

YORK TECHNICAL COLLEGE/USC LANCASTER
COOPERATIVE NURSING PROGRAM
COURSE SYLLABUS

CARE OF THE CHILDBEARING FAMILY

NUR 211/LANU 211

Spring 2012

Credit hours/semester: 4.0

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WELCOME TO NUR 211/LANU 211

CARE OF THE CHILDBEARING FAMILY

The faculty of the York Technical College/USC Lancaster Cooperative Nursing Program congratulate you for successfully completing the first semester nursing course and NUR/LANU 159. We pledge to you our continued support throughout the remainder of your nursing education and look forward to helping you achieve your goals.

The purpose of this syllabus is to provide a resource for your use and a place to keep important information pertaining to this course. This syllabus will direct you as you prepare for your classroom and clinical assignments.

We look forward to a meaningful and rewarding semester together as you come one step closer to reaching your goal of becoming a registered nurse. Please contact us if we can help you in any way.

COURSE INFORMATION

COURSE PREFIX/NO.:	NUR 211/LANU 211
COURSE TITLE:	CARE OF THE CHILDBEARING FAMILY
LECTURE HOURS/WEEK:	3.0
LAB HOURS/WEEK:	3.0
CREDIT HOURS/SEMESTER	4.0

[Distance Learning Attendance/VA Statement](#)
[Textbook Information](#)

COURSE DESCRIPTION:

This course facilitates the application of the nursing process to assist in meeting the needs of the childbearing and childrearing family. Focus is on both normal and abnormal aspects.

STUDENT LEARNING OUTCOMES

The student will be able to function as provider of family centered care for clients across the lifespan. The student will be able to demonstrate management of family centered care for clients across the lifespan. The student will be able to function as a member within the discipline of nursing and apply legal and ethical principles to the practice of family centered nursing.

The student will be able to function in the roles of provider of care, manager of care, and member within the discipline of nursing by the completion of NUR 211/LANU 211 and will:

Module 1: Newborn Assessment, Newborn Feeding and Growth and Development

1. Interpret, with supervision, collected data based on the nursing process when providing family-centered care for clients across the lifespan.
2. Interpret, with supervision, collected data based on functional health patterns for selected clients and families across the lifespan.
3. Interpret, with supervision, therapeutic communication techniques to interact with selected clients and families and members of the health care discipline.
4. Interpret, with supervision, legal and ethical principles when providing family centered nursing care.
5. Interpret, with supervision, cultural differences among childbearing clients and childrearing families
6. Interpret, with supervision, critical thinking strategies when providing care for clients and families with common health problems.
7. Interpret, with supervision, health promotion practices for self, clients and families.
8. Interpret, with supervision, safe care for the client and family.

Module 2: Antepartum, Intrapartum and Fetal Diagnostic Testing

- 1 Interpret, with supervision, collected data based on the nursing process when providing family-centered care for clients across the lifespan.
2. Interpret, with supervision, collected data based on functional health patterns for selected clients and families across the lifespan.
3. Interpret, with supervision, therapeutic communication techniques to interact with selected clients and families and members of the health care discipline.
4. Interpret, with supervision, legal and ethical principles when providing family centered nursing care.

5. Interpret, with supervision, cultural differences among childbearing clients and childrearing families
6. Interpret, with supervision, critical thinking strategies when providing care for clients and families with common health problems.
7. Interpret, with supervision, health promotion practices for self, clients and families.
8. Interpret, with supervision, normal development and pathophysiology of clients and families across the lifespan with providing family-centered care.
9. Interpret, with supervision, principles of pharmacology and medication administration while providing family-centered care to selected clients.
10. Interpret, with supervision, safe care for the client and family.

Module 3: Family with Special Needs, Family Planning, Sexually Transmitted Diseases and Postpartum

1. Interpret, with supervision, collected data based on the nursing process when providing family-centered care for clients across the lifespan.
2. Interpret, with supervision, collected data based on functional health patterns for selected clients and families across the lifespan.
3. Interpret, with supervision, therapeutic communication techniques to interact with selected clients and families and members of the health care discipline.
4. Interpret, with supervision, legal and ethical principles when providing family-centered nursing care.
5. Interpret, with supervision, cultural differences among childbearing clients and childrearing families
6. Interpret, with supervision, critical thinking strategies when providing care for clients and families with common health problems.
7. Interpret, with supervision, health promotion practices for self, clients and families.
8. Interpret, with supervision, normal development and pathophysiology of clients and families across the lifespan with providing family-centered care.
9. Interpret, with supervision, principles of pharmacology and medication administration while providing family centered care to selected clients.
10. Interpret, with supervision, safe care for the client and family.

METHODS OF INSTRUCTION

CD instruction, learning management system, assigned reading, audiovisuals and computer lab experience, handouts, written assignments, discussion, clinical client care experiences and observations, clinical group conferences, individual conferences, study guides/learning exercises.

Students are required to access the learning management system enhanced class throughout the semester and are responsible for all information posted. All work submitted electronically must be saved and sent in Microsoft Word or in rich Text format.

LEARNING RESOURCES COMPONENT

As a future member within the discipline of nursing, the student is expected to assume responsibility for learning. Faculty encourage and expect students to utilize critical thinking resources that will help develop this attribute. Pertinent resources could include nursing journals, on-line resources, selected videos, and supplemental texts.

COMPUTER REQUIREMENTS

Content for NUR 211/ LANU 211 may be delivered online. Students will communicate with the instructors and each other via the learning management system. The student must have Internet Explorer 5.0 or later and a CD ROM with a sound card to be able to use this technology.

Appropriate [Netiquette \(Internet Etiquette\)](http://etc.yorktech.com/DistanceLearning/Netiquette/index.html) is required for all communication on the learning management system. Netiquette information is found at <http://etc.yorktech.com/DistanceLearning/Netiquette/index.html>

MINIMAL STANDARDS

The student will demonstrate course competencies as stated in the syllabus. Student evaluation for the course includes a graded theory component and clinical component. A student must achieve a final grade of 80% or better in the theory component in order to successfully complete the course. A final average grade below 80% constitutes failure of the course. A satisfactory rating in the clinical setting is required to successfully complete this course. A copy of the clinical evaluation tool is included in the syllabus addendum for your review. An average theory grade below 80% constitutes failure of the course regardless of the clinical rating. A clinical rating of unsatisfactory constitutes failure of the course regardless of the theory grade.

1. Three module exams and a comprehensive final will be given. Students will submit a weekly electronic journal to their clinical instructor regarding their own health promotion/self-care goals. This is a requirement for the clinical portion of the course.
2. Students must be prepared to provide client care when reporting for clinical experience.
 - a. Students are expected to meet clinical expectations as stated in the clinical evaluation tool.
 - b. Students will be held responsible and accountable for all content and skills previously learned.
 - c. Students are required to complete satisfactory concept maps on pediatric clients and on postpartum clients.
 - e. Students are expected to complete a satisfactory formal paper for the labor and delivery experience. This is a requirement for the clinical portion of the course.
3. Students must take the assigned standard computerized exam for this course. The student must pass the exam at or above the benchmark on the first attempt in order to receive 5% towards the course grade. If the student passes the standardized exam on the second attempt, he/she will earn one half of the 5% credit. If the student does not pass an exam by the second attempt, he/she will receive a zero for 5% of the grade for the course. The student will not be allowed to take the standard computerized exam until he/she scores a 90% or better on the assigned electronic practice test.
4. Students are expected to adhere to institutional policies. This includes policies of the nursing program and policies related to the clinical agencies utilized for clinical experiences.
5. Nursing faculty strongly encourage students to spend study time utilizing the resources in the Academic Success Center, and/or both libraries to supplement textbook and classroom activities
6. Students are expected to take all exams on the scheduled day. There will be one make-up day at the end of the semester for missed unit exams. Make-up exams may be an alternate format. Students who are tardy for tests will be required to take the test on the make-up day.
7. At the completion of the course, each student is expected to turn in a self-evaluation to his/her clinical instructor.
8. Computer requirements for this course: Internet Explorer 5.0 or later, CD Rom drive, and a sound card.

EVALUATION STRATEGIES/GRADING

A. Theory Component

Student evaluation for the course includes a graded theory component and a satisfactory/unsatisfactory rating for the clinical performance component.

DETERMINATION OF GRADE

A	91 -100	Average score of three module exams	75%
B	86 - 90	Comprehensive Final Exam	20%
C	80 - 85	Standardized Examination	<u>5%</u>
D	70 - 79		100%
F	Below 69		

Grades will be rounded to the nearest whole number after final computation of grades. Any student who has an average of 91% or above on module exams and the standardized exam and has taken all exams on the scheduled dates (no make-up exams), will qualify to earn an A in the course and will not be required to take the final exam. All other students are expected to take the final exam.

Any student found guilty of cheating or being involved in plagiarism will be given a grade of "0" on an exam or written work and will be subject to further disciplinary action.

Proctoring Exams: Students must be in their seats at the designated exam time. Students who are tardy for any exam will be required to take the exam on the make-up day.

Students are expected to leave all books, notes and personal belongings at the front of the room during each exam and exam review. During the exam, the desk must be clear of all objects except for pencils and highlighters. When reviewing the exam, the desk must be clear of all objects, writing or recording instruments are prohibited, and no talking unless directed to instructor. Instructors will circulate within the room while the exam is being taken and reviewed.

Exams will be reviewed as scheduled. Students may review each exam at the designated time only. Exam grades will be posted on D2L no later than 7 days after the exam has been given. Once the next exam is given, the student may no longer review previous exams.

- **No food or drinks during exam and review**
- **No hats, coats, no personal items hanging on the back of seats**
- **If a student has a question during the exam, the student should raise their hand and let an instructor come to them to answer the question. The student should only leave their seats when turning in their exams.**
- **No cell phones, electronic devices in their possession during exams and reviews**
- **Cell phones must be off or on mute during exams and reviews**

Exam Review Policy: Exams will be reviewed as scheduled. Students may review each exam at the designated time only. Exam grades will be posted on the course coordinator's web board no later than 7 days after the exam has been given.

B. Clinical Component

Evaluation of clinical performance will be measured by utilizing the evaluation tool developed for NUR 211/LANU 211. Students are expected to familiarize themselves with the evaluation criteria prior to entering clinical. Identified behaviors will be measured by the clinical instructors through observation of actual clinical performance and documentation of findings. A summative evaluation of performance will be done on a weekly basis with written and/or verbal feedback provided to the student. A summarized evaluation of clinical performance will be completed at the end of the semester. The student is expected to sign each instructor note and promptly return the evaluation tool to the instructor.

The grading scale on the clinical evaluation tool will consist of an "Exceeds Expectations" (E), "Satisfactory" (S), "Needs Improvement" (N), and an "Unsatisfactory" (U). A student receiving three Unsatisfactory clinical ratings during the course will fail the entire course.

The student is encouraged to request conferences with the instructor as needed to facilitate acquisition of clinical competence. Within 5 days, the instructor will initiate a required conference with the student who received a clinical "U" to discuss behaviors that resulted in the "U" and to provide guidance and recommendations to be followed by the student.

This conference will be documented by the instructor and the student. If a student receives three (3) "U"s in one semester, the student will not be allowed to continue in that course and will receive a grade of "F" for the course.

A summative evaluation of clinical performance, using the Evaluation of Clinical Performance Tool, will be completed at the end of each semester. A copy of this evaluation form is included in the syllabus addendum. A scheduled conference may be held at any time at the request of the student or the instructor to discuss clinical progress.

A summative clinical performance evaluation of unsatisfactory constitutes failure of the course, regardless of the theory grade.

In order to pass the clinical portion of the course, the student must satisfactorily complete:

- Two concept maps for a pediatric client with two nursing diagnoses
- Two concept maps for a postpartum client with two nursing diagnoses
- An oral newborn assessment
- A formal paper for labor and delivery experience
- A journal entry describing the community pediatric experience (pg. 30)
- Six weekly self-health journal entries

Any breach of client confidentiality will result in a clinical failure.

Material regarding clients may not be photocopied or printed while in the clinical facility. Students may make their own client notes without using the client's name/initials while doing clinical preparation.

Students are expected to turn in concept maps, journals, and other assignments on the designated day unless other arrangements are made. All clinical assignments will require a satisfactory grade in order to pass the clinical component.

ATTENDANCE

In order to meet the objectives of class and clinical and to promote professional accountability, the following requirements for attendance will be enforced:

- Students must attend a minimum of 90% of all scheduled classes.
- Clinical absences: Completion of a clinical absence assignment will be required. If the student is absent from greater than 10% of the total clinical hours for the course, he/she may be subject to dismissal.

The clinical attendance policy is written on the front page of the clinical evaluation tool. This will be reviewed and must be signed by the student prior to the initial clinical experience.

Clinical Tardiness: Tardiness is defined as arriving at a clinical or agency site after the assigned start time. A clinical "N" will be assigned for the first two clinical tardies. A third tardy and all subsequent tardies will constitute a clinical "U." Instructor discretion will determine if a student will be allowed to remain in the clinical area. Documentation of a clinical "U" is to be signed by the clinical instructor and the student.

ACADEMIC INTEGRITY

Any student found guilty of cheating, dishonesty or plagiarism will be given a grade of "0" on an exam or written work and will be subject to further disciplinary action. Plagiarism refers to, "The act of appropriating the literary composition of another, on parts or passages of his writings, on the ideas or language of the same, and passing them off as the product of one's own mind." (Black's Law Dictionary, 10th edition)

ENTRY-LEVEL SKILLS: See evaluation tool

PREREQUISITES: NUR 159; BIO 210, COL 101, ENG 101

CO-REQUISITES: BIO 211; PSY 201

DISABILITIES STATEMENT

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Special Resources Offices (SR)) at 803-327-8007 in the 300 area of Student Services. The SRO coordinates reasonable accommodations for students with documented disabilities.

All approved syllabi at YTC can be reviewed via the York Technical College webpage at www.yorktech.com/syllabi/.

University of South Carolina Lancaster: Students who may need accommodations for a disability should contact Tracey Craig by phone at 803-313-7448 or by email at tcraig@mailbox.sc.edu. Information on Disability Services at USCL may be accessed at <http://usclancaster.sc.edu/academics/Disability.pdf>.

NUR 211/ LANU 211

Module I: Newborn Assessment, Newborn Feeding and Growth and Development

- Section A: Newborn Assessment
- Section B: Newborn Feeding
- Section C: Growth and Development
 - Overall Growth and Development
 - Physical Assessment of the Child
 - The Hospitalized Child
 - Health Promotion: Infant
 - Health Promotion: Early Childhood
 - Child with Infectious Diseases
 - Health Promotion: School Aged Child
 - Health Promotion: Adolescent

Module I: Antepartal, Intrapartal, and Fetal Diagnostic Testing

- Section A: Antepartal
- Section B: Intrapartal
- Section C: Fetal Diagnostic Testing

Module III: Family with Special Needs, Family Planning, STDs, and Postpartum

- Section A: Family with Special Needs
- Section B: Family Planning
- Section C: STDs
- Section D: Postpartum

Module I: Newborn Assessment, Newborn Feeding and Growth and Development

Section A: Newborn Assessment

Provider of Care:

1. Explain the physiologic changes that occur in the respiratory and cardiovascular systems during the transition from fetal to neonatal life.
2. Describe the thermoregulation of the newborn.
3. Explain the causes and effects of hypoglycemia.
4. Explain the steps in normal bilirubin excretion and the development of physiologic, pathologic and breast milk jaundice,
5. Describe kidney functioning in the newborn.
6. Explain the functioning of the newborn's immune system.
7. Describe the objective data that is necessary to collect when the newborn is admitted to the nursery.
8. Summarize the normal neonatal reflexes.
9. Describe the data necessary to gather when investigating the newborn's body systems.
10. Describe the purpose and use of prophylactic medications for the normal newborn.
11. Discuss prevention of and the use of a parent-teaching plan for jaundice.
12. Discuss the methods of preventing infections in the newborn.

Manager of Care:

1. Compare gastrointestinal functioning in the newborn and adult.
2. Describe the periods of reactivity and the six behavioral states of the newborn.
3. Explain the nurse's role and responsibilities when caring for a newborn with cardio-respiratory and/or thermoregulatory concerns.
4. Discuss the importance of gathering data related to the gestational age of the newborn.
5. Describe collaborative interventions for hypoglycemia.
6. Discuss the important information about newborns that is necessary when following a teaching plan for parents.
7. Explain the importance of newborn screening tests.

Member within the Discipline of Nursing:

1. Explain the risks and benefits of circumcision and the legal and ethical considerations regarding consent for surgery and pain control.
2. Discuss the methods of protecting newborns by proper identification.

Learning Activities:

Murray, et.al, Chapter 19: pg. 442 - 458
Chapter 20: pg. 460 - 495
Chapter 21: pg. 497 - 523

Module I: Newborn Assessment, Newborn Feeding and Growth and Development

Section B: Newborn Feeding

Provider of Care:

1. Identify the nutritional and fluid needs of the infant.
2. Compare the composition of breast milk with that of formula.
3. Explain the important factors in choosing a method of infant feeding.
4. Explain the pathophysiology of lactation.
5. Describe the data gathered for understanding common problems with breastfeeding.
6. Describe the data gathered for understanding common problems with formula feeding.

Manager of Care:

1. Describe the nursing management of initial and continued breastfeeding.
2. Describe the nursing management of initial and continued formula feeding.
3. Describe the nursing interventions possible to help a new mother have a positive experience with breastfeeding.
4. Describe the nursing interventions possible to help a new mother have a positive experience with formula feeding.

Member within the Discipline of Nursing:

1. Discuss the cultural considerations necessary when helping a new mother choose a method of feeding for her newborn.
2. Describe the impact of education involving infant nutrition on a woman's choice of a method of feeding her newborn.
3. Discuss the importance of a non-judgmental attitude regarding a woman's choice of a method of feeding her newborn.

Learning Activities:

Murray, et. al. Chapter 22: pg. 526 - 554

Recommended for further interesting information:

Murray, et. al Chapter 23 (Home Care of the Infant): pg. 558 - 575

Module I: Newborn Assessment, Newborn Feeding and Growth and Development

Section C: Growth and Development

As Provider of Care:

1. Define the normal process of growth and development, including physical and cognitive development.
2. Discuss the major theories of development for children from birth to adolescence.
3. Discuss the nursing interventions necessary for age-appropriate care of children from birth to adolescence.
4. Utilize functional health patterns for a framework for collection of subjective and objective data related to children ages birth to adolescence.
5. Identify various therapeutic techniques based on development for children birth to adolescence.
6. Discuss pathophysiology of illnesses common to the infant, preschool, school age and adolescent client.

As Manager of Care:

1. Utilize principles of pharmacology and medication administration when caring for children of various ages from birth to adolescence.
2. Discuss the importance of "self care" of the nursing student when caring for children and their families.
3. Manage care of the clients from birth to adolescence in a safe manner.

As Member within the Discipline of Nursing:

1. Recognize the cultural influences on the growth and development of the client from birth to adolescence.
2. Practice within the legal and ethical parameters when providing nursing care to the client from birth to adolescence.

Learning Activities:

James and Ashwill:	Chapter 4	pgs. 63 – 72; 79 – 95
	Chapter 9	pgs. 207 – 248; 1041 – 1047
	Chapter 11	pgs. 288 – 296
	Chapter 5	pgs. 98 – 132
	Chapter 6	pgs. 135 – 161
	Chapter 16	pgs. 427 – 450
	Chapter 7	pgs. 164 – 183
	Chapter 8	pgs. 185 – 205

Module II: Antepartal, Intrapartal, and Fetal Diagnostic Testing

Section A: Antepartal

Provider of Care:

1. Describe the physiologic changes that occur during pregnancy.
2. Differentiate presumptive, probable, and positive signs of pregnancy.
3. Define gravida, para, and estimated date of delivery.
4. Describe initial antepartum data collection in terms of history, physical examination and risk assessment.
5. Describe the common discomforts of pregnancy in terms of causes and preventive and relief measures.
6. Explain the maternal tasks of pregnancy.
7. Explain the importance of adequate nutrition and weight gain during pregnancy.
8. Compare the nutrient needs of pregnant and non-pregnant women.
9. Compare the nutritional needs of the postpartum woman who is breastfeeding with those of the woman who is not breastfeeding.
10. Explain briefly the following complications of pregnancy: hemorrhagic conditions, hydatidiform mole, placenta previa, abruption placentae, hyperemesis gravidarum, hypertensive disorders of pregnancy, bleeding disorders of pregnancy, preeclampsia HELLP syndrome and diabetes in pregnancy.

Manager of Care:

1. Discuss maternal adaptation to multifetal pregnancy.
2. Discuss the critical thinking skills needed to identify the most common problems and discomforts of pregnancy.
3. Explain the importance of therapeutic communication skills when caring for a client who becomes pregnant.
4. Describe the psychological responses of the expectant mother to pregnancy.
5. Identify the process of role transition.
6. Describe the developmental process for a man as he makes the transition to the role of father.
7. Describe the responses of prospective grandparents and siblings to pregnancy.
8. Discuss the factors influencing psychosocial adaptation to pregnancy, such as age, parity and socioeconomic status.
9. Describe the effects of common nutritional risk factors on nutritional requirements during pregnancy.
10. Compare the etiology, fetal and neonatal complications and management of Rh and ABO incompatibility.
11. Discuss the psychological concerns when caring for a woman with complications of pregnancy.

Member within the Discipline of Nursing:

1. Explain the influence of culture on the health beliefs, values and expectations of the family when a woman becomes pregnant.
2. Explain the cultural influences on pregnancy.
3. Explain the importance of a nonjudgmental attitude when caring for a pregnant woman and her family.
4. Describe the effects of culture on a woman's nutritional choices during pregnancy.
5. Practice within the legal and ethical parameters when providing nursing care to the pregnant client.

Leaning Activities:

Murray, et. al.	Chapter 7:	pg. 110 - 144
	Chapter 8:	pg. 147 - 167
	Chapter 9:	pg. 169 - 195
	Chapter 11:	pg. 221 - 236
	Chapter 25:	pg. 614 – 651
	Chapter 26	pg. 653 - 666

Module II: Antepartal, Intrapartal, and Fetal Diagnostic Testing

Section B: Intrapartal

Provider of Care:

1. List the goals of perinatal education.
2. Describe techniques for pain relief taught in Lamaze childbirth classes.
3. Describe the woman's physiologic and psychological responses to labor.
4. Describe the fetal responses to labor.
5. Explain the ways each component of the birth process affects the course of labor and birth and the interrelation of these components.
6. Relate the mechanisms of labor to the process of vaginal birth.
7. Explain premonitory signs of labor, true labor and false labor.
8. Describe the common differences in the labors of nulliparous and parous women.
9. Compare each stage of labor and the phases within the first stage.
10. Describe common nursing procedures used when caring for women during the intrapartum period.
11. Identify the purposes of intrapartum fetal data collection.
12. Explain the mechanisms that influence the fetal heart rate.
13. Compare childbirth pain with other types of pain.
14. Explain the nursing care involved in a client undergoing a forceps and vacuum extraction, an episiotomy and a Cesarean birth.

Manager of Care:

1. Describe the support person's role in helping women during labor and birth.
2. Relate therapeutic communication skills used when caring for the intrapartal woman and her significant others.
3. Apply the nursing process to the care of the woman and her significant others during the intrapartum period.
4. Explain the types of equipment used for auscultation and electronic fetal monitoring during labor.
5. Examine how physical and psychological forces interact in the laboring woman's pain experience.
6. Describe the non-pharmacologic pain management techniques in labor.
7. Explain the methods to provide effective emotional support to the woman having an obstetrical procedure (forceps and vacuum extraction, episiotomy and Cesarean birth).

Member with the Discipline of Nursing:

1. Explain cultural considerations to childbirth education.
2. Explain cultural considerations important during care of the laboring client.
3. Discuss the nonjudgmental approach that is necessary in caring for the laboring client in pain.
4. Explain the use of the informed consents for obstetrical procedures.

Learning Activities:

Murray, et. al. Chapter 12: pg. 237 - 263
Chapter 13: pg. 264 - 298
Chapter 15: pg. 330 - 358
Chapter 16: pg. 360 - 389

Module II: Antepartal, Intrapartal, and Fetal Diagnostic Testing

Section C: Fetal Diagnostic Testing

Provider of Care:

1. Identify the indications for fetal diagnostic procedures.
2. Discuss the purpose, procedure, advantages, and risks of specific diagnostic procedures:
 - Fetal ultrasonography
 - Doppler ultrasound blood flow assessment
 - Alpha-fetoprotein testing
 - Triple-marker screening
 - Chorionic villus sampling
 - Amniocentesis
 - Percutaneous umbilical blood sampling
 - Fetal surveillance techniques
 - Maternal assessment of fetal movement
3. Provide information for common questions that clients may have about antepartal fetal assessment procedures.

Manager of Care:

1. Apply the nursing process to care of clients undergoing antepartal fetal assessment procedures.
2. Describe the collaborative process between nursing and other departments involved in fetal diagnostic testing.
3. Discuss the importance of therapeutic communication when caring for a woman undergoing fetal diagnostic testing.

Member within the Discipline of Nursing:

1. Discuss the issues of confidentiality involved with fetal diagnostic testing.
2. Explain the importance of being non-judgmental concerning the parents' actions in response to fetal diagnostic testing.
3. Describe the influences of the woman's culture, values and beliefs on fetal diagnostic testing.

Learning Activities:

Murray et. al. Chapter 10: pg. 199 - 219
Chapter 14: pg. 300 - 328

Module III: Family with Special Needs, Family Planning, STDs and Postpartum

Section A: Family with Special Needs

Provider of Care:

1. Discuss the incidence and identify the factors that contribute to teenage pregnancy.
2. Identify the effects of pregnancy on the adolescent mother, her infant and family.
3. Relate the major implications of delayed childbearing in terms of maternal and fetal health.
4. Describe the effects of substance abuse on both the mother and the infant.
5. Identify nursing interventions to reduce or minimize the effects of substance abuse in the antepartum, intrapartum and postpartum periods.
6. Discuss parental responses when an infant is born with congenital anomalies, and identify nursing interventions to assist the parents.
7. Describe parental responses to pregnancy loss and identify nursing interventions to assist parents through the grieving process.

Manager of Care:

1. Describe the role of the nurse in the prevention and management of teenage pregnancy.
2. Examine the role of the nurse when the mother relinquishes the infant for adoption.
3. Identify factors that promote violence against women and describe the role of the nurse in terms of data collection, prevention and interventions.

Member within the Discipline of Nursing:

1. Describe the role of confidentiality in caring for a childbearing family with special needs.
2. Describe the legal implications of caring for a pregnant adolescent and her family.
3. Discuss the importance of caring for a pregnant client with a substance abuse problem in a non-judgmental manner.
4. Explain the legal process involved in adoptions.

Learning Activities:

Murray, et. al, Chapter 24: pg. 578 - 611

Module III: Family with Special Needs, Family Planning, STDs and Postpartum
Section B: Family Planning

Provider of Care:

1. Describe the role of the nurse in helping couples choose contraceptive methods.
2. Compare and contrast contraceptive methods in terms of safety, effectiveness, convenience, education needed to use, interference with spontaneity, availability, expense and preference.
3. Compare and contrast contraceptive needs of adolescent and peri-menopausal women.
4. Explain the mechanism of action of each method of family planning available: sterilization, hormonal contraceptives, intrauterine devices, barrier and natural family planning.
5. Describe the settings in which the nurse may encounter couples with infertility problems.
6. Explain factors that can impair a couple's ability to conceive.
7. Summarize the nurse's role when caring for couples experiencing problems with infertility.

Manager of Care:

1. Explain factors that may cause repeated pregnancy losses.
2. Specify evaluations that may be performed when a couple seeks help for infertility.
3. Explain the use of procedures and treatments that may aid a couple's ability to conceive and carry the fetus to viability.
4. Discuss the importance of therapeutic communication and support when caring for couples undergoing testing for infertility.

Member within the Discipline of Nursing:

1. Explain why informed consent is important for contraception.
2. Discuss the cultural and religious influences affecting family planning decisions.
3. Describe the ways a nurse can be supportive in the care of a client undergoing family planning or infertility and yet remain non-judgmental.

Learning Activities:

Murray, et. al. Chapter 31: pg. 833 - 858
Chapter 32: pg. 861 - 880

Module III: Family with Special Needs, Family Planning, STDs and Postpartum
Section C: Sexually Transmitted Diseases

Provider of Care:

1. Identify the factors contributing to the high incidence of sexually transmitted diseases.
2. Explain the etiology, clinical manifestations, complications and diagnostic abnormalities of gonorrhea, syphilis, genital herpes, chlamydial infections and condylomata acuminata.
3. Compare primary genital herpes with recurrent genital herpes.
4. Identify important data to collect and priority problems to identify for clients who have a sexually transmitted disease.

Manager of Care:

1. Explain the collaborative care and drug therapy of gonorrhea, syphilis, genital I herpes, chlamydial infections and condylomata acuminata.
2. Describe the nursing role in prevention and control of sexually transmitted diseases.
3. Describe the nursing management of clients with sexually transmitted diseases.

Member within the Discipline of Nursing:

1. Describe the legal responsibilities of a nurse caring for a client with a sexually transmitted disease.
2. Discuss the importance of confidentiality of a client with a sexually transmitted disease.
3. Explain how culture, values and beliefs can be considered risk factors for sexually transmitted diseases.

Learning Activities:

Lewis: Chapter 53: pg. 1330-1344

Students are expected to be competent in the following clinical skills

Hand washing
Application, removal and disposal of clean gloves
Bed making – occupied and unoccupied
Client hygiene – bathing, oral care, shaving, grooming
Toileting
Passive range of motion
Protective positioning
Client transfer – bed to chair/wheelchair, stretcher to bed, correct body mechanics R/T
lifting and transfer
Vital signs – temperature, pulse, respirations, blood pressure
Basic supplemental oxygenation equipment
Physical: data collection skills
-Peripheral pulses, including apical
-Respiratory
-Musculoskeletal
-skin
-abdomen
-PERRLA
-basic neurological data collection
-elimination
-sensory testing (vision, taste, touch, smell)
-basic internal ear examination using otoscope
-nutritional
Measuring and recording intake and output
Feeding the impaired client (impaired sight, limited mobility, and dysphasia)
Medication administration (parenteral, oral, otic, transdermal, inhalation, sublingual, rectal
suppository, ophthalmic)
Basic documentation skills (organizing objective information by FHP in written format)
Enema administration
Urinary catheterization
Sterile technique
Finger stick glucose monitoring
Administration of medication via an NG tube or PEG tube
Dressing changes
Monitoring and discontinuing IVs
Documentation
NG tube insertion
Isolation techniques
Subjective and objective data collection for selected clients

Weekly Clinical Objectives

By the end of each rotation, the student as provider of care, manager of care and member within the discipline of nursing will:

1. Perform subjective and objective data collection based on the functional health patterns on the following:
 - a postpartal client and her family
 - a neonatal client and family (oral)
 - a pediatric client and family
 - an intrapartal client and her family (laboring client)
2. Use therapeutic communication techniques during interactions with selected clients and their families.
3. Identify two priority problems based on analysis of the subjective and objective data.
4. Consider goals and outcomes for the identified problems.
5. Perform nursing interventions directed toward goal achievement.
6. Assist in evaluating goals according to outcome criteria.
7. Manage the client and family, the nurse, and the environment in a safe manner.
8. Describe medical and surgical modalities in the care of the above identified clients and family.
9. Identify pathophysiology when related to care of selected clients and families.
10. Practice within the legal/ethical parameters of the nursing profession.
11. Demonstrate a caring attitude toward client and family.
12. Demonstrate accountability for previous learning.

CLINICAL PREPARATION

It is important for client safety that you approach a clinical assignment with appropriate preparation, including the following:

- a. Review subjective and objective data, nursing interventions, hospital care plan.
- b. Client's past and present medical history
- c. Client's diet; (does it differ from a regular diet & if so, implications)
- d. Lab values with analysis
- e. Current medical regimen, diagnosis, surgeries and prognosis
- f. Relevant CAI assignment and completion of forms
- g. Additional assignments may be made at the discretion of the faculty
- h. Client records may not be copied.

We encourage you to utilize critical thinking as you access the following sources when preparing for your clinical experiences:

- a. Fundamentals, Maternity, Med/Surg and Pediatric nursing textbooks
- b. Nursing reference books
- c. Agency's procedure manual, policy manual and Standards of Care Manual
- d. Drug books
- e. Reference books addressing lab values

CLINICAL REQUIREMENTS FOR NUR/ LANU 211

Clinical assignments and required work will be scheduled as follows:

- | | |
|--|--|
| Read: | James/Ashwill Chapter 9 before pediatric clinical rotation |
| Pediatrics: | 2 days (one in hospital; 1 in SIM lab) <ul style="list-style-type: none">• Assignment: Concept map and Growth and Development comparison sheet for each day 1 day in community pediatric setting <ul style="list-style-type: none">• Assignment: journal entry describing experience |
| Post Partum/
Newborn Nursery: | 2 days <ul style="list-style-type: none">• Assignment: 2 Concept maps (1 c/section; 1 vaginal)• Assignment: 1 newborn assessment (oral) with clinical faculty |
| Labor and Delivery: | 1 day <ul style="list-style-type: none">• Assignment: Formal paper (see included rubric) |
| Personal Journal: | 6 entries – 1 due following each clinical day |

York Tech/ USCL Nursing Students
Objectives for Labor and Delivery Observational Experience
NUR 211/LANU 211

Address the following objectives in the written formal paper while observing in the Labor and Delivery area:

1. As provider of Care:
 - a. Describe how the nursing process and critical thinking are used.
 - b. Describe procedures utilized to protect the laboring client both physically and psychologically.
 - c. Describe the teaching plan used for the laboring client from admission to delivery.
2. As Manager of Care:
 - a. Describe the collaboration observed between the health professionals in the labor and delivery area.
 - b. Describe the steps utilized in ensuring an aseptic environment.
 - c. Discuss the role of the nurse during a client's time of labor and delivery.
3. As Member Within the Discipline of Nursing:
 - a. Describe the observed role of the ADN nurse in the labor and delivery area.
 - b. Describe the legal and ethical parameters used in the care of clients in the labor and delivery area.

REQUIREMENTS:

1. Students will view the "Normal Pregnancy, Labor and Delivery" DVD in the classroom at the beginning of the course.
2. Students should read the appropriate chapters in the Murray textbook before the assigned labor and delivery rotation.
3. On clinical mornings - EAT BREAKFAST!! This seems to decrease the incidence of fainting in the event you are invited to witness a birth.
4. Type a 2 - 3 page, double spaced formal paper for the week you are in the labor and delivery area. The paper must be written as a formal paper using APA format and the grading rubric in the syllabus. Address all of the above objectives and submit to your clinical instructor within 1 week of the experience. Evaluation from the facility representative should also be turned in at this time in a sealed envelope.
5. A satisfactory grade must be earned as part of the clinical experience of the course.
6. If you are unable to attend your scheduled rotation, call your instructor and the labor and delivery area the morning you are scheduled.

No medications are to be administered or procedures performed by students in this area unless accompanied by a nursing instructor.

York Tech/ USCL Nursing Students
Objectives for Postpartum/Newborn Nursery Experience
NUR 211/LANU 211

During the Postpartum/Newborn Nursery rotation you will be expected to assess and care for the newborn and to perform an oral newborn assessment. The oral newborn assessment will be evaluated and graded by your clinical instructor. It may be necessary for you to perform the newborn assessment at the mother's bedside, which can serve as an effective teaching opportunity for her.

You should report to the newborn nursery area on your assigned clinical day. A staff nurse will help show you the routine in the nursery. There may be procedures to observe, including circumcisions, admission assessments, discharges and baths. Keep yourself busy by helping nurses in any way that you are needed. Your instructor will be in and out of the nursery often during the clinical day.

You may not give any medications or perform any procedures without your clinical instructor.

A satisfactory grade must be earned as part of the clinical experience of this course.

To prepare for the newborn experience:

- The student will view the Newborn Assessment DVD in the classroom on the first day of the course.
- The student should read the appropriate chapters in the Murray textbook.

If you are unable to attend your scheduled rotation, call your instructor and the Postpartum/Newborn Nursery area the morning you are scheduled.

JOURNAL REQUIREMENT FOR HEALTH PROMOTION OF SELF

It has been found that “journaling” routinely has a therapeutic benefit. Nursing students are encouraged to verbalize feelings and thoughts throughout the nursing program, but the faculty of NUR 211/LANU 211 would also like each student to write weekly; 1 entry per week in a journal. This may be a way to relieve stress, work through difficult situations at school or at home, or put important thoughts on paper. In addition, the faculty would like the student to incorporate a “Health Promotion of Self” goal into each journal entry and state the plans for accomplishing that goal.

The objectives for the journal are:

1. The student will write in the journal weekly for 6 weeks discussing areas of concern or feelings regarding the course or personal matters. The entry should also include reflections on the clinical day and any insight gained from the clinical experience as the student functioned in the role of **provider of care, manager of care and member within the discipline of nursing.**
2. Each week the student will incorporate a “Health Promotion of Self” goal and state how that goal will be accomplished.
3. The journal will be electronically submitted to the clinical instructor each week following the clinical experience. The instructor will comment on the student’s entry, add an evaluation of the student’s clinical performance and return the document electronically to the student.

The students are encouraged to make the most of this journaling assignment. The “art” of keeping a journal is one that you may want to perfect and utilize after graduation. Therapeutic communication can be as effective when written as when spoken. The instructor will maintain the confidentiality of the journal and the communication written therein. Good luck and have fun with this assignment. The weekly clinical journal entry is due with the required paperwork for each rotation.

NUR 211/LANU 211
Self Evaluation

Please use the space below to evaluate the positive and negative aspects of your clinical performance. Also include an evaluation of your performance academically and how you plan on improving in that area in the future.

(Submit to your clinical instructor prior to clinical on May 2 or 3, 2012)

CLINICAL AGENCIES

**Piedmont Health Care System
222 S. Herlong Ave
Rock Hill SC 29732
803-329-1234**

**Springs Memorial Hospital
800 West Meeting St
Lancaster SC 29720
803-286-1214**

York Technical College/USCL
AD Nursing Program
NUR 211/LANU 211
Pediatric Community Clinical Requirement

At the completion of this assignment, the student will:

1. Select an approved pediatric setting. Plan on spending 8 hours for this assignment
 2. Write a brief reaction to the experience in the space below addressing the following objectives:
 - a. Discuss the role of the student nursing in the community pediatric setting.
 - b. Describe the growth and development milestones observed in a selected child in the setting.
 - c. Summarize your community service experience.
-

Name: _____

Pediatric setting: _____

Date and time of experience: _____

Signature of supervisor: _____

Case Studies

The following case studies may be used to supplement course modules.

1. Woman with drug abuse during pregnancy
2. Woman in preterm labor
3. A pregnant woman at a first prenatal visit
4. A pregnant woman with concerns for the fetus
5. A postpartal woman
6. A woman needing a cesarean birth

Case study

eval tool

Eval tool