I. **OVERVIEW**

The following information will appear in the 2010 - 2011 catalog

**NURSE 263 Nursing Process: Maternity**

**4 Units**

- **Prerequisite:** Satisfactory completion of NURSE 262.
- **Corequisite:** Concurrent enrollment in NURSK 800.
- **Limitations on Enrollment:** Program requires it by using a non-evaluative process to limit enrollment from among a pool of qualified students.

Applies the basic principles and concepts of the nursing process to meet the needs of the childbearing woman, the childbearing family and the patient with alterations of the reproductive system. Health maintenance, prevention of illness, and patient/family teaching in the hospital and community setting will be emphasized. Includes socio-cultural-spiritual aspects of the family.

Field trips are not required. (A-F Only) Lecture /Lab

Transfer: (CSU)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   1. Orientation to Obstetrical Nursing
      a. Labor and delivery
      b. Cesarean births
      c. Lamaze didactic and practice
      d. Newborn and gestational age assessment.
      e. Newborn safety, care seats, bathing, procedures
      f. Postpartum
      g. Breast feeding
   2. Nursing process applied to care of the childbearing family and the patient with disruptions of the reproductive system.
      a. Issues and trends in obstetrical nursing
      b. Family and Culture
      c. Fetal Growth and Development
      d. Pregnancy
         i. Minor discomforts of pregnancy
         ii. Physiological adaptations
         iii. Psychosocial-cultural aspects of pregnancy
      e. Complications of childbearing
      f. Labor and delivery
      g. Postpartum
      h. The newborn
         i. Normal newborn adaptations
         ii. High risk newborn
         i. Alterations in the male/female reproductive system
   3. The individual/family experiencing grief and loss.

2. **Required Lab Content:**
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   Satisfactory completion of NURSE 262.

2. **Co-requisites**
   Concurrent enrollment in NURSK 800.

3. **Limitations on Enrollment**
   Program requires it by using a non-evaluative process to limit enrollment from among a pool of qualified students.

4. **Requisite Skills**
   Before entering the course, the student will be able to:
   
   a. Apply nursing skills necessary for the obstetric and pediatric clinical setting. Perform intravenous therapy, gavage feeding, infant bathing, delivery table set-up, and correct administration of medications.


C. **HOURS AND UNITS**

4 Units
### METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Collaborative learning activities
3. Guided discussion
4. Audio-visual materials
5. Simulated lab activities
6. Nursing care of selected/assigned patients in the clinical/community setting.
7. Students will use the nursing process (a problem solving approach to patient care) to analyze case studies and to plan, implement, and evaluate patient care in the hospital setting, with instructor supervision.

### ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   Students will participate in the following interactive course assignments:

   - Case studies-weekly
   - Computer lab assignments-per term
   - Clinical preparation forms- Weekly
   - Clinical nursing care plans- weekly
   - Clinical patient presentation- per term
   - Classroom written assignments-per term
   - Patient simulation-per term

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   Test on lecture content through exam questions. Example exam question:

   **Which woman would be most likely to have severe afterbirth pains and request a narcotic analgesic?**

   a. Gravida 5, para 5
   b. Woman who is bottle-feeding her first child
   c. Primipara who delivered a 7-lb boy
   d. Woman who wishes to breastfeed as soon as her baby is out of the neonatal intensive care unit

   Students will participate in the following interactive course assignments:

   Analyze case studies- Example case study: Sally is a G2P1001 at 39 weeks gestation. Her pregnancy has been uneventful. At 2 PM Sally and her husband check into the Labor and Delivery unit because she has been having contractions for 3 hours and they are beginning to get strong. During the admission process, the nurse asks Sally if she can provide a urine specimen. When Sally sits down on the toilet, her water breaks. She calls the nurse and says that something is coming out of her vagina. The nurse discovers a prolapsed cord.

   Interpret computer lab assignments: Caring for the Patient with breast cancer

   Prepare clinical preparation forms

   Compose clinical nursing care plans
Compose and present a clinical patient presentation
Apply classroom written assignments- Sexually transmitted diseases comparison chart
Demonstrate Patient Simulation applying concepts of intravenous initiation, infant bathing, infant gavage feeding.

F.  TEXTS AND OTHER READINGS (TYPICAL)
8. Other: Uniform as described in the MJC ADN Handbook

III. DESIRED LEARNING
A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

apply the basic principles and concepts of the nursing process to meet the needs of the childbearing woman, family, and patient with alterations of the reproductive system. Provide health maintenance, prevention of illness, and patient family teaching including the socio-cultural-spiritual aspects of the family in the hospital and community setting.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

   a. INSTRUCTIONAL OBJECTIVES

   b. Analyze alterations in adaptation for selected patients related to:
      1. Physiological mode:
         a) Oxygenation
         b) Nutrition
         c) Elimination
         d) Activity and rest
e) Protection  
f) Senses  
g) Fluid and electrolytes  
h) Neurological  
i) Endocrine  
2. Psychosocial-spiritual modes:  
a) Role function  
b) Interdependence  
c) Self-concept  
c. Use the nursing process to assess needs and identify interventions for the patient experiencing alterations in the four modes listed above.  
d. Describe growth and development of the fetus during the prenatal period.  
e. Discuss how knowledge of cultural and socioeconomic values as well as attitudes toward pregnancy, childbirth, childcare and family roles can contribute to the effectiveness of healthcare.*  
f. Identify the adaptation needs and nursing interventions for the patient experiencing disruptions of the male/female reproductive system.  
g. Define “family” and discuss the psychosocial-spiritual-cultural adaptations of the childbearing family.*  
h. Identify the nutritional needs of pregnancy, lactation and infancy.  
i. Describe the therapeutic/non-therapeutic effects of prescription/non-prescription drugs during the childbearing cycle.  
j. Describe principles of therapeutic communications.  
k. Analyze concepts of grief and loss and nursing interventions for the family experiencing grief or anticipatory grief.  

2. **Lab Learning Goals**  
*Upon satisfactory completion of the lab portion of this course, the student will be able to:*  

a. Provide safe care for patients by adhering to agency policies and Overriding Concerns:  
   1. Accountability  
   2. Physical jeopardy  
   3. Emotional jeopardy  
   4. Therapeutic communication  
   5. Asepsis  

b. Implement the steps of the Nursing Process to provide care for patients experiencing alterations in the:  
   1. Physiological mode  
   2. Psychosocial-spiritual modes:  
      a) Role function  
      b) Interdependence  
      c) Self-concept  

c. Provide patient care based on scientific principles and on the knowledge from the content areas of the didactic portion of the course:  
   1. Labor and delivery  
   2. Nursery  
   3. Postpartum  
   4. Male/female reproductive  

d. Provide prioritized and organized nursing care for patients.  

e. Demonstrate the ability to communicate and work effectively as part of the health care team.
f. Display integrity, honesty, and empathy with patients/families.

g. Maintain confidentiality regarding all patients’ information.

h. Individualize care sensitive to social and cultural differences among patients.

i. Integrate nutritional needs in the implementation/evaluation of patient care.

j. Utilize and document therapeutic communication with patients including teaching plans as appropriate.

k. Evaluate the patient’s preferences for cultural/spiritual practices and provide support as appropriate.

l. Demonstrate consistent accurate, knowledgeable administration of medication, and other therapeutic treatments or agents prescribed.

m. Relate laboratory results to individual patient outcomes.

n. Practice giving and receiving report on selected patients.

o. Demonstrate ability to perform the role of advocate for selected patients.

p. Promote comfort measures and pain relief for assigned patients.

q. Utilize therapeutic communication in the care of the family experiencing grief and loss.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Classroom work (tests, quizzes, written assignments) must be completed at a cumulative grade of 76%.

2. Before attending clinical assignment, each student must be current with CPR, PPD, and required immunizations.

3. Adequate preparation before clinical.

B. SUMMATIVE ASSESSMENT

1. Satisfactory completion of classroom/academic work with a minimum of 76%.

2. Satisfactory completion of clinical course objectives.

3. Competency in the area of Overriding Concerns (listed in MJC ADN Handbook and course syllabus).

4. Competency in the performance of clinical skills from this course and previous courses.

5. Consistent provision of safe care in the clinical practicum with minimum faculty guidance.

6. Completion of care plans and/or case studies.

7. Honesty and professional conduct in the clinical and classroom setting.