting contemporary family
   d. Family development frameworks

2. Identify major developmental tasks to be completed by the childbearing family

3. Delineate the advantages of using a family assessment tool

4. Identify prevalent cultural norms related to childbearing and childrearing

5. Summarize the importance of spirituality and cultural competency in providing nursing care
6. Discuss the use of a cultural assessment tool as a means of providing spiritual and culturally sensitive nursing care

THE NURSE AS PROVIDER OF CARE

UNIT II. OVERVIEW OF COMPLEMENTARY AND ALTERNATIVE THERAPIES

A. Introduction
   The content in this unit presents an overview of the evolution of complementary and alternative therapies used by childbearing families

B. Learning Resources

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C. Learning Objectives

Using critical thinking and problem solving approach, the student will:

1. Distinguish between complementary and alternative therapies
2. Identify several factors that have contributed to the rise in popularity of complementary and alternative therapies in the United States and Canada
3. Describe the role of the National Center for Complementary and Alternative Medicine
4. Explain the role of complementary and alternative therapies in promoting wellness, disease prevention, and holistic healing
5. Delineate the risks of using complementary and alternative therapies
6. Compare the variety of complementary and alternative therapies
7. Discuss complementary therapies appropriate for the nurse to use with childbearing families
## THE NURSE AS PROVIDER OF CARE

### UNIT III. OVERVIEW OF THE REPRODUCTIVE YEARS

#### A. Introduction:
The content in this unit introduces heredity and environmental influences on development, fertility, reproductive anatomy and physiology, and conception and prenatal development.

#### B. Learning Resources:

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<td><a href="http://www.pregnancycenters.org">www.pregnancycenters.org</a></td>
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<td>NOVA Online</td>
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<td>Nutrition Essentials for Nursing Practice</td>
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<tr>
<td>Pharmacology and the Nursing Process</td>
<td>Chapter 32</td>
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<td>Dosage Calculations</td>
<td>Chapter 1-15,17</td>
</tr>
<tr>
<td>Prentice Hall Real Nursing Skills</td>
<td>Birth Control: Teaching the Client the Proper Use of the NuVa Ring.</td>
</tr>
</tbody>
</table>

#### C. Learning Objective

Using critical thinking and problem solving approach, the student will:

**Family Planning:**

1. Describe the role of the nurse in helping couples choose contraceptive methods
2. Compare and contrast contraceptive methods
3. Discuss approaches to natural family planning
4. Identify the appropriate time frame for initiating emergency postcoital contraception
5. Contrast the two forms of sterilization—tubal ligation and vasectomy—with regard to risk, effectiveness, advantages, and disadvantages
6. Develop a care plan for the client using method of contraception

The Reproductive System

1. Identify the anatomic features of male and female reproductive structures’ and organs
2. Explain the major physiologic functions of the male and female reproductive structures and organs
3. Relate the nurse’s role in issues of human sexuality
4. Explain the anatomic features and functions of the mammary glands
5. Outline the major processes involved in male and female sexual maturation
6. Discuss endocrine influences on male and female reproductive functioning
7. Summarize the ovarian and menstrual cycles

Conception and Fetal Development

1. Review the process of human conception
2. Explain implantation and nourishment of the embryo before development of the placenta
3. Describe normal prenatal development from conception through birth and include the nurse’s role
4. Discuss structure and function of the placenta, umbilical cord, and fetal membranes and factors influencing uteroplacental blood flow
5. Compare fetal and neonatal circulation, identifying differences in anatomy and physiology
6. Explain how multifetal pregnancies can occur

Special Reproductive Concerns

1. Discuss male and female factors involved in infertility
2. Describe current medical testing and treatments for infertile couples
3. Examine ethical and psychological factors involved with assistive reproductive technologies
4. Discuss the nurse’s role for families needing care related to fertility or infertility
5. Describe the structure and function of normal human genes and chromosomes
6. List examples of ways genes and chromosomes are studied
7. Describe the transmission of single gene traits from parent to child
8. Relate chromosomal abnormalities to spontaneous abortion and to birth defects in the infant
9. Explain characteristics of multifactorial birth defects
10. Identify environmental factors that can interfere with prenatal development
11. Explain how the effects of environmental factors can be avoided or reduced
12. Describe the process of genetic counseling
13. Explain the role of the nurse in caring for individuals or families with concerns about birth defects

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UNIT IV. ASSESSMENT AND MANAGEMENT IN THE ANTEPARTUM PERIOD

A. Introduction:
The content in this unit introduces preparation for parenthood, physiologic and psychosocial adaptations to pregnancy, nutritional care in pregnancy, and prenatal diagnostic tests

B. Learning Resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>Olds’ Maternal-Newborn Nursing &amp; Women’s Health Care (9th ed.)</td>
<td>Chapter 13, 14, 15, 16,17,18, &amp; 21</td>
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<tr>
<td>Olds’ Workbook for Maternal-Newborn Nursing &amp; Women’s Health Care 9th ed.)</td>
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<tr>
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<td>Computer Assisted Instruction (CAI) ALL CAIs ARE MANADATORY AND ARE SUBJECT TO BE INCLUDED IN EXAMINATIONS</td>
<td>Labor, Delivery &amp; Postpartum</td>
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</tbody>
</table>
C. Learning Objectives:
Using a critical thinking and problem solving approach, the student will:

**Preparation for Parenthood**

1. Use the nursing process to explain how couples prepare for childbirth
2. Identify the various issues related to preconception counseling, pregnancy, labor, and birth that require decision making by parents
3. Discuss the basic goals of childbirth education
4. Compare methods of childbirth preparation
5. Delineate the childbirth educator’s role in promoting relaxation for pregnant women
6. Describe the types of prenatal education programs available to expectant couples and their families

**Physical and Psychologic Adaptations of Pregnancy**

1. Describe the anatomic and physiologic changes that occur during pregnancy
2. Contrast the various types of pregnancy tests
3. Compare subjective (presumptive), objective (probable), and diagnostic (positive) changes of pregnancy
4. Develop the ability to differentiate between crisis, stress, and role transition when assessing the meaning and impact of pregnancy on the client and her partner
5. Identify the tasks that the mother and father must accomplish as a result of taking on the role of “pregnancy”
6. Describe the cognitive and emotional reactions that occur in the mother and father and the prospective grandparents and siblings to pregnancy
7. Discuss factors that influence psychosocial adaptations to pregnancy
8. Relate the nursing process to the psychosocial aspects of normal pregnancy
9. Summarize cultural factors that may influence a family’s response to pregnancy

**Antepartal Nursing Assessment**

1. Summarize the essential components of a prenatal history
2. Define common obstetric terminology found in the history of maternity clients
3. Describe the normal physiologic changes one would expect to find when performing a physical assessment on a pregnant woman
4. Explain the use of Nagele’s rule to determine the estimated date of birth
5. Compute gravida and para and GTPAL
6. Develop an outline of the essential measurements that can be determined by clinical pelvimetry
7. Describe areas that should be evaluated as part of the initial assessment of psychosocial factors related to a woman’s pregnancy
8. Relate the danger signs of pregnancy to their possible causes

The Expectant Family: Needs & Care

1. Describe initial antepartum assessments in terms of history, physical examinations cultural and risk assessment
2. Describe the significance of using the nursing process to promote health in the woman and her family during pregnancy
3. Describe actions the nurse can take to help maintain the well-being of the expectant father and siblings during a family’s pregnancy
4. Delineate self-care actions a pregnant woman and her family can take to maintain and promote well-being during each trimester of pregnancy
5. Describe factors that have contributed to the increased incidence of pregnancy in women over age 35
6. Compare similarities and differences in the needs of expectant women in various age groups

Adolescent Pregnancy

1. Compare the three stages of adolescence: early adolescence, middle adolescence, and late adolescence
2. Summarize the developmental tasks of adolescence and the impact that pregnancy superimposes on these tasks
3. Describe the major factors that contribute to teenage pregnancy
4. Identify the impact of cultural factors on the desirability or early pregnancy
5. Identify the physical, psychologic, and sociologic risks faced by an adolescent who is pregnant
6. Describe successful community approaches to adolescent pregnancy prevention
7. Delineate characteristics of the fathers of children of adolescent mothers
8. Discuss the reactions of the adolescent’s family and social support groups to her pregnancy
9. Formulate a plan of care to meet the needs of a pregnant adolescent
10. Relate the nursing process to the adolescent client
Nutritional Care in Pregnancy

1. Explain the importance of adequate nutrition and weight gain during pregnancy and lactation
2. Compare the nutrient needs of pregnant, nonpregnant and lactating women
3. Describe common factors that influence a woman’s nutritional status and choices
4. Describe how common nutritional risk factors affect nutritional requirements during pregnancy
5. Describe ways in which various physical, psychosocial, and cultural factors can affect nutritional intake and status
6. Describe basic factors a nurse should consider when offering nutritional counseling to a pregnant adolescent
7. Compare nutritional counseling issues for breastfeeding and formula-feeding mothers
8. Formulate a nutritional care plan for pregnant women based on a diagnosis of nutritional problems

Assessment of Fetal Well-being

1. Identify indications for fetal diagnostic procedures
2. Discuss the purpose, procedure, advantages, risks and nursing care of perinatal diagnostic procedures
3. Provide information in response to common questions parents have about diagnostic procedures
4. Describe the various psychologic responses to antenatal testing

Class Activities/Assignments for Assessment of Fetal Well-being

1. Analyze several reactive and nonreactive strips from a nonstress test. Students will describe interventions for each strip and discuss what follow-up tests will be done with the nonreactive nonstress test. Relate the nonstress test to the biophysical profile test.

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UNIT V. ASSESSMENT AND MANAGEMENT IN THE INTRAPARTUM PERIOD

A. Introduction:
The content in this unit introduces the theories of labor onset, the process of labor and birth, management of normal labor, and pain management during childbirth
### B. Learning Resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Chapters</th>
<th>Description</th>
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<tbody>
<tr>
<td>Maternal-Newborn Nursing &amp; Women’s Health Care (9th ed.)</td>
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<tr>
<td>Workbook for Maternal-Newborn Nursing &amp; Women’s Health Care 9th ed.)</td>
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<td>Chapter 22, 23, 24, 25, 28</td>
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<td><strong>Videos:</strong></td>
<td>Fetal life, First Stage of Labor and Transition, Second Stage of Labor, Third Stage of Labor (3), Epidural Placement, Vacuum Extractor, Cesarean Birth, Scrub &amp; Circulating Nurse Roles</td>
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<tr>
<td>Pharmacology and the Nursing</td>
<td>Chapter 32</td>
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C. Learning Objectives:
Using a critical thinking and problem solving approach, the student will:

Processes and Stages of Labor and Birth

1. Summarize theories/hypotheses proposed to explain the onset of labor
2. Describe maternal and fetal responses to labor
3. Explain how each component of the birth process affects the course of labor and birth and how the components are interrelated
4. Identify the premonitory signs of labor
5. Differentiate the signs of true versus false labor
6. Describe common differences in the labors of nulliparous and parous women including partograms

The Family in Childbirth: Needs and Care

1. Compare each stage of labor and the phases within the first stage and identify nursing diagnosis specific to each stage
2. Describe admission and continuing intrapartum nursing assessment
3. Identify nursing priorities when assisting in a precipitous birth
4. Relate therapeutic communication skills to care of the intrapartum family
5. Relate the nursing process to care of the woman and her family during the intrapartum period
6. Summarize the importance of incorporating family expectations and cultural beliefs into the nursing care plan
7. Summarize immediate nursing care of the newborn following birth

Intrapartum Nursing Assessment

1. Identify the purposes of fetal surveillance during labor
2. Explain the normal and pathologic mechanisms that influence fetal heart rate
3. Identify the advantages and limitations of each method of intrapartum fetal surveillance: auscultation and electronic monitoring and contractions
4. Explain baseline fetal heart rate and variability and periodic and episodic changes
5. Compare internal and external methods of fetal monitoring
6. Differentiate between reassuring and nonreassuring fetal heart rate patterns, and identify appropriate nursing interventions
7. Use the nursing process to plan care for a woman having intrapartum fetal monitoring
8. Summarize intrapartal physical, psychosocial, and cultural assessments necessary for optimum maternal-fetal outcome
9. Define the outer limits of normal progress of each of the phases and stages of labor
10. Describe the procedure for performing Leopold’s maneuvers and the information that can be obtained
11. Outline the steps to be performed in the systematic evaluation of fetal heart rate tracings
12. Delineate the indications for fetal blood sampling and guidelines for managing labor for related pH values
13. Discuss information to be taught to the woman and family when electronic fetal monitoring is used
14. Discuss the woman’s and family’s reactions to electronic fetal monitoring and the role of the nurse

**Pain Management for Childbirth**

1. Discuss definition of pain
2. Describe the unique nature of pain in labor and childbirth
   a. Pain of labor
   b. Psychological variables
   c. Physical forces
3. Describe nonpharmacologic pain management techniques in labor
4. Explain how medications may affect the pregnant woman, fetus or neonate (Review chapter 24)
5. Identify the benefits, risks, complications and appropriate nursing implications of specific pharmacologic pain control methods including, systemic analgesics, regional analgesia and anesthesia
6. Discuss the nurse’s role when caring for a client requiring a cesarean delivery and obstetric analgesia and anesthesia
7. Describe the major inhalation and intravenous anesthetics used to provide general Anesthesia
8. Delineate the major complications of general anesthesia
9. Identify contraindications to specific types of analgesia and anesthesia for high-risk mothers

**Birth-Related Procedures**

1. Identify clinical situations in which specific obstetric procedures are appropriate
2. Explain risks, precautions, contraindications and nursing management for each procedure
a. Amniotomy
b. Induction and Augmentation of Labor
c. Version (Internal & External)
d. Forceps and Vacuum Extraction
e. Episiotomy
f. Cesarean Birth
g. Transcervical intrapartum amnio infusion
h. VBAC
i. Cervical ripening
j. Bishop Scoring

3. Identify methods to provide effective emotional support to the woman having an obstetric procedure
4. Develop a plan care for the woman having a cesarean birth

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UNIT VI: ASSESSMENT AND MANAGEMENT IN THE POSTPARTUM PERIOD

A. Introduction:
The biophysical and psychosocial aspects of the postpartum period will be explored. Immediate care of the newborn post delivery, assessment, nutrition and feeding of the newborn will be discussed and demonstrated.

B. Learning Resources:

<table>
<thead>
<tr>
<th>Maternal-Newborn Nursing &amp; Women’s Health Care (9th ed.)</th>
<th>Chapter 29, 30, 31, 32, 35, 36, 37, 38</th>
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<tbody>
<tr>
<td>Workbook for Maternal-Newborn Nursing &amp; Women’s Health Care 9th ed.)</td>
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<tr>
<td>Student CD-ROM for Maternal-Newborn Nursing &amp; Women’s Health Care 9th ed.). Videos:</td>
<td>Chapter 29, 30, 31, 32, 35, 36, 37, 38</td>
</tr>
<tr>
<td></td>
<td>Newborn Assessment, Newborn Care, Third Stage of Labor (3) Fourth Stage of Labor, Postpartum Assessment</td>
</tr>
</tbody>
</table>

(Relevant Internet World Wide Web sites
(NOTE: Every effort has been made to ensure that these sites are current; however, due to the rapidly changing

- www.alexian.org/babies/babytoo.html
- www.thelaboroflove.com
- http://www.nursing.duq.edu/newborn/index.html
- http://www.virtual.yosemite.cc.ca.us/lylet/244/pediatricassessmentl.htm

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C. **Learning Objectives:**
Using a critical thinking and problem solving approach, the student will:

**Physiologic Responses of the Newborn to Birth**

1. List the biologic and behavioral adaptations, and sensory perceptual abilities of the newborn, including sleep-wake states and periods of reactivity
2. Discuss thermoregulation in the newborn and interventions to prevent heat loss
3. Explain the reasons why the newborn may develop jaundice
4. Describe the functioning of all newborn systems including cardiac, respiratory, gastrointestinal, hematological, neurological, hepatic, renal and immune system and the steps of normal bilirubin excretion
5. Describe how various factors affect the newborn’s blood values
Assessment and Needs and Care of the Normal Newborn

1. Describe the normal physical and behavioral characteristics of the newborn
2. Summarize the components of a complete newborn assessment and the significance of normal variations and abnormal findings
3. Explain the various components of the gestational age assessment
4. Discuss the Neurologic and neuromuscular characteristics of the newborn and the reflexes that may be present at birth
5. Describe the categories of the newborn behavioral assessment
6. Explain the nurse’s responsibility in cardiorespiratory and thermoregulatory assessments and care
7. Describe collaborative interventions and activities that should be included in a daily care plan for a normal newborn
8. Discuss major nursing considerations to be carried out during the admission and transitional period as well as ongoing nursing assessment and care of the newborn
9. Describe methods of protecting newborns by proper identification and how nurses can help prevent infant abductions
10. Discuss methods of preventing infections in newborns
11. Explain the importance of newborn screening tests
12. Describe topics to be included in parent teaching on infant and newborn care and post discharge nursing care included in home and clinic visits and telephone follow-up

Newborn Nutrition

1. Identify the nutritional and fluid needs of the newborn
2. Compare the composition and nutritional value of breast milk with that of formula
3. Explain the physiology of lactation
4. Describe nursing assessment and management of breastfeeding and formula feeding
5. Discuss the advantages and disadvantages of breastfeeding and formula-feeding for both mother and newborn
6. Recognize the influence of cultural values on infant care, especially feeding practices

Postpartum Adaptations and Needs and Care of the Family

1. Analyze the anatomic and physiologic changes that occur during the postpartum period
2. Identify priorities in the nursing assessment and nursing care during the postpartum period
3. Evaluate expected values for vital signs, deviations from normal findings, and probable causes of the deviations
4. Identify common selection criteria for safe early postpartum discharge
5. Provide examples of physical and psychosocial nursing diagnoses pertaining to
women in the postpartum period

6. Compare nursing assessments and care for women who have undergone cesarean birth and vaginal birth

7. Explain the process of bonding and attachment and the progressive phases of maternal adaptation to childbirth and the stages of maternal role of attainment

8. Discuss the cause, manifestations, and interventions related to postpartum blues

9. Explain the influence of cultural expectations on postpartum adjustment

10. Describe assessments, interventions, and expected outcomes related to postpartum physical and psychosocial adaptations

11. Describe the nurse’s role in these postpartum follow-up strategies for the client and self:

   - home care, home visits, safety during home visits, telephone follow-up, help lines, support groups, referrals, and community resources, client teaching, breastfeeding difficulties

12. Explain the current controversy surrounding length of stay

13. Describe possible approaches to sensitive, holistic nursing care for the woman who relinquishes her newborn

Grief and Loss in the Childbearing Family

1. Discuss perinatal loss including etiology, diagnosis, and the nurse’s role in facilitating the family’s mourning process

2. Describe the physical, cognitive, emotional, behavioral, and spiritual responses experienced during grieving associated with perinatal loss.

3. Explore the personal and societal issues that may complicate responses to prenatal loss

4. Identify nursing diagnoses and interventions to meet the special needs of parents and their families related to perinatal loss and grief

5. Differentiate between helpful and nonhelpful responses in caring for families experiencing perinatal loss and grief

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UNIT VII: ASSESSMENT AND MANAGEMENT OF HIGH-RISK PERINATAL CONDITIONS

A. Introduction:

   The content in this unit explores the scope of high-risk pregnancy, labor, birth and high-risk newborns with acquired and/or congenital conditions

B. Learning Resources:
C. **Learning Objectives:**
Using a critical thinking and problem solving approach, the student will:

**The Pregnancy at Risk: Pregestational and Gestational Onset**

1. Summarize the effects of alcohol and illicit drugs on the childbearing woman and her fetus/newborn
2. Explain the effects of hyperemesis gravidarum on maternal and fetal well-being
3. Discuss the management of a woman with hyperemesis gravidarum in the hospital and at home
4. Differentiate among causes, signs, and symptoms, possible complications, and management of the hemorrhagic conditions of early and late pregnancy
   a. Spontaneous abortion
   b. Ectopic pregnancy
   c. Hydatidiform mole
   d. Placenta previa
   e. Abruptio placenta
   f. Disseminated Intravascular Coagulation
5. Identify the medical therapy and nursing interventions indicated in caring for a woman with an incompetent cervix
6. Describe maternal and fetal risks associated with premature rupture of the membranes and the nursing care
7. Analyze factors that increase a woman’s risk for preterm labor
8. Describe the development and management of the hypertensive disorders of pregnancy including HELLP Syndrome
9. Discuss the effects and management of diabetes mellitus, heart disease, and Hematologic (anemias) disorders during pregnancy
10. Identify the effects, management, and nursing considerations of specific preexisting conditions
    a. SLE
    b. Rheumatoid arthritis
    c. Epilepsy
    d. Rheumatoid arthritis
    e. Hepatitis B
    f. Hyperthyroidism
    g. Maternal PKU
    h. Multiple Sclerosis
    i. TB
    d. Rubella
11. Compare Rh and ABO incompatibility in terms of maternal, fetal, & neonatal complications
12. Identify the major causes of trauma and domestic violence during pregnancy and describe therapeutic management
13. Discuss the maternal, fetal, and neonatal effects of the common bacterial and viral infections (including HIV & AIDS) that may occur during pregnancy

**Childbirth at Risk: Prelabor and Labor-Related Complications**

1. Explain abnormalities that may result in dysfunctional labor
2. Explain maternal and fetal problems that may occur if pregnancy persists beyond 42 weeks
3. Describe common intrapartum complications, disorders and emergencies and explain therapeutic management and nursing care for each condition
4. Use case studies and critical thinking exercises to apply the nursing process to the client who’s childbirth is at risk

**The Client with a Postpartum Complication**

1. Describe the predisposing factors, causes, manifestations, and therapeutic management of postpartum hemorrhage
2. Explain major causes, manifestations, and therapeutic management of subinvolution
3. Describe three major thromboembolic disorders together with their predisposing factors, causes, manifestations, and therapeutic management
   a. Superficial venous
   b. Deep vein thrombosis
   c. Pulmonary embolism
4. Discuss the location, predisposing factors, causes, manifestations, and therapeutic management of puerperal infection
5. Describe the major affective disorder
   a. Postpartum blues   c. Postpartum depression
   b. Postpartum Psychosis
6. Describe the role of the nurse in the management of women with postpartum Complications
7. Evaluate the mother’s knowledge of self-care measures, signs of complications to be reported to the primary care provider, and measures to prevent recurrence of complications

**The High-risk Newborn: Conditions Present at Birth**

1. Explain the special problems of the preterm infant
2. Identify common nursing diagnoses for preterm infants, and explain the nursing care for each
3. Compare the characteristics and problems of the infant with postmaturity syndrome and the postterm newborn
4. Explain the effects of intrauterine growth retardation
5. Compare the problems of the SGA, PrAGA, and LGA infant
6. Identify factors present at birth that help identify an at-risk newborn
7. Discuss the effects of maternal diabetes on the newborn
8. Describe the effect of maternal substance abuse on the newborn
9. Relate the consequences of maternal HIV/AIDS to the management of the infant in the neonatal period
10. Identify physical examination findings during the early newborn period that would make the nurse suspect a congenital cardiac defect
11. Explain the special care needed by a newborn with an inborn error of metabolism

**High-risk newborn: Birth-Related Stressors**

1. Discuss how to identify infants in need of resuscitation and the appropriate method of resuscitation based on the labor record and observable physiologic indicators
2. Explain the common respiratory and metabolic problems in the newborn and the nursing care involved
3. Differentiate between physiologic and pathologic jaundice according to onset, cause, possible sequelae, and specific management
4. Describe causes of neonatal infections and nursing care for infants with infections
5. Discuss selected Hematologic problems and the nursing implications with each one
6. Relate the consequences of selected maternally transmitted infections, to the management of the infant in the neonatal period
7. Describe interventions to facilitate parental attachment with the at-risk newborn
8. Identify the special initial and long-term needs of parents of at-risk infants

THE NURSE AS A PROVIDER OF CARE

UNIT VIII: ASSESSMENT AND MANAGEMENT OF WOMEN’S HEALTH

A. Introduction:
The content in this unit presents an overview of common problems in women’s health. Health problems in women will be explored to enable students to understand their role in primary and preventive care of women as it relates to routine assessments, screening procedures, and management of specific health concerns

B. Learning Resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olds’ Maternal-Newborn Nursing &amp; Women’s Health Care (9th ed.)</td>
<td>7, 9</td>
</tr>
<tr>
<td>Olds’ Workbook for Maternal-Newborn Nursing &amp; Women’s Health Care 9th ed.</td>
<td>7, 9</td>
</tr>
<tr>
<td>Student CD-ROM for Maternal-Newborn Nursing &amp; Women’s Health Care 9th ed.</td>
<td>7, 9</td>
</tr>
<tr>
<td>View videos: Spousal Abuse</td>
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<tr>
<td>Parental Sexual Abuse</td>
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<tr>
<td>Going Back?</td>
<td></td>
</tr>
<tr>
<td>Relevant Internet World Wide Web sites</td>
<td></td>
</tr>
<tr>
<td>(NOTE: Every effort has been made to ensure that these sites are current; however, due to the rapidly changing environment of the Internet and WWW some links may no longer be accurate.)</td>
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</tr>
<tr>
<td><a href="http://cancernet.nci.nih.gov">http://cancernet.nci.nih.gov</a></td>
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<tr>
<td><a href="http://www.acces.digex.net/~mkragen/index.html">http://www.acces.digex.net/~mkragen/index.html</a></td>
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<td><a href="http://oncolink.upenn.edu">http://oncolink.upenn.edu</a></td>
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<td><a href="http://www.fvpf.org">www.fvpf.org</a></td>
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<td><a href="http://www.rainn.org">www.rainn.org</a></td>
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<td><a href="http://www.sane-sart.com">www.sane-sart.com</a></td>
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<td><a href="http://www.911rape.org">www.911rape.org</a></td>
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<td>Companion Website</td>
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<tr>
<td>MediaLink and Explore MediaLink</td>
<td>7, 9</td>
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<tr>
<td>Canvas</td>
<td>Unit VIII</td>
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Table:

<table>
<thead>
<tr>
<th>Pharmacology and the Nursing Process</th>
<th>Chapter 32</th>
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<tbody>
<tr>
<td>Dosage Calculations</td>
<td>Chapter 1-15, 17</td>
</tr>
<tr>
<td>Nursing skill video</td>
<td>Assisting with a Pelvic Exam. Teaching How to Perform a Breast Self Examination. Birth Control: Teaching the Client the Proper Use of the NuVa Ring.</td>
</tr>
</tbody>
</table>

C. Learning Objectives:
Using a critical thinking and problem solving approach, the student will:

Women’s Health Problems

1. Explain examinations and various screening procedures that are recommended to maintain the health of women
2. Define four benign disorders of the breast, relate them to expected age of onset, and describe the diagnostic procedures used to rule out breast cancer
3. Describe the incidence, risks pathophysiology, management, and nursing considerations of malignant tumors of the breast
4. Discuss risk factors, possible complications, nursing care and follow-up care related to selective disorders of the female reproductive system

Violence Against Women

1. List the social, physical, political, and cultural factors that contribute to the occurrence of domestic violence and rape
2. Contrast the myths and the facts about domestic violence and rape
3. Identify the phases of the cycle of violence and rape trauma syndrome
4. Explain the role and nursing care of women that a violent act has been committed to include screening, assessment, procedures, therapeutic management and documentation
5. Discuss the legal responsibilities of the community to prevent and address violence against women
Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS)

I. BASIC SKILL COMPETENCIES

A. Basic Skills
   i. **Reading:** Locate, understand and interpret written information in prose and in documents such as manuals, graphs and schedules.
   ii. **Writing:** Communicate thoughts, ideas, information and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts
   iii. **Arithmetic & Mathematical Operations:** Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
   iv. **Listening:** Receive, attend to, interpret, and respond to verbal messages and other cues.
   v. **Speaking:** Organize ideas and communicate orally.

B. Thinking Skills
   i. **Creative Thinking:** Generate new ideas.
   ii. **Decision Making:** Specify goals and constraints, generate alternatives, consider risks and evaluate and choose the best alternative.
   iii. **Problem Solving:** Recognize problems and devise and implement plan of action.
   iv. **Visualize ("Seeing Things in the Mind's Eye"):** Organize and process symbols, pictures, graphs, objects, and other information.
   v. **Reasoning:** Discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

C. Personal Qualities
   i. **Responsibility:** Exert a high level of effort and persevere toward goal attainment.
   ii. **Self-Esteem:** Believe in one's own self-worth and maintain a positive view of oneself.
   iii. **Sociability:** Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
   iv. **Self-Management:** Assess oneself, set personal goals, monitor progress, and exhibit self-control.
   v. **Integrity & Honesty:** Choose ethical courses of action.
II. WORKPLACE COMPETENCIES

A. Resources:
   i. Time: Select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   ii. Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
   iii. Material & Facilities: Acquire, store, allocate, and use materials or space efficiently.
   iv. Human Resources: Assess skills and distribute work accordingly, evaluate performance and provide feedback.

B. Interpersonal Skills:
   i. Participate as Member of a Team: Contribute to group effort.
   ii. Teach Others New Skills.
   iii. Serve Clients/ Customers: Work to satisfy customers' expectations.
   iv. Exercise Leadership: Communicate ideas to justify position, persuade & convince others, responsibly challenge existing procedures & policies.
   v. Negotiate: Work toward agreements involving exchange of resources, resolve divergent interests.
   vi. Work with Diversity: Work well with men and women from diverse backgrounds.

C. Information:
   i. Acquire and Evaluate Information.
   ii. Organize and Maintain Information.
   iii. Interpret and Communicate Information.
   iv. Use computers to process information.

D. Systems:
   i. Understand Systems: Know how social, organizational and technological systems work and operate effectively with them.
   iii. Improve or Design Systems: Suggest modifications to existing systems and develop new or alternative systems to improve performance.

E. Technology
   i. Select Technology: choose procedures, tools or equipment including computers and related technologies
   ii. Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment
   iii. Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies
I have read the Panola College Associate Degree Nursing program syllabus for RNSG 2208 Maternal/Newborn Nursing and Women’s Health. The items in the syllabus have been explained to me. I understand that it is my responsibility to seek any additional clarification that I may need from the instructor.

I will comply with the requirements as delineated. It is my understanding that this form will become part of my permanent file.

_________________________   ______________________________
Student Name (print)     Student Signature

_________________________   _________________________
Date         Date

I have access to and have read the current Associate Degree Nursing Student Handbook and am familiar with the guidelines and policies, have understood such, and agree to abide by the Associate Degree Nursing Student Handbook.

_________________________   _________________________
Student Name (print)     Student Signature

_________________________   _________________________
Date         Date
<table>
<thead>
<tr>
<th>Criteria</th>
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<tr>
<td><strong>Specificity</strong></td>
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<tr>
<td>2 comments include</td>
<td>4 (100%)</td>
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<tr>
<td>specific details and</td>
<td>3 (80%)</td>
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<tr>
<td>quotations from the</td>
<td>2 (75%)</td>
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<tr>
<td>assigned textbook</td>
<td>&lt; 2 (0%)</td>
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<td>(includes source and</td>
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<tr>
<td>page number), <strong>AND 1</strong></td>
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<tr>
<td>professional nursing</td>
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<td>journal article or Web</td>
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<td>page published within</td>
<td>Use of assigned textbook to</td>
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<tr>
<td>1-2 years (attach article</td>
<td>support points is incoherent or</td>
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<tr>
<td>or link web page)</td>
<td>missing entirely</td>
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<td><strong>Critical</strong></td>
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<tr>
<td>**Thinking/</td>
<td>Evidence of reflective statements contain some of the theoretical</td>
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<tr>
<td><strong>Analysis of</strong></td>
<td>rationale underlying the use of specific strategies or materials</td>
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<td><strong>issue</strong></td>
<td>Connections are made, not really clear or obvious</td>
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<td>25 points</td>
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<td><strong>Uniqueness</strong></td>
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<td>Made with depth and</td>
<td>New ideas or connections</td>
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<td>detail</td>
<td>Lack depth and/or detail</td>
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<td><strong>Timeliness</strong></td>
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<tr>
<td>Initial Post and 3</td>
<td>Initial Post and 2 follow-up post</td>
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<tr>
<td>Follow-up post</td>
<td>Initial post and 1 follow-up post</td>
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<tr>
<td>meet deadlines</td>
<td>Posted at the last minute without allowing for response time</td>
</tr>
<tr>
<td>Posts within 2 days of</td>
<td>Postings fails to meet the deadline</td>
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<td>release</td>
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<td><strong>Stylistics</strong></td>
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<td>Written responses are</td>
<td>Written responses contain 1-2</td>
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<tr>
<td>free of grammatical,</td>
<td>grammatical, spelling or punctuation errors. The style of writing</td>
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<tr>
<td>spelling and punctuation</td>
<td>written facilitates communication.</td>
</tr>
<tr>
<td>errors. The style of</td>
<td>Written responses contain 3-5</td>
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<tr>
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<tr>
<td>communication.</td>
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**Total Points**
### Computer Assisted Instruction/Case Study Log for Maternal/Newborn Nursing 2208/2261

Record all scores on this log and print and attach result page to this document

<table>
<thead>
<tr>
<th>Title of CAI/Case Study</th>
<th>MATERNITY MANIA</th>
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</thead>
<tbody>
<tr>
<td><strong>CASE STUDIES (Only ONE ATTEMPT per case study)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Healthy Newborn</td>
<td>Score</td>
</tr>
<tr>
<td>2. Newborn with Jaundice</td>
<td>Score</td>
</tr>
<tr>
<td>3. Postpartum</td>
<td>Score</td>
</tr>
<tr>
<td>4. Premature Infant</td>
<td>Score</td>
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</tbody>
</table>

| MATERNITY: NORMAL PREGNANCY (multiple attempts allowed) | | |
|-----------------|-----------------|
| 1. Susan Wilson (1) | Score |
| 2. Susan Wilson (2) | Score |

| MATERNITY: PROBLEMS OF PREGNANCY (multiple attempts allowed) | | |
|-----------------|-----------------|
| 1. Donna Prow | Score |
| 2. Lilley Larson | Score |
| 3. Maria Pratt | Score |
| 4. Steffy Greel | Score |
## Current Issues in Maternal-Newborn Nursing
4

## Care of the Family in a Culturally Diverse Society
4

## Complementary and Alternative Therapies
4

## Physiologic Responses of the newborn to birth
6

## Nursing Assessment of the Newborn
6

## Normal Newborn: Needs and Care
6

## Newborn Nutrition
5

## Birth-Related Procedures
7

## Family Planning
6

## Dosage Calculations
2-?

**Approximately** 50-?

## The Reproductive System
6

## Conception and Fetal Development
6

## Special Reproductive Concerns
6

## Preparation for Parenthood
6

## Physical and Psychologic Changes of Pregnancy
7

## Antepartal Nursing Assessment
6

## The Expectant Family Needs & Care
6

## Adolescent Pregnancy
6

## Dosage Calculation(s)
1?

**Approximately** 50-?
## Examination III

<table>
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<tr>
<td>Maternal Nutrition</td>
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<tr>
<td>Assessment of fetal well-being</td>
<td>8</td>
</tr>
<tr>
<td>Processes and Stages of Labor and Birth</td>
<td>9</td>
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<tr>
<td>Intrapartal Nursing Assessment</td>
<td>9</td>
</tr>
<tr>
<td>Pain Management During Labor</td>
<td>8</td>
</tr>
<tr>
<td>The Family in Childbirth: Needs and Care</td>
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<tr>
<td>Dosage Calculation(s)</td>
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<td>Approximately</td>
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## Examination IV

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<tbody>
<tr>
<td>Postpartal Adaptation and Nursing Assessment</td>
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<tr>
<td>The Postpartal Family: Needs and Care</td>
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<tr>
<td>Home Care of the Postpartal Family</td>
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<tr>
<td>Grief and Loss in the Childbearing Family</td>
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<tr>
<td>The Postpartal Family at Risk</td>
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<tr>
<td>Pregnancy at Risk: Pregestational Problems</td>
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<tr>
<td>Pregnancy at Risk: Gestational Onset</td>
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<tr>
<td>Childbirth at Risk: Prelabor and labor-related complications</td>
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<tr>
<td>Dosage Calculation</td>
<td>1-?</td>
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<td>Approximately</td>
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</tr>
<tr>
<td>Topic</td>
<td>Items</td>
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<tr>
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<tr>
<td>The Newborn at Risk: Conditions Present at Birth</td>
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<tr>
<td>The Newborn at Risk: At Birth &amp; Birth-Related Stressors</td>
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<tr>
<td>Unit I - Overview of Nursing as a Profession &amp; Introduction To</td>
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<tr>
<td>Family Theories And Models</td>
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<td>Unit III - Overview of the Reproductive Years</td>
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<td>Unit IV - Assessment and Management in the Antepartum Period</td>
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<td>Unit V - Assessment and Management in the Intrapartum Period</td>
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<td>Unit VI - Assessment and Management Postpartum Period</td>
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<td>Unit VII - Assessment and Management of High-Risk Perinatal Conditions</td>
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<td>Unit VIII - Assessment and Management of Women’s Health</td>
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<td>Approximately</td>
<td>100-?</td>
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</table>

This is an approximation of probable test items. The number of test items may fluctuate at the discretion of the instructor. All students are encouraged to study all available learning resources including all of the following: (a) lecture notes, (b) class activity/assignments, (c) study guide, (d) the information in the syllabus i.e. CAIs, case studies, videos and (e) textbook.