



**Associate Degree Nursing Program  
Coleman Health Sciences College**

**HOUSTON COMMUNITY COLLEGE SYSTEM**

**RNSG 1251  
LEVEL-2**

**NURSING CARE OF THE CHILDBEARING AND  
CHILDREARING FAMILY**

**THEORY SYLLABUS**

**FALL -2016**

**HOUSTON COMMUNITY COLLEGE SYSTEM  
JOHN B. COLEMAN HEALTH SCIENCE CENTER**

**RNSG 1251  
NURSING CARE OF THE CHILDBEARING AND CHILDREARING FAMILY**

**FACULTY**

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*Please feel free to contact us at any time concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. We are available to hear your concerns and discuss course topics. Feel free to contact us by phone or email.*

**I. COURSE DESCRIPTION**

Study of the concepts related to the provision of nursing care for childbearing and childrearing families; application of systematic problem-solving processes and critical thinking skills, including a focus on the childbearing family during preconception, prenatal, antepartum, neonatal, and postpartum periods and the childbearing family from birth to adolescence; and competency in knowledge, judgment, skill, and professional values within a legal/ethical framework. This course lends itself to a blocked approach.  
Length of course 16 weeks.

**II. PRE-REQUISITES:** ENGL 1301, ENGL 1302, BIOL 2401, BIOL 2402, BIOL 2420, PSYC 2301, PSYC 2301, PSYC 2314, RNSG 1115, RNSG 1360, RNSG 1513, RNSG 1441, RNSG 1105, RNSG 2360.

**III. CO-REQUISITES:** RNSG 1160

**IV. COURSE LEARNING OUTCOMES:**

The student will first identify changes which may be experienced by the childbearing client, infant, child, adolescent and family; then utilize critical thinking and a systematic problem-solving process for providing nursing care and explain the roles of the associate degree nurse in the provision of care to those clients.

At the completion of the course, the students will have been provided with opportunities and resources to:

1. Determine the basic health care needs of childbearing and childrearing clients and their families. (DEC-IIA,B)
2. Identify physiological and psychological changes experienced during antepartum, intrapartum and postpartum periods.
3. Explain adaptive behaviors of childbearing and childrearing clients and their families with selected health problems.
4. List short, intermediate and long-term goals for childbearing and childrearing clients and their families with selected problems. (DEC-IIC,D)
5. Use critical thinking skills as a framework for nursing interventions based on an understanding of physiological, developmental, socio-cultural, psychological and spiritual variables for childbearing and childrearing clients and their families.
6. Discuss principles of the teaching-learning process in promoting, maintaining and/or restoring health to childbearing and childrearing clients and their families. (DEC-IIG,H)
7. Modify treatment modalities used as they pertain to childbearing and childrearing clients and their families, with emphasis on legal-ethical aspects of nursing, communication, nutrition and pharmacology.
8. Relate evidence-based research from nursing literature pertinent to planning and implementing nursing care for childbearing and childrearing clients and their families.
9. Recognize the rights of childbearing and childrearing clients and their families within an ethical/legal framework. (DEC- IA,B,E)

[DEC- Differentiated Essential Competencies:

[http://www.bon.texas.gov/pdfs/differentiated\\_essential\\_competencies-2016.pdf](http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2016.pdf)]

## **PROGRAM LEARNING OUTCOMES**

Upon Graduation the student will be able to:

1. Communicate effectively with patients, families, and members of the health care team.
2. Utilize a systematic problem-solving approach in caring for patients with common and complex needs

3. Demonstrate appropriate entry level Associate Degree Nursing Program didactic competencies to pass the NCLEX licensure exam

4. Demonstrate safe entry level nursing practice as defined in the four roles of the Differentiated Essential Competencies of Graduate of Texas Nursing Programs.

**NCSBN Blueprint:**

[https://www.ncsbn.org/2016\\_NCLEX\\_RN\\_Test\\_Plan.pdf](https://www.ncsbn.org/2016_NCLEX_RN_Test_Plan.pdf)

**V. METHODS OF ACCOMPLISHING LEARNING OUTCOMES**

1. Classroom lecture and discussion
2. Multimedia: Computer Aided Instruction, videos, and PowerPoint presentations
3. Current nursing literature
4. Instruction: Canvas learning management system

**VI. EVALUATION**

1. Three (3) unit exams, one HESI standardized exam and one final comprehensive exam will be administered as scheduled in the course calendar. One hour and thirty minutes for the exam and thirty minutes for the review will be allowed. On-line computer testing will be given during the semester at scheduled dates and times. Refer to class schedule for date and time of exams.

HESI Grading Scale for Exit and Specialty Exams

> 1200 = 100

1101 – 1200 = 95 %

1000 - 1100 =90 %

950 - 999 =85 %

900 – 949 =80 %

850 – 899 =75 %

800 – 849 =70 %

750 – 799 =65 %

< 750 =60 %

2. Examination content will be constructed from lecture, student presentation, textbooks, videos, and nursing literature.
  
3. ADN policy requires that each student report for the examinations on time. No student will be admitted to the classroom if s/he arrives **after** the scheduled exam time.
  
4. Theory Grading.

#### HCC Grading Scale

A = 100 – 90;	.....4 points per semester hour
B = 89 – 80:	.....3 points per semester hour
C = 79 – 70:	.....2 points per semester hour
D = 69 – 60:	.....1 point per semester hour
59 and below = F	.....0 points per semester hour
IP (In Progress)	.....0 points per semester hour
W (Withdrawn)	.....0 points per semester hour
I (Incomplete)	.....0 points per semester hour
AUD (Audit)	.....0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

5. A missed exam will result in a Make-up Exam, possibly an essay exam based on computer availability. Valid documentation must be provided for a make-up exam. The Make-up exam will cover the same content areas as the missed exam. Make-up Exam will be administered during the week of final for each module.

**\*In order to pass the theory component** of a course with an RNSG prefix, a minimum **Grade of “C” must be achieved.**

#### 7. Reviews

- a) There will be no scheduled review before examinations.
- b) There will be a scheduled review after each unit examination.
- c) There will be no review for the final exam.

As your instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up procedures
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as needed

To be successful in this class, it is the student’s responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments
- Complete the course with a **75%** passing score

### **VII. ATTENDANCE AND TARDINESS**

A student is expected to attend all classes and skills laboratory experiences in order to meet course objectives. Absences exceeding this number of 12.5% or two days of scheduled class time will result in the administrative withdrawal of the student from the course. Daily classroom attendance records will be maintained. A student, in order to be counted as present, must sign the attendance sheet or indicate presence when roll is called. Failure to sign the attendance roster or indicate presence when roll is called will result in being marked absent for the day. The student may be marked absent if not present after the first thirty minutes of class. A student signs only his/her own name and never signs the attendance sheet for another student. Signing for another student is a form of academic dishonesty and grounds for dismissal.

### **IX. POLICIES:**

All students will adhere to HCCS policies as delineated in the HCCS and ADN handbooks. Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving a passing grade.

### **X. SPECIAL NEEDS:**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office of their respective college\* at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. For questions, contact the Disability Counselor at your college. To visit the ADA Web site, log on to [www.hccs.edu](http://www.hccs.edu), click Future Students, scroll down the page and click on the words Disability Information.

### **EARLY ALERT PROGRAM:**

The Houston Community College Early Alert program has been established to assist in the overall effort to retain students who are at risk of failing, withdrawing, or dropping a course. This process requires instructional faculty and student support staff to identify students who are performing poorly as early as possible and provide relevant support services to help students overcome their deficiencies. A student is identified when an instructor notices academic or personal difficulties that affect student's academic performance. The possible problem(s) could be tardiness, missed/failed test scores, excessive absences, or a number of other circumstances. Once a referral is made counselors will then contact students to discuss the issues and possible solutions to their academic difficulties.

#### **Remediation Process.**

1. Upon the initial failure the instructor shall submit an early alert notification
2. Student will meet with the instructor to review the test (or this can be done by the retention specialist if desired by the instructor)
3. The student will schedule and attend a meeting with the advisor if recommended by the instructor
4. The student will meet with the retention remediation coach to discuss the test
5. Student will attend a remediation session for study skills, time management, and test taking skills for nursing students
6. No student shall be allowed to sit for a subsequent exam until remediation has been completed. Remediation is **MANDATORY and a zero will be received for the missed exam.**
7. Student shall be required to repeat the above steps for each exam failure including the specialty exam.
8. Faculty/peer tutoring will be provided if requested by the student or if deemed necessary by the retention retention/remediation coach.
9. Success Coaching is also available on the 5<sup>th</sup> floor. Please contact Kally Numa in Rm. 540

10. Upon completion of remediation, complete and submit your remediation form (See Below) to your

### **EGLS3 – Evaluation for Greater Learning Student Survey System:**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the EGLS3 as part of the Houston Community College Student System online near the end of the term.

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

### **Sex/Gender Discrimination**

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Log in to [www.edurisksolutions.org](http://www.edurisksolutions.org) Sign in using your HCC student email account, then go to the button at the top right that says Login and enter your student number.

## **XI. CLASS MEETING TIMES:**

Days class: Tuesdays 4-6pm

## **XII. LEARNING ACTIVITIES**



**A. Contemporary Technology**

1. Computer Assisted Instruction (explanatory and interactive)
2. Classroom Instructional Software
3. Internet access and Medline access

**B. Concept Reinforcement**

1. Critical thinking scenarios and study guide exercises
2. Current research findings and literature discussion
3. Individual faculty-student conferences.

**(Any electronic device use in the classroom is at the discretion of the individual instructor)**

**XIII. TUITION/FEE INCREASES**

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

**XIV. SCANS AREAS OF COMPETENCY**

The U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) to enter the workplace has determined that a total of 43 competencies must be addressed and Method of determining competency listed:

One SCANS competency is addressed:

**Apply Thinking Skills:**

#37. Use appropriate learning techniques

Students will incorporate the learning style inventory that was formally introduced in the first nursing course. They will have the opportunity to further refine and apply appropriate learning techniques. Students who have difficulty with learning are encouraged to meet with an instructor or the ADN counselor for assistance in trying alternative learning approaches. This skill is evaluated per written examinations.

**XV. METHODS OF EVALUATION**

Online computer testing for the unit exams and final exam will be scheduled in the computer laboratory. Each exam, HESI standardized exam the final exam will be multiple-choice

questions. Students who are absent during the scheduled unit exams and HESI will be required to take a Makeup exam during the final week of the course.

**Students have to bring a valid documentation if they are missing any exams.**

Makeup exams maybe short answer and essay, based on computer space availability.

## **XVI. REFERENCES**

1. Required textbooks
2. Current nursing professional journals/periodicals (within the last five years).

XV111.

### **Academic Dishonesty:**

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with Houston Community College's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty" includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating includes:

- Copying from another students' s assignments;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of "0" or "F" in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System (See Student Handbook).

### **Professional Behavior**

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal.

## **XVII. COURSE OUTLINE: Childbearing Lectures (OB Module)**

1. Nursing role in preparing families for reproductive planning.

2. Nursing role in preparing families for childbearing: The infertile family.
3. Nursing role in preparing families for childbearing: Genetic assessment and counseling.
4. Nursing role in caring for the healthy pregnant family: The growing fetus.
5. Nursing role in caring for the healthy pregnant family: Healthy adaptation to pregnancy.
6. Nursing role in caring for the healthy pregnant family: Promoting maternal and fetal health.
7. Nursing role in caring for the healthy pregnant family: Promoting nutritional health during pregnancy.
8. Nursing role in caring for the healthy pregnant family: Preparation for childbirth and parenting.
9. Nursing role in caring for the family during labor and birth: The labor process.
10. Nursing role in caring for the family during labor and birth: Providing comfort during labor and birth.
11. Nursing role in caring for the family during the postpartum period.
12. Nursing care of the newborn and the family.
13. Nursing care of the newborn and the family: Nutritional needs of the newborn
14. Nursing role in caring for the high risk pregnant family: The woman with special needs.
15. Nursing role in caring for the high risk pregnant family: The woman who develops complications of pregnancy.
16. Nursing role in caring for the high risk pregnant family: Complications during labor and birth.
17. Nursing role in caring for the high risk pregnant family: Complications during the postpartum period.
18. Nursing role in caring for the high risk newborn and family

**REQUIRED TEXTBOOKS:**

Perry, S., Hockenberry, M., Lowdermilk, D., David, W., (2014) Maternal Child Nursing Care, 5<sup>th</sup> ed. St. Louis: Elseiver/Mosby Co.  
ISBN 978-0-323-09610-2

Perry, S., Hockenberry, M., Lowdermilk, D., David, W., (2010) Maternal Child Nursing Care: Virtual Clinical Excursion, 5th ed. St. Louis: Elseiver/Mosby Co.  
ISBN 978-0-323-07237

(Virtual Clinical Excursion (VCE): Completion of VCE is recommended for all Students to enhance learning of concepts covered in RNSG 1412 and 1460 Courses.)

Amy Karch, Focus on Nursing Pharmacology 6<sup>th</sup> Edition, ISBN 9781469873251

## OB Module

### Unit 1: Nursing role in preparing families for reproductive planning

#### Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 1.1 Describe common methods for reproductive life planning.
- 1.2 State the advantages and disadvantages of commonly used methods of contraception.
- 1.3 Explain the common nursing interventions that facilitate contraceptive use.
- 1.4 Identify nursing diagnoses related to reproductive life planning concerns.
- 1.5 Discuss areas related to reproductive life planning that could benefit from additional nursing research.
- 1.6 Identify principles of the teaching/learning process related to reproductive life planning.
- 1.7 Examine the roles of the multidisciplinary team in promoting reproductive health.
- 1.8 Explore the legal and ethical issues related to the nursing care of the client with reproductive planning needs.

#### Content

Nursing process overview for reproductive health.

Reproductive development

Anatomy and physiology of the reproductive system

Menstruation

Contraceptives: oral, subcutaneous implants, subcutaneous injections, intrauterine devices, barrier methods, periodic abstinence, permanent methods

Elective termination of pregnancy

Psychological aspects of elective termination of pregnancy

Legal-ethical issues related to reproductive planning

## **Unit 2: Nursing role in preparing families for childbearing: The infertile family**

### **Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 2.1 List common causes of infertility in men and women.
- 2.2 Describe common assessments necessary to detect infertility.
- 2.3 Identify nursing diagnoses and treatments for infertility.
- 2.4 Discuss the psychological impact of infertility.
- 2.5 Discuss areas of nursing care related to fertility that could benefit from additional nursing research.
- 2.6 Explore the roles of the multidisciplinary team in caring for the infertile client.
- 2.7 Give examples of legal and ethical issues related to the treatment of infertility.
- 2.8 Identify principles of the teaching-learning process related to infertility management.
- 2.9 Discuss common nursing interventions that facilitate infertility management.

### **Content**

Male infertility factors  
Female infertility factors  
Unexplained infertility  
Fertility assessment  
Infertility management  
Alternatives to childbirth  
Legal-ethical issues related to infertility

**Unit 3: Nursing role in preparing families for childbearing: Genetic assessment and counseling**

**Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 3.1 Describe the Human Genome Project.
- 3.2 Explain basic principles of genetics.
- 3.3 Describe the nature of inheritance, patterns of recessive and dominant Mendelian inheritance, and common chromosomal aberrations.
- 3.4 Identify nursing diagnoses related to genetic disorders.
- 3.5 Discuss areas related to genetic assessment that could benefit from additional nursing research.
- 3.6 Examine the roles of the multidisciplinary team in caring for the client/family with a genetic disorder.
- 3.7 Explore the legal and ethical issues related to clients with genetic disorders.

**Content**

Cell division

Gametogenesis

The nature of inheritance

Mendelian inheritance: dominant and recessive patterns

Inheritance of Disease

Chromosomal abnormalities

Common chromosomal disorders resulting in physical or cognitive disorders

Nursing process overview for genetic counseling

Genetic counseling

    Responsibilities of the nurse

    Assessment for the presence of genetic disorders

    Legal and ethical aspects of genetic screening & counseling

## **Unit 4:           Nursing role in caring for the healthy pregnant family: The growing fetus**

### **Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 4.1 Summarize the process of fertilization.
- 4.2 Describe the composition and functions of the amniotic fluid.
- 4.3 Identify three organs or tissues arising from each of the primary germ layers.
- 4.4 Summarize the significant changes in growth and development of the embryo and fetus.
- 4.5 Assess fetal growth and development through maternal and pregnancy landmarks.
- 4.6 Identify the potential effects of teratogens during vulnerable periods of embryonic and fetal development.
- 4.7 Identify nursing diagnoses related to the needs of the pregnant woman and developing baby.
- 4.8 Discuss areas of fetal health that could benefit from additional nursing research.

### **Content**

Nursing process overview for teaching families about fetal growth and development

Stages of fetal development

Fertilization

Implantation

The decidua

Chorionic villi

The placenta

The umbilical cord

The membranes and amniotic fluid

Origin and development of organ systems

Milestones of fetal growth and development

Assessment of fetal growth and development

    Estimating fetal growth

    Assessing fetal well being

**Unit 5:           Nursing role in caring for the healthy pregnant family: Healthy adaptation of pregnancy**

**Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 5.1 Recognize sociocultural practices that might influence the way families respond to childbearing.
- 5.2 Describe the psychological and physiologic changes that occur with pregnancy, the underlying principles for the changes, and the relationship of the changes to pregnancy diagnosis.
- 5.3 Identify nursing diagnoses related to psychological and physiologic changes of pregnancy.
- 5.4 Describe the various types of pregnancy tests.
- 5.5 Differentiate among presumptive, probable, and positive signs of pregnancy.
- 5.6 Discuss current literature that relates to the psychological and physiologic changes of pregnancy.
- 5.7 Identify areas related to the psychological and physiologic changes of pregnancy that could benefit from additional nursing research.

**Content**

Nursing process overview for healthy adaptation to pregnancy

Psychological changes of pregnancy

Psychological tasks of pregnancy

Physiologic changes in pregnancy

The diagnosis of pregnancy



**Unit 6:           Nursing role in caring for the healthy pregnant family: Promoting maternal and fetal health**

**Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 6.1 Describe health practices important for a positive pregnancy outcome.
- 6.2 Describe gravidity and parity using the four- and five-digit systems.
- 6.3 Describe the process of confirming pregnancy and estimating the date of birth.
- 6.4 Outline the patterns of health care provided to assess maternal and fetal health status at the initial and follow-up visits during pregnancy.
- 6.5 Identify health promotion measures, such as ways to reduce the minor symptoms of pregnancy.
- 6.6 Describe the nursing assessments, diagnoses, interventions, and methods of evaluation that are typical when providing care for the pregnant woman.
- 6.7 Discuss education needed by pregnant women to understand physical discomforts related to pregnancy and to recognize signs and symptoms of potential complications.
- 6.8 Explain the impact of culture, age, parity, and number of fetuses on the response of the family to the pregnancy and on prenatal care.
- 6.9 Discuss the purpose of childbirth education and strategies used to provide appropriate information.
- 6.10 Discuss areas of prenatal care that could benefit from additional nursing research.
- 6.11 Explore ways that prenatal care can be individualized.
- 6.12 Explore the roles of the multidisciplinary team in promoting maternal and fetal health.

**Content**

Pregnancy confirmation, EDD using Naegle's Rule  
Nursing process overview for health promotion of the fetus and mother  
Self care needs  
Discomforts of early pregnancy by trimester  
Preparation for labor  
Prevention of fetal exposure to teratogens  
Impact of culture, age, parity & number of fetuses

## **Unit 7: Nursing role in caring for the healthy pregnant family: Promoting nutritional health during pregnancy**

### **Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 7.1 Identify the requirements of healthy pregnancy nutrition.
- 7.2 Explain recommended maternal weight gain during pregnancy, based on prepregnancy weight for height.
- 7.3 Identify key vitamins and minerals needed for pregnancy and lactation.
- 7.4 Give examples of the food sources that provide the nutrients required for optimal maternal nutrition during pregnancy and lactation.
- 7.5 Discuss strategies to assess a woman's nutritional intake during pregnancy.
- 7.6 Identify nursing diagnoses related to nutritional concerns during pregnancy.
- 7.7 Discuss areas related to nutrition and pregnancy that could benefit from additional nursing research.
- 7.8 Explore the effects of different life situations and cultural practices on nutrition patterns and ways nutritional health can be improved.
- 7.9 Explore the roles of the multidisciplinary team in promoting nutritional health during pregnancy.

### **Content**

Nursing process overview for promoting nutritional health in the pregnant woman  
Relationship of maternal diet to infant health  
Recommended weight gain during pregnancy  
Components of health nutrition for the pregnant woman  
Foods to avoid in pregnancy  
Assessment of nutritional health  
Promotion of nutritional health during pregnancy  
Managing common problems affecting nutritional health  
Promoting nutritional health in women with special needs

**Unit 8:           Nursing role in caring for the healthy pregnant family: Preparation for childbirth and parenting**

**Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 8.1 Describe common alternative settings for birth and preparation necessary for childbirth and parenting.
- 8.2 Discuss readiness for childbirth in regard to choice of birth attendant, preparation for labor and setting.
- 8.3 Discuss current literature related to preparation for childbirth and parenting.
- 8.4 Identify areas related to preparation for childbirth that could benefit from additional nursing research.
- 8.5 Identify the roles of the multidisciplinary team in preparing clients for childbirth and parenting.
- 8.6 Discuss the efficacy of childbirth education courses.

**Content**

Nursing process overview for childbirth and parenting education  
Childbirth educators and methods of teaching  
Efficacy of childbirth education courses  
Perineal and abdominal exercises  
Methods for pain management  
Preparation for cesarean birth  
Expectant parenting classes  
The birth setting  
Alternative methods of birth

**Unit 9:            Nursing role in caring for the family during labor and birth: The labor process**

**Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 9.1 Describe the common theories explaining the onset, continuation of labor.
- 9.2 Explain the five factors that affect the labor process.
- 9.3 Recognize the normal measurements of the diameters of the pelvic inlet, cavity, and outlet.
- 9.4 Explain the significance of molding of the fetal head during labor.
- 9.5 Describe the cardinal movements of the mechanism of labor.
- 9.6 Assess the maternal anatomic and physiologic adaptations to labor.
- 9.7 Describe the initial and ongoing assessment of maternal progress during the first, second and third stages of labor.
- 9.8 Identify signs of developing complications during the first, second and third stages of labor.
- 9.9 Identify nursing diagnoses related to both the physiologic and psychologic aspects of each stage of labor.
- 9.10 Discuss the nurse's role in managing care for the woman and her significant others during each stage of labor.
- 9.11 Describe the role and responsibilities of the nurse in an emergency childbirth situation.
- 9.12 Discuss the nurse's role in fetal assessment during each stage of labor.
- 9.13 Explain baseline fetal heart rate and variability and periodic and episodic changes.
- 9.14 Differentiate between reassuring and non-reassuring fetal heart rate patterns, and identify appropriate nursing interventions
- 9.15 Describe the care of the woman with electronic fetal heart rate monitoring.
- 9.16 Identify areas related to labor and birth that could benefit from additional nursing research.
- 9.17 Explore the roles of the multidisciplinary team in caring for the client/family during labor.
- 9.18 Discuss the legal and ethical issues related to nursing care of clients during labor.

**Content**

Nursing process overview for the woman in labor  
Theories of labor onset  
Signs of labor  
Forces of labor  
Stages of labor  
Maternal and fetal responses to labor  
Maternal and fetal assessment during labor  
Electronic monitoring  
Other assessment techniques  
Care of the woman during each stage of labor  
Danger signs of labor: fetal/maternal

**Unit 10: Nursing role in caring for the family during labor and birth: Providing comfort during labor and birth**

**Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 10.1 Describe the physiologic basis of pain in labor and birth and relative theories of pain relief.
- 10.2 Compare and contrast the types of local, regional, and general anesthesia as used during labor and birth.
- 10.3 Identify effective coping strategies for the client during labor and birth.
- 10.4 State nursing diagnoses related to the effect of pain in labor.
- 10.5 Discuss nursing intervention to relieve pain in each stage of labor, such as breathing or relaxation techniques.
- 10.6 Describe the nursing responsibilities appropriate for a woman receiving analgesia or anesthesia during labor and birth.
- 10.7 Identify areas related to comfort in labor that could benefit from additional nursing research.
- 10.8 Explore the roles of the multidisciplinary team in providing comfort to the client/family during labor and birth.
- 10.9 Discuss the legal and ethical issues related to pain relief measures provided to clients during labor and birth.

**Content**

Nursing process overview for pain relief during childbirth  
Etiology of pain during labor and birth  
Physiology of pain  
Perception of pain  
Nursing interventions for pain relief during labor  
Medication for pain relief during labor and birth  
Nerve block analgesia and anesthesia  
Legal-ethical issues related to childbirth

## **Unit 11: Nursing role in caring for the family during the postpartum period**

### **Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 11.1 Describe the physiologic and psychological changes that occur during the postpartum period.
- 11.2 Examine characteristics and measurement of uterine involution and lochial flow.
- 11.3 Evaluate expected values for vital signs and blood pressure, deviations from normal findings, and probable causes of the deviations.
- 11.4 Identify the priorities of maternal care given during the postpartum period.
- 11.5 Give examples of physical and psychosocial nursing diagnoses pertaining to women in the postpartum period.
- 11.6 Summarize nursing interventions to prevent excessive bleeding, promote normal bladder and bowel patterns, and care for the breasts of women who are breastfeeding or bottle-feeding.
- 11.7 Identify behaviors of the three phases of maternal adjustment.
- 11.8 Explain the influence of cultural expectations on postpartum adjustment.
- 11.9 Discuss ways to facilitate parent-infant attachment.
- 11.10 Identify areas related to the care of the postpartum family that could benefit from additional nursing research.
- 11.11 Identify the roles of the multidisciplinary team in caring for the postpartum client/family.
- 11.12 Explore the legal and ethical issues related to nursing care of the postpartum client.

### **Content**

Nursing process overview for the postpartum woman and her family  
Psychological changes of the postpartum period  
Phases of the puerperium  
Development of parental love/family relationships  
Maternal concerns and feelings in the postpartum period  
Physiologic changes of the postpartum period  
Reproductive systems changes  
Systemic changes  
Vital Signs  
Progressive changes  
Nursing care of the woman and family in the first 24 hours postpartum  
Adaptation to parenthood  
Nursing care of the woman and family following hospital discharge  
Legal-ethical issues related to postpartum.

## **Unit 12:        Nursing care of the newborn and the family**

### **Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 12.1 Describe the characteristics of the term newborn.
- 12.2 Describe the biologic and behavioral adaptations of the newborn, including sleep-wake states and periods of reactivity.
- 12.3 Describe the components of the initial newborn assessment.
- 12.4 Discuss methods to maintain a newborn's temperature.
- 12.5 Discuss interventions that promote safety of the newborn immediately after birth.
- 12.6 Discuss phototherapy and the guidelines for teaching parents about this treatment.
- 12.7 Explain the purposes for and methods of circumcision, the postoperative care of the circumcised infant, and parent teaching information regarding circumcision.
- 12.8 Review the anticipatory guidance nurses provide for parents before discharge.
- 12.9 Identify areas of newborn assessment and care that could benefit from additional nursing research.
- 12.10 Explore legal and ethical issues related to nursing care of the newborn.

### **Content**

Nursing process overview for health promotion of the term newborn

Profile of the newborn

Vital statistics

Vital signs

Physiologic function

Physiologic adjustment to extra-uterine life

Biologic & behavioral adaptations

Appearance of the newborn

Assessment for well-being

Nursing care of the newborn

Treatment modalities

Assessment of family's readiness to care for newborn at home

**Unit 13:           Nursing care of the newborn and the family: Nutritional needs of the newborn**

**Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 13.1 Describe nutritional requirements of the term newborn.
- 13.2 State nursing diagnoses related to newborn nutrition.
- 13.3 Identify nursing interventions to facilitate and promote successful breastfeeding.
- 13.4 List signs of adequate intake in the breastfed infant.
- 13.5 Identify common problems associated with breastfeeding and nursing interventions to help resolve them.
- 13.6 Discuss patient teaching for the formula-feeding family.
- 13.7 Identify areas related to newborn nutrition that could benefit from additional nursing research.
- 13.8 Explore the roles of the multidisciplinary team in promoting nutritional health of newborns.

**Content**

Nursing process overview for promotion of nutritional health in the term of newborn.

Nutritional allowances for the newborn

Breastfeeding

    Physiology of breast milk production

    Advantages of breastfeeding

    Beginning breastfeeding

    Patient teaching

Formula feeding

    Commercial Formulas

    Calculating a formula's adequacy



## **Unit 14: Nursing role in caring for the high risk pregnant family: The woman with special needs**

### **Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 14.1 Describe the risks of pregnancy in the woman with special needs, such as the adolescent, the woman over age 35, the woman with a drug dependency and the woman with a disability.
- 14.2 Identify safe health practices during pregnancy for the client with special needs.
- 14.3 Explore current literature related to clients with special needs.
- 14.4 Identify areas related to care of the woman with special needs during pregnancy that could benefit from additional nursing research.
- 14.5 Identify the legal and ethical issues related to nursing of childbearing clients with special needs.

### **Content**

Nursing process overview for care of the pregnant woman with special needs.

The pregnant adolescent

- Developmental crises of adolescence

- Prenatal assessment

- Complications of adolescents during pregnancy, labor, birth and the postpartum period

The pregnant woman over 35

- Developmental tasks and pregnancy

- Prenatal assessment

- Complications of pregnancy, labor, birth and the postpartum period for clients over 35

The pregnant woman with a physical disability

- Rights of the physically disabled

- The woman with spinal cord injury, mental retardation, sensori-neural impairment

The woman who is chemically dependent

**Unit 15: Nursing role in caring for the high risk pregnant family: The woman who develops complications of pregnancy**

**Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 15.1 Identify various complications of pregnancy.
- 15.2 Describe the pathophysiology of selected complications.
- 15.3 Differentiate among causes, signs and symptoms of selected pregnancy complications and their effects on pregnancy and the fetus.
- 15.4 Identify nursing diagnoses that address the needs of the woman with a complication of pregnancy as well as the needs of her family.
- 15.5 Identify both short-term and long-term goals that allow the woman to feel a measure of control in her daily life.
- 15.6 Compare the assessment and care management of women with pre-term labor carried out at home and in the hospital setting.
- 15.7 Discuss care management for the pregnant woman with pre-existing or gestational high-risk conditions.
- 15.8 Explore current literature related to clients with pregnancy complications.
- 15.9 Identify areas of nursing related to high risk pregnancy that could benefit from additional nursing research.
- 15.10 Analyze ways that nurses can help prevent complications of pregnancy through health teaching and risk assessment as well as keep nursing care family centered in the midst of a pregnancy complication.
- 15.11 Explore the roles of the multidisciplinary team in caring for clients with complications.
- 15.12 Identify the legal and ethical issues related to nursing care of clients who develop complications during pregnancy.

**Content**

Nursing process overview for the care of the woman who develops a complication of pregnancy.  
Identifying the high risk pregnancy  
Bleeding during pregnancy  
Conditions associated with bleeding each trimester  
Other causes of bleeding during pregnancy  
Pregnancy induced hypertension  
HELLP syndrome  
Infections  
Endocrine disorders  
Cardiovascular disorders  
Multiple pregnancy  
Postterm pregnancy  
Rh Incompatibility (Isoimmunization)  
Fetal Death

**Unit 16:           Nursing role in caring for the high risk pregnant family: Complications during labor and birth**

**Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 16.1 Define the general term dystocia and the common deviations in the force of labor, the passage or the passenger that can cause dystocia.
- 16.2 Identify the assessments for women experiencing different types of abnormal labor.
- 16.3 Identify nursing diagnoses based on the assessment of abnormal labor.
- 16.4 Describe nursing interventions for a trial of labor, induction of labor, forceps and vacuum assisted birth, cesarean birth, vaginal birth after a cesarean birth, & pre-term labor
- 16.5 Identify care related to potential complications in labor or birth, such as those caused by breech presentation, multiple gestation, fetal distress, prolapsed cord & pre-term labor.
- 16.6 Discuss possible obstetric emergencies and their appropriate management.
- 16.7 Identify areas related to complications of labor that could benefit from additional nursing research.
- 16.8 Identify ways that nursing care can be kept family centered when deviations from the normal in labor and birth occur.
- 16.9 Identify the roles of the multidisciplinary team in caring for clients with complications.
- 16.10 State the legal and ethical issues related to nursing care of clients who develop complications during labor and birth.

***Content***

Nursing process overview for care of the woman with a labor complication  
Problems with the force of labor  
Problems with the passenger  
Problems with the passage  
Therapeutic management of problems or potential problems in labor and delivery  
    Induction and augmentation of labor  
    Forceps delivery  
    Vacuum extraction  
Anomalies of the placenta and cord

## **Unit 17: Nursing role in caring for the high risk pregnant family: Complications during the postpartum period**

### **Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 17.1 Describe common deviations from the normal that can occur during the puerperium.
- 17.2 Describe hemorrhagic shock, including management and hazards of therapy
- 17.3 Discuss causes of postpartum infection.
- 17.4 Summarize assessment and care of women with postpartum infection.
- 17.5 Describe sequelae of childbirth trauma.
- 17.6 Discuss postpartum emotional complications.
- 17.7 State nursing diagnoses pertaining to deviations from normal during the puerperium.
- 17.8 Discuss care management for the pregnant woman with postpartum complications.
- 17.9 Discuss current literature related to clients with complications during postpartum.
- 17.10 Identify areas related to the care of women/families with postpartum complications that could benefit from additional nursing research.
- 17.11 Identify the roles of the multidisciplinary team in caring for clients with complications that occur during postpartum.
- 17.12 Explore the legal and ethical issues related to nursing care of clients who develop complications during postpartum.

### **Content**

Nursing process overview for care of the woman experiencing a postpartum complication.

Postpartum hemorrhage

Puerperal Infection

Thrombophlebitis

Urinary system disorders

Cardiovascular system disorders

Emotional and psychological complications of the puerperium

Legal-ethical issues

## **Unit 18:        Nursing role in caring for the high risk newborn and family**

### **Learning Outcomes**

At the completion of the unit the student will have been provided with the learning activities to:

- 18.1 Describe the assessment of a newborn in the early neonatal period to determine if the infant has completed a safe transition to extrauterine live.
- 18.2 Review techniques for assessing the gestational age of newborns.
- 18.3 Compare & contrast gestational age and weight as indicators for neonatal complications.
- 18.4 Discuss the pathophysiology of selected problems related to gestational age and selected problems of the newborn.
- 18.5 Assess neonates with complications resulting from pre and post-maturity.
- 18.6 Compare and contrast the characteristics of preterm, term, postterm, and postmature neonates.
- 18.7 Establish plans of care for the neonate with dysfunction related to respiration, circulation, thermo-regulation and metabolic disturbances.
- 18.8 Identify characteristics of infants of mothers who are substance abusers
- 18.9 Describe the plan of care for infants of mothers who are substance abusers.
- 18.10 List nursing diagnoses related to the newborn at risk.
- 18.11 Identify areas related to the care of high-risk newborns that could benefit from additional nursing research.
- 18.12 Discuss the special crisis imposed on families when alterations of newborn development, length of pregnancy, or neonatal illness occur.
- 18.13 Identify the roles of the multidisciplinary team in caring for the high-risk newborn.
- 18.14 Explore the legal and ethical issues related to nursing care of the high-risk newborn.

### **Content**

The newborn at risk because of altered gestational age or birth weight

RDS, ROP, BPD, MAS, Perinatal asphyxia, Hypoglycemia, Heat loss

Nursing process overview for care of the family with a newborn of altered gestational age or weight.

Newborn priorities in the first hours and days of life

Newborn illness (acquired conditions)

Hyperbilirubinemia, Kernicterus, Rh/ABO incompatibility, Birth trauma

Newborn at risk because of maternal infection or illness

Diabetic mother, Neonatal infections, Substance-abusing mothers

**Student Remediation Confirmation Form**  
**(Confirmation of student activities for remediation)**  
**RNSG 1251**

**Student NAME:** \_\_\_\_\_

<b>Remediation Activity:</b>	<b>Date:</b>	<b>Signature:</b>	<b>Comments:</b>
Visit ADN Counselor			
Academic Success Center			
Workshops:			
-Study Skills			
-Time Management			
-Test Taking Skills			
-Peer Tutor			
Visit Faculty Advisor			
Practice Questions from Evolve website			
Practice Questions from Maternal Child Health Reviews and Rationales			
Other:			
-			
-			

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Please read, sign and return this form to your instructor

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**RNSG 1251  
NURSING CARE OF THE CHILDBEARING.  
COURSE EXPECTATIONS CONTRACTUAL AGREEMENT  
FALL - 2016**

I, \_\_\_\_\_, have read the syllabus and fully understand the expectations of me as a student in this course.

I acknowledge that I am aware that the A.D.N. Student Handbook is on the program website and I am accountable for following the policies and procedures discussed in the handbook.

In addition, I agree to neither give nor receive any information about test content in this course.

My signature below signifies my willingness to comply with the course requirements. I also understand that the syllabus is online and it is my responsibility to obtain a printed copy.

\_\_\_\_\_  
**Printed name**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

In addition to the course expectations, I agree to neither give nor receive any information about test content in this course.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**RNSG 1412: Nursing Care of the Childbearing and Childrearing Family**

Student Name (print): \_\_\_\_\_  
Last First

Scale:

A = 90-100

B = 80-89

C = 75-79

D = 60-64

F = below 60

(OB module):

Unit Exam:

1. EXAM 1 20%
2. EXAM 2 20%
3. EXAM 3 20%
4. HESI standardized exam = 15 %
5. Comprehensive Final Exam: 25%



Date	Contents	chapter	Learning Objectives	Instructor	Exams
Week 1 8/23/16	Course Orientation Day /Syllabus/Expectations Course Calendar/ Math Review	NA		Thomas Ofoegbu	<b>Math Exam 1<sup>st</sup> Attempt</b>
Week 2 8/30/16	Reproductive System Concerns Infertility, Contraception, and abortion Genetics, Conception, and Fetal Development	4, 5 & 6		Thomas	<b>Math Exam 2<sup>nd</sup> Attempt</b>
Week 3 9/6/16	Anatomy and physiology of Pregnancy Nursing Care of the Family During Pregnancy	7 & 8		Ofoegbu	<b>Final Attempt Math Exam</b>
Week 4 9/13/16	NA	NA		Thomas Ofoegbu	<b>Unit Exam 4-6pm</b>
Week 5 9/20/16	Maternal and Fetal Nutrition Assessment of High Risk Pregnancy High Risk Perinatal Care: Preexisting Conditions	9, 10 & 11		Ofoegbu	NA
Week 6 9/27/16	High Risk Perinatal Care: Gestational Conditions Labor and Birth Process	12 & 13		Ofoegbu	NA
Week 7 10/4/16	NA	NA		NA	<b>Unit Exam 2 4-6pm</b>
Week 8 10/11/16	Pain Management Fetal Assessment During Labor Nursing Care of the Family During Labor and Birth	14, 15, &16		Thomas	NA
Week 9 10/18/16	Labor and Birth Complications Maternal Physiological Changes	17 & 18		Ofoegbu	NA

Week 10 10/25/16	NA	NA		Thomas Ofoegbu	<b>Unit Exam 3 4-6pm</b>
Week 11 11/1/16	Nursing Care of the Family During the Postpartum Period Transition to Parenthood Postpartum Complications	19, 20 & 21		Thomas	NA
Week 12 11/8/16	NA			Thomas Ofoegbu	<b>Hesi Exam 4-6pm</b>
Week 13 11/15/16	Physiologic and Behavioral Adaptations of the Newborn Nursing Care of the Newborn and Family	22 & 23		Ofoegbu	NA
Week 14 11/22/16	Newborn Nutrition and Feeding	24		Ofoegbu	NA
Week 15 11/29/16	The High Risk Newborn	25		Ofoegbu	NA
Week 16 12/6/16	NA	NA			<b>Comprehensive Exam 4-6pm</b>