



NURS-507: NURSING CARE OF THE CHILDBEARING FAMILY

Effective Term

Fall 2024

BOT Approval Date

01/11/2024

Discipline

NURS - Nursing

Course Number

507

Course Title

Nursing Care of the Childbearing Family

Short Title

Nursing of Childbearing Fam

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

2.00

Lab Units

1.50

Total Units

3.50

Hours**Lecture Contact Hours**

32-36

Out of Class Hours Lecture

64-72

Lab Contact Hours

72-81

Out of Class Hours Lab

0.00

Total Contact Hours

104 - 117

Total Out of Class Hours

64 - 72

Total Student Learning Hours

168 - 189

Is this an existing Extensive Lab?

Yes

**Distance Education**

No

Catalog Description

This course will enable the student to obtain knowledge and skills necessary to provide safe, effective, culturally sensitive, physiological and psychosocial care using the nursing process and family centered approach for childbearing clients and their families. Clinical experiences emphasizes refinement of critical thinking, decision making, psychomotor skills and management of care for evidence based practice in the roles of professional nursing.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

Admission to the Associate Degree Nursing Program.

NURS-504 (with a grade of C or better)

and NURS-505 (with a grade of C or better).

Corequisite(s)**Corequisite(s) (must be taken simultaneously)**

NURS-506.

Codes**TOP Code (CB 03)**

1230.10* - *Registered Nursing

CIP Code

51.3801 - Registered Nursing/Registered Nurse.

Student Accountability Model (SAM) Priority Code (CB 09)

C - Clearly Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Nursing Science/	Or
Nursing (Masters Required)	End

CSU Area(s)**IGETC Area(s)****Learning Objectives****Learning Objectives****Learning Objective**

1. Formulate comprehensive care plans for patients and their families during the childbearing period, integrating knowledge from anatomy, physiology, nursing theory, current research, and critical thinking.

2. Apply nursing and research processes while planning and implementing culturally sensitive care for diverse groups of women, infants, and families during the childbearing period.
3. Incorporate current research findings and engage in ongoing education within the specialty of Obstetrical nursing to adapt to the role of a lifelong learner in nursing practice.
4. Demonstrate therapeutic, professional communication skills to collaborate effectively with healthcare team members, fostering an interdisciplinary approach in caring for patients and families.
5. Utilize the nursing process and evidence-based practice to develop and implement culturally competent care plans for diverse groups of women, infants, and families during the childbearing period.
6. Use evidence to assess patient care outcomes and employ process improvement methods consistently to enhance the quality and safety of healthcare experiences for the childbearing family.
7. Demonstrate clinical judgment, prioritization skills, and safe nursing interventions tailored to provide optimal care for obstetric clients and their newborns.
8. Exhibit accurate use of information technology and employ SBAR reporting methods compliant with HIPAA regulations while documenting assessments and care plans for parents, families, and newborns.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will utilize the nursing process in developing a plan of care related to the care of the childbearing client and family.
2. Students will develop a comprehensive understanding of psychological and physiological processes before, during, and after the childbearing period.
3. Students will practice and implement therapeutic communication in the clinical setting with pediatric patients and their families.
4. Students will demonstrate culturally competent care regarding the childbearing client and family.

Program Learning Outcomes

Learning Outcome

1. Provide patient-centered care to diverse populations with various health-related conditions using the nursing process, cultural competence, and compassion based on respect for individual preferences at the entry level registered nurse generalist.
2. Effectively facilitate inter-professional relationships by promoting open communication, advocacy, and shared decision-making to enhance knowledge, experience, and health outcomes at the entry level registered nurse generalist.
3. Demonstrate accountability as a lifelong learner for the delivery of evidence-based practice when planning holistic care to achieve optimal outcomes for the patient, family, and community.
4. Apply legal, ethical, and regulatory principles to participate in improvement processes including the use of data to design, implement and evaluate outcomes to improve the quality and safety of healthcare systems
5. Demonstrate commitment, accountability, integrity, critical thinking and discretionary judgment in nursing practice to minimize risk of harm to patients, the healthcare team, and the community.
6. Utilize nursing science, information management, and technology to communicate, organize data, mitigate error, and institute change while protecting patient health information.
7. Function as a member of the inter-professional team and demonstrate leadership qualities such as effective communication, collaboration, delegation and constructive feedback to manage and coordinate care at the entry level registered nurse generalist
8. Address implicit biases and equity gaps that exist in the healthcare environment considering global, national, and local concerns to improve outcomes.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Nursing during the childbearing cycle
2. **Current status of women's/maternal health care in the United States**
 - a. Historical perspectives related to maternal newborn nursing
 - b. Demographic issues (cultural diversity and societal trends)
3. The scope and roles of nursing in maternal and women's health care
4. **Current trends in maternal/women's health nursing practice**
 - a. Evidence based practice (nursing intervention classification)
5. Outcome oriented practice
6. The anatomical and physiological changes that occur in the female organs of reproduction across the life span
7. Organs (ovaries, fallopian tubes, uterus, vulva, breasts)
8. Hormonal effect on menarche, menstruation, menopause Nutritional requirements of women across the life span
9. Psycho-social factors that influence women's health across the life span
10. Diagnostic tests for women throughout the life cycle
11. Contraceptive Methods and Sexually Transmitted Diseases
12. Permanent and nonpermanent methods of contraception
13. The nursing care related to the use of permanent and non permanent methods of contraceptionPermanent methods of sterilization
14. Contraception: Barrier methods, chemical/hormonal methods, IUD's, natural family planing
15. The pathophysiology, clinical manifestations, treatment and nursing management of selected sexually transmitted diseases
16. The epidemiology and causative factors for selected sexually transmitted diseases
- 17 How sexually transmitted diseases are spread/transmitted and diagnostic tests
18. Treatment and nursing intervention for sexually transmitted diseases
19. The implications of Group B streptococcus and TORCH infections on the pregnant and non-pregnant woman
20. AntepartumPhysiological changes of the normal antepartum process using a systems needs approach/framework
- 21, Neurosensory, respiratory, cardiovascular nutrition, renal, gastrointestinal, and reproductive Immune, endocrine, integumentary, and musculoskeletal The progression of maternal behaviors through the gestational period
22. Psychological changes of pregnancy Psychological tasks of pregnancy
23. Cultural beliefs and practices
24. Physical assessment of the antepartum patient
25. Process of fertilization and implantation
26. Fetal growth and development
27. Determination of the estimated date of delivery
28. Common discomforts of pregnancy
29. Common diagnostic antepartum procedures
30. Ultrasound, amniocentesis, fetal acoustic stimulation
31. Non-stress test, contraction stress test, biophysical profile, urine testing
32. Nutritional needs of the antepartum patient
33. Commonly used antepartum pharmacological agents and their nursing implications
34. Potential complications of the antepartum period

35. Spontaneous abortion, ectopic pregnancy, gestational trophoblastic disease Incompetent cervix, hyperemesis gravidarum, preterm labor, diabetes
36. Heart disease, ABO incompatibility, RH sensitization, substance abuse, HIV Intrapartum
37. Psychological changes during the normal intrapartum period using a system needs approach framework
38. Neurosensory, respiratory, and cardiovascular changes
39. Nutrition and gastrointestinal changes
40. Renal, reproductive (uterine contractions and cervical changes)
41. Progression of the stages of labor Probable causes of labor
42. Myometrial activity
43. Premonitory signs of labor
44. Critical factors (passageway, passenger, powers)
45. First, second, third, and fourth stages of labor Instrumental and cesarean deliveries
46. Common diagnostic procedures used for the intrapartum client Fetal monitoring and Leopold's maneuvers
47. Nurse's role in providing comfort and identification of commonly used pharmacological agents during the intrapartum period
48. Commonly used non-pharmacological methods
49. Narcotic analgesics Local anesthetics
50. Regional anesthetics
- 51.. Potential complications of labor and delivery and appropriate nursing interventions
 - a. Dystocia—difficult labor
 - b. prolapsed cord Ruptured uterus
 - c. Amniotic fluid embolism
52. Nursing during the childbearing cycle
53. Physiological changes that occur in the postpartum period
54. Neurosensory, respiratory, cardiovascular, and renal
55. Gastrointestinal, reproductive, immune, endocrine, integumentary
56. Musculoskeletal, uterine involution, cervical, vaginal, and perineal
57. Maternal behaviors through the postpartum period Maternal role and postpartum blues
58. Parent-infant attachment and cultural influences
59. Physical care for the postpartum client and the nurse's role in providing for the needs of the postpartum client and family Postpartum complications
60. Mastitis, thromboembolic disorders
61. Postpartum depression, psychosis, hemorrhage and infection
62. Nurse's role in providing comfort and identification of commonly used pharmacological agents during the postpartum period
63. Pain medications, rubella vaccine, Rh immune globulin Anti infectives/antibiotics used for postpartum infections
64. Medications and agents to control hemorrhage
65. Newborn Physiological changes occurring in the normal newborn and using the systems needs approach/framework
66. Normal vs. abnormal changes in the newborn.
67. Neurosensory, respiratory, cardiovascular, or renal changes in the newborn
68. Common diagnostic measures/tests used for the newborn, their nursing implications and parental involvement
69. Nutritional needs of the newborn in the immediate post birth period and during the first few months of life
70. Assessment of nutrition and nutritional allowances regarding the newborn infant
71. Advantages of breastfeeding for the newborn and preparing for formula feeding
72. Commonly used pharmacological agents specific to the newborn
73. Potential complications that occur in the newborn during the hospital stay immediately after birth

Course Lab Content

1. Nursing care of the childbearing mother and newborn infant
2. Demographic issues (cultural diversity and societal trends)
3. The scope and roles of nursing in maternal and women's health care
4. ***Current trends in maternal/women's health nursing practice***

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- a. Evidence based practice (nursing intervention classification)
 5. Outcome oriented practice
 6. The anatomical and physiological changes that occur in the female organs of reproduction across the life span
 7. Diagnostic tests for women throughout the life cycle
 8. Contraceptive Methods and Sexually Transmitted Diseases
 9. . Permanent and nonpermanent methods of contraception
 10. Psychological changes of pregnancy
 11. Psychological tasks of pregnancy
 12. Cultural beliefs and practices
 13. Physical assessment of the antepartum patient
 14. . Determination of the estimated date of delivery
 15. Non-stress test, contraction stress test, biophysical profile, urine dipstick testing
 16. Psychological changes during the normal intrapartum period using a system needs approach framework
 17. Progression of the stages of labor
 18. **Probable causes of labor**
 - a. Fetal contributions
 - b. Theoretical frameworks
 - c. Maternal involuntary and voluntary contributions
 19. Premonitory signs of labor
 20. Critical factors (passageway, passenger, powers)
 21. **Stage of labor and delivery methods**
 - a. First, second, third, and fourth stages of labor
 - b. Instrumental and cesarean deliveries
 22. Common diagnostic procedures used for the intrapartum clientFetal monitoring and Leopold's maneuvers
 23. Nurse's role in providing comfort during the intrapartum period
 24. Commonly used pharmacological agents and methods in labor and delivery
 - a. Narcotic analgesics
 - b. Local anesthetics
 - c. Regional anesthetics
 25. **Potential complications of labor and delivery and appropriate nursing interventions**
 - a. Dystocia—difficult labor
 - b. Prolapsed cord Ruptured uterus
 - c. Amniotic fluid embolism
 26. Physiological changes that occur in the postpartum period
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42. Commonly used pharmacological agents specific to the newborn
43. Potential complications that occur in the newborn during the hospital stay immediately after birth

Methods of Instruction

Method

Activity

Integration

Group activities will be employed to understand and evaluate the nursing process of the patient in the antepartum, intrapartum and postpartum in the childbearing cycle.

Method

Discussion

Integration

Class discussion will be used to analyze prioritizing of nursing interventions in the childbearing patient and their families.

Method

Lecture

Integration

Lecture will be employed to describe and evaluate the concepts and psychosocial issues of maternity nursing.

Method

Role Playing/Simulation

Integration

Simulation will be employed to enhance the student understanding of the patient in the antepartum, intrapartum and postpartum stages of the childbearing cycle.

Method

Visiting Lecturers

Integration

Guest speakers will be utilized to enhance student understanding of their role as a patient advocate in ethical/legal dilemmas.

Methods of Evaluation

Method

Care plans or concept maps.

Integration

Care plans or concepts maps will be used to evaluate the students' ability to correlate the basic concepts and nursing process as it relates to the nursing care during the childbearing cycle.

Method

Class and Lab Participation



Integration

Participation in class and lab discussion which demonstrates knowledge of the nursing process and plan of care for childbearing families.

Method

Class and Lab Performance

Integration

Class and lab performance will evaluate clinical behaviors and skill performance in communication, professionalism, advocacy, and caring. Satisfactory competency in clinical performance will be evaluated based on the "Clinical Evaluation Tool" for childbearing families.

Method

Final Performance

Integration

Modular unit and final examination will be used to demonstrate the students' synthesis of theoretical concepts and the application to nursing practice.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Nursing care plan: Students will complete two care plans throughout this clinical course rotation to facilitate making connections between patients' medical issues, admission diagnoses, assessment findings, and treatment provided. The care plan is a formatted tool using the SBAR format to complete it. Explanation is provided as to why the patient is in the hospital (situation), background information is researched and provided, assessment (physical, emotional, and diagnostic) is gathered and performed, followed by the last component of the SBAR (recommendation) as to a plan of care for the patient. This is the care plan writing assignment for NURS507.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

DEI and Implicit bias writing and discussion assignment is done via Discussion Board via CANVAS. This discussion explores how a nurse can be cognizant and mindful of their own personal implicit biases when providing care to diverse patient populations while promoting and providing equity and including.



Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Clinical reflections and report of those findings. The student reflects and reviews each clinical day providing a clinical self reflection based on their activities throughout the clinical day. This allows the student to be self-reflective and utilize their own learned assessment skills when reviewing their own experiences on the clinical units. A report of these findings are given in a post-conference setting at the end of the clinical experience.

Course Materials**Textbooks**

Lowdermilk, D., Perry, S., Cashion, K., Alden, K., and Olshansky, E. (2023). Maternity and Women's Health Care. (12th ed.). St Louis, Missouri: Elsevier.

Lowdermilk, D., Perry, S., Cashion, K., Alden, K., and Olshansky, E. (2019). Maternity and Women's Health Care Study Guide. (12th ed.). St Louis, Missouri: Elsevier.

Other Resources

American Psychological Association. Publication Manual of the American Psychological Association, 7th edition. (2020) ISBN-13: 978-1433832178

Class Size Information**Class Size**

12

Class Size Category

O - Other

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

Each student will conduct research on DEI as it relates to the maternity patient and submit a review of literature on CANVAS Discussion board for other students to comment on.

Team Culture Assignment: Each student will participate in a group project conducting research on a chosen culture residing in the county of Riverside, State of California, or in the United States. The goal of this assignment is to promote cultural competency and awareness into the care of the maternity and newborn patient.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course grade consists of a variety of assessment methods- exams, quizzes, a teaching project (presentation + paper), journal reflections, case studies, discussion board, and simulation. Students learn the course content through lecture and clinical, which helps account for diverse learning styles since this allows for application of theoretical concepts on actual patients.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Students work together on a group teaching project, engage with peers on the DEI discussion board, and receive nursing reports from each other during clinical days.

Explain how the course will incorporate instructor-to-student interaction.

Instructor provides regular feedback in the clinical setting and on simulation days to help guide learning. Lecture involves class discussion to solicit student thoughts and feedback.

Explain how the course will incorporate student-to-content interaction.

Lecture is conducted using student-centered learning methods (i.e. "flipped classroom") that allow the student's learning to be the focus of the course.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student's complete daily clinical reflections to reflect on their own learning and experiences and set goals for themselves.

Key: 2378