SAGRADO
Universidad del Sagrado Corazón

SCHOOL OF HEALTH AND SCIENCES
NURSING PROGRAM

SYLLABUS

TITLE:	Mother, Newborn, and Family Care
CODE:	ENF 201
PREREQUISITES:	On campus: ENF 108 and BIO 204 Online: ENF 101, ENF 231, and ENF 108
CORREQUISITES:	On campus: N/A Online: N/A
CREDITS:	3 credits | 45 contact hours

DESCRIPTION

This course promotes the adaptation of the pregnant family through the knowledge and development of skills. It considers the evolution of the concept of mother throughout history. Emphasis is placed on the bio-psycho-social aspects of normal and high-risk pregnancy, as well as maternal and neonatal nutrition. It discusses the family process and the impact of cultural diversity on family structure, family planning, emotional aspects of the pregnant and postpartum family. Legal-ethical aspects in maternal and neonatal care are considered. Maternal disorders, such as diabetes, heart problems, toxemias, functional disorders, hormonal disorders, and the healthy neonate are discussed. In addition, ineffective physical and emotional behaviors during the three trimesters of pregnancy and the effects of sexually transmitted diseases on the mother and fetus are included.

JUSTIFICATION

This course is of a basic nature because it represents the essential nursing knowledge for the care of the mother, newborn, and family. Statistics show that maternal and infant morbidity and mortality rates have declined over the years. These demographic changes are due to advances in science and technology.
The course applies Sister Callista Roy's theory, which helps the student to identify the

maladaptive behaviors of each adaptive mode and the manipulation of stimuli that affect the pregnant woman and her family. In addition, the nursing process is used as a scientific tool to offer care to the pregnant family.

The theoretical knowledge and development of basic skills in nursing students are fundamental to providing comprehensive health care. They are aimed at promoting, maintaining, and restoring the health of the mother, newborn, and family. The knowledge and skills acquired in the course are necessary to assume more complex functions and to assume their role as nurses 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 be educated in the field of physical and psychological sciences. This psychophysiological knowledge base helps the student to offer excellent care to the mother, newborn, and family.

COMPETENCES, LEVEL III

The course develops the following competences in students:

1. Demonstrate leadership and effective communication skills in providing safe, quality nursing care to the pregnant family during normal pregnancy. Ess. II
2. Identify research findings by promoting the adaptation of the pregnant family in the promotional, prevention, treatment, and rehabilitation phases during the health-disease continuum. Ess. III
3. Apply research findings by promoting the adaptation of the pregnant family in the promotional, prevention, treatment, and rehabilitation phases during the health-disease continuum. Ess. III
4. Use technology and information management to offer safe and quality care in different scenarios, taking into consideration the prenatal stage, delivery process, postpartum, 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 pregnant family and interaction with the interprofessional team in health promotion and adaptation in different care settings. Ess. VI
7. Promote the health and prevent illness of the pregnant family in different care settings. Ess. VII
8. Demonstrate professional behaviors and values when intervening with the pregnant family in different care settings. Ess. VIII
9. Provide competent nursing care during pregnancy, childbirth, postpartum and neonatal care in structured settings. Ess. IX

PROFESSIONAL GUIDES AND STANDARDS

The curriculum is guided by the following documents:

American Association of Colleges of Nursing. (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Author. https://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf

American Nurses Association (2015). *Nursing Social Policy Statement: The Essence of The Profession* (3rd ed). Author.

American Nurses Association. (2015). *Nursing: Scope and Standards of Practice* (2nd ed.). Author.

Colegio de Profesionales de la Enfermería de Puerto Rico. (2008). *Código de ética*. Author.

Colegio de Profesionales de la Enfermería de Puerto Rico. (2015). *Estándares de Práctica de la Enfermería en Puerto Rico*. Author.

Department of Health and Human Services. (2003, September 25). *Institutional Review Boards and the HIPAA Privacy Rule*. Information of Research. https://privacyruleandresearch.nih.gov/irbandprivacyrule.asp

Fowler, M. (2015). *Guide to the Code of Ethics for Nurses with Interpretive Statements*. American Nurses Association.

CONTENTS

I. Evolution Of the Role of Obstetric Nursing Throughout History and its Social, Ethical-Legal Implications and Impact on the Family
   A. Historical development of the maternal cycle
   B. Obstetrics-related terminology
   C. The role of obstetric nursing
      1. Standards of the obstetric nursing practice
      2. Ethical-legal aspects in the practice of obstetric nursing
   D. Family as a unit of care
      1. Definition of the pregnant family
      2. Beliefs and practices related to labor and birth

3. Family theories
4. Family dynamics
5. Cultural diversity in family nursing care

II. Adaptive Behaviors and Health Promotion of the Female and Male Reproductive Systems Related to Hormonal Function

A. Estimation of the behaviors of the female and male reproductive system

1. Pelvis
2. Female reproductive system
    a. External structures
    b. Internal structures
    c. Sexual maturity
    d. Manifestations of the body to ovarian functions
3. Male reproductive system
    a. External structures
    b. Internal structures
    c. Sexual maturity
4. Role of prostaglandins in reproductive function
5. Physiological response to sexual stimulation

B. Conception and embryo-fetus maturity

1. Gametogenesis
2. Genetic transmission
3. Fertilization
4. Implantation of the egg
5. Placentation
6. Physiology of the placenta
7. Selective transfer
8. Placental variation
9. Fetal membrane
10. Amniotic fluid

C. Physiological development of the embryo and fetus.

1. Cardiovascular
2. Respiration
3. Hematology

4. Renal
5. Neurological
6. Gastrointestinal
7. Hepatic
8. Adrenal
9. Genital

D. Fetal maturation
    1. Viability
    2. Fetal development according to gestational age.

E. Infertility

III. Use of the Nursing Process During Normal Pregnancy.

A. Estimation
    1. Signs and symptoms of pregnancy
        a. Presumptive
        b. Probable
        c. Positive
    2. Pregnancy care
        a. Diagnostic methods
        b. Length of pregnancy
        c. Prenatal care
        d. Infection prevention
        e. Physical activity
        f. Sex counseling
        g. Preparing for breastfeeding
        h. Education before birth
        i. Use of alcohol and cigarettes
    3. Physiological changes
        a. Genitalia
        b. Cardiovascular
        c. Respiratory
        d. Urinary
        e. Gastrointestinal
        f. Hepatic

g. Endocrine
h. Metabolic

4. Emotional changes during pregnancy
    a. Emotional reactions during the three trimesters of pregnancy
    b. Pregnancy as a crisis or transition
    c. Maternal adaptation to pregnancy
    d. Fatherly adaptation to pregnancy
    e. Sibling acceptance of pregnancy
    f. Pregnancy after age 35
    g. Cultural perceptions and beliefs related to pregnancy
5. Maternal and fetal nutrition
6. Drugs that affect the mother and fetus

B. Nursing planning and intervention
    1. Pre-childbirth care

IV. Application of the Nursing Process in High-Risk Pregnant Families with Maladaptive Behaviors

A. Estimating the four adaptive modes in a high-risk pregnancy
    1. High-risk pregnancy factors

B. Nursing planning and intervention for 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 termination of pregnancy (abortion)
            2) Ectopic pregnancy
            3) Hydatidiform mole
            4) Circulatory collapse (shock)
        b. Second and third trimesters
            1) Placenta previa
            2) Premature separation of the placenta

3) Diabetes during pregnancy
4) Acquired Immune Deficiency Syndrome (AIDS)
5) Pregnant teens and their families

V. Adaptation and Manipulation of Stimuli During the Birthing Process
   A. Normal delivery
      1. Estimation
         a. Birthing process
            1) Essential factors
            2) Nursing planning and intervention in the stages of childbirth
               a) Cervical dilation
               b) Delivery of the fetus
               c) Delivery of the placenta
               d) Recovery
   B. Complications during the birthing process
      1. During the birthing process
         a. Estimation
            1) Dystocia
               a) Forces
               b) Passage
               c) Passenger
               d) Psychological response of the mother
               e) Insertion site of the placenta
   C. Planning, intervention, and evaluation
      1. Complicated birth
         a. Premature birth
         b. Multiple pregnancy
         c. Breech birth
         d. Prolonged labor
         e. Premature labor
         f. Complications of the third stage of labor
         g. Fetal complications
      2. Obstetric procedures

a. Forceps
b. Cesarean
c. Lacerations
d. Version
e. Vacuum extraction
f. Episiotomy

3. Obstetric emergencies

D. Problems related to the female reproductive system

1. Sexually transmitted infections
    a. Effects of sexually transmitted diseases on the mother and fetus
    b. Preventive measures
    c. Nursing care

VI. Process Of Adaptation to Extrauterine Life of The Normal Neonate.

A. Nursing care of the newborn and the family

1. Physiological adaptation of the normal neonate and the family
2. Neonate estimation
    a. Initial
    b. Physiological [lat]

B. Nursing planning and intervention with normal neonate

1. Transition period
    a. Admission
    b. Monitoring of the neonate
    c. Therapeutic measures
2. Standards of care in newborn nursery (safety)
3. Promotion of parent-child interaction
4. Common problems of the neonate
5. Pain estimate
6. Nutritional need
    a. Breastfeeding
    b. Formula feeding
7. Discharge plan

VII. A woman’s adaptation process during the postpartum period

A. Estimation
    1. Normal anatomical and physiological changes
    2. Psychosocial problems
    3. Complications
        a. Genital tract infection
        b. Genital tract infection after cesarean section
        c. Pulmonary embolism
        d. Uterine subinvolution
        e. Bulbar hematoma
        f. Mastitis
        g. Bulbar edema
        h. Uterine prolapse
    4. Contraception
        a. Care and management during the puerperium
        b. Contraceptive methods
    5. Family dynamics after birth.
        a. Parent's transitional role
            1) Paternal process
            2) Bonding and attachment
            3) Parent-child contact
            4) Parent-child communication
            5) Parenting role after birth
            6) Factors affecting parental response
            7) Phases of maternal adjustment after childbirth
            8) Cultural diversity in the transition from parenthood
    6. Psychological complications after childbirth
B. Planning and intervention during the postpartum period
C. Evaluation

METHODOLOGY

ON CAMPUS

- Lectures
- Clinical experiences
- Demonstrations

- Seminars
- Group discussions
- Critical analysis
- Simulations
- Debates
- Discussion of research articles
- Teaching plans

ONLINE

- Assignments
- Forums

EVALUATION

ON CAMPUS	
Theory	**35%**
Partial exams and quizzes	15%
Critical Analysis of Research Articles (EBP)	5%
Oral presentations or seminars	5%
Special assignments (ethical-legal) and study guides	10%
ONLINE	
Theory	**35%**
Partial exams and quizzes	15%
Critical Analysis of Research Articles (EBP)	5%
Oral presentations or seminars	5%
Special assignments (ethical-legal) and study guides	10%
Clinical lab	**40%**
Skills lab	4%
Clinical simulation	4%
ECOE	4%
Clinical execution:	
Professionalism	2%
Nursing process	12%
Teaching plan	4%
Physiological estimation	4%
Delivery room estimation	2%
Medication card	2%
Care plan workshop	2%
Final exam	**25%**
Total	**100%**

LEARNING ASSESSMENT

- Immediate written reaction
- Study guides
- Oral and written communication rubrics

BIBLIOGRAPHY

TEXTBOOK

De Jesús, G. (2019). *Manual de Procedimientos de maternidad*. Universidad Del Sagrado Corazón.

Lowdermilk, P., Cashion, A. (2016) *Maternal and Women's Health Care* (11th ed.). Elsevier, Mosby.

REFERENCE BOOKS

Pacheco, R., Rodríguez, V. (2019). *Manual de Farmacología* [Pharmacology Manual]. (5th ed.). USC

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

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

Roy, C., Andrews, H. (2009). *The Roy Adaptation Model* (3rd ed.). 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, 22*(50). http://dx.doi.org/10.14198/cuid.2018.50.03

ONLINE 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

For more information resources related to the course's topics, access the library's webpage http://biblioteca.sagrado.edu/

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Student Affairs.

- Students participating in the Student Support Program (PAE, in Spanish) shall request their reasonable accommodation in PAE's offices.
- Students who do not participate in PAE shall request their reasonable accommodation at the Integral Wellness Center (*Centro de Bienestar Integral*, in Spanish).

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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