

Basic Course Information

Semester:	Fall 2018	Instructor Name:	Mora, C & Bravo L.C
Course Title & #:	The Maternity Cycle	Email:	Cristal.Mora@imperial.edu
CRN #:	11317	Webpage (optional):	
Classroom:	2135	Office #:	2135
Class Dates:	August 13 2018-October 4, 2018	Office Hours:	MT 0630-0700 1300-1400 WTH 0700-0800
Class Days:	M,T,W,TH	Office Phone #:	760-355-6345
Class Times:	M,T 0645-1530 W,TH 0800-1240	Emergency Contact:	Carlos Ramirez
Units:	5.5		

Course Description

VN 120 The Maternity Cycle II is as five and one-half (5.5) unit course. It is divided into a theory, clinical skills and clinical component. During this eight (8) week course clinical experiences will be simulated in the I.V.C. nursing skills laboratory and care of clients in the hospital setting. Classroom didactics will be based on lecture/discussion, the use of power point presentations and the utilization of the flipped classroom concept. This course provides an integrative, family-centered approach to the care of women of childbearing age and newborns. Emphasis is placed on normal and high-risk pregnancies, normal growth and development, family dynamics, reproductive health changes, and the promotion of healthy behaviors in patients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to women of childbearing age and newborns in selected settings. The nursing process is used to assess the needs of and devise a plan of care for the pregnant woman through the child bearing cycle. Consideration is given to the physiological, psychosocial, cultural and economic factors which impact on the mother, infant, and family. Concurrent classroom and clinical experiences are provided. Course content is focused on the normal responses to pregnancy; however, common disorders of the ante- intra- postnatal periods are presented. The neonate is viewed from a normal perspective, with disorders common to the newborn also presented.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- a. Demonstrate a physical assessment on a postpartum patient and record the information appropriately.
- b. Demonstrate safe medication administration in a clinical setting, except IV.
- c. Develop and present a major maternal/child health teaching project.
- d. Successfully apply the nursing process in caring for the antenatal, intrapartal & postpartal patient.
- e. Achieve at least a level two, on the ATI computerized Pharmacology exam.

Course Objectives

1. Perform a comprehensive health assessment of women of childbearing age and newborns that identifies deviations from normal as well as health risks.
2. Recognize emotional needs of the expanding family and implement therapeutic, evidenced based interventions to assist the family to meet those needs.
3. Discuss the nurse's role relative to abortion, contraception, sterilization, infertility and genetic counseling
4. Apply the nursing process in caring for the antepartal, intrapartal and postpartal patient.
5. Identify special problems of the adolescent and older women in the child bearing cycle.
6. Discuss common disorders of the antepartum, intrapartum, and postpartum periods and implement nursing interventions to assist the patient.
7. Develop a teaching plan based on the nursing process to assist the new mother to meet nutritional needs during pregnancy and breastfeeding.
8. Describe the physiological changes that occur in infants from intra-uterine to extra-uterine life.
9. Assess the neonate and implement evidence-based nursing interventions to provide a safe environment.
10. Identify common disorders of the newborn and the family.
11. Implement evidence-based nursing interventions to promote maternal-paternal-infant bonding.
12. Perform a comprehensive health assessment of women of childbearing age and newborns that identifies deviations from normal as well as health risks.
13. Develop an individualized, evidence-based plan of care that demonstrates

an appreciation of a woman's and newborn's cultural, spiritual, and developmental variations and makes recommendations for the adoption of health-promoting behaviors.
14. Collaborate as a member of the interdisciplinary health care team and act as a patient advocate in the provision of quality care that promotes patient safety for women of childbearing age and newborns.
15. Integrate knowledge of pharmacology, pathophysiology, and nutrition as well as concepts from previous nursing courses and evidence-based practice to the care of women of childbearing age and newborns.

16. Use verbal and nonverbal communication that promotes caring therapeutic relationships with patients, families, as selected groups as well as professional relationships with members of the health care team.
17. Use information technologies to access evidence-based literature and patient information as well as communicate with members of the health care team, accurately documenting patient care in a secure and timely manner.
18. Acknowledge the value of evidence-based practice by **integrating evidence-based knowledge** into practice when providing care to women of childbearing age and newborns.
19. Provide health and safety related education to patients and their families while recognizing the nurse's role **in education of clients and family.**
20. Use **organizational, priority setting, and decision making skills** when providing care to childbearing women and newborns in selected settings.
21. Recognize the nurse's role in reporting patient safety and quality care concerns.
22. Provide care to women of childbearing age and newborns while adhering to ethical and legal standards and maintaining accountability and responsibility for care provided.

COURSE PREREQUISITES, if any:

- A. VN 110, 112, 114,116 or permission of instructor
- B. COREQUISITES, if any:
VN 124
- C. RECOMMENDED PREPARATION, if any:

Textbooks & Other Resources or Links

Required

1. Ricci, Maternity & Pediatric Nursing, Walters Kluwer/Lippincott Williams & Wilkins,
2. Lynn, Taylor's Clinical Nursing Skills.
3. Taber's Cyclopedic Medical Dictionary, F.A. Davis.
4. Doenges, et al, Nursing Care Plans, F.A. Davis.
5. ATI textbooks

Websites:

1. ATI Nursing education. www.atitesting.com
2. The Point. Student book resources. <http://thepoint.lww.com/student>
3. Association of Women's Health, Obstetric and Neonatal Nurses- Awhonn.org

4. American College of Obstetricians and Gynecologists. Acog.org
5. March of Dimes. marchofdimes.org
6. La Leche League International. lll.org
7. California Breastfeeding Coalition (CBC). californiabreastfeeding.org

Journals:

1. Journal of Obstetric, Gynecologic & Neonatal Nursing
2. American Journal of Maternal/Child Nursing
3. Nursing for Women's Health
4. The journal of Perinatal & Neonatal Nursing
5. Health Mom & Baby

Course Requirements and Instructional Methods

Class activities

Class participation and discussion, presentations, unit exams, pop quizzes, calculation exam and Final exam.

Out-of-class: assignments

Reading assignments from required textbooks listed for this course (see text book list), and the pharmacology text used in the pharmacology course. Writing assignments will reflect the objectives listed and may include, but not be limited to, care plans, concept-mapping, drug cards, short essays, and/or professional papers. CD/DVD viewing, internet, research evidence-based articles. Additional reference materials will be available in the nursing learning center. Outside assignments may include, but not limited to, nursing lectures or in-services offered by local health facilities, independent exercises, and learning center activities.

Clinical/ simulations assignments:

Clinical/simulations assignments will include preparing for clinical by practicing and demonstrating skills in a check-off simulation, obtaining patient data, reviewing medication information. Clinical hours will be spent demonstrating proficiency in nursing skills and patient care in the clinical lab setting. Written post-assignments will relate to clinical experience and may include but not be limited to care plans, case studies, documentation exercises. Clinical sites may include hospitals, clinics, simulation lab.

Simulations

Simulations are a safe learning environment where all students will have the opportunity to interact within a structured scenario. Simulations will be utilized during this class and simulation materials will be handed out during the semester. All advance assignments must be completed before the start of class. Failure to complete the pre-assignment will prevent the student from attending the class for the day and results in a clinical absence.

It is each student's responsibility to complete all facility requirements, i.e., BLS training, immunizations, background checks, drug screening, specific hospital orientation, etc., prior to clinical rotations (please see the student handbook for

more information). A student will not be allowed to attend any clinical hours until this is done. If over the maximum allowable hours of absenteeism because of this, the student will be dropped from the class.

Plagiarism and cheating policies noted in the student handbook and IVC policies will be strictly enforced. Students are expected to develop original work for this course. It is recommended that students visit the college library to become acquainted with research tools available.

INSTRUCTIONAL METHODOLOGY:

- Audio Visual: DVD of skills required for successful course completion
- Computer Assisted Instruction: Internet research, case study
- Demonstration: skills required for successful course completion
- Discussion: Related topics on Maternal/Child nursing and skills
- Group Activity
- Lab Activity: Assessment Skills; Maternal/infant Nursing Skills; Check-off demonstrations
- Lecture; power-point, flipped classroom
- Simulation/Case Study: Nursing skills postpartum and newborn assessment

Course Grading Based on Course Objectives

Students must maintain a “C” average grade as determined by the scale below. Grades will not be “rounded”. To advance to the next semester, a “C” or better is required in this course.

A = 93-100%

B = 85-92%

C = 78-84%

F = Below 78%

All of the following must be attained to successfully pass this course:

- A. Final Theory Exam score must be passed at a 78%.
- B. Clinical grade must total equivalent of 78% or greater based on all points accumulated.
- C. Theory (exams) grade must total equivalent of 78% or greater.
- D. Dosage Calculation quiz must be passed with a 92%.
- E. Attendance requirements as noted below must be met.
- F. Less than 3 unsatisfactories in clinical work must occur.
- G. Final clinical evaluation must show all categories as “Adequate” or “Satisfactory”.

Clinical evaluation: Clinical evaluation will be done on an ongoing basis with a student required to meet “adequate” or “satisfactory” in all areas to pass the course. Evaluation is based on written assignments, adherence to nursing standards of safe care, QSEN competencies, and professional performance. An unsatisfactory in clinical may be given based on the same standards of safe care and professional performance and will require remediation in the learning center.

Three unsatisfactory grades given in clinical or failure to meet the clinical objectives will result in failure of this class regardless of the overall grade.

Pharmacological Dosage Calculation Exam:

1.) Purpose: Because patient safety is the utmost priority, each student will be required to take and successfully demonstrate competence (pass) a drug calculations exam each semester.

2.) Minimum requirements:

- a.) 10 – 25 questions / calculations appropriate to the level of each semester
- b.) Student must show their work
- c.) Pass with a score of 92 % or higher. The score is not included in the grade point average for the course as it is a pass/fail assignment.
- d.) Time limits assigned as appropriate to the number of questions.
- e.) Correct units must be stipulated to count as correct: i.e. ml/hr, units/hr, etc.

3.) The student is allowed three (3) attempts to pass

- a) Students who do not pass with a 92% on the first attempt must pass with a 96% on the second attempt, if the student does not pass on the second attempt the student must pass with a 100% on the third and final attempt.
- a) Students who do not pass after the first or second attempt:
 - (i) Must seek tutoring from faculty and /or math department and/or computerized software in the nursing learning center.
 - (ii) Cannot administer any medication in a clinical setting.
 - (iii) If the student is unsuccessful of the 3rd attempt, the student cannot progress to the next nursing course.

ATI testing on Maternal Child Nursing care is a part of the VN 120 course. Students are responsible for reading all material in the ATI Nursing Fundamentals book prior to the assigned test date.

To evaluate a student's ability to provide for patient safety and to demonstrate clinical competence, students must be present in clinical. Absenteeism and/or tardiness beyond the maximum allowed will result in being dropped from VN 120. This will result in a "W" grade if before the drop date and "F" if after that date.

It is recommended that if a grade falls below 78% that the student will arrange to meet with the faculty member. Faculty can be reached in person, by email, or during office hours to discuss grades or other classroom or clinical matters.

The student is responsible for withdrawing (W) from the class before the deadline as outlined on your registration forms. Failure to pass this class will affect your ability to progress to the next semester. Students failing or withdrawing must complete a Petition to Re-Enter.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- It is the responsibility of each student to attend all classroom and clinical hours and to contact the instructor(s) before the start of class of any need to be excused from class. If a student does not contact the faculty member by the assigned time and is absent, a clinical unsatisfactory for professional behaviors will be given. Students are expected to attend all classes. **Absences are limited 11.5 hours in the course.** A student who reaches the maximum allowable hours of absenteeism or tardiness may be dropped by the instructor.

- Acceptance of absenteeism excuses is at the discretion of the faculty member and may result in failure of the class.
- A student who reaches the maximum allowable number of hours absent and is not allowed to continue may file a petition to reenter the nursing program. The teaching team will meet with the student to discuss remediation and the possibility of reentry.
- **Students who are late for class/clinical three times will be considered absent for one day.**

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more

information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#). **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to

understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also, under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

DATE	Day	TIME	DESCRIPTION	INSTRUCTOR	ASSIGN.	ROOM
Week 1 8/13/18	Mon	0700	GENERAL ORIENTATION VN120	MORA BRAVO	ORIENTATION	PMH Lab 1 & 2
8/14/18	Tues	0700	Childbirth Prep Breastfeeding Postpartum, Newborn Assessment	WEBSTER	Bring pillows, dolls and baby blanket	2135 Lab 1 & 2
8/15/18	Wed	0800-1240	MOD-A-1 Psychosocial, Cult, Stat & Ethical issue of Maternal Care	MORA	Mod-A-1 RICCI: CH:1,2 & 9	2135
8/16/18	Thurs	0800-1240	MOD-A-2 Psychosocial, Cult Response to Special Reproductive Problem & Genetic. **Calculation Exam**	MORA	Mod-A-2 RICCI: CH 3, 4 & 10 ATI MATERNITY	2135
Week 2 8/20/18	Mon	06:45-3:30	CLINICAL	MORA BRAVO	Skill: Surgical scrubbing/Sterile gowning	PMH
8/21/18	Tues	06:45-3:30	CLINICAL	MORA BRAVO	Concept map & Mini care plans due!! 0645am	PMH
8/22/18	Wed	0800-1240	MOD-B1 Antepartum Care	BRAVO	Mod-B-1 RICCI: CH:11 & 12 ATI Maternity: Unit 1: Chp 1-5 Topic selection due for Major Maternal/Child Health Teaching project: group presentation due 10/2/18 (See LVN sup packet)	2135
8/23/18	Thurs	0800-1240	EXAM #1 (MOD A-1&2) MOD-B-2 Antepartum/Pregnancy	MORA BRAVO	Mod-B-2 RICCI: CH:19 & 20 ATI Maternity Unit 1: Chp. 6-9	2135

Imperial Valley College Course Syllabus – Click here to enter text.

			at risk			
Week 3 8/27/18	Mon	0645-3:30	CLINICAL	MORA BRAVO		PMH
8/28/18	Tues	06:45-3:30	CLINICAL	MORA BRAVO	Concept Map & Mini care plans due 0645am	PMH
8/29/18	Wed	0800-1240	MOD-C-1 Intrapartum Care/Labor & Delivery	MORA	Mod-C-1 RICCI: CH:13 & 21 ATI: Maternity Unit 2 <u>DUE Major care plans/Journal!!</u>	2135
8/30/18	Thurs	0800-1240	EXAM # 2 (MOD B- 1&2) MOD-C-2 Labor & Delivery Risk	MORA	Mod-C-2 RICCI: CH:14 & 21 ATI: Maternity Unit 2	2135
Week 4 9/3/18	Mon	06:45-3:30	HOLIDAY HAPPY LABOR DAY!!	MORA BRAVO	HOLIDAY!! Happy Labor Day!	PMH
9/4/18	Tues	06:45-3:30	CLINICAL	MORA BRAVO		PMH
9/5/18	Wed	0800-1240	MOD-D-1 Puerperium/Postpartum	MORA	MOD-D-1 RICCI: CH: 15 &16 ATI: Maternity/Chp.17 <u>DUE Major care plans/Journal!!</u>	2135
9/6/18	Thurs	0800-1240	MOD-D-2 Puerperium/Postpartum	MORA	MOD-D-2 RICCI: CH: 22 ATI: Maternity Unit 3	2135
Week 5 9/10/18	Mon	06:45-3:30	CLINICAL	MORA BRAVO	OB Simulation	PMH
9/11/18	Tues	06:45-3:30	CLINICAL	MORA BRAVO	Concept Map & Mini care plans due!!	PMH
9/12/18	Wed	0800-1240	MOD-E Caring for Newborn	BRAVO	MOD-E RICCI: CH:17& 18 ATI Maternity Unit 4: Chp. 14-15 <u>DUE Major care plans/Journal!!</u>	2135
9/13/18	Thurs	0800-1240	Exam# 3 (MOD C-1&2) Cont. Mod E: Caring for Newborn	BRAVO	MOD-E RICCI: CH:17& 18 ATI Maternity Unit 4: Chp14-15	2135
Week 6 9/17/18	Mon	06:45-3:30	CLINICAL	MORA BRAVO		PMH
9/18/18	Tues	06:45-3:30	CLINICAL	MORA BRAVO	Concept map & Mini Care plan due!!	PMH

9/19/18 Terri	Wed	0800-1240	MOD-F Newborn at Risk ATI OB #1 Retake 13-1400pm 65-70 questions	Sullivan/Mora	MOD-F RICCI: CH: 23 & 24 ATI Maternity Unit 4: Chp. 16-17 <u>DUE Major care plans/Journal!!</u>	2135
9/20/18	Thurs	0800-1240	Exam # 4 (MOD-D-1&2) Cont. MOD-F Newborn at Risk	MORA	MOD-F RICCI: CH: 23 & 24 ATI Maternity Unit 4: Chp. 16	2135
Week 7 9/24/18	Mon	06:45-3:30	CLINICAL	MORA BRAVO		PMH
9/25/18	Tues	06:45-3:30	CLINICAL	MORA BRAVO	Concept map & Mini Care plan due!!	PMH
9/26/18	Wed	0800-1240	MOD-F Newborn at Risk ATI OB #2 Retake 13-1400pm	BRAVO	MOD-F RICCI: CH: 23 & 24 ATI Maternity Unit 4: Chp.16 <u>DUE Major care plans/Journal!!</u>	2135
9/27/18	Thurs	0800-1240	Exam # 5 (MOD E & F)	MORA BRAVO	All skills check offs and assignments due	2135
Week 8 10/1/18	Mon	06:45-3:30	CLINICAL	MORA BRAVO		PMH
10/2/18	Tues	06:45-3:30	CLINICAL	MORA BRAVO	Group Presentations!! <u>Major Maternal/Child Health Teaching project</u>	2135
10/3/18	Wed	0800-1240	COMPREHENSIVE REVIEW	MORA BRAVO		2135
10/4/18	Thurs	0800-1240	FINAL	MORA BRAVO		2135

*******SUBJECT TO CHANGE*******

VN 120 - The Maternity Cycle- Clinical Objectives

Module A-I: Psychosocial, Cultural, Statistical, Legal, and Ethical Issues of Contemporary Maternal-Newborn Care

Clinical Objectives

- a. Include psychosocial and cultural data in your assessment of each patient.
- b. Discuss cultural aspects of pregnancy with assigned patients to assess their impact on the ante, intra, and postnatal behavior of the mother; of the family.

- c. Design nursing interventions that reflect sensitivity to psychosocial and cultural uniqueness of each individual.

Module A-2: Psychosocial and Cultural Responses to Special Reproductive Problems of Infertility and Genetic Disorders. Conception and Fetal Development

Clinical Objectives

- a. Prepare a teaching plan that will inform the patient in areas the patient lacks knowledge. Include available community resources.
- b. Discuss in post conference differences in patient knowledge/responses according to age, psychosocial and cultural background.

Module B-I: The Nursing Process Applied to Antepartum Care

Clinical Objectives

- a. Assess the prenatal care received by assigned patients. Compare it to the ideal prenatal care discussed in class.
- b. Establish the EDC of assigned patients using the data collected in nursing history.
- c. Participate in as many prenatal examination procedures as possible.
- d. Begin procedures to follow a patient through prenatal, perinatal and postnatal periods.
- e. Evaluate the nutritional background of assigned patients for appropriateness.
- f. Compare attitudes expressed by patients toward pregnancy in terms of age, psychosocial factors and cultural background.

Module B-2: Pregnancy at Risk: Pregestational and Gestational Onset Disorders. Assessment of Fetal Well-Being.

Clinical Objectives

- *** a. When possible, assess, plan and implement care for a patient who has been determined to have one or more high risk factors.
- b. Compare the prenatal progress of a normal pregnancy with one having a complication discussed in this module.
- c. Discuss your feelings when caring for a patient who has or has had a complication of pregnancy.
- e. When possible, assess the reaction of the family to the possibility or existence of a complication of pregnancy.
- f. When possible, observe a patient undergoing ultrasound exam.

Module C-I: The Nursing Process in Labor and Delivery, Intra-Partum Nursing Assessment, and Needs and Care of the Family in Childbirth.

Clinical Objectives

- a. Identify normal fetal heart tones, the purpose of fetal heart monitoring and signs of fetal distress.
- b. Using accurate hand placement, determine onset, duration, strength and frequency of assigned patients contractions.
- c. Provide comfort and relaxation measures for the patient in the various stages of labor.

- d. Perform (VN: Verbalize) a general assessment of a patient in labor to determine labor progression. Include:

Time	F.H.T.	Presentation
Frequency	Dilatation of Cervix	
Duration	Station	
Intensity	Effacement	

- e. Distinguish between "true" and "false" labor.
- f. Assist staff nurse to set up the delivery room.
- g. When possible, observe a vaginal delivery. (Observe a C-Section when possible.)
- h. Provide nursing actions to mother and neonate immediately post-delivery.
- i. Palpate and massage uterine fundus as directed by the nursing staff.
- j. Palpate the urinary bladder during the fourth stage of labor.
- k. Discuss the birthing experience with your patient. Discuss, in post-conference, her feelings and your feelings.
- l. Admit an OB patient to the Labor Room

Module C-2: The Nursing Process in the Care of the Intrapartum Woman and Family at Risk. Maternal Analgesia and Anesthesia.

Clinical Objectives

- a. Perform nursing care for a patient in labor; when possible, follow through delivery.
- b. Assist staff nurse as possible with a delivery.
- c. Describe immediate neonatal care in the delivery room.
- d. In post-conference, discuss your feelings about the birthing process.
- e. Identify behaviors you feel are cultural responses in origin. Consider behaviors of staff or patients.
- f. Discuss alternative settings for childbirth, react to advantages and disadvantages of each.
- g. Identify common instruments used in delivery room.
- h. Assist and observe Apgar and Dubowitz scoring on the newborn in the delivery room and nursery.
- i. Recite procedures completed on the neonate immediately after birth.

Module D-I: The Nursing Process during the Puerperium

Clinical Objectives

- a. Assess, plan and implement care for an assigned postpartum patient.
- b. Assess the diet needs of a lactating mother. Contrast with a non-lactating mother.
- c. Contrast similarities and dissimilarities of primiparous and multiparous patients in terms of nursing care needs.

- d. Prepare a teaching plan for new mothers. Include aspects of care for the mother and the newborn.

Module D-2: Disorders of the Puerperium

Clinical Objectives

- a. Assess, plan and implement care for a patient post-C-Section or a patient with a post-partum complication.
- b. In post-conference, discuss nursing actions appropriate to a variety of postpartum complications and give rationale for each.

Module E: The Nursing Process in Caring for the Normal Newborn

Clinical Objectives

- a. When possible, assist staff nurse with admission care given immediately after delivery and transition care.
- b. Assist with daily physical care to a newborn including:
 - 1) Bathing
 - 2) Dressing
 - 3) Weighing
 - 4) Carrying
 - 5) Feeding (self and mother)
- c. Assist a new mother to begin breast feeding.
- d. Using Handout, Newborn Assessment Skills, assess a newborn.
- e. Demonstrate the following skills:
 - 1) Measuring temperature, apical heart rate, respiration and weight
 - 2) Measurement of head and chest
 - 3) Palpation of fontanel, sutures
 - 4) Movement of joints
- f. Discuss parent/infant bonding with mother and father when possible.
- g. Assess a newborn's gestational age/maturity rating using form in nursery.

Module F: The Nursing Process in Caring for the Newborn at Risk

Clinical Objectives

- a. Compare nursing actions in the care of a normal newborn and a high-risk infant and write a nursing care plan or other required clinical assignment on one infant.
- b. Discuss the nursery environment in terms of temperature, infectious organisms and sound.
- c. In post-conference,

- 1) discuss emotional support needed by parents of a high-risk infant, or
- 2) discuss the pathology, treatment and nursing interventions of a commonly seen problem of a high risk infant.