**MARION COUNTY SCHOOL OF PRACTICAL NURSING**

**PHASE II**

**COURSE NAME:** MATERNAL-NEWBORN NURSING

**CLOCK HOURS:** Lecture 91 hours, Clinical 72 hours

 Total 163 clock hours

**REQUIREMENTS:**

Satisfactory completion of Phase I:

Anatomy and Physiology

Basic Nutrition and Diet Therapy

Fundamentals

Nurses Math

Recommendation of Coordinator

**COURSE FACULTY:**

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Tuesday 0800-1210 and by appointments

\*appointments recommended

**COURSE DESCRIPTION:**

Utilizing the nursing process, this course provides a study of family centered

maternal-newborn nursing care and holistic nursing care by using the standards of

practice noted from the National Association for Practical Nurse Education and

Service (NAPNES). Focus is placed on meeting the needs of the childbearing family during pregnancy, labor and delivery, postpartum and care of the newborn. Maintaining the philosophy of simple to complex, each phase begins with the normal aspects of the childbearing cycle and newborn health, progressing to the more complex complicated aspects. Clinical experiences address the care of the childbearing client and her family from conception through postpartum and the immediate care of the newborn, thus reinforcing classroom theory.

**COURSE PURPOSE:**

This course is designed to introduce the student to basic principles of nursing care

during pregnancy, labor and delivery, postpartum and immediate care of the newborn.

**COURSE OBJECTIVES:**

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

1. Explain legal, ethical, and **professional behavior** in maternal-newborn settings.

 2. Relate fundamental nursing concepts and principles to care of the childbearing

 client, her family and newborn.

3. Explain the normal anatomical, physiological, and psychological processes for

 the childbearing client during each phase of the childbearing cycle.

4. Recognize common maternal complications during each phase of the childbearing cycle.

 5. Explain the normal anatomical, physiological, and behavioral responses in the

 newborn.

 6. Recognize common newborn complications during the neonatal period.

 7. Explain the pharmacotherapeutic effects of common medications used in the

 care of the childbearing client and the newborn.

 8. Discuss the nutritional needs of the childbearing client and the newborn.

 9. Demonstrate legal, ethical and professional behaviorwhile providing

 **evidenced- based, clinically competent and culturally sensitive nursing care** for

 the childbearing client, her family and newborn within the role of the practical nurse.

 10. Incorporate **teaching/learning** principles for promotion and/or maintenance of

 healthfor the childbearing family and newborn.

 11. Implement progressive development of **critical thinking** skills while utilizing the

 nursing processduring the **management** of nursing care for maternal-newborn clients.

 12. Integrate the development of basic therapeutic **communication** techniques to utilize

 while interacting with the childbearing family and members of the health care team.

 13. Explain the roles of selected members of the health care team in selected maternal-

 newborn health care settings.

 14. Explain the importance of life-long learningin maternal-newborn nursing.

 15. Participate in present day trends and issues of maternal-newborn care.

**METHODS OF INSTRUCTION:**

1. Lecture and class discussion 7. Paper and pencil tests/computer

 2. Reading and written assignments tests

 3. Audio-visual aids 8. Demonstrations, role playing, games

 4. Reference reading 9. Supervised and observational

 5. Computer assisted instruction (NLC)/ clinical experiences

 ATI 10. Clinical conferences

 6. Critical thinking exercises

**REQUIRED TEXTS (all text must be the current edition):**

Leifer, G. (2019). Introduction to Maternity and Pediatric Nursing, 8th ed.

 Philadelphia, PA: W.B. Saunders Company.

Deglin, J.H. & Vallerand, A.H. (2018). Davis Drug Guide for Nurses, 16th ed. or

 higher. Philadelphia, PA: F.A. Davis Company.

 Silvestri, L. (2019). Comprehensive Review for the NCLEX-PN Examination,

 7th ed. St. Louis, MI: Elsevier Saunders.

**SUPPLEMENTAL TEXTS:**

Clayton, B.D. and Stock, Y. N. (2017). Basic Pharmacology for Nurses, 17th ed.

 Saint Louis, Missouri: Mosby, Incorporated.

**METHODS AND FREQUENCY OF EVALUATION:**

**THEORY GRADES:**

The grading policy for Maternal-Newborn Nursing is consistent with the grading policy of the Marion County School of Practical Nursing.

The student must achieve 80 or above in theory and an overall satisfactory

clinical evaluation to successfully pass the Maternal-Newborn Nursing course

and continue in the practical nursing program (Refer to the *Student Handbook).* There is no rounding of grades in the Nursing Program.

Unit tests will be given when all content in each unit has been completed. Pop

quizzes will be given at intervals during the course. Students have ATI tests that will be averaged as a pop test grade. Pop quizzes, written assignments, and presentations/projects will be averaged and counted as test grade in Maternal-Newborn Nursing. The student must have an average of 80 or better on unit tests for a passing nine week course grade. The cumulative final exam will be given at the end of the course. The final exam will not be given until all course work is completed, such as unit tests, remediation, written assignments, and project/presentations. The Maternal-Infant final theory grade will be calculated as follows:

Unit Tests=75% and Final Exam=25%.

There will also be a Medication Calculation/Measurement Exam that the student must pass with 90 or higher in order to make satisfactory academic progress.

Additional course requirements include completion of the Maternal Newborn Assessment Technologies Institute (ATI) proctored examination. Any student making less than a proficiency level 2 may be required to complete remediation.

INTERIMS: At the halfway point each semester, the students are given a written listing of all their grades up to that time. Each student is asked to sign his/her interim report. A copy is made of each interim report containing the student’s signature and given to the student.

A yearly grade sheet is maintained on all students enrolled in Phase II. This grade sheet provides a central site for recording the nine weeks average grade for each course taken during the nine weeks period. The final Maternal-Newborn Nursing grade for the nine weeks, the examination grade, and the final course grade are recorded on the yearly grade sheet, along with the other courses taken in the same nine weeks grading period. The student is asked to sign the yearly grade sheet at the end of each nine weeks grading period to verify his/her receipt of their grades.

**GRADING SCALE:**

Each semester the student must achieve an 80 or above in theory and a satisfactory clinical evaluation to make satisfactory progression.

**CLINICAL GRADES:**

Evaluation of performance is done at the end of each grading period. The Marion County School of Practical Nursing Clinical Performance Evaluation is used to measure clinical performance for the objectives. The student will receive a rating of 2 points, 1 point, or 0 points for each criterion listed on the evaluation tool.

The total number of points required will be as follows:

 1st nine weeks 50 points 3rd nine weeks 70 points

 2nd nine weeks 60 points 4th nine weeks 80 points

 With each evaluation the student should increase the point value to the stated

 competency level. In Phase II, failure to make the minimum score required at

 mid-semester will result in the student receiving remediation/advisement from

 the clinical instructor. Satisfactory academic progress will not be met if the

 student has not met the minimum score required at the end of the semester. If

 this occurs during the fall semester, the student will not progress to the spring

 semester. If this occurs during the spring semester, the student will not graduate.

Additionally, all critical skills listed on the clinical checklist under the OB Skills section must be mastered prior to progressing to the next grading period.

Students needing to practice additional skills in the skills lab are permitted to do so during regular school hours.

**CLINICAL OBJECTIVES:**

During clinical rotations, the students will:

1. Incorporate **evidenced-based clinically competent** **and culturally sensitive nursing care** of the childbearing client, her family, and newborn.
2. Perform selected maternal-newborn and medical-surgical nursing skills within

the role of the practical nurse.

1. Demonstrate **legal, ethical**, and **professional behavior** while providing **clinically competent and culturally sensitive nursing care** to assigned clients.
2. **Communicate** verbally and in writing in a clear, appropriate manner when working with clients, families and co-workers.
3. Utilize the nursing processwhile providing care to maternal-newborn clients and/or medical-surgical clients.
4. Incorporate the progressive use of **critical thinking** and **management** skills throughout clinical experiences.
5. Implement appropriate **teaching/learning** principles to promote and/or maintain health of assigned clients.
6. Participate as a contributing member of the health care team in selected maternity

health care settings.

1. Demonstrate ability to function with increasing self direction and reliability while providing care to an increasing number of clients.
2. Implement professional accountability when providing client care.

11. Discuss the need for life-long learning in maternal-newborn nursing.

**CLINICAL REQUIREMENTS:**

During Maternal-Newborn Nursing, students rotate through Marion County School

District, Labor & Deliver, nursery, and obstetrician’s office. These practice sites provide a variety of learning opportunities for maternal-newborn care.

Prior to beginning Maternal-Newborn clinical rotations, students are given rotation objectives for each clinical site. The objectives are designed to be accomplished during the specified rotation.

In addition, upon the completion of each of these rotations, students are required anonymously to evaluate each of the clinical rotations. These forms are reviewed

by the Coordinator and instructor to assist in providing quality clinical rotations. White

uniforms and aprons with no caps are to be worn during all MNB rotations.

**Nursing Data Collection Forms**

Students must submit a Nursing Data Collection Form for intrapartum, postpartum

and newborn nursery clinical rotations. Satisfactory grades are required for each data

collection form. Unsatisfactory grades will be reflected on the *Clinical Performance*

*Evaluation Scale.* Intrapartum and Newborn Data Collection Forms are to be turned in on

Monday of the next week the student completes his/her rotation in each of these areas prior to the beginning of class. **(Postpartum form will be** **turned in with postpartum care plan).** Work turned in late will receive an unsatisfactory grade which will be reflected on the student’s clinical evaluation.

**Postpartum Data Collection Form and Nursing Care Plan**

Students are required to submit and receive a satisfactory grade for a postpartum

nursing care plan (NCP) for an assigned client (See *Postpartum Nursing Care Plan*

*Instructions).* Forty out of a possible 50 points must be obtained for the NCP to receive a satisfactory grade. Students may rewrite an unsatisfactory NCP only one time. The Post-

partum Data Collection Form and NCP are to be written for the same client and turned in

at the same time. The completed forms are to be turned in on Monday of the next week the

student completes his/her postpartum clinical rotation to the instructor prior to the beginning of class. Points will be deducted from papers not turned in on time (See *Care Plan Evaluation Criteria* guidelines).

**Nursing Notes**

When applicable, students must write daily nursing notes when caring for patients at the hospital. The nursing note is to include all narrative information on the face side. On the reverse side of the form, the student must complete the current medications, lab work (normal and abnormal values) with rationale for abnormal findings, and diagnostic tests with results.

**Americans with Disabilities Act (ADA) NOTICE:** Reasonable accommodations will be provided upon request for students with disabilities (see policy in *Student Handbook).*

**COURSE OUTLINE:**

**UNIT I The Past, the Present, and the Future of Maternal-Newborn Nursing**

1. Maternity Care in the Past
2. Government Influences in Maternity Care
3. Family-Centered Maternity Care of Today
	1. Trends in Maternal-Newborn Care
	2. Cross-Cultural Considerations
	3. Vital Statistics for Maternal-Newborn Populations

d. Technological Advances in Maternal-Newborn Care

e. Health Care Delivery Systems

D. Nursing Process in Family-Centered Maternal-Newborn Care

E. Critical Thinking in Nursing

F. Review National Patient Safety Goals

(Discussion/lecture, computer search for current SC and Marion County birth

statistics: [www.scdhec.net/hs/epi/state\_reports.htm](http://www.scdhec.net/hs/epi/state_reports.htm) to review the culture, ethnic and geographical differences of pregnancy, and critical thinking

sociocultural exercise.

**UNIT II Human Reproductive Anatomy and Physiology**

1. Puberty
2. Male and Female Reproductive System Review
3. Female Reproductive Cycle and Menstruation
4. Physiology of Coitus

**Prenatal Development**

1. Cell Division and Gametogenesis
2. Stages of Development after Fertilization
3. Accessory Structures of Pregnancy
4. Prenatal Developmental Milestones
5. Fetal Circulation

(Discussion/lecture, worksheets for labeling reproductive organs, “What organ am I?” game, ovarian cycle homework, video, transparencies, fetal circulation handout/worksheet, review using pelvic model, light bulb/water barrel demonstration of uterus)

**UNIT III Prenatal Care and Adaptations to Pregnancy**

1. Goals of Prenatal Care
2. Signs of Pregnancy
3. Normal Physiological Changes in Pregnancy
4. Nutrition for Pregnancy and Breastfeeding
5. Pregnancy and Exercise
6. Common Discomforts in Pregnancy
7. Physiological and Psychological Changes
	1. Nursing Interventions to Assist with Changes
	2. Prenatal Education

Unit III continued:

(Discussion/lecture, critical thinking nutritional exercise, salmon label for DHA, hands-on use of gestational wheel)

**UNIT IV Nursing Care of Women with Complications during Pregnancy**

1. Pregnancy Related Complications
2. Pregnancy Complicated by Medical Conditions
3. Environmental Hazards and Pregnancy
4. Effects of High-Risk Pregnancy on the Family

(Discussion/lecture, computer search for assigned pregnancy complication, critical thinking exercises, handouts, homework)

**UNIT V Nursing Care during Labor and Birth**

1. Cultural Influences on the Birth Process
2. The Four “P’s” of the Birthing Process
3. Process of Normal Labor and Delivery
4. Nursing Care of the Laboring Client and Fetus Before and During the Stages of Labor and Birth
5. Nursing Care of the Mother and Infant Immediately after Birth

**Nursing Management of Pain during Labor and Birth**

1. Childbirth Preparation Classes
2. Childbirth and Pain
3. Nonpharmacological Pain Management
4. Pharmacological Pain Management
5. Nurse’s Role in Pain Management During Labor and Birth

(Discussion/lecture, CD-ROM—“Life Begins”, Apgar worksheet, examples of fetal monitoring paper for each student to use, handouts, Childbirth Graphics’ charts, epidural and spinal kits for display)

**UNIT VI Nursing Care of Women with Complications and Emergencies during**

 **Labor and Birth**

1. Procedures to Assist with Complications During Labor and/or Birth
2. Abnormal Labor
3. Premature Rupture of Membranes
4. Preterm Labor
5. Prolonged Labor
6. Emergencies During Childbirth

(Discussion/lecture, handouts, policies for induction/augmentation and cervidil, amniotomy group work, amnihook for show and tell)

**UNIT VII The Family after a Normal Birth**

1. Cultural. Ethnic and Geographical Influences on Postpartum Care
2. Physiological Postpartum Changes in the Mother
3. Emotional Postpartum Changes in the Mother
4. Parenthood
5. Admission Care of the Newborn to the Postpartum or Nursery Unit
6. Breastfeeding
7. Formula Feeding
8. Discharge Teaching: Postpartum Self-Care and Newborn Teaching

 **Nursing Care of Women with Complications following Birth**

1. Shock
2. Hemorrhage
3. Thromboembolic Disorders
4. Puerperal Infection
5. Subinvolution of the Uterus
6. Postpartum Mood Disorders

(Discussion/lecture, discharge teaching exercise homework, hospital policies for newborns and vaginal postpartum deliveries, critical thinking exercise, lochia examples)

**UNIT VIII Newborns**

A. Term Newborns

 B. Preterm Newborn

 C. Postterm Newborns

 D. Newborn with a Congenital Malformation

 (Discussion/lecture, Gestational Age Forms, handouts, model of newborn)

**UNIT IX Women’s Health Care after Pregnancy**

1. Preventive Health Care for Women
2. Menstrual Disorders
3. Gynecologic Infections
4. Family Planning
5. Infertility Care
6. Menopause
7. Pelvic Floor Dysfunction

(Discussion/lecture, power point for STD’s, birth control methods)

***Syllabus are subject to change at teacher discretion.***

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