

## SYLLABUS

**TITLE:** Maternity

**COURSE CODE:** ENF 301

**PREREQUISITES:**

On-site Education: ENF 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

**COREQUISITES:**

On-site Education: None

Distance Education: ENF 349

**CREDITS:** Three (3 credits), 45 hours

### DESCRIPTION

This course promotes the adaptation of the childbearing family by learning and developing skills. The evolution of the maternal concept through history is considered. Biopsychosocial aspects of normal and high-risk pregnancy, as well as maternal and neonatal nutrition, are emphasized. Topics like the family process and the impact of cultural diversity on family structure, family planning, emotional aspects of the childbearing family, and the puerperium are discussed. Ethical and legal aspects in maternal and neonatal care are considered. Maternal disorders such as diabetes, heart problems, toxemia, functional and hormonal disorders, and the healthy newborn are studied. Also discussed are ineffective, physical, and emotional behaviors during the three trimesters of pregnancy and the effects of sexually transmitted diseases on the mother and the fetus.

## JUSTIFICATION

The nature of this course is basic because it constitutes the core of nursing knowledge to care for the mother, newborn, and family. Statistics show that maternal-infant morbidity and mortality rates have declined over the years. These demographic changes are due to advances in science and technology.

It requires the application of Sister Callista Roy's theory, which helps students identify maladaptive behaviors of each adaptive mode and manipulation of stimuli affecting the pregnant woman and her family. In addition, the nursing process is used as a scientific tool to offer care to the childbearing family.

Theoretical knowledge and development of basic skills in the nursing student are essential to provide comprehensive health care. They are aimed at promoting, maintaining, and restoring health to the mother, newborn, and family. The knowledge and skills acquired in this course are necessary to assume more complex duties and face and exercise their role as a nurse in the care of the mother, newborn, and family. Nursing is a component of the health system. In this context, it is essential that our students are educated in the field of physical and psychological sciences. This foundation on psychophysiological knowledge helps the student offer excellent care to the mother, newborn, and 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*

## **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). *Guide to the Code of Ethics for Nurses: with Interpretive Statements* Washington, DC Author.
- American Nurses Association (2015). *Nursing: Scope and Standards of Practice (2nd ed.)* Washington, DC Author.
- American Nurses Association (2015). *Nursing's Social Policy Statement: The Essence of the Profession* (3rd 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.
- Department of Health and Human Services: Institutional Review boards and the HIPAA privacy rule information of Researches, September 25, 2003B. Retrieved June 9, 2014 from <https://privacyruleandresearch.nih.gov/irbandprivacyrule.asp>

## **CONTENT**

- I. Evolution of the obstetric nursing role through history, its social, ethical, and legal implications, and its impact on the family
  - A. Historical development of the maternity cycle
  - B. Obstetrics terminology
  - C. Role of obstetric nursing
    1. Standards of obstetric nursing practice
    2. Ethical and legal aspects in obstetric nursing practice
  - D. Family as a care unit
    1. Definition of childbearing family
    2. Beliefs and practices related to childbirth and birth
    3. Family theories

4. Family dynamics
  5. Cultural diversity in nursing care in the family
- II. Adaptive behaviors and health promotion of female and male reproductive systems in relation to hormonal function
- A. Assessment of female and male reproductive system behaviors
    1. Pelvis
    2. Female reproductive system
      - a. External structures
      - b. Internal structures
      - c. Sexual maturity
      - d. Physical reactions to ovarian functions
    3. The male reproductive system
      - a. External structures
      - b. Internal structures
      - c. Sexual maturity in man
    4. Role of prostaglandins in reproductive function
    5. Physiological response to sexual stimulation
  - B. Conception and embryo-fetal maturity
    1. Gametogenesis
    2. Genetic transmission
    3. Fertilization
    4. Ovule implantation
    5. Placentation
    6. Placenta physiology
    7. Selective transfer
    8. Placental Variations
    9. Fetal membrane
    10. Amniotic fluid
  - C. Physiological development of embryo and fetus
    1. Cardiovascular
    2. Breathing
    3. Hematology
    4. Renal
    5. Neurological
    6. Gastrointestinal
    7. Liver
    8. Adrenal
    9. Genital

D. Fetal maturation

1. Viability
2. Fetal development according to gestational age

E. Infertility

III. Use of nursing process during normal pregnancy

A. Assessment

1. Signs and symptoms of pregnancy
  - a. Presumptive
  - b. Probable
  - c. Positive
2. Pregnancy care
  - a. Diagnostic methods
  - b. Duration of pregnancy
  - c. Prenatal management
  - d. Infection prevention
  - e. Physical activity
  - f. Sexual counseling
  - g. Preparing to breastfeed
  - h. Prenatal education
  - i. Use of alcohol and cigarettes
3. Physiological changes
  - a. Genitals
  - b. Cardiovascular
  - c. Respiratory
  - d. Urinary
  - e. Gastrointestinal
  - f. Hepatic
  - g. Endocrines
  - h. Metabolic
4. Emotional changes during pregnancy
  - a. Emotional reactions during the first trimester of pregnancy
  - b. Pregnancy as crisis or transition
  - c. Maternal adaptation to pregnancy
  - d. Paternal adaptation to pregnancy
  - e. Sibling acceptance to pregnancy
  - f. Pregnancy after age 35
  - g. Cultural perception and beliefs surrounding pregnancy
5. Maternal and fetal nutrition

- 6. Drugs affecting mother and fetus
  - B. Nursing planning and intervention
    - 1. Childbirth care
- IV. Nursing process application in high-risk childbearing family presenting maladaptive behaviors
- A. Assessment of four adaptive modes in high-risk pregnancy
    - 1. Factors for high-risk pregnancy
  - B. Nursing planning and intervention of conditions affecting pregnant women
    - 1. Functional disorders
      - a. Hyperemesis gravidarum
    - 2. Hypertensive disorders in pregnancy
      - a. Hypertensive disorders
      - b. Cardiovascular disorders
    - 3. Bleeding disorders
      - a. First trimester of pregnancy
        - 1) Clinical interruption of pregnancy (abortion)
        - 2) Ectopic pregnancy
        - 3) Hydatidiform mole
        - 4) Circulatory failure (shock)
      - b. Second and third trimester
        - 1) Placenta previa
        - 2) Premature separation of the placenta
        - 3) Diabetes during pregnancy
        - 4) Acquired Immunodeficiency Syndrome (AIDS)
        - 5) Pregnant teenagers and their family
- V. Process of adaptation and manipulation of stimuli during parturition
- A. Normal delivery
    - 1. Assessment
      - a. Parturition process
        - 1) Key factors
        - 2) Nursing planning and intervention in the stages of labor
          - a) Cervical dilation
          - b) Expulsion stage
          - c) Placental stage
          - d) Recovery
  - B. Labor complications
    - 1. During parturition

- a. Assessment
  - 1) Labor Dystocia
    - a) Power
    - b) Passage
    - c) Passenger
    - d) Psyche (psychological response of the mother)
    - e) Placenta insertion areas
- C. Planning, intervention, and evaluation
  - 1. Complicated delivery
    - a. Premature birth
    - b. Multiple pregnancy
    - c. Breech presentation
    - d. Prolonged labor
    - e. Precipitous labor
    - f. Complications of the third stage of labor
    - g. Fetal complications
  - 2. Obstetric procedures
    - a. Forceps
    - b. Caesarean section
    - c. Lacerations
    - d. Version
    - e. Vacuum extraction
    - f. Episiotomy
  - 3. Obstetric emergencies
- D. Problems related to female reproductive system:
  - 1. Sexually transmitted diseases
    - a. Sexually transmitted diseases effects on the mother and fetus
    - b. Preventive measures
    - c. Nursing care

## VI. Adaptation process of normal newborn to extrauterine life

- A. Nursing care of the newborn and family
  - 1. Physiological adaptation of the normal newborn and family
  - 2. Newborn assessment
    - a. Initial
    - b. Physiological
- B. Nursing planning and intervention with normal newborn
  - 1. Transition period
    - a. Admission

- b. Newborn monitoring
- c. Therapeutic measures
- 2. Safety regulations in newborn nurseries
- 3. Interaction encouragement between parents and child
- 4. Common newborn problems
- 5. Pain assessment
- 6. Nutritional need
  - a. Breastfeeding
  - b. Formula feeding
- 7. Discharge planning

## VII. Women adaptation process during puerperium

- A. Assessment
  - 1. Normal anatomical and physiological changes
  - 2. Psychosocial problems
  - 3. Complications:
    - a. Genital tract infection
    - b. Genital tract infection after c-section
    - c. Pulmonary embolism
    - d. Uterine involution
    - e. Bulbar Hematoma
    - f. Mastitis
    - g. Bulbar edema (swelling of the bulbar region)
    - h. Uterine prolapse
  - 4. Contraception:
    - a. Postpartum care and handling
    - b. Contraception methods
  - 5. Family dynamics after childbirth.
    - a. Transition role of parents
      - 1) Parenthood
      - 2) Bonding and attachment
      - 3) Parent-child contact
      - 4) Communication between parents and children
      - 5) Parents' role after birth
      - 6) Factors affecting parent's response.
      - 7) Maternal adaptation phases during postpartum.
      - 8) Cultural diversity in the transition to parenthood
  - 6. Postpartum psychological disorders
- B. Planning and intervention during postpartum

## C. Evaluation

### **METHODOLOGY**

#### **ON-SITE EDUCATION**

Conferences  
Written and oral assignments  
Individual assignments  
Multimedia resources  
Information search assignments  
Evidence-based practice  
Active-learning exercises:  
Collaborative group work  
Collaborative learning  
Debates, interviews  
Roleplay

#### **DISTANCE EDUCATION**

Forums  
Written assignments  
Individual assignments  
Multimedia resources  
Information search assignments  
Active-learning exercises  
Debates  
Collaborative group work  
Evidence-based practice

### **LEARNING EVALUATION**

#### **ON-SITE EDUCATION**

<b>Theory</b>		<b>75%</b>
Partial exams and quizzes	35%	
Critical analysis of research articles (EBP)	10%	
Oral presentations or seminars	15%	
Special assignments (legal and ethical) and study guides	15%	

<b>Final exam</b>	<b>25%</b>
<b>Total</b>	<b>100%</b>

### **DISTANCE EDUCATION**

<b>Theory</b>	<b>75%</b>
Partial exams	35%
Critical analysis of research articles (EBP)	10%
Written Presentations / Forums	15%
Special assignments (legal ethical) and study guides	15%
<b>Final exam</b>	<b>25%</b>
<b>Total</b>	<b>100%</b>

### **LEARNING ASSESSMENT**

- Chain notes
- Study guides
- Oral and written communication rubrics

### **BIBLIOGRAPHY**

#### **TEXTBOOK**

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

#### **REFERENCE BOOKS**

Carvalho, N., Arruda, S., Ramos, L., Machado, M. & Azevedo, D. (2017). Dietary patterns and significance of nutrition for women with low-risk pregnancy. *Revista de Nutrição* [Nutrição Magazine]. Retrieved from [http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S1415-52732017000200219&lng=en&tlng=en](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S1415-52732017000200219&lng=en&tlng=en)

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

- Knee, J.L. & Hayes, E.R. (2015). *Pharmacology: A Patient-Centered Nursing Process Approach* (8<sup>th</sup> ed.). Philadelphia: W.B. Saunders Company.
- Pacheco, R. & Rodriguez, V. (2019). *Manual de Farmacología* [Pharmacology Manual]. (5<sup>th</sup> ed.). San Juan, P.R.
- Potter, P.A., Perry, A. Stockert, P., & Hall, A. (2017). *Fundamentals of Nursing* (9<sup>th</sup> ed). Mosby.
- Roy Callista, et.al. (2009). *The Roy Adaptation Model: The Definitive Statement*. (3<sup>rd</sup> ed.). New Jersey: Pearson.
- Suárez Cadenas, M. & Plaza del Pino, F. (2018). Variability in the experience of labour and its implication in nursing care. *Cultura de los Cuidados* (Digital edition). 2018, 22(50):  
Retrieved from <http://dx.doi.org/10.14198/cuid.2018.50.03>

## **ELECTRONIC RESOURCES**

[www.acog.org](http://www.acog.org)  
[www.hivinsite.ucsf.edu](http://www.hivinsite.ucsf.edu)  
[www.cdc.gov](http://www.cdc.gov)  
[www.hot-2-late.com](http://www.hot-2-late.com)  
[www.haah-health.org/english/pregnancy](http://www.haah-health.org/english/pregnancy)  
[www.diabetes.org](http://www.diabetes.org)  
[www.fda.gov](http://www.fda.gov)  
[www.haah-health.org/english/pregnancy](http://www.haah-health.org/english/pregnancy)  
[www.diabetes.org](http://www.diabetes.org)  
[www.modimes.org](http://www.modimes.org)  
[www.childbirthgraphis.com](http://www.childbirthgraphis.com)  
[www.behavenet.com](http://www.behavenet.com)  
[www.lalecheleague.org](http://www.lalecheleague.org)  
[www.advancesinneonatalcare.org](http://www.advancesinneonatalcare.org)  
[www.parentsplaces.com/expert.lactation](http://www.parentsplaces.com/expert.lactation)  
[www.nhlbi.nih.gov](http://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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