

**RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

NURS 125: NURSING CARE FOR THE CHILDBEARING FAMILY

I. Basic Course Information

A. Course Number and Title: NURS 125 Nursing Care for the Childbearing Family

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Fall Year: 2019

D. Effective Term: Fall 2020

E. Sponsoring Department: Health Science Education

F. Semester Credit Hours: 4

G. Weekly Contact Hours: Class: 4 Hours.
 Clinical Laboratory: 12 Hours
 Out of class student work per week: 8

H. Prerequisites: Nursing of Adults II (NURS 123),
 Psychiatric Mental Health (NURS 122)
 Co requisites: Trends in Nursing (NURS 211),
 Humanities elective
 C25

H. Laboratory Fees: Yes

I. Name and Telephone Number or E-Mail Address of Department Chair:
 Beryl Stetson, 908-526-1200 Ext 8208

II. Catalog Description:

Prerequisites: Nursing of Adults II (NURS 123), Psychiatric Mental Health Nursing
 (NURS 122)

Co requisites: Trends in Nursing (NURS 211) and Humanities elective, C25.

Nursing of the Childbearing Family is one of two 7-½ week modules taught in the final semester of the four semesters nursing clinical course sequence. The course focuses on nursing care during the Childbearing experience and considers the health needs of mothers,

newborns, and supportive networks in the local and global community. The course addresses normal events of childbearing, common problems of mothers and infants, and common complications that occur to mothers and infants during the childbearing cycle. Students develop clinical skills in labor and delivery and postpartum units, newborn nurseries, and prenatal clinics. The nursing process is the vehicle for responding to human needs and evidenced wellness states. A service learning experience and/or honors section is optional. Four lecture hours and twelve clinical hours is required for both day and evening students. A satisfactory clinical evaluation and a theory grade of 78% are required for progression in the program. Students must also register for NURS C25 (clinical). Spring semester offering only.

III. Statement of Course Need:

- A. This course is one of the final clinical courses in the nursing curriculum. It prepares the nursing student for employment in acute and community settings related to childbearing practice. This course is a requirement of the New Jersey Board of Nursing and the Accreditation Commission for Education in Nursing (ACEN) for the A.A.S. degree in Nursing.
- B. A requirement of all nursing curricula is demonstration, practice and return demonstration in a controlled environment prior to students performing these skills in clinical facilities. Clinical lab enables application of course content in the healthcare delivery system.
- C. This course is not designed to transfer, but may transfer to an AAS degree in Nursing or to a BS in Nursing.

IV. Place of Course in College Curriculum

- A. Free elective
- B. This course meets a program requirement for the A.A.S. degree in nursing
- C. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Introduction to Nursing the Childbearing Family
- B. Normal Pregnancy
- C. Normal Labor and Delivery
- D. Normal Newborn
- E. Maternal Complications
 - 1. Antenatal
 - 2. Intrapartal
 - 3. Postpartal
- F. High Risk Newborn
- G. Fertility Management
- H. Adolescent Pregnancy

VI. General Education Goals and Course Learning Outcomes

A. General Education Learning Outcomes

At the completion of the course, students will be able to:

1. The student will function as providers of care when they:
 - 1.1. Integrate holistic human needs in providing safe nursing care while encouraging human flourishing of diverse patients in families and communities. (GE- NJ 1, 3, 8)
 - 1.2. Use nursing judgment to assess patient situations and perform clinical decision making. (GE - NJ 1, 2, 3, *)
 - 1.3. Collaborate appropriately and effectively with interdisciplinary members of the health care team. (GE- NJ 1,4)
 - 1.4. Construct therapeutic interventions within a culture of safety using the nursing process. (GE- NJ 2, 3, 4, ER, *)
 - 1.5. Integrate principles of growth and development with a lifespan perspective. (GE- NJ 3, 5, 8)
 - 1.6. Utilize teaching/learning principles to improve outcomes when caring for patient at different levels of wellness. (GE- NJ 1,3)
 - 1.7. Utilize evidence based practice/best practice standards when planning and delivering nursing care. (GE- NJ 2, 3, 5, ER, *)
2. The student will function as managers of care when they:
 - 2.1. Demonstrate leadership and management by employing strategies that adapt to different health care delivery systems (GE- NJ 1, 8, ER, *)
 - 2.2. Apply concepts of current trends, including information technology, when planning and delivering nursing care. (GE- NJ 4, IL)
 - 2.3. Utilize communication effectively to meet the health care needs of diverse populations. (GE- NJ 1, 2, 3, 4, 8, ER, IL,*)
3. The student will function as members within the profession of nursing when they:
 - 3.1. Incorporate ethical behaviors based on the ANA Code of Ethics for Nurses when providing care. (GE- NJ ER)
 - 3.2. Implement behaviors which embrace the values of caring, integrity, and inclusiveness. (GE- NJ 5, 8, ER)

- 3.3. Engage in activities for professional development, transformational growth, and life-long learning. (GE-NJ 3, 4, 5, 8, IL)
- 3.4. Demonstrate accountability by following the ethical/legal guidelines for professional practice in accordance with the Rules and Regulations of the New Jersey Board of Nursing. (GE- NJ IL,ER,*)

*embedded critical thinking

B. Course Learning Outcomes

At the completion of the course, students will be able to:

- I. Function as a provider of care
 - 1.1. Integrate holistic human needs in providing safe nursing care while encouraging human flourishing.
 - a. Assess client's needs during the childbearing cycle considering cultural, environmental, physical, psychosocial, and spiritual factors.
 - b. Differentiate specific parameters of normal physiologic/psychological changes from alterations in wellness.
 - c. Formulate likely nursing diagnosis (eg. Pain during labor, potential for hypothermia in the neonate, ineffective breastfeeding related to maternal discomfort.)
 - d. Evaluate nutritional needs of mothers and infants including multicultural aspects, and participate in therapeutic interventions that assist the client maintain optimum wellness.
 - e. Practice multicultural sensitivity when caring for clients from diverse backgrounds.
 - 1.2. Use clinical reasoning skills to assess client situations and perform clinical decision making.
 - a. Apply nursing and scientific principles when planning, intervening, and adapting care.
 - b. Establish priorities and make care decisions in a timely way.
 - c. Predict complications and risks, establish priorities, plan ahead, reassess responses frequently, and monitor outcomes.
 - d. Provide safe and comfortable care for the mother/infant dyad.
 - 1.3 Collaborate appropriately and communicate effectively with interdisciplinary members of the health care team.
 - a. Integrate expected and unexpected changes in health status and responses to care which should be reported to staff and faculty and report changes in a timely fashion.
 - b. Collaborate and consult with clinical faculty and health care team in an intra-dependent/independent practice framework.
 - c. Discuss clinical problems and issues and formulate possible solutions during clinical practice and post conference.

- 1.4 Construct therapeutic interventions within a culture of safety using the nursing process.
 - a. Integrate findings from the physical assessment, history, diagnostic testing, pharmacotherapeutics, medical devices, and current clinical findings when planning therapeutic interventions.
 - b. Infer factors that may interfere with effective provision of care through the collection of data from clients, families, staff, and written/electronic records.
 - c. Synthesize nursing practice competencies and psychomotor skill competencies based on scientific principles, in order to therapeutically intervene.
- 1.5 Integrate principles of growth and development with a lifespan perspective.
 - a. Assess changes in the wellness states precipitated by maturational or situational crisis and the coping potential of clients and families.
 - b. Assess disruptions of wellness states on growth and development of childbearing families.
 - c. Integrate specialized needs of the childbearing family in the planning and evaluation of care.
 - d. Aid with the establishment of parent infant attachment.
- 1.6 Utilize teaching/learning principles to improve outcomes when caring for client at different levels of wellness.
 - a. Provide understandable discharge instructions to meet the needs of mothers, infants, fathers, and siblings at home (community).
 - b. Teach correct principles, procedures and techniques of self care and infant practices to mothers and family members.
 - c. Evaluate the infant care skills of family members.
- 1.7 Utilize and maintain evidence based practice/best practice standards when planning and delivering nursing care.
 - a. Utilize current evidence and best practice standards when evaluating and providing care for the childbearing family, including situations which involve ethical decision making.
 - b. Utilize nursing practice standards when carrying out the nursing process.
 - c. Apply management principles when carrying out beginning self-directed practice and intra- dependent/ independent practice framework.

2. Function as a manager of care

- 2.1. Function in diverse nursing practice settings in a manner that reflects the integration of cognitive, psychomotor, and affective skills.
 - a. Recognize current trends in health care practices when caring for the childbearing family (such as local and/or global rates of adolescent pregnancies, childbirth practices).
 - b. Demonstrate knowledge of health care delivery system(s) used in assigned agency and the ability to function within that system(s).
 - c. Consult with the health care team in the plan for discharge and establishment of linkages with community based services.
- 2.2. Demonstrate management and leadership by employing and proposing nursing practice/strategies that adapt to different health care delivery systems.

- a. Analyze ability of clients and families to access and effectively utilize health care delivery systems in the community.
 - b. Support clients entry into the community based health care system through advocacy behaviors.
 - c. Assess multicultural aspects which affect clients and families access to and utilization of health care delivery.
- 2.3. Employ concepts of current trends, including informatics/technology when planning and delivering health care.
 - a. Examine electronic sources for current trends in childbirth practices, infant care and feeding, birth control options, pharmacotherapeutics, diagnostic studies, client education, and intervention for the childbearing family.
 - b. Appraise pain status of clients, through an organized pain assessment, identifying multicultural influences on pain perception and expectations for pain relief.
- 2.4. Communicate effectively to meet the health care needs of diverse populations.
 - a. Communicate appropriately and therapeutically with clients and families in order to meet holistic human needs.
 - b. Report changes in client responses to health care team members/ faculty quickly and in a collegial manner.
 - c. Analyze clinical cues for identifying client status changes and plans for further interventions.
 - d. Communicate with health care team members/ faculty in a timely manner when the situation is beyond current knowledge and experience.
 - e. Interact with clinical faculty, staff, and peers in a professional and collegial manner.
 - f. Analyze communication techniques utilized with each client and identify factors which enhanced and inhibited the establishment and maintenance of a therapeutic environment.
- 3. Function as a member within the profession of nursing
 - 3.1. Employ ethical behaviors based on the Code of Ethics for Nurses when providing care.
 - a. Construct a therapeutic care milieu which incorporates ethical and legal standards of care.
 - b. Maintain confidentiality of clients and families when communicating with staff, faculty, and students.
 - c. Assess and report client care situations which present or have the potential to present an ethical dilemma.
 - d. Identify ethical dilemmas and plan appropriate interventions.
 - e. Critique ethical issues which arise in this area of practice and employ ethical behaviors in clinical and classroom settings.
 - 3.2. Implement behaviors which embrace the core values of caring, integrity, and inclusiveness.
 - a. Delineate multicultural needs, reflective of the culture of clients and families, in the planning and evaluation of care.

- b. Plan and utilize personal behaviors associated with caring which establish and enhance an environment conducive to effective care.
 - c. Initiate discussions, in post conference, of caring behaviors demonstrated by members of the health care team and ways in which behaviors could be enhanced.
 - d. Examine personal attitudes, feelings, customs, values, expectations about birth and the individual, cultural, and spiritual diversity existing in these beliefs and customs in post conference.
- 3.3. Engage in activities for professional development, transformational growth, and life-long learning.
 - a. Demonstrate self- awareness and self- growth by assuming responsibility for nursing practice competencies.
 - b. Plan, intervene, and evaluate care based on client and family needs and responses, utilizing the faculty as facilitator, preceptor, mentor, and resource person.
 - c. Identify when clinical situation is beyond current knowledge and experiences and seeks assistance from clinical faculty.
 - d. Examine level of socialization into the nursing practice role and identify the consistency with the current level of nursing education.
 - e. Formulate a plan for self- directed care, communicating rationale for client care, decisions to clinical faculty, and staff before engaging in actions.
 - f. Differentiate between strengths and weaknesses during clinical practice through a reflective journal entry after each clinical day.
 - g. Critique affective aspects of clinical performance in dependability/ responsibility, judgment, initiative, ethics and integrity, interpersonal relationships, cooperation/ collaboration, self- confidence, and physical presentation and reaction towards supervision and guidance after each clinical day and in the summative clinical evaluation.
- 3.4. Demonstrate accountability by following the ethical/legal guidelines for professional practice in the Rules and Regulations of the New Jersey Board of Nursing.
 - a. Intervene appropriately as an advocate for clients and families with altered ability to communicate needs or to utilize the health care system efficiently.
 - b. Carry out self-directed care, communicating rationale for client care decisions and status reports to clinical faculty and staff.
 - c. Practice within the ethical and legal framework of nursing through identification of protocols utilized by clinical agency and the appropriate nursing care standards.
 - d. Choose appropriate ethical behaviors when using electronic and written medical records.
 - e. Document appropriately, legally, and in a timely manner in the clinical record (written/ electronic).
 - f. Utilize research findings in approaching clinical problems.

C. Assessment Instruments

1. Nursing care plan for postpartum patient and neonate
2. Labor progress chart
3. Reflective journal related to intrapartum nursing
4. Developmental task tool
5. Maternal infant assessment tool
6. Laboratory tests and diagnostic procedures
7. Newborn assessment tool
8. Gestational age assessments (2)
9. Neonatal intensive care unit guide (if available)
10. Ethical dilemma paper
11. Midterm and final exam

VII. Grade Determinants:

- A. clinical performance
- B. ethical dilemma paper
- C. written clinical work
- D. ATI-Nursing Care of Maternal Newborn Health
- E. Evolve Apply Case Studies
- F. Programmed instruction
- G. Exams

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture discussion
- B. clinical laboratory experiences
- C. field trips and observational experiences
- D. reading assignments
- E. health care team conferences
- F. computer assisted instruction
- G. power point presentations
- H. student collaboration
- I. nursing care plans
- J. ethical dilemma paper
- K. optional study guides. Video Cassettes, Computer Assisted Instruction, Internet, Power point presentations
- G. Student collaboration (contraception class)
- H. Nursing care plans

- I. Ethical dilemma paper (decision case model)
- J. Optional study guides

VIII. Texts and Materials

A. Textbooks:

Lowdermilk, D. and Perry, S. (2014). Maternity Nursing (8th ed.). Mosby: St. Louis, Mo. .

B. Clinical Packet and Nursing Care Plans

C. Library Resources- video collection

D. Web sources

(Please note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC bookstore is the sole resource for the most up-to-date information about textbooks.)

IX. Resources

- A. Audiovisual: Supplemental audiovisual materials.
- B. Study Guides: In course syllabus are optional.
- C. Models of Human Anatomy and the pelvis are available in the Learning Laboratory
- D. Computer Lab: Programmed instruction, NCLEX RN Review questions.
- E. Library
- F. Assessment Technology Institute Maternal-Newborn Nursing Assessment non-proctored and proctored remediation guide.

X. Honors Option

An honors option for Nursing of the Childbearing Family is offered in the spring semester to interested and qualified students. The honors assignment involves a Teaching or Service Learning component. It includes, but is not limited to, sophisticated use of research through literature review, critical analysis of current literature, and developing materials for nursing staff and/or patient or family education. Students will utilize on-line literature search and review to critically analyze a clinical nursing issue or problem affecting the Childbearing Family or Women's Health Care. The specific topic and content of the honors project will be selected by the student and approved by the course coordinator. Honors students will schedule bi-weekly conferences or, as needed, with the course coordinator to review the current progress of the project.

Student Selection Criteria:

Criteria	Evidence
1. An interest in nursing of the childbearing	Written Statement addressing an issue related to Maternal-Newborn, family or women's health care.
2. Grade Point Average of 3.50 or above or instructor approval	Transcript
3. Effective communication skills	Interview

A. Educational goals and Learning Outcomes:

In addition to the stated course objectives, honors students will:

1. Design specific educational goals and learning outcomes based on the project selected. (GE- NJ 1, 2^)
2. Collaborate with health care professionals in a service learning setting related to childbearing or women's health, to identify a clinical problem or appropriate honors activity (descriptions of former honors projects are available from the course coordinator).(GE- NJ 1, 4, 8, ^ *)
3. Conduct a comprehensive review of the current professional literature using electronic as well as traditional sources. (GE- NJ 1, 3 ^)
4. Critically analyze the data collected. (GE- NJ 2, 3, ^*)

(^ general education goals are determined by the type of project completed)

B. Honors Option Content: To be determined on an individual basis in consultation with core professor.

Option 1:

1. Identify an issue/problem and describe possible solutions to the identified problem.
2. Identify steps needed to implement the solution(s).
3. Construct a scholarly written document to be submitted as a report to the agency.

Option 2:

1. Identify a learning need in an agency or community.

2. Develop a teaching plan to satisfy the learning need.
3. Construct referenced based instructional materials and fact sheets for clinical staff, patients, or families.

Option 3:

1. If assisting with data collection, submit a brief summary of research activity and purpose.
2. This information will be presented to the class, and where applicable, to the clinical/community agency.

C. Assessment Instruments for Honors Option Work:

1. An individual contract between student and instructor.
2. Consultation with agency mentor for student regarding student performance.

D. Grade Determinant for Honors Option Work - Contract grading.

1. Students who are selected and satisfactorily complete the honors criteria will receive an “Honors” designation on their official transcript for NURS 68-125, as well as a certificate for service learning.
2. Students must achieve a grade of B in the course to receive the Honors designation. In the event that the student is unable to achieve a B, they will receive a certificate for service learning only.
3. Completion of a minimum of 20 hours of Service Learning. Student is responsible for obtaining service learning contract form and Record for logging hours of service.
4. Quality of scholarly literature review, evidence of research criteria for basis of nursing practice issue examined, and submission of required written materials.