

SYLLABUS

TITLE: Maternity - Clinical

COURSE CODE: ENL 301

PREREQUISITES:

On-site Education: ENF 342, ENL 342

Distance Education: QUI 118, BIO 102, ENF 101 or ENF 102, ENF 101T, ENL 101, ENF 231, ENF 231T, ENF 206, ENL 206, ENF 230, ENF 341, ENF 341T, ENL 341, ENF 342, ENF 342T, ENL 342, ENF 349, ENF 301

COREQUISITES:

On-site Education: None

Distance Education: ENF 301T, ENL 349, ENF 402T, ENL 402

CREDITS: Four (4) credits (3 clinical and simulation credits, 120 hours; and one (1) credit skills laboratory, 30 hours.)

DESCRIPTION

This course develops in the student clinical skills necessary to provide excellent care to the childbearing family. Emphasizes skills on caring for high-risk pregnancy, woman during childbirth and postpartum (c-section or vaginal birth), and immediate neonatal care as well as admission.

JUSTIFICATION

This is a basic course to help achieve the students' clinical goals. It also trains them with specific skills to intervene with the childbearing family and their relatives, as this helps to achieve adaptation, according to Callista Roy's theory.

The application of this theory helps students to identify maladaptive behaviors and stimuli affecting the childbearing family. In addition, it uses nursing process as a tool to provide care for the childbearing family.

COMPETENCIES, LEVEL III

At the end of the course, the student will be able to:

1. Show leadership and effective communication skills in providing safe and quality nursing care to the childbearing family during normal pregnancy. *Ess. II*
2. Identify research findings by promoting the adaptation of the childbearing family in the phases of promotion, prevention, treatment, and rehabilitation during the health-illness continuum. *Ess. III*
3. Apply research findings when promoting the adaptation of the childbearing family in the phases of promotion, prevention, treatment, and rehabilitation during the health-illness continuum. *Ess. III*
4. Use technology and information management when offering safe and quality care in different scenarios, taking into consideration prenatal stage, parturition, puerperium, and neonatal care. *Ess. IV*
5. Examine health care policies and their influence on obstetric and newborn nursing practice. *Ess. V*
6. Apply communication skills by promoting interpersonal relationships with the childbearing family and interaction with interprofessional team in health promotion and adaptation in different care environments. *Ess. VI*
7. Promote health and prevent illness of the childbearing family in different care environments. *Ess. VII*
8. Demonstrate professional behaviors and values by intervening with the pregnant family in different care environments. *Ess. VIII*
9. Offer competent nursing care during pregnancy, parturition, puerperium, and neonatal care in structured settings. *Ess. IX*

Upon completion of the practice, students will be able to:

1. Know mission, vision, values, philosophy, norms, and policies used in the health institution.
2. Assess the role of professional nursing as a member of the intra- and interprofessional team to offer holistic care to the childbearing family.

3. Integrate scientific evidence by using the steps of the nursing process at different stages of normal and high-risk pregnancy. Childbirth and postpartum processes
4. Apply nursing process in the care of the pregnant woman, childbirth, postpartum, and neonatal period.
5. Develop skills in documenting the care offered to the patient in their clinical record.
6. Use nursing process in the admission and discharge processes of the normal newborn.
7. Demonstrate ability in preparing and implementing the educational plan for the pregnant woman and her family to promote health and prevent disease.
8. Use scientific principles, safety measures and goals, and use of technology in the preparation and administration of medications and treatments in the care of mother and child.
9. Demonstrate skill and competence when performing specific procedures of different clinical areas (obstetrics, newborns, delivery room).
10. Carry out nursing interventions focused on the childbearing family by respecting and incorporating preferences, beliefs, and values.

PROFESSIONAL GUIDES AND STANDARDS

The curriculum is based on the following documents:

American Association of Colleges of Nursing (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice* Washington, DC Author.

American Nurses Association (2015). *Code of Ethics for Nurses with Interpretive Statements* (2nd.ed.) Washington, DC: Author

American Nurses Association (2015). *Nursing: Scope and Standards of Practice (3rd ed.)* Washington, DC Author.

American Nurses Association (2015). *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant.* (4th ed.). Washington, DC: Author.

Colegio de Profesionales de la Enfermería en Puerto Rico *Estándares de Práctica de la Enfermería en P.R.* [Nursing Practice Standards in P.R.]San Juan, P.R. Author.

Colegio de Profesionales de la Enfermería en Puerto Rico *Código de ética [Code of Ethics]*, San Juan P.R. Author.

CONTENT

- I. Philosophy, rules, and policies of the cooperating institution

- A. Orientation by institution staff
 - B. Reading of administrative policies and procedures manuals
 - C. Post-conference discussion of administrative policies and procedures
- II. Role of the nursing professional as a member of the intra- and interprofessional teams
- A. Identify interprofessional health team members role
 - B. Coordinate with interprofessional health team members the care of pregnant women and their families to maximize their well-being and provide safe and quality care
 - C. Know the latest trends and technology in the competent practice of obstetric and neonatal nursing
- III. Nursing process according to Sister Callita Roy's adaptation theory when offering pregnancy care
- A. Review clinical record
 - B. Apply assessment tool to collect data
 - C. Collect data by using physical examination techniques
 - D. Obtains information from different patient and family sources
 - E. Identify adaptive and maladaptive behaviors and plan evidence-based nursing activities
 - F. Carry out nursing interventions focused on the childbearing family by respecting and incorporating preferences and values
 - G. Write documentation using various formats
 - H. Make relevant objective and subjective observations
 - I. Use abbreviations accepted by the health institution
 - J. Evaluate the effect of the actions taken
 - K. Review and modify planned actions
 - L. Use health resources available at the institution to meet the childbearing family's needs
- IV. Apply nursing process according to the adaptation theory when offering care during pregnancy
- A. Carry out assessments of patients in labor
 - B. Prepare patient according to institutional protocol
 - C. Offer emotional support during childbirth. Instruct on breathing and relaxation exercises
 - D. Assess strength, frequency, and duration of contractions
 - E. Evaluate vaginal discharges
 - F. Monitor vital and fetal signs
 - G. Observe behavior and needs of the pregnant woman during stages of childbirth

- H. Offer sterile perineal cleaning
 - I. Document clinical record
 - J. Provide immediate newborn care
 - K. Offer guidance on uterine massage and resumption of sexual activity
 - L. Provides hygiene and comfort before, during, and after childbirth
- V. Role of the nursing professional in health promotion and disease prevention during postpartum period
- A. Carry out assessment of biopsychosocial changes during postpartum
 - B. Incision assessment for infection signs and symptoms
 - C. Offer advice on wound care and signs and symptoms of infection
 - D. Assess uterine involution
 - E. Document clinical record
 - F. Elaborate care plan
 - G. Plan client discharge
 - 1. Educate about:
 - a. Uterine massage
 - b. Postnatal care
 - c. Follow-up care
 - d. Activity and rest
 - e. Contraception methods
 - f. Breastfeeding
 - g. Exercises
 - h. Diet
 - i. Newborn care
- VI. Safety measures for healthy newborn admission and discharge
- A. Appropriately identify the newborn
 - B. Measure vital signs
 - C. Carry out newborn admission
 - D. Do physiological assessment
 - E. Hold, position, and lay newborn appropriately
 - F. Offer sponge bath
 - G. Administer vitamin K and hepatitis B vaccine
 - H. Document record according to institutional protocol
 - I. Consider health care, institutional, and federal policies when discharging the newborn
 - J. Offer daily care
 - 1. Newborn identification
 - 2. Measure vital signs

3. Offer sponge bath
 4. Umbilical cord stump care
 5. Bottle feed
 6. Assist mother in breastfeeding
 7. Clinical record documentation
 - K. Facilitate transition of newborn-centered care when planning discharge
 - L. Carry out discharges with unit head nurse
 - M. Sampling
- VII. Client's health promotion and disease prevention in admission and emergency areas
- A. Write progress notes
 - B. Assist doctor in pelvic and abdominal exams and cervical sampling
 - C. Carry out different nursing activities such as:
 1. Collect samples
 2. Help with NST
 3. Measure vital signs
 4. Take patients to delivery room
 5. Prepare patient for vaginal and manual examination
 - D. Participate in prenatal and vaccination clinics
 - E. Participate in counseling about the effects of smoking during pregnancy
 - F. Participate in preventive education with intra- and interprofessional teams
- VIII. Communication and collaboration of intra- and interprofessional teams to improve care of the pregnant woman
- A. Identify educational needs of the assigned patient
 - B. Prepare educational plan
 - C. Implement teaching plan
 - D. Prepare teaching plan brochure
 - E. Participate on shift change and preventive rounds
- IX. Competent and professional nursing practice
- A. Observe ethical, moral, and legal behavior when intervening with the pregnant patient
 - B. Demonstrate ethical and legal conduct with colleagues and peers in different care settings
 - C. When performing procedures:
 1. Assess mother and newborn condition
 2. Explain procedure
 3. Find and organize equipment
 4. Provide privacy and comfort

5. Perform procedure in logical order and correct timing
6. Evaluate after performing procedure
7. Label and document sample obtained
- D. Participate in the following procedures:
 1. Nursery
 - a. Sponge bath
 - b. Physiological assessment
 - c. Admission
 2. Obstetrics
 - a. Blood sampling
 - b. Lochia assessment
 - c. Uterine massage
 - d. Fundal height
 - e. Hospital discharge
 - f. Medication administration
 3. Maternity ward
 - a. Breathing and relaxation exercises
 - b. Sterile Perineal Wash
- X. Safety measures and scientific principles in medication preparation and administration
 - A. Understand the institution's technological equipment related to medication administration [IV PUMP, PIXIS, ELECTRONIC RECORD, among others]
 - B. Review medical orders
 - C. Prepare medications
 - D. Use scientific principles when preparing medications and incorporate safety goals when administering them
 - E. Describe actions, side effects, and adverse effects of medications
 - F. Evaluate the client before, during, and after medication
 - G. Follow rights of medication administration
 - H. Observe and report any adverse drug reaction
 - I. Correctly document administered medications

INSTRUCTIONAL STRATEGIES

Clinical experiences in obstetrics, nursery, and delivery room

Critical analysis of research studies on obstetric nursing and neonatology

Pre-conference

Post-conference

Case discussion according to work assignment

LEARNING EVALUATION

Skills laboratory	10%
Clinical simulation	10%
OSCE	10%
Clinical performance	
Professionalism	5%
Nursing process	30%
Teaching plan	10%
Physiological assessment	10%
Delivery room assessment	5%
Nursing drug card	5%
Care plan workshop	<u>5%</u>
Total	100%

LEARNING ASSESSMENT

Clinical performance rubric
Post-conference debriefing
Discussion of assigned cases
Patient education rubric (oral or written communication)

BIBLIOGRAPHY

TEXTBOOK

De Jesús, Gloria (2019). *Manual de procedimientos de maternidad* [Manual of Maternity Procedures]. Universidad del Sagrado Corazón, San Juan, Puerto Rico.

Lowdermilk, Perry, Cashion, Alden [2016] *Maternity and Women's Health Care* [11th ed] New Jersey: Elsevier, Mosby.

REFERENCE BOOKS

Pacheco, R. & Rodriguez, V. (2019). *Manual de Farmacología* [Pharmacology Manual]. (5th ed.). San Juan, P.R.

Perry, A.E. & Potter, P.A. (2019). *Clinical Nursing Skills & Techniques*. (9th ed.). St. Louis:

Mosby Potter, P.A., Perry, A. Stockert, P., & Hall, A. (2017). *Fundamentals of Nursing* (9th ed). Mosby.

Potter, P.A., Perry, A. Stockert, P., & Hall, A. (2017). *Fundamentals of Nursing* (9th ed). Mosby.

Roy Callista, et.al. (2009). *The Roy Adaptation Model: The Definitive Statement*. (3rd ed.). New Jersey: Pearson.

Suárez Cadenas, M. & Plaza del Pino, F. (2018). Variability in the experience of labour and its implication in nursing care. *Culture of care* (Digital edition), 22 (50). Retrieved from <http://dx.doi.org/10.14198/cuid.2018.50.03>

ELECTRONIC RESOURCES

www.acog.org

www.hivinsite.ucsf.edu

www.cdc.gov

www.hot-2-late.com

www.haah-health.org/english/pregnancy

www.diabetes.org

www.fda.gov

www.haah-health.org/english/pregnancy

www.diabetes.org

www.modimes.org

www.childbirthgraphis.com

www.behavenet.com

www.lalecheleague.org

www.advancesinneonatalcare.org

www.parentsplaces.com/expert.lactation

www.nhlbi.nih.gov

Find more information resources related to the course topics on the library page <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

To obtain detailed information on the process and the required documentation, you must visit the corresponding office. To guarantee equal conditions, in compliance with the ADA (1990) and the Rehabilitation Act (1973), as amended, all students who need reasonable accommodation services or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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