



SCIENCE & HEALTH PROFESSIONS

NURSING PROGRAM

NRS222

MATERNAL/FAMILY NURSING

COURSE OUTLINE

SPRING 2011



COURSE OUTLINE

Course Number: NRS222

Course Title: Maternal/Family Nursing

Credits: 2

**Hours: 3 Theory Hours
6 Clinical Lab Hours**

Catalog description:

The concepts of Maternal/Family nursing are presented in this 5 week course, utilizing the nursing process as a framework. The course examines the needs of the childbearing and child caring family. Includes selected clinical experiences in area health care facilities. (3 lecture/40 clinical hours)

Prerequisites: NRS110, NRS120, NRS121 with a minimum C grade.

Required texts/other materials:

Ladewig, P., London, M. and Davidson, M. (2009) Contemporary Maternal-Newborn Care. (7th edition).
Upper Saddle River: Pearson

NRS222 Supplement. Download from the MCCC Nursing Program Website: www.mccc.edu/nursing.

Brown, M. and Mulholland, J.A., (2008) Drug Calculations. (8th edition) St. Louis: Elsevier Mosby.

Phillips, L.D. (2008) Manual of IV Therapeutics. (5th edition) Philadelphia: F.A. Davis Company

Course Information Resources: Course notes and assignments from MCCC Nursing Program website at www.mccc.edu/nursing.

Recommended Textbooks:

Potter, P.A., and Perry, A.G. (2009) Fundamentals of Nursing. (7th edition) St. Louis: Elsevier Mosby

Gahart, B.L. (2008) Intravenous Medications: Handbook for Nurses. (23rd edition) St. Louis: Elsevier Mosby

Nursing 2010 Drug Handbook. Springhouse: Springhouse Publishers

Plus other textbooks used in NRS101, NRS102 and NRS110.

Last revised:

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Information resources: Textbook, library sources, nursing education websites.

Personal Digital Assistant with following downloaded textbooks via the *Nursing Central* software:

Davis's Drug Guide

Davis's Lab and Diagnostic Tests (2nd edition)

Diseases and Disorders (3rd edition)

Handbook of Nursing Diagnosis

Tabers Cyclopedic Medical Dictionary (21st edition)

Course goals (Competencies):

1. Implement the nursing process through critical thinking and clinical judgment using evidence-based practice for patients in the antepartal, intrapartal, and postpartum period with expected physiologic changes in both mother and fetus/infant; and, for patients with alterations in pregnancy and the newborn.
Core Abilities: A, B, C, D, E, F, G **Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
2. Demonstrate ability to assess maternal and newborn patients using skills of direct observation, health assessment and interpretation of laboratory data.
Core Abilities: A, B, C, D, E, F, G **Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
3. Analyze maternal and newborn assessment findings resulting in nursing diagnosis (es) based on expected physiologic changes and health care alterations.
Core Abilities: A, B, D, E, F, G **Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
4. Develop an individualized patient concept map based on Maslow's Hierarchy of Needs for patients in the antepartal, intrapartal and postpartum period with expected physiologic changes in both mother and fetus/infant; and, for patients with alterations in pregnancy and the newborn.
Core Abilities: A, B, C, D, E, F, G **Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
5. Set priorities in the care of patients with complications of alterations in patients with alterations in pregnancy and the newborn.
Core Abilities: A, B, C, D, E, F, G **Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
6. Implement principles of universal precautions, medical asepsis, and safety when providing care to patients in the antepartal, intrapartal and postpartum period with expected maternal and fetal/infant physiologic changes; and, for patients with alterations in pregnancy and the newborn.
Core Abilities: A, B, C, D, E, F, G **Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
7. Describe therapeutic nurse-patient relationship based upon respect for patient privacy, confidentiality and advocacy within acute care medical-surgical settings as applied to maternal patients and families.
Core Abilities: A, B, C, D, E, F, G **Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
8. Describe the role of the professional nurse as part of the multidisciplinary team providing care to maternal patients and families.
Core Abilities: A, B, C, D, E, F, G **Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**
9. Correlate teaching learning process when addressing patient education and discharge planning needs relation to nutrition, medication, activity and rest, and psychosocial issues related to problems in maternal and newborn patients.
Core Abilities: A, B, C, D, E, F, G **Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**

MCCC General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Ability Goals

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Nursing Program Concepts: In this nursing curriculum, you will learn the nursing approaches utilized in meeting the basic human needs of individuals during periods of alteration or impairment that are directed toward maintenance of optimal body functions, prevention of potential problems and restoration of health. The conceptual framework of study in NRS222 focuses on patients in the antepartal, intrapartal, and postpartum period with expected physiologic changes in both mother and fetus/infant; and, for patients with alterations in pregnancy and the newborn. All patient needs as they relate to this course of study will be included.

HYGIENE NEEDS: Concerned with individuals at different age levels who have a temporary restriction of self care ability and require assistance in performing the hygiene activities of daily living.

ACTIVITY NEEDS: Concerned with individuals at different age levels who have temporary restriction of movement or activity.

SAFETY NEEDS: Concerned with individuals at different age levels who have hazards to the first line of body defense plus patient and environmental safety concerns.

HUMAN SEXUALITY NEEDS: Concerned with individuals at different age levels who have some temporary alteration of normal sexuality due to maturational factors or limitations of activities.

PSYCHOSOCIAL NEEDS: Concerned with individuals at different age levels who have a temporary interference with spirituality and/or self concept needs and who are experiencing change in the level of well-being.

REST and SLEEP NEEDS: Concerned with individuals at different age levels who have temporary restriction of activity or alteration with sleep patterns due to confinement to bed or impairment of the body's vital functions.

OXYGEN NEEDS: Concerned with individuals at different age levels who have an alteration in circulation or ventilation which impact the body's ability to supply oxygen to tissue.

NUTRITIONAL NEEDS: Concerned with individuals at different age levels who have various nutritional needs, food habits or cultural beliefs that affect nutritional status and physical fitness.

ELIMINATION NEEDS: Concerned with individuals at different age levels who have a temporary alteration of normal elimination patterns due to age factors, limitation of activities or disease process.

FLUID NEEDS: Concerned with individuals at different age levels who have alterations in fluid, electrolyte or acid/base balance which impact the body's homeostasis.

CURRICULUM THREADS

1. Critical Thinking/ Clinical Judgment

Terminal Objective:

The graduate will demonstrate critical thinking in the delivery of patient care using the nursing process in a variety of settings for patients across the lifespan.

2. Effective Communication

Terminal Objective:

The graduate will demonstrate effective communication skills with patients at various levels of development and in a variety of health care settings.

3. Clinical Competence/ Safe Practice

Terminal Objective:

The graduate will provide safe, competent nursing care, utilizing evidence-based practice, to patients at various stages of development in all health care settings.

4. Professionalism

Terminal Objective:

The graduate will demonstrate professional nursing practice by adhering to the scope of professional nursing practice as outlined by the Nurse Practice Act, Nursing Standards of Care, and Nursing Code of Ethics.

EVALUATION OF STUDENT LEARNING / GRADING INFORMATION

Course Requirements

- 4 Quizzes
- 2 Exams
- 1 Culture Project

Theory Classes

Classroom sessions are based on learning objectives from the course outline. Classroom sessions are 3 hours per week. Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed prior to the class session. Interactive learning activities will be included with each large class session. Cell phones should be placed on vibrate or shut off during class sessions. During testing, cell phones, PDA's or any other electronic device must be turned off and out of student reach. Recording any class session is at the discretion of the instructor. Permission to tape should be obtained prior to the beginning of class. The IClicker audience response system will be used during theory class.

College Lab

There is no college lab in this course.

Clinical Lab

The clinical lab provides students with the opportunity to provide care to patients in order to meet course goals. Preparation for clinical lab will focus on clinical objectives listed in the course outline. The clinical lab consists of 9 hours, once per week and is held at the assigned clinical facility. Weekly clinical assignment information will be given by the clinical instructor. The student will have use of a college owned PDA during the semester which will come supplied with a variety of nursing resources which the student can utilize during clinical. Clinical preparation guidelines are included in this course outline. In general, during the clinical lab, the students are expected to:

Pre-Conference (One hour – prior to arrival on clinical unit)

1. Be able to discuss the patient's primary and secondary diagnoses including, with succinct explanation of signs and symptoms, as well as methods to diagnose and treat the disease or condition (utilize PDA and nursing software as a resource).

2. Identify and explain patient's basic need deficits based on disease process, diet order and rationale for ordered pharmacological agents (utilizing PDA resources).
3. Incorporate assessment findings, developmental tasks (according to Erikson), appropriate to the patient's age and the complications for planned care.
4. Formulate a written preliminary patient care concept map based on basic need deficits using the nursing process to include 3 nursing diagnosis, each with goals, plan (assessment priorities, nursing actions, and patient education).
5. Discuss planned care including priority assessment focus, nursing actions (including medication, administration) and patient/family education.
6. Pre-conference preparation will be collected by instructor for evaluation.

Clinical Experience (9 hours on clinical unit)

1. Receive report on assigned patient, review medical record.
2. Assess your assigned patient.
3. Revise your preliminary plan as needed using data obtained in report, from the medical record, and your assessment of the patient.
4. Implement the nursing plan by caring for your patient demonstrating proficiency in nursing skills and seeking help from your instructor (Refer to weekly clinical objectives in course outline).
5. Administer medications as assigned by clinical instructor and coordinated with primary RN.
6. Report assessment findings to appropriate assigned nursing staff in a timely manner.
7. Document assessment and care as instructed and in accordance with facility policy.
8. Patient information received during clinical lab is to remain confidential at all times. Patient records are not permitted to be photocopied.

Post Conference (one hour)

1. Review and evaluate the care given and the patient's response to care plan.
2. Discuss revisions that should be made in your plan to improve care.
3. Discuss application of clinical objectives to your patient.

NRS222 Testing Procedures

All quizzes and test 1 will be given during the first hour of theory class. Test 2 will be given after class 5 and the date will be announced in orientation. Students will have 35 minutes to complete the 25 question exam and 15 minutes to complete each quiz. All belongings, including but not limited to backpacks, books, purses, cell phones, and electronic devices are to be placed in the front of the lecture hall. Seating during the exam is at the discretion of the instructor or exam proctor. All cell phones are to be turned off during the exam period and stored in the front of the lecture hall with the rest of your belongings. All coats and hats are to be removed during the exam period. Please refer to nursing program testing policy in the Nursing Program Handbook.

Determination of NRS222 Grade

In order to receive a grade in NRS222, these criteria must be satisfied:

1. The student must achieve “Met” as the final grade on the Clinical Laboratory Performance Evaluation for all clinical objectives.
2. Tests must be taken as scheduled. A grade of 75 or better should be maintained on all tests.
3. All required written assignments must be completed and submitted as per guidelines.

When all course criteria have been met, the student will be assigned a grade as outlined in Evaluation of Student Learning – Grading

Grading

4 quizzes	10% of grade	Given beginning of class 1, 2, 4, 5 (lowest grade will be dropped)
Exam #1	40% of grade	Given beginning of class 3
Exam #2	40% of grade	Given after class 5, date TBA
Culture Project	10% of grade	Due beginning of class 4; presentation in post conference, week 4

Grading Scale

A	97-100%
A-	93-96%
B+	89-92%
B	85-88%
B-	81-84%
C+	78-80%
C	75-77%
D	61-74%
F	60 or below

C is the lowest acceptable passing grade for all courses in the nursing program.

I = Incomplete

W = Withdrawal

WI = Withdrawal Instructor Initiated

WA = Withdrawal Administration Initiated

U = Unsatisfactory

Grading Information

Student learning will be evaluated by 3 quizzes given at the beginning of classes 2, 4 and 5, covering assigned reading for the lecture that day. Each quiz will include 10 questions that will test factual knowledge taken directly from the textbook. The quiz will be reviewed after completion.

Student learning will also be evaluated by 2 unit theory tests, containing 25 multiple choice questions with 1-2 dosage calculation questions, given at the beginning of class 3 and after class 5 (date to be announced at orientation).

Finally, a culture project will be assigned, due at the beginning of class 4. Presentation of the project will be 1pm – 3pm on the day of class 4. Project guidelines can be found in the NRS222 supplement.

In the case where a student misses a test, a make-up test will be administered at the discretion of the instructor. A student must notify the instructor in advance of the scheduled test of a student's inability to take an exam as scheduled. Failure to notify the instructor will result in a "0" grade for the exam.

- All tests are scored on Scantron forms. The Scantron sheet stands as the formal grade.
- Students must have a #2 pencil and their Mercer student ID available for testing.
- All cell phones must be turned off and stored with student belongings during testing.
- After testing, all Scantron forms are secured in the nursing office.
- Please refer to the nursing program testing policy in your program handbook for more information on testing.
- In order to successfully pass this course, point scores for the calculation of testes and the culture project must be 75% or higher.

Course-Specific General Education Goals and Objectives

Nursing practice in NRS222 is concerned with assisting individuals at different ages and their family constellations in the child bearing period. Concepts of human responses within the reproductive system, and childbearing are introduced.

At the conclusion of NRS222, the student should be able to:

1. Assess the client's physiological and psychosocial response to stressors.
2. Provide a therapeutic nurse-client relationship based upon respect for privacy, confidentiality, and advocating the rights of the health care consumer.
3. Demonstrate a holistic approach to health and promote optimum levels of well being.
4. Utilize the nursing process to construct, implement and evaluate a plan of care for newborns during their adaptation to extrauterine life.
5. Develop individualized nursing care plan(s) based upon Maslow's Hierarchy of Needs for clients from diverse populations strategically using critical thinking.
6. Correlate the teaching learning process to the nursing process when addressing health related behaviors and client outcomes.

7. Utilize Erik Erikson's theory of psychosocial development to state the crisis and tasks that emerge during the eight stages of development and identify the resolutions needed in each stage.
8. Describe factors that socially influence women's health care and the physical, developmental and psychological determinants that affect a plan of care and the nurse's role.
9. Describe various conditions that affect the reproductive system and childbearing period recognizing nursing assessments, management and health teaching/communication needs.
10. Identify the benefits and risks of pharmacological agents and nonpharmacological agents used in pain control.
11. Demonstrate safe, effective administration of medications to clients of various age groups reflecting nursing knowledge, appropriate skill and critical thinking.
12. Identify the nursing responsibilities to the childbearing family during the antepartum period including communication, community resources and health teaching needs and care.
13. Describe current trends that affect maternal child nursing including cost factors, home care, technological advancements and research that may impact upon the management of nursing care.
14. Utilize the nursing process to construct, implement and evaluate a plan of care for the antepartum, intrapartum and postpartum client.

*Family constellation refers to ethnic, religious, cultural and socioeconomic aspects of the client and his/her significant others.

Guidelines for Success

Academic Honesty

Academic honesty is important to the learning organization's purpose of helping learners to develop critical, independent thinking skills and habits. Cheating and other forms of academic dishonesty run counter to this purpose and violate ethical and intellectual principles; they are therefore subject to penalties. For purposes of this course we will define academic dishonesty as:

Plagiarism:

Presentation of work that originates from another unacknowledged source as one's own. Presenting someone else's ideas, argument, or information verbatim (or close to verbatim) without acknowledgement of the source in assessments, papers, or discussions, constitutes plagiarism.

Cheating:

a) Giving, receiving, or using, or attempting to give, obtain, or use, unauthorized information or assistance during an assessment or an examination

b) Obtaining or conveying, or attempting to obtain or convey, unauthorized information about an assessment or examination questions

c) Giving or receiving assistance on an essay or assignment that goes beyond that specifically allowed by the instructor (this includes buying and selling, or attempt to buy or sell essays and/or research assistance

relating to course assignments)

d) Impersonating someone else or causing or allowing oneself to be impersonated in an examination, or knowingly availing oneself of the results of impersonation

e) Presenting a single piece of work in more than one course without the permission of the instructors involved

ADA Statement

If you believe that you may require special accommodations or services to participate in this course, please contact the instructor or a counselor in Student Services. See the MCCC Student Handbook for further details.

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITY	STUDENT LEARNING ACTIVITY
<ul style="list-style-type: none"> - Describe diagnostic studies related to antepartum health and care - Identify physiological and psychological changes related to pregnancy - Utilize nursing process in the care of antepartum clients - Discuss labor management and the nurse's role in the intrapartum period - Identify uses of analgesia and anesthesia - Utilize nursing process in the delivery of care during labor and birth - Discuss expected findings of a comprehensive newborn assessment - List diagnostic studies and their relevance to newborn wellness - Identify expected physiological and physical changes and developmental tasks expected of the mother during the postpartum period - Utilize nursing process in newborn and postpartum care - Discuss complications in mother due to preexisting medical problems or problems related to pregnancy - Discuss strategies to assess fetal well being - Utilize nursing process to contrast nursing care for an uncomplicated pregnancy versus a high risk pregnancy 		<p>MODULE I – HUMAN FUNCTIONING</p> <p>A. Antepartal Period</p> <ol style="list-style-type: none"> 1. Conception 2. Fetal development 3. Physiological and psychological changes in pregnancy 4. Antepartum testing 5. Maternal nutrition <p>MODULE II – HUMAN FUNCTIONING</p> <p>A. Intrapartal Period</p> <ol style="list-style-type: none"> 1. Process of labor and birth 2. Needs and care in childbirth 3. Maternal analgesia and anesthesia <p>MODULE III – HUMAN FUNCTIONING</p> <p>A. Newborn</p> <ol style="list-style-type: none"> 1. Physiological response of the newborn 2. Assessment needs and care of normal newborn 3. Newborn nutrition <p>B. Postpartum</p> <ol style="list-style-type: none"> 1. Physiological and psychological adaptation 2. Needs and care of the postpartum family <p>MODULE IV – PROTECTIVE ENVIRONMENT</p> <p>A. Alterations in Pregnancy</p> <ol style="list-style-type: none"> 1. Pregestation and gestational risks <p>B. Alterations in Labor and Birth</p> <p>C. Assessment of Fetal Well Being</p> <ol style="list-style-type: none"> 1. Birth-related procedures 2. Antepartum testing 	<p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Evidence Based Practice Scenario</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Concept mapping</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Evidence Based Practice</p> <p>Culture Exercise</p> <p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Evidence Based Practice Scenario</p>	<p>Students to Review:</p> <ul style="list-style-type: none"> - Antenatal assessment <p>Assessment:</p> <ul style="list-style-type: none"> - Pregnancy anatomy & physiology - Diagnostic studies - Pharmacology - Nutrition - Cultural considerations <p>Students to Review:</p> <ul style="list-style-type: none"> - Intrapartal assessment birth video - Fetal monitoring - Newborn Assessment video <p>Assessment:</p> <ul style="list-style-type: none"> - Pregnancy anatomy & physiology - Diagnostic studies - Pharmacology - Nutrition - Cultural considerations <p>Students to Review:</p> <ul style="list-style-type: none"> - Newborn and postpartum assessment - Apgar scoring - Gestational age assessment <p>Assessment:</p> <ul style="list-style-type: none"> - Pregnancy anatomy & physiology - Diagnostic studies - Pharmacology - Nutrition - Cultural considerations <p>Students to Review:</p> <ul style="list-style-type: none"> - Diagnostic testing and treatment related to complications in pregnancy - Assessment of client with a high risk pregnancy <p>Assessment:</p> <ul style="list-style-type: none"> - Pregnancy anatomy & physiology - Diagnostic studies

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITY	STUDENT LEARNING ACTIVITY
<ul style="list-style-type: none"> - Explain factors that can adversely affect fetal-neonatal development - Discuss physiological complications of premature and other high risk infants - State complications commonly associated with the postpartum period - Utilize nursing process in the care of the high risk newborn and the high risk mother antepartum and postpartum 		<p>MODULE V – PROTECTIVE ENVIRONMENT</p> <ul style="list-style-type: none"> A. Alterations in the Newborn <ul style="list-style-type: none"> 1. Conditions during the antepartum period 2. Conditions present at birth B. Postpartum family at risk 	<p>Interactive lecture & discussion</p> <p>Case study analysis</p> <p>Evidence Based Practice Scenarios</p>	<ul style="list-style-type: none"> - Pharmacology - Nutrition - Cultural considerations <p>Students to Review:</p> <ul style="list-style-type: none"> - High risk assessment of fetal/maternal dyad antepartum and postpartum <p>Assessment:</p> <ul style="list-style-type: none"> - Pregnancy anatomy & physiology - Diagnostic studies - Pharmacology - Nutrition - Cultural considerations

Module 1 The Antepartum Period: Conception and Fetal Development: Physiological and Psychological Changes in Pregnancy

This content focuses on the antenatal period: conception and fetal development, and physiological and psychological changes affect the outcome of pregnancy. Assessments and interventions that deal with expected and unexpected changes during this period are also included.

Activity	Objectives	References
Lecture	Discuss the nursing assessment of a childbearing family.	Ladewig, et al. Chapters 3, 4, 9, 10, 11, 12, 14
	Discuss the signs and symptoms of pregnancy including laboratory tests utilized in the antepartum period.	
Theory Objectives	1. Describe the presumptive, probable and positive signs of pregnancy.	
	2. Describe the maternal physiological and psychological changes that occur during each trimester of pregnancy.	
	3. Describe the process of assessing a pregnant woman.	
	4. Discuss the etiology, pathophysiology, treatment and intervention associated with common discomforts experienced during pregnancy.	
	5. Discuss the special nutritional needs of the childbearing woman.	
	6. Discuss the effects of teratogens on the mother-child dyad.	
	7. Describe the process of fertilization and fetal development.	
	8. Describe the uterine changes that occur following fertilization of the ovum.	
	9. Identify uterine growth and development changes of the fetus.	
	10. Describe placental formation and fetal circulation.	
Clinical Experience	1. Observe a newborn assessment performed by the clinical instructor.	
	2. Observe a postpartum assessment performed by the clinical instructor.	
	3. Observe client care.	
	4. Perform a nursing interview and assess the health teaching needs of a mother who has recently given birth.	

****Newborn assessment is to be completed in clinical, as assigned by the clinical instructor.***

Module 2 The Intrapartum Period: Needs and Care in Childbirth

During the intrapartum period, physical and psychological changes occur which can affect maternal and fetal/neonatal outcomes. This content will include the physical and psychological changes which occur with the processes of labor and birth and the nursing assessment and interventions utilized in the intrapartum period.

Activity	Objectives	References
Lecture	Discuss the nursing assessment plans and interventions utilized during each stage of labor and delivery.	Ladewig, et al. Chapters 2, 17, 18, 19, 20
	Identify the commonly utilized pharmacological agents administered during the intrapartum period.	
	Discuss the nurse's role during the intrapartum period.	
Theory Objectives	1. Describe the anatomy of the bony pelvis in relation to labor and delivery.	
	2. Discuss the factors which facilitate the passage of the fetus through the pelvis.	
	3. Describe the methods utilized to determine fetal position.	
	4. Discuss the physiology of labor.	
	5. Describe the mechanics of labor (cardinal movements).	
	6. Describe the physiological and psychological changes which occur during the first, second, third and fourth stages of labor, including nursing assessments and interventions.	
	7. Describe the nursing assessment and intervention made during the second, third, and fourth stages of labor.	
	8. Discuss monitoring fetal heart rate and maternal contractions throughout labor.	
	9. Discuss the nursing assessments and interventions for patient discomfort and pain as experienced during labor and delivery.	
	10. Discuss the utilization of systemic drugs for the reduction or relief of discomfort and pain during childbirth, including anesthesia.	
	11. Discuss utilization of oxytocic drugs for induction or augmentation.	
	12. Discuss the immediate care of the newborn in the delivery room.	

Module 3 <u>Physiological Response and Assessment of the Newborn Postpartum Adaptation</u> This content includes nursing assessment and care of newborn including expected physical and behavioral characteristics related to adaptations to extrauterine life. Postpartum and parental adaptation following childbirth is also included with emphasis on physical and psychological changes which return the woman to a non-pregnant state.		
Activity	Objectives	References
Lecture	Discuss the characteristics of the neonate including commonly identified disorders.	Ladewig, et al. Chapters 24, 25, 26, 27, 30, 31
	Explain the components of a comprehensive newborn assessment.	
	Discuss nursing management and assessment during the postpartum period.	
Theory Objectives	1. Describe the expected physical characteristics of the newborn.	
	2. Describe the neuromuscular characteristics and reflexes of the newborn.	
	3. Describe the physical adaptations made by the newborn following the birth process.	
	4. Describe what occurs in the periods of reactivity of the newborn.	
	5. Describe nursing assessments and interventions for the newborn.	
	6. Explain the anatomical and physiological adaptations from delivery to non-pregnant state.	
	7. Identify the daily nursing assessment and nursing actions utilized in the general physical care of the postpartum patient.	
	8. Explain the psychological changes that occur during the postpartum period.	
	9. Identify the nursing interventions and evaluations for the breastfeeding mother and infant.	
	10. Discuss the postpartum nursing responsibilities for the education of new parents in the care of their baby.	
	11. Describe the process of maternal-infant attachment, including assessments and nursing interventions.	
Clinical Experience	1. Observe proper procedure in caring for a patient in labor and delivery, admission procedure, physical preparation, monitoring vital signs, timing contractions, monitoring fetal heart beats, performing hygienic and comfort measure providing psychological support in the different stages, limited teaching or coaching of breathing exercises, assisting doctor, charting.	
	2. Observe proper procedure in the immediate care of the newborn after birth, including Agar score.	
	3. Plan nursing care with consideration of various socioeconomic and cultural influences which affect the intrapartum period.	
	4. Interact appropriately with the various members of the health care team.	

Module 4**Pregnancy and Childbirth at Risk**

This content covers pregnancy and childbirth at risk with emphasis on pregestational and gestational disorders and possible effects of these disorders on pregnancy. Assessment of fetal well being is also included.

Activity	Objectives	References
Lecture	Utilize the nursing process to contrast the nursing care for normal pregnancy versus high risk pregnancy.	Ladewig, et al. Chapters 15, 16, 21, 22, 23
	Describe the process of labor and delivery including obstetrical complications.	
Theory Objectives	1. Discuss the assessment factors which would identify high risk for maternity patients, fetus or newborn.	
	2. Discuss nursing assessment and interventions when complications due to preexisting medical problems or hemorrhage occur during labor and delivery.	
	3. Identify the etiology, pathophysiology and prognosis for a mother-child dyad when the woman has diabetes mellitus or gestational diabetes.	
	4. Discuss the nursing assessment and intervention for an expectant woman with diabetes mellitus or gestational diabetes.	
	5. Identify the etiology, pathophysiology and prognosis for a mother-child dyad when the woman has hypertensive disorders of pregnancy.	
	6. Identify the etiology, pathophysiology and prognosis for a mother-child dyad when hemorrhagic conditions occur during pregnancy.	
	7. Identify the etiology, pathophysiology and prognosis for a mother-child dyad when infections occur during pregnancy.	
	8. Describe diagnostic procedures utilized during pregnancy including indication, preparation and significance of findings.	
	9. Discuss birth by Cesarean Section and nursing implications.	
Clinical Experience	1. Interact appropriately with the various health team members.	
	2. Demonstrate proper procedure in caring for a newborn nursery; feeding, bathing, diapering, dressing, measuring, weighing, taking vital signs, observing stool and skin color; transporting baby to mother and assessment of mother's needs for guidance with feeding; charting pertinent information.	
	3. Complete newborn assessment following MCCC guidelines.	
	4. Demonstrate post partum assessment using BUBBLEH.	
	5. Demonstrate proper procedure for caring for the postpartum client, developing a plan of care that meets the patient's physical and psychological needs. Plan nursing care with consideration of various socioeconomic and cultural influences that affect the postpartum period.	

Module 5 The Newborn at Risk: Postpartum Complications

Identification of newborns at risk with conditions present at birth as well as birth related stressors will be covered with emphasis on nursing assessment and initial intervention related to stressors experienced by the infant. Postpartum risks and complications are also included, with emphasis on anticipated progress of the family after birth.

Activity	Objectives	References
Lecture	1. Discuss the physiological difficulties of premature and other high risk infants.	Ladwig, et al. Chapters 28, 29
	2. Discuss common complications of the postpartum period.	
Theory Objectives	1. Describe high risk factors that can adversely affect fetal-neonatal development.	
	2. Discuss the nursing assessments and interventions for the newborn of a mother with diabetes, heart disease, alcohol or drug dependency.	
	3. Explain the needs of the family of a premature infant and the appropriate nursing interventions to deal with the crisis.	
	4. Discuss the etiology, pathophysiology, and prognosis of an infant with Respiratory Distress Syndrome (RDS) and include assessment and intervention.	
	5. Discuss the various types of neonatal jaundice.	
	6. Identify the appropriate nursing interventions during the fourth stage of labor for both vaginal and Cesarean deliveries.	
	7. Discuss the causative factors and pathophysiology of post partum infections, including nursing assessment and interventions.	
	8. State the causes, treatment and prognosis of postpartal hemorrhages.	
	9. Describe the nursing assessment and interventions necessary for the patient with diabetes, preeclampsia and/or cardiac disease.	
	10. Discuss the etiology, pathophysiology and prognosis for the infant with Rh and ABO incompatibility.	
	11. Define the modes of treatment and nursing interventions for the infant with hyperbilirubinemia.	
	12. Identify conditions due to birth injury in the newborn.	
	13. Describe infectious disease in the newborn and the interventions utilized to correct them.	
Clinical Experience	1. Identify complications of the newborn related to pre-gestational and gestational problems of the mother.	
	2. Observe nursing assessments and interventions on newborns who experienced a birth related stressor.	
	3. Discuss possible parental reactions to the birth of the newborn who has special needs.	
	4. List signs and symptoms of physical and psychosocial complications during the postpartum phase of care.	

**Mercer County Community College
Division of Science & Health Professions
Nursing Program
Clinical Laboratory Performance Evaluation**

Course: NRS222 - 5 week clinical experience in Obstetrical Nursing

Student: _____ **MCCC ID #** _____

Semester: _____ **Clinical Facility:** _____

1. Program objective: Functions within the provisions of the Nurse practice Act while maintaining professional standards, the Code of Ethics and accepting responsibility for self growth and life-long learning

Evaluation Period:		Week 5
Clinical Competency: Demonstrate professional and ethical behaviors		

2. Program Objective: Assess the patient's health status in a comprehensive and holistic manner.

Evaluation Period:		Week 5
Clinical Competency: Collects and analyzes comprehensive patient assessment data		

3. Program Objective: Provide individual patient care in a safe physical and psychological environment.

Evaluation Period:		Week 5
Clinical Competency: Adheres to principles of patient safety and infection control.		

4. Program Objective: Provide individual patient care in a safe physical and psychological environment. (Medication Administration)

Evaluation Period:		Week 5
Clinical Competency: Administers medications safely		

5. Program Objective: Analyze, synthesize and evaluate patient-related data to develop and implement individualized patient care and teaching plans.

Evaluation Period:		Week 5
Clinical Competency: Provides individualized developmentally appropriate care based on relevant patient data in the setting.		

6. Program objective: Evaluate the achievement of patient outcomes.

Evaluation Period:		Week 5
Clinical Competency: Evaluation of patient outcomes using clinical reasoning.		

7. Program objective: Incorporate within nursing practice advocacy for patient's rights taking into consideration cultural diversity, socioeconomic and political forces.

Evaluation Period:		Week 5
Clinical Competency: Acts as a patient advocate		

8. Program objective: Collaborate with others to respond to the needs of individuals, families, and groups across the health-illness continuum.

Evaluation Period:		Week 5
Clinical Competency: Ensure collaborative care.		

9A. Program objective: Use effective verbal and written communication skills, incorporating lifespan considerations.

Evaluation Period:		Week 5
Clinical Competency: Communicate effectively with patients, families, healthcare staff and groups.		

9B. Program objective: Use effective verbal and written communication skills, incorporating lifespan considerations.

Evaluation Period:		Week 5
Clinical Competency: Document effectively.		

Week 5- Faculty Comments – Areas of strength and areas requiring improvement:

Faculty Signature Date

Student Comments regarding Clinical Goals

Student Signature Date

Remediation Plan Instituted (date) _____ **(attach copy)**

Clinical Evaluation Grading Criteria:

- Met** Performance criteria met, performing as expected for this level
- Not Met** Performance criteria not met, areas needing improvement require remediation plan.
- Unsafe** Demonstrates unsafe practice

Scoring:

An evaluation criterion is assigned for each program objective and competency twice during the clinical evaluation period.

A designation of “Not Met” requires a written remediation plan.

A designation of “Unsafe” in any of the competencies will result in a clinical failure for the course.

Faculty reserve the right to document an evaluation at any time during the clinical rotation.

**Mercer County Community College
Division of Science & Health Professions
Nursing Program
Clinical Laboratory Performance Evaluation (Long Version)**

Course: NRS222 - 5 week clinical experience in Obstetrics

Student: _____ **MCCC ID #** _____

Semester: _____ **Clinical Facility:** _____

1. Program objective: Functions within the provisions of the Nurse practice Act while maintaining professional standards, the Code of Ethics and accepting responsibility for self growth and life-long learning

Evaluation Period:		Week 5
Clinical Competency: Demonstrate professional and ethical behaviors		
Clinical Performance Criteria (includes, but not limited to): <ol style="list-style-type: none"> 1. Complies with agency and MCCC nursing program policies and standards. 2. Treats all individuals with dignity and respect. 3. Is prepared for clinical experiences and observations. 4. Utilizes objectives for clinical/observation experience preparation and verbalizes summaries in post conference. 5. Protects patients' rights (privacy, autonomy, confidentiality). 6. Practices within the legal and ethical framework of nursing. 7. Demonstrates appropriate professional behaviors (attendance, punctuality, honesty, appearance, attitude, acceptance of criticism). 8. Reports errors promptly. 9. Assumes responsibility for learning. 10. Maintains professional boundaries. 11. Accepts responsibility for assigned patients. 12. Demonstrates accountability for actions. 		

2. Program Objective: Assess the patient's health status in a comprehensive and holistic manner.

Evaluation Period:		Week 5
Clinical Competency: Collects and analyzes comprehensive patient assessment data		
Clinical Performance Criteria (includes but not limited to): <ol style="list-style-type: none">1. Uses developmentally appropriate techniques for assessment.2. Uses effective interview and data collection techniques.3. Identifies support systems and relevant laboratory, diagnostics test results, and procedures4. Validates data collected for accuracy.5. Adapts assessment techniques for the patient based on individual patient needs and characteristics (culture, spiritual, age, developmental level, illness, mental state).6. Reports abnormal data and changes in patient's condition to the instructor and appropriate health care professional within appropriate timeframe.7. Assesses mother/and or baby in a timely and efficient manner.8. Assesses patient and families based on basic human needs.9. Anticipates changes in health status of patient based on assessments.10. Utilizes an efficient method of data collection when organizing collected information for pediatric patient (student created form, hospital form, course form)11. Utilizes available technology to collect data necessary to provide appropriate care to patients.		

3. Program Objective: Provide individual patient care in a safe physical and psychological environment.

Evaluation Period:		Week 5
Clinical Competency: Adheres to principles of patient safety and infection control.		
Clinical Performance Criteria (includes but not limited to): <ol style="list-style-type: none"> 1. Comes to clinical mentally and physically prepared to provide safe and effective care to patients. 2. Protects self and others from injury, infection, and harm. 3. Maintains a safe, effective care environment. 4. Uses available technology in accordance with agency policies and procedures. 5. Requests assistance when needed. 		

4. Program Objective: Provide individual patient care in a safe physical and psychological environment. (Medication Administration)

Evaluation Period:		Week 5
Clinical Competency: Administers medications safely		
Clinical Performance Criteria (includes but not limited to): <ol style="list-style-type: none"> 1. Recalls patient medication information including classification, indication, action, dosage, side effects, interactions, and nursing implications. 2. Calculates medication dosages and IV rates correctly. 3. Checks “seven” rights and patient identifiers prior to medication administration. 4. Performs appropriate assessments prior to, during, and after medication administration. 5. Follows correct procedures in preparing and administering medications. 6. Utilizes critical thinking when administering medications 7. Administers medications within the agency-allotted timeframe. 8. Evaluates the effects of medications administered while identifying if appropriate clinical outcomes have been achieved 9. Incorporates assessment data in decision-making related to medication administration. 10. Relates patient’ medications to their health status. 11. Documents medication administration correctly according to agency policy. 		

5. Program Objective: Analyze, synthesize and evaluate patient-related data to develop and implement individualized patient care and teaching plans.

Evaluation Period:		Week 5
Clinical Competency: Provides individualized developmentally appropriate care based on relevant patient data in the pediatric setting.		
<p>Clinical Performance Criteria (includes but not limited to):</p> <ol style="list-style-type: none"> 1. Determines and supports patient preferences 2. Prepares patients for interventions in a developmentally appropriate manner 3. Performs nursing skills competently 4. Demonstrates caring behaviors towards patients and families. 5. Responds to patients in distress in order of priority. 6. Ensures patients' ADLs are completed. 7. Considers patients' family and community when developing and implementing the plan of care. 8. Independently implements nursing care plan to patient assignments in an organized fashion. 9. Utilizes priority patient needs to determine order of care provided to assignments. 10. Modifies interventions in a flexible manner to patient assignments based on changing health needs. 11. Independently manages time constructively with patient assignments 12. Assesses patient and family learning needs. 13. Provides developmentally appropriate patient teaching. 14. Applies knowledge about development and patho-physiology of complex health problems in a variety of patient settings. 15. Presents an oral teaching plan. 		

6. Program objective: Evaluate the achievement of patient outcomes.

Evaluation Period:		Week 5
Clinical Competency: Evaluation of pediatric patient outcomes using clinical reasoning.		
Clinical Performance Criteria (includes, but not limited to): <ol style="list-style-type: none">1. Gathers adequate, relevant information for decision-making.2. Reports abnormal data and changes in patient condition to the instructor and appropriate health care professional within appropriate timeframe.3. Responds appropriately to information from team members and/or other sources.4. Uses data/evidence to support decisions in providing nursing care.5. Validates nursing decisions with instructor or health care professional prior to doing new procedures6. Anticipates patient/family care needs.7. Clusters data to identify patient/nursing problems. .8. Identifies priority problems.9. Plans individualized nursing care with appropriate outcomes.10. Uses critical thinking strategies in decision-making and care planning.11. Modifies patient care based on evaluation. .		

7. Program objective: Incorporate within nursing practice advocacy for patient's rights taking into consideration cultural diversity, socioeconomic and political forces.

Evaluation Period:		Week 5
Clinical Competency: Acts as a patient advocate		
Clinical Performance Criteria (includes, but not limited to): <ol style="list-style-type: none">1. Promotes access to health care.2. When developmentally appropriate, provides opportunity for patient/parent to make independent choices.3. Prevents harm to patient.4. Eliminates potential sources of injury.5. Monitors the quality of patient care.6. Identifies and provides names and numbers of supportive organizations appropriate to medical diagnosis.		

8. Program objective: Collaborate with others to respond to the needs of individuals, families, and groups across the health-illness continuum.

Evaluation Period:		Week 5
Clinical Competency: Ensure collaborative care.		
Clinical Performance Criteria (includes, but not limited to): <ol style="list-style-type: none"> 1. Uses appropriate channels of communication. 2. Reports complete, accurate, pertinent information to instructor and staff. 3. Maintains effective communication with peers, staff, and instructor. 4. Conveys mutual respect, trust, support, and appreciation for student peers and health care team members. 5. Contributes to projects, discussions, and pre and post-conferences. 6. Confers with other health care and student group members regarding patient care needs. 7. Reviews collaborative behaviors when working with student and health team members leading to achievement of patient outcomes 8. Applies conflict resolution and problem solving skills as appropriate. 9. Facilitates continuity of care within and across health care settings (e.g. transfer reports, referrals). 		

9. Program objective: Use effective verbal and written communication skills, incorporating lifespan considerations.

Evaluation Period:		Week 5
Clinical Competency: Communicate effectively with pediatric patients, families, healthcare staff and groups.		
Clinical Performance Criteria (includes, but not limited to): <ol style="list-style-type: none"> 1. Provides accurate information in a developmentally appropriate manner to patients and families when present. 2. Uses appropriate and respectful words and tone in verbal communications. 3. Demonstrates appropriate non-verbal communication strategies. 4. Uses communication techniques to assist patients/families in coping with stressful events and changes in health status. 5. Adapts communication strategies based on patients' age, developmental level, disability, and/or culture. 6. Evaluates the effectiveness of therapeutic interactions. 		

9B. Program objective: Use effective verbal and written communication skills, incorporating lifespan considerations.

Evaluation Period:		Week 5
Clinical Competency: Document effectively.		
Clinical Performance Criteria (includes, but not limited to): <ol style="list-style-type: none">1. Documents, completes, accurate, pertinent information in a timely manner.2. Completes documentation according to agency guidelines (format, timing, abbreviations, etc.)3. Uses appropriate terminology, spelling and grammar in written communications.		

Week 5- Faculty Comments – Areas of strength and areas requiring improvement:

Faculty Signature

Date

Student Comments regarding Clinical Goals

Student Signature

Date

Remediation Plan Instituted (date) _____ **(attach copy)**

Clinical Evaluation Grading Criteria:

Met Performance criteria met, performing as expected for this level

Not Met Performance criteria not met, areas needing improvement require remediation plan.

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