COURSE NUMBER: AD 232  CREDIT HOURS: 4
COURSE TITLE: Obstetrical Nursing  SEMESTER: I, II
COURSE DESCRIPTION:
The nursing process is used to care for persons during the reproductive cycle. Course incorporates concepts of interpersonal relationships while promoting family-centered care. Clinical experience is provided in structured health care and community settings.

PRE-REQUISITES:
- AD 175
- AD 158
- BI 127 (with grade of C- or better)

CO-REQUISITES:
- AD 248 (must be taken concurrently)
- PY 232 (may be taken concurrently)

PROGRAM GOALS:
Upon graduation from the Associate Degree Nursing Program of the Grand Rapids Community College, the graduate will be prepared to function with patients who have common well-defined diagnoses in health care settings and will meet the following competencies:

1. CLINICAL DECISION MAKING

   Develops a course of action based on the integration of data/information/knowledge to assure health care that promotes wholeness in body, mind and spirit.

2. CARING BEHAVIORS

   Employs caring behaviors and actions to assist individuals and groups to progress toward mutually established goals.

3. COMMUNICATION AND COLLABORATION

   Establishes effective communication and collaboration in achieving a holistic team approach to client-centered care.

4. TEACHING & LEARNING

   Provides health education individuals and or groups to promoted informed decisions, desired outcomes and self-care activities.

5. MANAGING CARE

   Organizes client-centered care for individuals and groups in diverse settings.

6. PROFESSIONAL ROLE

   Demonstrates accountability within the ethical, legal, and regulatory frameworks of health care.
COURSE GOALS: I, II, III, IV, V, VI, VII, VIII, IX

OBJECTIVES:
Without the use of reference materials, the student will with 80% accuracy (or satisfactory clinical performance):

1. Applies information collected from multiple sources to establish a plan of care that will meet on-going obstetrical and women's health needs.
2. Maintains effective communication and interpersonal relationships with clients, family and self.
3. Documents data completely, accurately and concisely for individuals, clients and families using established form independently.
4. Establishes a holistic team approach to client-centered care through effective collaboration and partnerships.
5. Organizes client-centered care for individuals and groups in diverse settings.
6. Develops a course of action based on the integration of data/information/knowledge to assure health care that promotes wholeness in body, mind and spirit.
7. Employs caring behaviors and actions to assist individuals and groups to progress toward mutually established goals.
8. Demonstrates accountability within the ethical, legal and regulatory frameworks of health care.
9. Provides health education for individuals and/or groups to promote informed decisions, desired outcomes and self-care activities.

COURSE OUTLINE:

I. Nursing Process Applied to Women's Issues
   A. Concepts of Health and Illness Applied to Pregnancy and Childbirth
   B. Reproductive Development

II. Critical Thinking in Women's Issues

III. Teaching Learning Theory Applied to Childbearing

IV. Professional Role/Legal and Ethical Issues

V. Functional Health Patterns and Pharmokinetics in Obstetrical Nursing
   A. Antepartum
   B. Intrapartum
   C. Postpartum
   D. Newborn

VI. Functional Patterns in Women's Health Problems

REQUIRED INSTRUCTIONAL MATERIALS:
AD 232 Course Syllabus and additional course materials as available on BlackBoard from the professor
ANA Code of Ethics for Nursing
Block, J. Pushed. This is an optional choice for Baby Catcher and is required if repeating AD 232.
Vincent, P. Baby Catcher. This is a required reading for the course! (Or you may choose to read Pushed by Jennifer Block.)

Strong Recommendations for one of the following:
Unit 1: Nursing Process Applied to Women's Issues

A. Concepts of Health and Illness Applied to Pregnancy and Childbirth

B. Reproductive Development
   1. Anatomy and Physiology
   2. Menstrual Cycle
   3. Fertilization and Embryonic/Fetal Development

Objectives:
Upon completion of this unit the student will be able to:

1. Define the following terms/concepts:

<table>
<thead>
<tr>
<th>Gametogenesis</th>
<th>Menarche</th>
<th>Prostaglandins</th>
<th>Embryo</th>
<th>Corpus luteum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spermatogenesis</td>
<td>Menstruation</td>
<td>Follicular phase</td>
<td>Fetus</td>
<td>Vernix</td>
</tr>
<tr>
<td>Oogenesis</td>
<td>Menopause</td>
<td>Luteal phase</td>
<td>Chorionic villi</td>
<td>Lunago</td>
</tr>
<tr>
<td>Sperm/semen</td>
<td>Premenstrual</td>
<td>Endometrial phase</td>
<td>Yolk sac</td>
<td>Mitosis</td>
</tr>
<tr>
<td>Ovum/egg</td>
<td>Testosterone</td>
<td>Proliferative,</td>
<td>HCG</td>
<td>Meiosis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secretory,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ischemic endometrium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puberty/pubarche</td>
<td>FSH</td>
<td>Fertile mucus</td>
<td>Amnion</td>
<td>Quickening</td>
</tr>
<tr>
<td>Adolescence</td>
<td>LH</td>
<td>Zygote</td>
<td>Chorion</td>
<td>Menstrual cycle</td>
</tr>
<tr>
<td>Genetics</td>
<td>Estrogen</td>
<td>Marula</td>
<td>Amniotic fluid</td>
<td></td>
</tr>
<tr>
<td>Gene</td>
<td>Progesterone</td>
<td>Blastocyst</td>
<td>Decidua</td>
<td></td>
</tr>
<tr>
<td>Chromosome</td>
<td>Androgen</td>
<td>Trophoblast</td>
<td>Placenta</td>
<td></td>
</tr>
</tbody>
</table>

2. Identify the following female and male structures:

<table>
<thead>
<tr>
<th>Perineum</th>
<th>Vagina/intritios</th>
<th>Cervix</th>
<th>Uterus/womb</th>
<th>Fallopian tubes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fimbres</td>
<td>Ovaries</td>
<td>Penis</td>
<td>Scrotum</td>
<td>Testes</td>
</tr>
<tr>
<td>Vas deferens</td>
<td>Seminiferous tubules</td>
<td>Epididymus</td>
<td>Prostate gland</td>
<td>Urethra</td>
</tr>
</tbody>
</table>

3. Describe the significance of NANDA-I taxonomy and use of approved nursing diagnoses.
4. Selects appropriate NANDA-I nursing diagnoses for assigned childbearing clients.
5. Describe 5 components of the nursing process when providing care for the following clients: Childbearing, newborn and women's health.
6. Discuss application of Gordon's 11 Functional Health Patterns to the nursing process when providing care for the following clients: childbearing, newborn and women's health.
7. Define collaborative problems and describe examples as related to nursing care of the following clients: childbearing, newborn and women's health.
8. Identify phases of the menstrual cycle (ovarian and endometrial) and describe the changes that occur in each phase.
9. Discuss hormonal influences on the menstrual cycle.
10. Describe signs and symptoms of ovulation.
11. Discuss the process of fertilization, implantation and embryonic and fetal development.
Unit II. Critical Thinking in Women’s Issues
   A. Concepts and Principles of Critical Thinking
   B. Critical Thinking Interfaced with the Nursing Process

Objectives:
Upon completion of this unit the student will be able to:
1. Compare and contrast the nursing process and critical thinking
2. Develop a personal philosophy of critical thinking.
3. Identify your critical thinking indicators and develop a plan to increase your CTIs.
   (Go to this web site: AlfaroTeachSmart.com for this activity)
4. Demonstrate application of concepts of critical thinking when using the nursing process
   while working with childbearing, newborn and women's health clients.

Unit III: Teaching Learning Theory Applied to Childbearing
   A. Methods of teaching-learning theory for the childbearing and women’s health clients
   B. Assessment of teaching-learning needs and readiness to learn
   C. Application of teaching-learning principles when providing care for the childbearing
      and women’s health client
   D. Childbirth Education Programs
   E. Implementation of standard client education records

Objectives
 Upon completion of this unit the student will:
   1. Describe methods in which nursing applies principles of teaching-learning theory when
      providing care to childbearing families and women’s health clients.
   2. Describe factors promoting or impeding the client’s readiness to learn.
   3. Describe the purpose and function of standard client education records when
      providing care to childbearing and women’s health clients.
   4. Demonstrate application and implementation of standard client education records
      while on the clinical unit.
   5. Discuss the basic goals of childbirth education.
   6. Describe various types of childbirth education that are available.
   7. Compare and contrast methods of childbirth education.
Unit IV: Professional Role/Legal and Ethical Issues
A. The Health Care Delivery System Related to Childbirth and Women’s Health Care Practices
B. The Role of Collaborative Practice in Childbearing and Women’s Health
C. The Role of Nursing Research and Evidenced Based Practice in Childbearing and Women’s Health
D. Socio-economic and Cultural Perspectives Related to Childbirth and Women’s Health
E. Legal-ethical Issues Related to Childbirth and Women’s Health Care
F. Effective Communication and Interpersonal Relationship Skills Related to Childbearing and Women’s Health Clients
G. The ANA Code of Ethics for Nursing

Objectives:
Upon completion of this unit the student will be able to:
1. Describe various health care system practices influencing the care of childbearing and women’s health clients. (WHO, medical vs midwifery model of care, Baby Friendly Hospital Initiative, Mother Friendly Hospital Initiative, ICEA, Childbirth Connection, ACOG, AWHONN, ACNM, CDC, Healthy People 2010, Cochrane Data Base, etc)
2. Discuss the various roles of collaborative practice in caring for childbearing families and women’s health clients (APRNs, CNS, CLC, MSW, complementary therapies, doulas, etc)
3. Discuss the role of nursing research in developing and implementing evidenced based practice guidelines for the improvement of nursing care for childbearing and women’s health clients.
4. Discuss the impact of current and predicted economic trends related to the provision of care for childbearing families and women’s health clients.
5. Describe various social trends related to childbearing and women’s health (single parents, gay-lesbian health/parenting, adolescent sexuality/pregnancy/parenting, home birth, free standing childbirth centers, etc).
6. Describe the blog site: NursingBirth related to the state of maternity care and related childbearing controversies in the USA.
7. Discuss current and evolving legal-ethical dilemmas related to childbearing and women’s health (advances in reproductive technologies, pregnancy selection/termination, genetic testing, gene manipulation, embryonic stem cell research/use, cesarean on demand, elective induction of birth, etc).
8. Demonstrate the use of effective therapeutic communication and interpersonal relationship skills.
9. Recognize the impact of cultural differences/beliefs and practices when providing nursing care for childbearing and women’s health clients.
10. Demonstrate that all course (classroom and clinical) related actions and interactions are congruent with the ANA Code of Ethics for Nursing.
Unit V: Functional Health Patterns and Pharmokinetics in Obstetrical Nursing

A. Antepartum
B. Intrapartum
C. Postpartum
D. Newborn

Objectives

Upon completion of this unit the student will be able to:

1. Define the following terms/concepts:

<table>
<thead>
<tr>
<th>Antenatal Vocabulary</th>
<th>Intrapartal Vocabulary</th>
<th>Postpartal Vocabulary</th>
<th>Newborn Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMP</td>
<td>Lightening</td>
<td>Gravida/Para</td>
<td>Neonatal period</td>
</tr>
<tr>
<td>EDC/EDB/EDD</td>
<td>Engagement</td>
<td>GTPAL</td>
<td>Neonate</td>
</tr>
<tr>
<td>Gravida/Para</td>
<td>Prodomal/premonitory signs of labor</td>
<td>Nulligravida, primigravida/parous multigravida/parous</td>
<td>Thermogenesis Thermal neutral regulation</td>
</tr>
<tr>
<td>GTPAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FHTs</td>
<td>False Labor</td>
<td>SVD</td>
<td>Apgar score</td>
</tr>
<tr>
<td>FMC</td>
<td>True labor</td>
<td>VBAC</td>
<td>Meconium stool</td>
</tr>
<tr>
<td>NST/CST</td>
<td>EFM: NST, CST, FHR patterns: reassuring/non-reassuring</td>
<td>C/S</td>
<td>Transitional stools</td>
</tr>
<tr>
<td>BPP</td>
<td>FSE</td>
<td>Episiotomy</td>
<td>Caput succedum</td>
</tr>
<tr>
<td>Amniocentesis</td>
<td>IUPC</td>
<td>1,2,3,4 degree lacerations</td>
<td>Cephalohematoma</td>
</tr>
<tr>
<td>CVS</td>
<td>FHR/FHT</td>
<td>Lochia</td>
<td>Milia</td>
</tr>
<tr>
<td>FBM</td>
<td>SROM</td>
<td>Perinuem</td>
<td>Vernix caseosa</td>
</tr>
<tr>
<td>Nagele's Rule</td>
<td>AROM</td>
<td>Fundus</td>
<td>Lanugo</td>
</tr>
<tr>
<td>NTDs</td>
<td>PROM</td>
<td>Puerperium</td>
<td>Stork bites</td>
</tr>
<tr>
<td>Pica</td>
<td>PPROM</td>
<td>Puerperal infections</td>
<td>Mongolian spots</td>
</tr>
<tr>
<td>Cholasma</td>
<td>Effacement</td>
<td>Afterpains</td>
<td>Molding</td>
</tr>
<tr>
<td>Linea nigra</td>
<td>Dilatation</td>
<td>Lactation</td>
<td>Witches milk</td>
</tr>
<tr>
<td>Striae gravidarum</td>
<td>Induction</td>
<td>Colostrum</td>
<td>Pseudomenstruation</td>
</tr>
<tr>
<td>Couvade syndrome</td>
<td>Augmentation</td>
<td>Breast milk</td>
<td>Cold stress</td>
</tr>
<tr>
<td>Pseudocyesis</td>
<td>SVE</td>
<td>Engorgement</td>
<td>Circumcision</td>
</tr>
<tr>
<td>Antenatal</td>
<td>Intrapartal</td>
<td>Postpartal</td>
<td>Newborn</td>
</tr>
<tr>
<td>Hyperemesis gravidarum</td>
<td>Station</td>
<td>Let down reflex</td>
<td>Newborn screening test</td>
</tr>
<tr>
<td>AFP/triple or quad test</td>
<td>BPP, NST, CST</td>
<td>Bonding/ Attachment</td>
<td>State Newborn Screen</td>
</tr>
<tr>
<td>LS Ratio</td>
<td>Contraction: frequency, duration, intensity, acme Uterine resting tone</td>
<td>Postpartum Mood Disorders PP blues, PP depression</td>
<td>Mechanisms of heat loss Evaporation, conduction, convection, radiation</td>
</tr>
<tr>
<td>Phosphatidylglycerol (PG)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viable</td>
<td>FHR decelerations: early, late, variable</td>
<td>PP Maternal Adjustment: taking in, taking hold, letting go</td>
<td>Hyperbilirubinemia Physiological jaundice Pathological jaundice</td>
</tr>
<tr>
<td>Viability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oligohydramnios</td>
<td>FHR accelerations</td>
<td></td>
<td>Habituation/consolability</td>
</tr>
<tr>
<td>Polyhydramnios</td>
<td>FHR variability</td>
<td></td>
<td>Anticipatory guidance</td>
</tr>
<tr>
<td>DTRs</td>
<td>Caul</td>
<td></td>
<td>Cradle cap</td>
</tr>
<tr>
<td>Fetal fibronectin</td>
<td>Partograph/ Friedman Curve</td>
<td></td>
<td>Sleep-wake cycles</td>
</tr>
<tr>
<td>Nuchal cord</td>
<td>SOL, IOL, TOL, TOLAC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Discuss the following medications (including generic and trade names) commonly used in obstetrical nursing related to indication for use, route and dose, mechanism of action, side effects and nursing implications (This list is not all inclusive rather reflective of the most common medications used in the OB setting. Others not listed may be used in your respective clinical site.)

HINT: It is best to use a maternal-newborn textbook to look up the maternal-newborn specific drugs. Nursing Drug Handbooks often don't have the OB indications and nursing implications specified.

<table>
<thead>
<tr>
<th>Antenatal</th>
<th>Intrapartal</th>
<th>Postpartal</th>
<th>Newborn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magnesium sulfate</td>
<td>Pitocin</td>
<td>Pitocin</td>
<td>Vitamin K</td>
</tr>
<tr>
<td>Prenatal vitamins</td>
<td>Cervidil</td>
<td>Methergine</td>
<td>Erythromycin eye ointment</td>
</tr>
<tr>
<td>Folic acid</td>
<td>Prostaglandins</td>
<td>Hemabate</td>
<td>Hepatitis B</td>
</tr>
<tr>
<td>RhoGAM</td>
<td>Cytotec</td>
<td>Stool softeners</td>
<td>Narcan</td>
</tr>
<tr>
<td>Terbutaline</td>
<td>Hemabate</td>
<td>RhoGAM</td>
<td></td>
</tr>
<tr>
<td>Ritodrine</td>
<td>Methergine</td>
<td>Rubella, MMR</td>
<td></td>
</tr>
<tr>
<td>Ferrous sulfate</td>
<td>Stadol</td>
<td>DepoProvera</td>
<td></td>
</tr>
<tr>
<td>Procardia</td>
<td>Nubain</td>
<td>Ibuprofen</td>
<td></td>
</tr>
<tr>
<td>Morphone sulfate</td>
<td>Acetoaminophen , Tylenol # 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fentanyl</td>
<td>Toradol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lidocaine</td>
<td>PCA: morphine, demerol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phenergan</td>
<td>Phenergan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor epidural</td>
<td>Vistaril</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duramorph</td>
<td>Restoril, Ambien</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vistaril</td>
<td>Narcan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnesium Sulfate</td>
<td>Magnesium Sulfate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nubain</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Duramorph</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zofram</td>
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<td></td>
</tr>
</tbody>
</table>

3. NORMAL ANTENATAL OBJECTIVES

Upon completion of this unit the student will be able to:

a. Summarize gametogenesis, embryogenesis and fetal growth and development
b. Discuss the role of genetics in human reproduction
c. Compare and contrast the effects of a mutagen and teratogen on embryonic and fetal development
d. Discuss preconceptual care including risk assessment and diagnostic screening available to clients
e. Discuss the diagnosis of pregnancy and determination of an EDD based on LMP, Nageles Rule and the presence of HCG
f. Describe maternal physiological adaptations to pregnancy
g. Discuss maternal and paternal psychological adaptations to pregnancy including developmental tasks in each trimester of pregnancy
h. Describe the relationship of socioeconomic and demographic risk factors related to pregnancy outcome
i. Discuss the importance of nutrition in pregnancy citing optimal weight gain and essential nutrient needs including recommended daily requirements for kcal, protein, carbohydrates, fats, vitamins and minerals identifying specific food sources
j. Explain the role of nutritional supplements in pregnancy
k. Discuss the prevalence and prevention of food borne illness in pregnancy and the significance to pregnancy outcome.

l. Discuss various maternal/prenatal and fetal screening and diagnostic tests offered throughout the pregnancy cycle and their respective timing and implications.

m. Discuss the danger/warning signs in pregnancy and the related potential complications.

n. Identify appropriate nursing diagnoses for the antenatal client and her family.

o. Describe nursing assessment of Gordon's 11 Functional Health Patterns as related to the assessment of the pregnant client in each trimester of pregnancy.

p. Describe nursing interventions for the common discomforts of pregnancy.

q. Discuss common educational needs and appropriate teaching-learning for a prenatal client for each trimester of pregnancy.

r. Develop a plan of care demonstrating appropriate nursing assessments and interventions for the following pregnant clients: Primigravida, Multigravida, Advanced maternal age, Adolescent.

3A. ANTENATAL COMPLICATIONS OBJECTIVES

Upon completion of this unit the student will be able to: define the following:

<table>
<thead>
<tr>
<th>Hyperemesis gravidarum</th>
<th>Iron deficiency anemia</th>
<th>3rd trimester bleeding</th>
<th>Gestational diabetes</th>
<th>Abruptio placenta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preeclampsia</td>
<td>Eclampsia</td>
<td>HELLP syndrome</td>
<td>Oligohydramnios</td>
<td>Polyhydramnios</td>
</tr>
<tr>
<td>IUGR</td>
<td>PROM/PPROM</td>
<td>PTL</td>
<td>Placental previa</td>
<td>Postdates</td>
</tr>
<tr>
<td>Sickle cell anemia</td>
<td>TORCH</td>
<td>HIV-AIDS</td>
<td>GBS carrier</td>
<td></td>
</tr>
<tr>
<td>Rh sensitization</td>
<td>IUFD</td>
<td>SAB</td>
<td>Fetal demise</td>
<td>Intrauterine fetal death (IUFD)</td>
</tr>
</tbody>
</table>

a. Explain what is meant by the term high risk pregnancy.

b. Identify the role of risk assessment in pregnancy, as well as areas of focus in performing the evaluation.

c. Discuss the significance of iron deficiency and sickle cell anemia in pregnancy.

d. Discuss hyperemesis gravidarum and its effects in pregnancy.

e. Describe the collaborative management of gestational diabetes.

f. Describe the following hemorrhagic conditions occurring during pregnancy and the respective collaborative management for each: placental previa, abruptio placenta, spontaneous abortion.

g. Discuss the pathological effects of preeclampsia in pregnancy and its related collaborative management including explicit nursing interventions.

h. Describe HELLP syndrome.

i. Discuss potential maternal-fetal effects/outcomes in a pregnancy complicated by preeclampsia/eclampsia/HELLP Syndrome.

j. Compare and contrast preterm and postdates labor and the respective collaborative management for each including explicit nursing implications.

k. Discuss the effects of the following on pregnancy outcome: TORCH, HIV-AIDS, GBS status including the required collaborative management and nursing interventions for each.

l. Explain the role, responsibility and accountability of nursing when caring for childbearing families experiencing antenatal complications.

m. Identify appropriate nursing diagnoses for clients experiencing antenatal complications.

n. Describe nursing assessment of Gordon's 11 Functional Health Patterns for clients experiencing antenatal complications.

o. Develop a plan of care with appropriate nursing interventions for clients experiencing the following antenatal complications: PTL, PROM/PPROM, GDM, anemia, preeclampsia/eclampsia, placental disorders.
4. NORMAL INTRAPARTAL OBJECTIVES

Upon completion of this section the student will be able to:

a. Differentiate between prodromal/false/true labor
b. Explain the nurse's role/responsibility and accountability during the intrapartal period
c. Identify appropriate nursing diagnoses for each stage of labor
d. Develop a plan of care describing appropriate nursing interventions for a client in each stage of labor
e. Explain the importance and relationship of the following laboratory tests when assessing an intrapartal client: Blood type/Rh, CBC/Hgb/Hct, RPR/VDRL, GC, Chlamydia, Rubella titer, Hep B status, GBS status
f. Describe nursing assessment and determination of labor progress related to uterine activity and fetal response to labor
g. Describe assessment of amniotic membranes/fluid and appropriate nursing interventions related to assessment findings
h. Describe methods used to assess maternal-fetal status throughout labor
i. Describe maternal psycho-physiological responses to each of the 4 stages of labor and associated nursing implications
j. Describe supportive care for the childbearing family during each stage of labor
k. Describe the systematic evaluation of an EFM strip including FHR and UA
l. Discuss the assessment of FHR accelerations vs. the 3 types of FHR decelerations and appropriate nursing interventions for each
m. Differentiate between the assessment of a NST and CST/OCT and describe appropriate interpretation and nursing interventions for each
n. Describe non-pharmacological and pharmacological methods of pain relief used during labor and their associated nursing interventions and/or implications

5A. INTRAPARTAL COMPLICATIONS OBJECTIVES

Upon completion of this section the student will be able to:

a. Discuss factors placing a woman at risk for intrapartal complications and the related collaborative management and assessment data.
b. Describe the criteria for evaluating the nursing care a client experiencing a complication with labor or birth
c. Identify appropriate nursing diagnoses and related nursing interventions for clients experiencing intrapartal complications
d. Discuss the role, responsibility and accountability of nursing when a client experiences intrapartal complications
e. Discuss the role of the nurse in caring for a client/family who experiences an intraterine fetal death including appropriate nursing interventions
f. Describe risks associated with preterm labor, contributing factors and associated management parameters.
g. Differentiate PROM and PPROM and describe the collaborative management including nursing interventions
h. Describe the collaborative management of a client experiencing premature labor and birth
i. Describe the following obstetric emergencies and their appropriate management: prolapsed umbilical cord, precipitous birth, shoulder dystocia, non-reassuring FHTs, 3rd stage hemorrhage
j. Describe nursing management of a client who experiences a trial of labor, induction/augmentation of labor, VBAC and cesarean section birth
k. Differentiate between 2 labor dystocia patterns: Hypertonic vs. hypotonic and discuss the related collaborative management and associated nursing assessments and interventions
l. Discuss general reasons for increasing cesarean section births
m. Outline the process of cesarean section birth and appropriate nursing interventions during the perioperative stages
n. Compare methods for inducing or augmenting labor, explaining their advantages, disadvantages and related nursing assessments and interventions.
5. POSTPARTAL OBJECTIVES

Upon completion of this section the student will be able to:

a. Explain the nurse's role, responsibility and accountability during the postpartal period
b. Identify relevant nursing diagnoses for the postpartal client
c. Describe nursing assessment of the postpartal client using Gordon's 11 Functional health patterns
d. Describe maternal physiological and psychological responses to the childbirth experience related to nursing assessment and implementation of care
e. Identify teaching-learning needs for postpartum clients based on assessed learning needs and determination of readiness to learn for both in-patient and discharged clients
f. Discuss teaching strategies to enhance the health, comfort and psychological well-being of the postpartum client
g. Compare and contrast the teaching-learning needs for the primiparous vs. multiparous client
h. Develop a plan of care describing appropriate nursing interventions for the postpartal client
i. List expected values for vital signs including deviations from normal findings and discuss probable causes and appropriate nursing interventions
j. Describe the 12 Point Postpartum Assessment
k. Describe characteristics and assessment of normal uterine involution and lochia
l. Describe the progression of puerperal changes beginning in the immediate post birth period through 6 weeks postpartum
m. Describe prescribed treatments and appropriate nursing interventions to relieve common postpartal discomforts
n. Discuss parental attachment and role changes experienced by childbearing families

5A. POSTPARTAL COMPLICATIONS OBJECTIVES

Upon completion of this section the student will be able to:

a. Discuss the role, responsibility and accountability of nursing when a client experiences postpartal complications.
b. Discuss factors placing a woman at risk for the following postpartal complications and the related collaborative management and nursing care: postpartum hemorrhage, postpartum infection, thromboembolic disease, mastitis, postpartum depression/mood disorders
c. Identify appropriate nursing diagnoses and related nursing interventions for clients experiencing the following postpartal complications: postpartum hemorrhage, postpartum infection, thromboembolic disease, mastitis, postpartum depression/mood disorders
d. Develop a plan of care for clients experiencing the following postpartal complications: postpartum hemorrhage, postpartum infection, thromboembolic disease, mastitis and postpartum depression/disorders
e. Describe the criteria for evaluating the nursing care a client experiencing a complication during the postpartal period.
6. NORMAL NEWBORN OBJECTIVES

Upon completion of this section the student will be able to:

a. Describe the expected physiological characteristics of the neonate and those deviating from the normal findings for each of the body systems within Gordon's 11 Functional Health Patterns
b. Distinguish between normal physical assessment findings in each of the 11 Functional Health Patterns and those for which nursing intervention is required
c. Demonstrate a head to toe assessment on a well newborn including the appropriate documentation
d. Identify appropriate nursing diagnoses for the neonate
e. Describe appropriate nursing interventions when assessment findings deviate from the expected findings
f. Describe appropriate calculation and use of Apgar Scores
g. Identify signs of abnormal newborn transition
h. Describe collaborative strategies to promote normal newborn transition
i. List expected values for vital signs and common laboratory tests including deviations from normal values discussing probable causes and appropriate nursing interventions
j. Describe neonate behavioral states and cues
k. Discuss the 4 methods of heat loss in the neonate and appropriate nursing interventions to prevent heat loss
l. Discuss pertinent information needed to make informed decisions about infant feeding
m. Compare and contrast infant nutrition related to formula vs breastfeeding
n. Discuss the benefits and contraindications for breastfeeding newborns
o. Develop and implement a plan of care for the breastfeeding neonate
p. Discuss the benefits and contraindications for using formula as a primary source of newborn nutrition
q. Identify newborn care topics and develop an education plan for parent education both while in the acute care facility and in preparation for discharge to the home environment
r. Discuss the role, responsibility and accountability of nursing when working with the neonatal client

5A. NEWBORN COMPlications OBJECTIVES

Upon completion of this section the student will be able to:

a. Identify appropriate nursing diagnoses for newborns experiencing complications during the neonatal period
b. Develop a plan of care for a neonate for newborns experiencing complications during the neonatal period determining appropriate nursing interventions relative to the complication
c. Discuss nursing's role, responsibility and accountability when a newborn experiences a complication during the neonatal period
d. Describe factors predisposing neonates to cold stress and discuss nursing interventions to prevent hypothermia
e. Describe the process of Rh isoimmunization and its effects on the neonate along with the required nursing interventions
f. Describe factors predisposing neonates to hypoglycemia citing appropriate nursing interventions for managing hypoglycemia in the newborn
g. Compare and contrast the following neonates: SGA/IUGR/LGA
h. Compare and contrast neonates who are preterm and postdates discussing explicit nursing assessment and interventions for each
i. Describe unique concerns related to the late preterm infant discussing explicit nursing assessment and interventions including parent education
j. Recognize signs of respiratory distress in the newborn and discuss which immediate nursing interventions are required
k. Differentiate between physiological and pathological jaundice describing nursing assessment and appropriate interventions
l. Discuss the late preterm infant risk factors and related nursing care
Unit VI: Functional Health Patterns in Women's Health Problems

Objectives
Upon completion of this unit the student will:
1. Define the following terms/concepts:

<table>
<thead>
<tr>
<th>Amenorrhea</th>
<th>Dysmenorrhea</th>
<th>Endometriosis</th>
<th>PMS</th>
<th>TSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBE</td>
<td>Pap Smear</td>
<td>Mammogram</td>
<td>Perimenopause</td>
<td>Menopause</td>
</tr>
<tr>
<td>VDRL</td>
<td>RPR</td>
<td>Serology</td>
<td>STDs/STIs</td>
<td>Chlamydia</td>
</tr>
<tr>
<td>Syphilis</td>
<td>HIV/AIDS</td>
<td>Trichomoniasis</td>
<td>Candida albicans</td>
<td>Moniliasis</td>
</tr>
<tr>
<td>Herpes</td>
<td>HPV</td>
<td>Condylomata</td>
<td>Bacterial vaginosis</td>
<td>GC</td>
</tr>
<tr>
<td>Tubal ligation</td>
<td>Vasectomy</td>
<td>Abortion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Discuss each of the following common menstrual disorders and their appropriate therapeutic and educative interventions: amenorrhea, dysmenorrhea, endometriosis, premenstrual syndrome, toxic shock
3. Describe recommended health screenings throughout a women's lifespan
4. Describe and demonstrate self breast exam.
5. Differentiate between benign and malignant breast disorders.
6. Differentiate between ovarian and endometrial cancer.
7. List the causative organism and discuss the diagnostic, therapeutic and supportive educative interventions for a client with the following sexually and non-sexually transmitted infections:
   Candida/monilial, BV, GC, herpes, trich, chlamydia, GC
8. Discuss each of the following contraceptive methods related to the mode of action, effectiveness, harmful side effects and nursing implications:
   Non-hormonal (condoms, spermicidals, diaphragm/cervical cap, tubal ligation, vasectomy)
   Hormonal (OCPs, patch, IUDs, injectables)
   Surgical (tubal implants, tubal ligation, vasectomy)
9. Discuss perimenopause and menopause in terms of: physiology/pathophysiology, onset, signs/symptoms, wellness screenings, and teaching-learning needs.