

College of San Mateo

Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: March 27, 2008

Department: Nursing **Number:** 222
Course Title: Maternity Nursing **Units:** 4.5
Total Semester Hours: Lecture: 40 **Lab:** 96 **Homework:** 20 **By Arrangement:** 1 x 8 = 16

Length of Course

- Semester-long
 Short course (Number of weeks 8)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)

Nursing 212 or equivalent

2. **Corequisite** (Attach Enrollment Limitation Validation Form.)

Nursing 225 or equivalent

3. **Recommended Preparation** (Attach Enrollment Validation Form.)

N/A

4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation.)

(4.5) Five lecture hours and twelve lab hours per week plus two hours by arrangement for eight weeks. Prerequisites: NURS 212. Corequisite: Concurrent enrollment in NURS 225. Needs and problems of the family during the maternity cycle along with identifying needs and problems of male and female reproduction. Supervised learning experiences corresponding with classroom instruction in off-campus health care facilities. (Spring only.) (AA: Area E3, CSU)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation.)

Nursing care related to total maternity cycle. Prereq: Completion of NURS 221 or equivalent. Corequisite: Concurrent enrollment in NURS 225.

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

- Demonstrate competency in managing nursing care for one or several women and neonates throughout the various phases of the childbearing cycle.
- Communicate effectively when relaying information regarding health promotion for women and neonates to childbearing women and their families.

- Utilize comprehensive theoretical knowledge as a basis for the nursing process when caring for childbearing women and neonates.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

THEORY OBJECTIVES:

At the completion of Nursing 222 the student achieves the following:

I. OPERATIONALIZES THE NURSING PROCESS TO PROMOTE HOMEOSTASIS

- A. Identifies essential parenting functions.
- B. Describes psychosocial factors which affect pregnancy.
- C. Discusses effects of pregnancy on family members including grandparents.
- D. Describes the process of ovulation and fertilization.
- E. Describes placental function and list the major hormones produced by the placenta.
- F. Identifies major landmarks in fetal development.
- G. Assesses needs and states appropriate nursing interventions for the pregnant woman (i.e., nutrition, hygiene, exercise, relaxation, emotional support, and learning).
- H. Describes the routine prenatal visit.
 - I. Lists the major discomforts of pregnancy and relates them to other physiological changes.
 - J. Identifies nursing interventions for women with minor discomforts or problems during pregnancy.
 - K. Discusses cultural/ethical/religious diversity as it affects the pregnant woman/family, including grandparents.
 - L. Describes nursing care for the pregnant woman/family.
 - M. Identifies causes of bleeding in pregnancy and in the prenatal period; identifies nursing interventions.
 - N. Identifies existing cardiovascular problems which might adversely affect pregnancy.
 - O. Discusses nursing interventions for women experiencing high risk pregnancies, including those with psychosocial problems, such as abuse.
 - P. Discusses fetal assessment studies.
 - Q. Identifies signs of fetal distress.
 - R. Lists possible causes of fetal distress and related nursing interventions.
 - S. Describes the normal pattern of labor, its various components and related nursing care.
 - T. Recognizes factors that interfere with the normal progress of labor and state appropriate nursing interventions.
 - U. Describes nursing interventions for the patient needing analgesic or anesthetic support.
 - V. Lists and describes the normal anatomic, physiologic and emotional/psychological changes that occur during the puerperium.
 - W. Identifies nursing intentions that promote a normal recovery during the puerperium, including those pertinent to home care.
 - X. Identifies complications of the puerperium and state appropriate nursing interventions.
 - Y. Discuss the use of medications used in perinatal and women's health care.
 - Z. Lists problems which may occur in the newborn during adaptation to extrauterine life.
 - AA. Explains six normal newborn reflexes and responses.
 - BB. Determines the fluid and nutrient requirements for the infant during the neonatal period.
 - DD. Lists appropriate steps in prevention of infection when caring for the newborn.
 - EE. Compares the full term and preterm infant as to: characteristics of development, temperature control, respiratory function, and nutritional requirements.
 - FF. Lists nursing interventions to meet the needs of the grieving individual/family/extended family members.
 - GG. Discusses alterations in homeostasis relative to women's health care.
 - HH. Lists signs and symptoms of common reproductive disorders for patients of all age

- groups.
 - II. Describe pertinent nursing care for women experiencing alterations in homeostasis.
 - JJ. Utilizes critical thinking skills when applying nursing process to actual and simulated perinatal patient situations.
- II. ASSUMES ROLE AS A COMMUNICATOR
- A. Identifies appropriate communication methods to utilize with family and extended family members.
 - B. Identifies verbal and non-verbal behaviors that should be observed and incorporated into the nursing care plan.
- III. ASSUMES ROLE AS A TEACHER
- A. Identifies learning needs of the woman/family throughout the maternity cycle.
 - B. Lists examples of family planning; compare their actions, effectiveness, advantages and disadvantages.
 - C. Discusses advantages and disadvantages of different methods of infant feeding.
 - D. Teaches safety principles to the woman/extended family including grandparents for care of the newborn.
 - E. Demonstrates methods of breast self-examination techniques.
 - F. Identifies early warning signs of cancer in the male/female reproductive systems.
 - G. Identifies and lists learning needs common to reproductive disorders for all patients of all age groups.
- IV. ASSUMES ROLE AS A LEADER/MANAGER
- A. Cites one example of appropriate counseling resources in reference to reproductive dysfunction.
 - B. Cites examples of available support groups for woman/family/and expectant or new grandparents.
 - C. Describes various expanded roles for perinatal nurses.
- V. ASSUMES ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING
- A. Identifies essential qualities of a nurse caring for women experiencing childbearing or reproductive disorders.
 - B. Lists community functions of the nurse caring for women experiencing childbearing or reproductive disorders.
 - C. Identifies trends in maternity nursing.
 - D. Identifies ethical and legal issues relating to perinatal nursing.
 - E. Describes role of patient advocate in perinatal setting.
 - F. Identifies responsibilities of the nurse in the home care setting.

CLINICAL OBJECTIVES

Upon completion of Nursing 222 the student will be able to apply learning and skills from previous course(s) as well as:

- I. OPERATIONALIZES THE NURSING PROCESS TO PROMOTE HOMEOSTASIS
- A.1. Utilizes the nursing process, with guidance, to provide safe nursing care of the pregnant woman/family with common well- defined health needs.
 - 2. Collects and organizes data from a variety of sources including data on developmental levels to identify basic patient needs.
 - a. Collects data from a variety of sources to identify the woman's, newborn's and family's needs including grandparents.
 - b. Prepares for patient assignment in each perinatal area.
 - c. Gathers pertinent data from the patient, family, kardex, report and chart and utilizes critical thinking skills to differentiate normal data from abnormal.
 - d. Correlates patient data with nursing theory to prepare for patient assignment.

3. Assesses
 - a. Assesses the woman's recovery from the birth process with a thorough post partum assessment.
 - b. Evaluates maternal/infant bonding behaviors.
 - c. Assesses/describes the adaptation of the newborn to extra-uterine life and identifies real/potential threats to homeostasis.
 - d. Determines the woman's ability to meet the biopsychosocial needs following birth and identifies potential problems.
 - e. Identifies nursing diagnoses, and states related outcome criteria.
 - f. Applies theoretical data to nursing practice.
- B. 1. Plans and performs, with guidance, individualized nursing interventions designed to assist the woman/family to meet needs and to promote homeostatic adaptive mechanisms.
 - a. Identifies nursing interventions that will assist in meeting stated goals/objective.
 - b. Involves the woman/family including grandparents of newborn in the plan of care.
 - c. Presents plan to instructor/resource person prior to care.
 - d. Applies critical thinking principles to a variety of clinical situations.
2. Consistently performs, with guidance, appropriate nursing interventions safely and accurately.
 - a. Applies previously learned knowledge as well as perinatal concepts to provide safe nursing care.
 - b. Demonstrates knowledge of medications.
 - c. Adjusts nursing care to meet the needs of the maternity patient and extended family members.
 - d. Correctly performs treatments and administers medications.
 - e. Utilizes principles of asepsis and universal precautions.
 - f. Expands comfort measures to include those pertinent to the maternity patient.
 - g. Follows accepted protocols for safe newborn care.
 - h. Identifies priorities when organizing care, utilizing principles of time management.
- C. 1. Recognizes, with guidance, whether nursing interventions met identified needs.
 - a. Explains rationale for nursing interventions keeping in mind the specific needs of the perinatal patient.
 - b. Assists in revising nursing care by evaluating whether objectives were met on the daily care worksheet.
 - c. Modifies the nursing care as needed, keeping in mind the needs of the perinatal patient.
 - d. Demonstrates competency on designated skills during performance video evaluation.

II. ASSUMES ROLE AS A COMMUNICATOR

- A. 1. Utilizes a variety of basic communication skills, with guidance to support the woman/family, and to interact with other members of the health team.
 - a. Assesses maternal verbal and non-verbal behaviors.
 - b. Communicates data and questions, regarding the woman/family to appropriate health care professionals.
 - c. Communicates results of care during report and conference.
 - d. Evaluates effectiveness of communication and identifies barriers to communication.
 - e. Identifies own limitations when giving information.
- B. 1. Reports and records accurately, with guidance, significant occurrences and patient assessments, interventions and their effectiveness.
 - a. Charts accurately in legible, pertinent, organized manner using acceptable abbreviations, grammar and format.
 - b. Uses Nursing Care Plan as a guide for charting.
 - c. Reports status of patient clearly and concisely.
 - d. Contributes in conferences.

III. ASSUMES ROLE AS A TEACHER

- A. 1. Recognizes the woman's/family's obvious needs for health teaching and either conveys information or takes other appropriate action.
- a. Gives instruction in health promotion that assists in meeting the needs of the perinatal patient, extended family members and with the newborn.
- b. Initiates teaching as well as supports the teaching plan of others.
- c. Uses teaching materials provided by the clinical facility.
- d. Considers obvious factor(s) that may interfere with ability to learn.
- e. Documents patient/family teaching.
- f. Completes graded teaching presentation.

IV. ASSUMES ROLE AS A LEADER/MANAGER

- A. Recognizes the patient's/family's needs for the services of other health team members and/or agencies and discusses the need for appropriate referrals.
 - 1. Assumes responsibility for managing care for assigned patient(s).
 - 2. Identifies sociocultural differences and seeks help when necessary (i.e. interpreter, dietitian, etc.)
 - 3. Consults with health team members to meet needs that cannot be met by the student.
- B. Identifies priorities and provides care for two to three patients within the assigned clinical time.
 - 1. Implements care in stressful situations
 - 2. Describes the RN role in perinatal care.

V. ASSUMES ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING

- A. Practices within the ethical standards and legal framework with guidance.
 - 1. Researches agency policies and procedures as needed.
 - 2. Identifies ethical issues in the clinical area and discusses such with instructor and at conference.
 - 3. Describes the interventions used by a nurse functioning as a patient or family advocate.
- B. Identifies own learning needs and demonstrates initiative in obtaining specific experiences.
 - 1. Communicates learning goals to instructor in writing on last page of evaluation.
 - 2. Uses additional learning resources available.
- C. Evaluates learning experiences and objectively assesses own progress regularly with the instructor.
 - 1. Completes self evaluation and learning goals at end of course or as otherwise indicated by instructor.
 - 2. Modifies performance based on previous evaluation of clinical performance and current feedback.
 - 3. Takes corrective actions when in error and reports such to instructor and follows through with appropriate written report.
- D. Is accountable for his/her own professional behavior.
 - 1. Is punctual for clinical. (Cannot be late more than two times).
 - 2. Is punctual for post conference (Cannot be late more than two times without prior agreement with instructor).
 - 3. Is punctual in submitting written assignments.
 - 4. Completes clinical make up assignments according to the policy.
 - 5. Is punctual with medications and treatments.
 - 6. Follows correct procedure for notifying agency regarding absence from clinical areas.
 - 7. Follows dress code as described in the Nursing Student Handbook.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

- A. Introduction to maternity nursing
- B. Normal labor and delivery
- C. Nursing in the normal puerperium
- D. Analgesia and anesthesia
- E. Nursing care of the normal newborn
- F. Care of the high risk neonate
- G. Normal pregnancy
- H. Complications of pregnancy
- I. Complications of labor and delivery
- J. Infertility, genetics, ethics
- K. Disorders of the male and female reproductive systems

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)
If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.

Instruction includes classroom presentations, related discussion of patient scenarios, focusing on critical thinking skills. Students view media or computer related instruction to enhance classroom presentations or focus on other content.

The postconference setting in clinical provides an avenue for small group discussion of the events of the day and reinforce the concurrent theory content.

Hours by arrangement include the following activities:

Faculty provide evaluative feedback via verbal, written and e-mail comments outside the classroom and outside clinical hours in order for the student to improve in the theory class exams, medication calculation exams, and in clinical performance.

Students do outside additional preparation for caring for patients in the clinical area, such as clinical worksheets, care plans, medication cards and so forth which are critiqued by the faculty prior to the beginning of the shift for patient care.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Multiple choice theory examinations with "alternate question" format included

Clinical evaluation tool based on satisfactory completion of clinical objectives

Written papers related to care of the laboring woman and assessment of the newborn reflect the use of the nursing process and related critical thinking skills.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Cox, Hinz, Lubino, et al. Clinical Applications of Nursing Diagnosis. (2007). Philadelphia, PA: Elsevier.

Elkin, Perry and Potter. (2004). Nursing Intervention and Clinical Skills. (3rd edition). Philadelphia, PA: Elsevier.

Elkin, Perry and Potter. (2004). Skills Performance to Accompany Nursing Interventions and Clinical Skills. (3rd edition). Philadelphia, PA: Elsevier.

Ignatavicius, D., Workman, M., & Mishler, M. Medical-Surgical Nursing (5th edition). Philadelphia, PA: Elsevier. (ONE VOLUME).

Ignatavicius, D., Workman, M., & Mishler, M. Clinical Companion for Medical-Surgical Nursing. (5th edition). Philadelphia, PA: Elsevier.

London, M.L., Ladewig, P., Ball, J. & Bindler, R.C. Maternal and Child Nursing Care. (2007). (2nd edition). Upper Saddle River, N.Y.: Pearson/Prentice Hall.

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