

**MOUNT ST. MARY'S COLLEGE  
LOS ANGELES, CALIFORNIA  
Department of Nursing**

**NUR 160  
ADAPTATION NURSING: CHILDBEARING FAMILY  
Fall Semester, 2013**

**Revised by:  
Patricia Melnick, R.N.,M.S.  
Assistant Professor, Nursing  
Fall, 2013**

**Course:** NUR 160 Adaptation Nursing: Childbearing Family  
**Instructor:** Patricia Melnick, R.N, M.S. Assistant Professor of Nursing  
**Office Hours:** Room H 427 Thursday 1000-1200 and Fridays by appointment  
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**Meeting Times:** Thursdays 0700-0930  
**Units:** 2.5 Course hours

### **COURSE DESCRIPTION**

The focus is the bio-psycho-social impact of health-illness problems related to Childbearing Families.

### **PREREQUISITES**

This is a junior level course that requires satisfactory completion of sophomore level nursing. The student is expected to apply knowledge from all prerequisite courses.

### **COURSE OBJECTIVES**

Upon completion of this course, the student will be able to:

1. Identify and describe the normal physiological and psychological growth and development of the pregnant woman, fetus, newborn and family and how to use this information in a nursing assessment.
2. Identify major/common health disruptions during the childbearing years and apply previously learned concepts to develop a plan of care based on adaptation theory and the nursing process. Demonstrate critical thinking in terms of assessment, defining goals, intervention, evaluation, and modification of a care plan.
3. Discuss major health-health disruptions of the neonate from intrauterine to extrauterine life and describe use of the nursing process to promote and maintain adaptation to extrauterine life and the neonatal period.
4. Continue to incorporate previously learned concepts related to ethical and legal issues, culture, diversity, social justice, altruism, and the role of a professional nurse in care of the childbearing family.
5. Examine the use of drugs in the prenatal, intrapartum and postpartum settings.
6. Apply previously learned concepts from nursing research to integrate current nursing research into the study of the childbearing family.
7. Describe physiologic and social adaptation during menarche.
8. Explain and discuss essential components of health maintenance for a woman throughout the lifespan.
9. Identify adaptation issues for the woman and her family in the climacteric, and demonstrate the ability to create an appropriate teaching module for the patient.
10. Analyze the way cultural beliefs affect self-care activities including dietary customs, activity and rest, preparation for birth, birth practice and postpartum in our local community, our nation, and globally.
11. Utilize critical thinking in the performance of a cultural assessment of the pt. and their family in terms of expectations of the health care system.
12. Assess values, beliefs and customs related to pregnancy and childbirth in terms of the care provided to patients in the health care agency with which we affiliate in terms of autonomy, altruism, and the human dignity of the patient in the delivery of maternal-child health care.
13. Identify their own biases, stereotypes and prejudices related to healthcare of the prenatal, intrapartum and postpartum patient.

14. Define maternal-child health nursing roles as practiced in our community and evaluate them in terms of professionalism, collaboration, education and leadership components.
15. Describe collaboration in the health care system in seeking solutions to identified problems, designing a plan of care, and delegating tasks as appropriate.

**Teaching/Learning Methods:**

Lecture, discussion, assigned reading, small group activities, films, quizzes, writing a paper, exams

## COURSE REQUIREMENTS AND ASSIGNMENTS

### 1. **Quizzes and case studies:**

The student is expected to read the textbook assignments before coming to class. Either a short quiz or case study work will be given each week based on the reading assignments. Five (5) % of the course grade, which is 15 points, will be assigned to the quizzes.

**NOTE** - The quiz will be given at the beginning of class. Students coming late to class will not be allowed to take the quiz. Case studies will be assigned by the instructor and presented during class.

### 2. **Exams:**

Exam #1:	85 pts.
Exam #2:	85 pts.
Exam #3:	85 pts.

An exam must be taken on the day scheduled except in the case of illness or serious circumstances. A student who is unable to take the exam as scheduled must notify the instructor BEFORE the exam. A make-up test will be scheduled by the instructor and the student.

### 3. **Culture Paper:**

Each student is required to do a cultural assessment paper which will be worth 10% of your grade or thirty points (see guidelines). The "Culture Paper" shall be submitted to the instructor on assigned dates, unless arrangements are made with the instructor before the due date. Late papers will have 3 points/day subtracted from the grade. (See guidelines).

4. Each student is required to do preparation for Kaplan Integrated Testing for RN Programs by taking and remediating three Kaplan Focus Tests. (See guidelines).

### 5. **Course Evaluation:**

The culture paper, exams and quizzes are based on the course objectives, reading assignments, classroom lectures, films and activities.

a.	Exam #1:	82 pts.
b.	Exam #2:	82 pts.
c.	Exam #3	82 pts.
d.	Quizzes/Case Studies:	15 pts.
e.	Culture Paper:	30 pts.
f.	<u>Kaplan</u>	<u>9 pts.</u>
	Total	300 pts.

#### Grades will be assigned according to the following scale.

A	282-300	B-	240-251
A-	270-281	C+	231-239
B+	261-269	C	225-230
B	252-260	C-	210-224

5. Acts of academic dishonesty include cheating, plagiarism and falsification of reports, data, and research findings. Any of the above behaviors may result in a student receiving an F in the course and dismissal from the department.

### **Required Text:**

Ladewig, Patricia W., London, Marcia L., Davidson, Michele R. (2014). *Contemporary maternal-newborn nursing care* (8<sup>th</sup> ed.). Upper Saddle River, NJ. Pearson Education, Inc. ISBN-13: 978-013-284321-8.

### **College/Department Policies**

It is the student's responsibility to read and become familiar with the current policies, procedures, and information in the current *MSMC Catalog and Catalog Supplement*, *MSMC Student Handbook*, *MSMC Department of Nursing Student Handbook*, and *Nursing 160 Syllabus*.

The Following College Policies should be reviewed:

1. Academic Integrity/Plagiarism Statement: *MSMC Catalog*
2. Attendance/Participation Policy: *MSMC Catalog*
3. Learning Disability Statement: *MSMC Catalog*
4. Academic Freedom Statement: *MSMC Student Handbook*
5. Acts Harmful to the Welfare of Others: *MSMC Student Handbook*
6. Withdrawal from courses and Classes offered on a split-semester basis: *MSMC Catalog*
7. Essential Behaviors for Theory or Practicum: *MSMC Department of Nursing Student Handbook*

MSMC, in compliance with state and federal laws and regulations, does not discriminate on the basis of disability. If you are a student with a documented disability, please see Michele Lewis, Director of Learning Assistance Programs, to make arrangements for classroom accommodations. Her office is located in room 207 of the Humanities Building. Additional disability related information and policies can be found in the Student Handbook on pages 12 and 27.

Michele Lewis, Director  
Learning Assistance Programs/ISAE  
Mount St. Mary's College  
12001 Chalon Road Box 88  
Los Angeles, CA 90049-1599  
mlewis@msmc.la.edu  
(310) 954-4141  
(310) 954-4139 fax

## CULTURE PAPER

### Guidelines and Requirements

PURPOSE: To enable the student to view culture as a major influencing factor (stimulus) for the childbearing family's adaptation to pregnancy, labor and delivery, and parenthood. Chinese culture will be used as the particular cultural focus so that general concepts can be derived from studying one national group.

OBJECTIVE: The student will:

1. Define the concept of culture.
2. Describe how Chinese culture as expressed through Traditional Chinese Medicine is a stimulus (either actual or potential) for adaptation in the four modes of the Roy Model as it applies to the childbearing family.
  - a. Physiological mode--Components influenced
  - b. Self Concept
  - c. Role
  - d. Interdependence
3. Compare and contrast the values, beliefs and practices of Chinese Traditional Medicine and Western Medicine in the childbearing cycle, in terms of at least one of the above 4 modes of the Roy Model.

METHOD:

1. The body of the paper is to be no more than three (3) typed pages.
2. One additional page may be used for the reference list, making the paper a total of not more than five (5) pages (including face sheet).
3. The paper should be documented and reflect a minimum of four (4) references that demonstrate your reading and research. The text assigned for the course may be used as a reference for the paper, but does not count as one of the minimum four references that must be documented in the body of the paper. All references must be identified within the body of the paper and in the Reference List.
4. This is a formal paper and should follow the style as set forth in the *Publication Manual of the American Psychological Association (5th ed.) (APA)*.
5. Due Date: TBA. The paper must be handed in before class ends. Three points per day will be subtracted for late papers.

GRADING:

- |    |               |            |   |
|----|---------------|------------|---|
| 1. | Objective #1  | (2 points) |   |
| 2. | Objective #2  |            |   |
|    | a.            | (4 points) |   |
|    | b.            | (4 points) |   |
|    | c.            | (4 points) |   |
|    | d.            | (4 points) |   |
| 3. | Objective #3  | (4 points) |   |
| 4. | Summary:      | (2 points) |   |
| 5. | Organization: | (4 points) |   |
| 6. | References:   | (2 points) | Minimum of 4 references demonstrating research and reading. |
|    | Total         | 30 Points  |   |

## Guidelines for Kaplan Focus Testing and Remediation

Students will take three Kaplan Focused Review Tests. The tests are Kaplan Maternity/Gynecological Nursing 1, 2, and 3. Each test consists of 30 questions and students are responsible to take all three tests and answer each of the thirty questions on each test. You must follow the Kaplan instructions on how to remediate in order for the time to be counted. If the time is not recorded, it will not be counted.

Remediate using the Kaplan protocol by reviewing every incorrect answer for a minimum of 2 minutes each.

Students will take notes for each question answered incorrectly, which should include the concept covered by the question, and what the student learned from studying the rationale for the correct answer.

Notes for each incorrect answer will be turned in to the instructor.

Three points will be earned for each focus test by taking the test, completing remediation for each incorrectly answered question, and turning in the notes. Students must answer all questions and remediate all incorrectly answered questions to receive 3 points of credit for each test. Partial credit will not be granted.

### Weekly Lessons

8/29	Lesson 1	Orientation to the Childbearing Family
9/3	Lesson 2	Adaptation to Intrapartal Nursing
9/12	Lesson 2	Adaptation to Intrapartum (cont)
9/19	Lesson 2	Adaptation to Intrapartum (cont)
9/26	Lesson 3	Adaptation to Postpartum
10/3	<b>Exam #1</b>	<b>Lessons 1,2,3</b> Lesson 4 Adaptation of the Newborn
10/10	Lesson 5	Adaptation to Pregnancy
<b>10-17</b>	<b>Mid-Semester Break</b>	
10/24	Lesson 6	High Risk Pregnancy
10/31	Lesson 6	High Risk Pregnancy (cont)
11/7.	<b>Exam #2</b>	<b>Lessons 4,5,6,</b>
11/14	Lesson 7	High Risk Labor
11/21	Lesson 8	High Risk Newborn
12/5	Lesson 9	Women's Healthcare: Adaptation Throughout the Lifespan
<b>12/12</b>	<b>Exam #3</b>	<b>Lessons 7,8,9</b>

## Lesson 1:    **ORIENTATION TO CHILDBEARING FAMILY/CURRENT ISSUES IN MATERNAL-NEWBORN NURSING**

Unit Objectives:

Content

At the completion of this unit, the student will be able to:

<p>I.     Discuss current trends and issues in the care of the childbearing family</p>	<p>I.     Historical and current trends            1.1    Patterns of maternity care delivery            1.2    Advanced technology in the health care system            1.3    Medical practitioners            1.4    Expanded roles in nursing            1.5    Ethical issues            1.6    Research</p>
<p>II.    Identify contributions of professional organizations to nursing practice in care of the childbearing family</p>	<p>II.    Contributions of professional organizations and professional accountability            2.1    Nurse Practice Act-BRN            2.2    ANA standards for MCH            2.3    AWHONN standards            2.4    NANN            2.5    PAC/LAC            2.6    ACOG            2.7    JCAHO            2.8    WHO</p>
<p>III.   Define common terms pertinent to childbearing. Cite historical and current statistical trends related to perinatal care.</p>	<p>III.   Definitions            3.1    Birth rate            3.2    Maternal mortality            3.3    Neonatal mortality            3.4    Infant mortality            3.5    Perinatal mortality            3.6    Viability            3.7    Stillbirth            3.8    Abortus</p>
<p>IV.    Discuss major stimuli affecting childbearing</p>	<p>IV.    Major stimuli            4.1    Culture            4.2    Socioeconomic            4.3    Developmental stage            4.4    Family structure            4.5    Physical condition</p>
<p>V.     Assess psychosocial-spiritual adaptation in pregnancy, identify behaviors as adaptive or ineffective and intervene to maintain or promote adaptation of the woman and her family experiencing normal pregnancy</p>	<p>V.     Response to pregnancy            5.1    Self concept                  a.     Acceptance of pregnancy                  b.     Body image            5.2    Interdependence                  a.     Changing relationships                  b.     Internal family dynamics                  c.     Family violence            5.3    Role function and developmental tasks                  a.     Planning for role change</p>

	5.4      b.      Role transition Spiritual a.      Personal meaning of pregnancy b.      Beliefs and value system
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**Reading Assignments:** Ladewig, Patricia W., London, Marcia L., Davidson, Michele R. (2014). *Contemporary maternal-newborn nursing care* (8<sup>th</sup> ed.). **Pages 1-11, 14-23, 173, 197-198, 237-247.**

## Lesson 2: PHYSIOLOGICAL, PSYCHOSOCIAL, AND SPIRITUAL ADAPTATION DURING INTRAPARTUM (Labor and Delivery)

### Unit Objectives

### Content

At the completion of this unit the student will be able to:

I. State theories of labor onset and discuss the progressive physiologic and anatomical changes that are characteristic to each stage of labor	I. Progression of labor 1.1 Theories of labor onset 1.2 Behaviors indicative of labor onset 1.3 True vs. false labor (Prodromal labor) 1.4 Stages of labor 1.5 Factors influencing mechanism of labor a. Powers b. Passage c. Passenger d. Psyche
II. Describe psychosocial-spiritual adaptation of laboring woman and her family	II. Characteristic psychological, social, spiritual behaviors and influencing stimuli during labor 2.1 Developmental stage 2.2 Perception of pregnancy 2.3 Cultural beliefs of the dominant cultural groups 2.4 Support system 2.5 Coping style 2.6 Preparation for childbirth 2.7 Interpreting the labor experience
III. Identify common physiologic concerns during labor and delivery and discuss management according to assessed behaviors	III. Physiological assessment 3.1 Oxygenation a. Maternal b. Fetal 3.2 Nutrition 3.3 Fluid and electrolytes 3.4 Sensory 3.5 Rest and activity 3.6 Elimination
IV. Describe methods of evaluating labor	IV. Evaluating labor 4.1 Leopold's maneuvers 4.2 Contraction assessment 4.3 Intermittent FHR auscultation 4.4 Electronic fetal monitoring
V. Discuss pharmacologic and non-pharmacologic pain relief during labor	V. Analgesics 5.1 Regional anesthetics 5.2 General anesthesia 5.3 Non-pharmacologic pain relief

**Reading Assignments:** Ladewig, Patricia W., London, Marcia L., Davidson, Michele R. (2014). *Contemporary maternal-newborn nursing care* (8<sup>th</sup> ed.). **Pages 324-390, 403-415.**

Simpkin, P., & Bolding, A. (2011), Nonpharmacologic approaches to relieve labor pain: Acupuncture and acupressure (shiatsu). Medscape. Retrieved from [http://www.medscape.com/viewarticle/494120\\_8](http://www.medscape.com/viewarticle/494120_8).

### Lesson 3: ADAPTATION AND POTENTIAL PROBLEMS RELATED TO THE POSTPARTUM PERIOD

Unit objectives

Content

At the completion of this unit the student will be able to:

<p>I. Describe major physiologic adaptation and potential problems specific to pp period. Develop a nursing care plan to promote adaptation for the pp woman</p>	<p>I. Physiological adaptation during immediate pp period—first 4 hours.</p> <p>1.1 Physiological</p> <ul style="list-style-type: none"> <li>a. Uterus</li> <li>b. Lochia</li> <li>c. Vagina and perineum</li> <li>d. Breasts</li> </ul> <p>1.2 Physiological adaptation continued</p> <ul style="list-style-type: none"> <li>a. Hormonal changes</li> <li>b. Cardiovascular</li> <li>c. Respiratory</li> <li>d. Fluid and Electrolytes</li> <li>e. Neurological</li> <li>f. Musculoskeletal</li> <li>g. Elimination</li> <li>h. Protection</li> <li>i. Sexual activity</li> <li>j. Menstrual functions</li> <li>k. Breastfeeding</li> </ul> <p>1.3 Potential problems</p> <ul style="list-style-type: none"> <li>a. Hemorrhage</li> <li>b. Puerperal infection</li> <li>c. Breast engorgement</li> <li>d. Thromboembolism</li> </ul>
<p>II. Describe major psychosocial adaptation and potential problems specific to pp period. Develop a nursing care plan to promote family adaptation</p>	<p>II. Psychosocial adaptation and developmental tasks of postpartum</p> <p>2.1 Self-concept</p> <ul style="list-style-type: none"> <li>a. PP depression—“blues”</li> <li>b. Alteration in body image</li> </ul> <p>2.2 Role function</p> <ul style="list-style-type: none"> <li>a. bonding</li> <li>b. “Taking-in” and “taking-hold” phases</li> </ul> <p>2.3 Interdependence</p> <ul style="list-style-type: none"> <li>a. Family structure</li> <li>b. Relationships</li> </ul> <p>2.4 Potential problems</p> <ul style="list-style-type: none"> <li>a. PP psychosis</li> <li>b. Ineffective attachment</li> <li>c. Role conflict</li> <li>d. Abuse</li> </ul>
<p>III. Identify major learning needs of a pp patient/family and develop a teaching plan for effective self-care and infant care</p>	<p>III. Self-care during the pp period</p> <ul style="list-style-type: none"> <li>3.1 Involution process</li> <li>3.2 Rest and exercise</li> <li>3.3 Nutrition</li> <li>3.4 Personal hygiene</li> </ul>

	3.5	Elimination
	3.6	Methods of contraception
	3.7	Community resources as support system

**Reading Assignments:** Ladewig, Patricia W., London, Marcia L., Davidson, Michele R. (2014). *Contemporary maternal-newborn nursing care* (8<sup>th</sup> ed.). **Pages 672-724, 731-732.**

## Lesson 4: ADAPTATION DURING THE NEONATAL PERIOD

### Unit Objectives

### Content

At the completion of this unit, the student will be able to:

- |   |  |
|---|--|
| <p>I. Describe the neonate's adaptive physiological behaviors in transition from intrauterine to extrauterine life and discuss management</p> <p>II. Identify the major components of the newborn assessment and discuss the significance of each</p> | <p>I. Neonatal transition to extrauterine life</p> <ul style="list-style-type: none"><li>1.1 Respiratory adjustment</li><li>1.2 Cardiovascular adjustment</li><li>1.3 Thermal regulation and cold stress</li><li>1.4 Feeding</li><li>1.5 Neuromuscular</li></ul> <p>II. Neonatal assessment</p> <ul style="list-style-type: none"><li>2.1 Prenatal and intrapartal history</li><li>2.2 Physical assessment<ul style="list-style-type: none"><li>a. Apgar scores</li><li>b. General appearance</li><li>c. Vital signs and measurements</li><li>d. Physical exam</li><li>e. Gestational age</li><li>f. Hyperbilirubinemia</li><li>g. Neonatal Infection</li></ul></li><li>2.3 Behavioral capabilities<ul style="list-style-type: none"><li>a. Activity</li><li>b. Rest</li></ul></li></ul> |
|---|--|

**Reading Assignments:** Ladewig, Patricia W., London, Marcia L., Davidson, Michele R. (2014). *Contemporary maternal-newborn nursing care* (8<sup>th</sup> ed.). **Pages 539-590.**

## Lesson 5: ADAPTATION TO PREGNANCY

### Unit Objectives:

At the completion of this unit the student will be able to:

- I. Describe physiological adaptation during each trimester of pregnancy
- II. Common psychological/spiritual responses to pregnancy during each trimester
- III. Identify common physiologic problems and appropriate interventions to promote adaptation throughout pregnancy during each trimester
- IV. Describe physiologic assessment and state goals and interventions necessary to maintain or promote adaptation of the healthy fetus and the woman experiencing a normal pregnancy
- V. Describe the physiology of conception and fetal development
- VI. Describe various methods of diagnostic assessment of fetal status

### Content

- I. Significant anatomic and physiologic change
  - 1.1 Reproductive System
  - 1.2 Endocrine System
  - 1.3 Oxygenation
    - a. Respiratory
    - b. Cardiovascular
  - 1.4 Nutrition
  - 1.5 Elimination
  - 1.6 Protection
  - 1.7 Activity and Rest
  - 1.8 Senses
  - 1.9 Musculoskeletal
- II. Psychological/spiritual responses
  - 2.1 Self-concept
  - 2.2 Interdependence
  - 2.3 Role
  - 2.4 Spiritual
- III. Physiologic Problems
  - 3.1 Common discomforts in pregnancy
  - 3.2 Stimuli for discomforts
  - 3.3 Interventions to promote relief
- IV. Prenatal assessment
  - 4.1 Methods of estimating delivery date
  - 4.2 Duration of pregnancy
  - 4.3 Screening for high risk
  - 4.4 Lab tests
  - 4.5 Physical examination specific to the reproductive system
  - 4.6 Schedule of visits
  - 4.7 Terminology of pregnancy
- V. Conception and fetal Development
  - 5.1 The developing fetus
  - 5.2 Embryonic membranes
  - 5.3 Amniotic fluid
  - 5.4 Placenta
  - 5.5 Umbilical cord
- VI. Diagnostic Methods
  - 6.1 Fundal height
  - 6.2 Leopold's maneuver
  - 6.3 Ultrasound
  - 6.4 Chorionic villus sampling
  - 6.5 Amniocentesis
  - 6.6 Amniotic fluid index
  - 6.7. Nonstress test

- 6.8. Contraction stress test
- 6.9. Fetal biophysical profile
- 6.10. Fetal activity monitoring

**Reading Assignments:** Ladewig, Patricia W., London, Marcia L., Davidson, Michele R. (2014). *Contemporary maternal-newborn nursing care* (8<sup>th</sup> ed.). **Pages 45-65, 143-157, 160-212, 219-233, 248-265.**

## Lesson 6: High Risk Pregnancy

### Unit Objectives

At the completion of this unit the student will be able to:

- I. Define the term "High Risk" in relationship to pregnancy and identify stimuli pre-disposing a patient to a high risk pregnancy
  
- II. Identify common problems in early pregnancy and discuss their medical and nursing management
  
- III. Identify common problems in late pregnancy and discuss their medical and nursing management

### Content

- I. High Risk Factors
  - 1.1 Definition of high risk
  - 1.2 Family hx
  - 1.3 Psychosocial
  - 1.4 Racial and ethnic background
  - 1.5 Parental age
  - 1.6 Maternal health hx
  - 1.7 Repro hx
  - 1.8 Hx of present pregnancy
  - 1.9 Diagnostic decision making and the nursing process
  
- II. Problems in early pregnancy
  - 2.1 Spontaneous abortion
  - 2.2 Ectopic pregnancy
  - 2.3 Hydatidiform mole
  - 2.4 Hyperemesis gravidarum
  - 2.5 Anemia
  
- III. Problems in late pregnancy
  - 3.1 Incompetent cervix
  - 3.2 Premature rupture of membranes
  - 3.3 Preterm labor
  - 3.4 Bleeding problems
    - a. Abruptio placentae
    - b. Placenta previa
  - 3.5 Isoimmunization
    - a. Rh sensitization
    - b. ABO incompatibility
  - 3.6 Hypertensive disorders
    - a. Preeclampsia
    - b. Eclampsia
    - c. HELLP syndrome
    - d. Chronic hypertension

**Reading Assignments:** Ladewig, Patricia W., London, Marcia L., Davidson, Michele R. (2014). *Contemporary maternal-newborn nursing care* (8<sup>th</sup> ed.). **Pages 175-178, 213-215, 236-246, 275-276, 293-310, 314-321, 417-428.**





- 4.1. Assessment
  - 4.2. Diagnosis
  - 4.3. Substances
    - a. Depressants
    - b. Stimulants
    - c. Psychotropics
    - d. Medically prescribed drugs, occupational and environmental hazards
- 
- V. List specific pharmacological agents and discuss their effect on the woman/fetus experiencing high risk pregnancy
  - VI. Discuss Families with special reproductive concerns
- 
- V. Pharmacological Agents
    - 5.1. Antibiotics
    - 5.2. Terbutaline
    - 5.3. Magnesium Sulfate
    - 5.4. Betamethasone
  - V. Infertility
    - 6.1. Essential components of fertility
    - 6.2. Possible causes of infertility.
    - 6.3. Methods of infertility management
    - 6.4. In vitro fertilization and other assisted reproductive techniques.

**Reading Assignments:** Ladewig, Patricia W., London, Marcia L., Davidson, Michele R. (2014). *Contemporary maternal-newborn nursing care* (8<sup>th</sup> ed.). **Pages 115-128, 145, 275-291, 311-316, 418-419, 421, 447.**

## Lesson 7:     **COMPLICATIONS AND MANAGEMENT IN INTRAPARTAL PERIOD (High Risk Labor)**

### Unit Objectives

### Content

At the completion of this unit the student will be able to:

- |  |   |
|--|---|
| <p>I.     Identify common abnormal labor patterns and discuss medical and nursing management of each</p> | <p>I.     Abnormal labor patterns and management.</p> <p>1.1   Dysfunctional labor patterns</p> <p>      a.   Hypertonic</p> <p>      b.   Hypotonic</p> <p>      c.   Precipitous</p> <p>1.2   Abnormal labor and the Friedman curve</p> <p>1.3   Dystocia related to the passenger</p> <p>      a.   Malpresentation</p> <p>      b.   Prolapse of the umbilical cord</p> <p>      c.   Malposition</p> <p>      d.   Shoulder dystocia</p> <p>      e.   Multiple gestation</p> <p>1.4   Dystocia related to the passage</p> <p>1.5   Dystocia related to the psyche</p> <p>      a.   Coping</p> <p>      b.   Support systems</p> <p>      c.   Fear</p> <p>      d.   Anxiety</p> <p>      e.   Self image</p> <p>      f.   Preparation for childbirth</p> |
| <p>II.    Identify common interventions and nursing responsibility</p>                                   | <p>II.    Birth related procedures</p> <p>2.1   Use of Pitocin</p> <p>2.2.   Labor induction</p> <p>      a.   Bishop’s score</p> <p>      b.   Cervical ripening</p> <p>      c,.   Stripping the membranes</p> <p>      d.   Amniotomy</p> <p>      e.   Oxytocin infusion</p> <p>      f.   Complimentary and alternative therapies</p> <p>2.3.   Amnioinfusion</p> <p>2.4.   Episiotomy</p> <p>2.5.   Forceps Delivery</p> <p>2.6.   Vacuum extraction</p> <p>2.7.   Care of the family during cesarean birth</p>   |

**Reading Assignments:** Ladewig, Patricia W., London, Marcia L., Davidson, Michele R. (2014). *Contemporary maternal-newborn nursing care* (8<sup>th</sup> ed.). **Pages 398-400, 429-433, 436-439, 445-451, 461-479.**

## Lesson 8: THE HIGH RISK NEWBORN

### Unit Objectives

### Content

At the completion of this unit the student will be able to:

I. State criteria for identification of “at-risk” newborns	I. Identifying ‘t-risk” newborns 1.1. Predictable risk factors 1.2.. Identifying prematurity, term, and postmaturity 1.3. Gestational age
II. Identify factors that place the preterm neonate at risk for morbidity and mortality	II. Preterm neonates 2.1. Classification 2.2. Medical Management 2.3. Nursing Actions
III. Discuss neonatal problems and their medical and nursing management	II. Preterm neonates 2.1. Classification 2.2. Medical Management 2.3. Nursing Actions
IV. Identify needs of parents of the high risk infant and describe the nursing interventions to support or promote parent-infant attachments	III. Specific Neonatal Disorders 3.1. Respiratory Distress syndrome (RDS) 3.2. Bronchopulmonary Dysplasia (BPD) 3.3. Meconium Aspiration Syndrome (MAS) 3.4. Care of the newborn at risk because of asphyxia. 3.5. Care of the newborn with jaundice. 3.6. Care of the premature newborn. 3.7. Care of the newborn with infection. 3.8. Small for Gestational Age (SGA) 3.9. Large for Gestational Age (LGA)
	IV. Adaptation of the family of an at-risk newborn

**Reading Assignments:** Ladewig, Patricia W., London, Marcia L., Davidson, Michele R. (2014). *Contemporary maternal-newborn nursing care* (8<sup>th</sup> ed.). **Pages 593-597, 600-612, 606, 633-645, 649-656, 658-670.**

## Lesson 9 WOMEN'S HEALTH CARE: ADAPTATION THROUGHOUT THE LIFESPAN

Lesson Objectives:

Content

At the completion of this lesson the student will be able to:

I. Describe physiologic and social adaptation during menarche	I. Physiologic and social responses 1.1. Onset of puberty—triggering factors 1.2. Onset, duration and description of the flow 1.3. Influence of social and cultural factors 1.4. Role of the nurse in education and counseling of children and parents
II. Identify feminine hygiene needs and health maintenance	II. Education for self-care 2.1. Products available and risks associated with them 2.2. Bathing, showering, toileting and appropriate clothing
III. Describe conditions associated with menses	III. Physiological and pathological issues 3.1. Amenorrhea 3.2. Dysmenorrhea 3.3. Premenstrual syndrome 3.4. Endometriosis 3.5. PID 3.6. Toxic Shock Syndrome 3.7. Family planning
IV. Describe sexually transmitted infection and its prevention	IV. Safe sex and sexually transmitted infection 4.1. Prevention of STI 4.2. STI's a. Trichomoniasis b. Chlamydial Infection c. Gonorrhea d. Herpes Genitalis e. Syphilis f. Human Papilloma Virus g. Pubic Lice h. HIV/AIDS 4.3. PID
V. Describe health promotion and maintenance related to sexual women's health	V. Exams and screening 5.1. Pap smears as a screening tool 5.2. Screening for breast disease
VI. Describe adaptation issues in the climacteric	VI. Physiological and psychological changes 6.1. Physical changes and symptoms 6.2. Issues in hormone replacement therapy 6.3. Osteoporosis 6.4. Cultural and social influences 6.5. Changes in sexual response with age

	6.6	Role of the nurse in education and counseling
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**Reading Assignments:** Ladewig, Patricia W., London, Marcia L., Davidson, Michele R. (2014). *Contemporary maternal-newborn nursing care* (8<sup>th</sup> ed.). **Pages 26-43, 67-93, 97-107.**

PMelnick F'2013