



Kingsborough Community College
The City University of New York
Department of Nursing

Nursing 1900 – Family-Centered Maternity Nursing
Course Syllabus: Fall 2019– Spring 2020

Professor Catherine Olubummo, DNP, RN, FNP Professor Professor Loni J. Scott, MS, RN, CNS Assistant Professor	Professor Janette O'Sullivan, CNM, LM, RN, MS Assistant Professor Course Coordinator
Credit – Hours: 4 credits, 14 hours (one-half semester)	
Pre-requisites	NUR 2000, NUR 2200
Pre or Co-requisite	SOC 3100, ENG 2400

COURSE DESCRIPTION

This course present facts, principles and concepts relevant to the care of individuals and families during the reproductive years of the life cycle and introduces the student to family centered maternity nursing. Recognizing the impact of pregnancy on the individual and family, the student develops an awareness of the physiological and psychosocial needs of the patient that may occur during the childbearing years. This is addressed through Quality and Safety for Nurses (QSEN) Initiative incorporating the concepts of patient centered care, teamwork and collaboration, evidence based practice, safety, quality improvement and informatics; the nursing process; and the Categories of Client Needs.

Classroom instruction and laboratory sessions, at the college and in selected health agencies are held weekly throughout the semester. Classwork for the typical week will consist of: five (5) hours of classroom instruction, one (1) hour college laboratory/simulation and eight (8) hours health agency experience. It is essential for students to engage in additional practice for the maintenance of skills. Provisions are available for additional time in the college laboratory for practice.

STUDENT LEARNING OUTCOMES (SLOs)

The following course SLOs apply when caring for individuals and families during the reproductive years of the life cycle. The course SLOs will be achieved by the end of the semester.

Upon completion of the Kingsborough Community College Nursing Program, utilizing the Nursing Process in a variety of health care settings to a diverse population of patients, the student:

Course SLOs:
1. Organizes Nursing care to provide a safe patient environment.
2. Incorporates the utilization of informatics principles and technology systems while providing Nursing care
3. Prioritizes nursing interventions to provide caring, patient-centered Nursing care.
4. Integrates evidence based Nursing practice into nursing care.
5. Integrates critical thinking/clinical reasoning strategies when providing nursing care

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| 6. Assimilates the use of effective communication techniques while engaging in teamwork and collaboration with members of the interprofessional team. |
| 7. Develops appropriate leadership/ management strategies to provide patient care in an effort to attain improved patient outcomes. |
| 8. Supports ethical and legal principles relevant to the practice of a registered nurse |

ASSESSMENT MEASURES for COURSE SLOs

Students will perform satisfactorily in the classroom, laboratory/simulation and clinical setting as evidenced by achieving 75% or greater on written exams and, completion/submission of various course specific written assignments, and demonstration of satisfactory performance on course specific clinical competency and evaluation tools.

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) TESTING

Active participation in ATI assignments and testing is a requirement of this course and will account for 5% of the course grade. Failure to take the proctored exam as scheduled will result in a grade of incomplete and will prevent progression in the program. **Attendance at the ATI NCLEX Live Review at the end of the semester is mandatory. Failure to attend the ATI Live Review may delay the submission of your paperwork to Albany qualifying you for the NCLEX RN Licensing Exam.**

ATTENDANCE

Complete participation in class is possible only when students are able to focus attention on the class, therefore entering class after it has begun is disrespectful to faculty and classmates. Talking out of turn or exhibiting other disruptive behaviors is not tolerated and students will be asked to leave the classroom or lab.

All electronic devices that generate sound must be turned off when any member of the academic community enters a classroom. Cellular devices are allowed to be on in the classroom only if the owner is using the caller ID, voice messages or a vibrating battery. **NO TEXTING IS ALLOWED AT ANY TIME DURING CLASS AND/OR LABS.** Members of the academic community must exit the classroom to make or receive calls.

A student is deemed excessively absent in any course when he or she has been absent 15% of the number of contact hours a class meets during a semester. When a student is excessively absent, a grade of "W" or "WU" will be assigned as described in the college catalogue. Attendance at pre and post conference for laboratory experience is required. Absence from either pre or post conference constitutes an absence for the day's experience.

STUDENTS WITH DISABILITIES

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance.

EVALUATION

Final letter grades will be calculated according to college and departmental policy as follows:

A+	97 – 100	B+	87 – 89	C+	78 – 79	D+	66 – 69
A	93 – 96	B	83 – 86	C	75 – 77	D	60 – 65
A-	90 – 92	B-	80 – 82	C-	70 – 74	F	< 60

W	Withdrew without penalty
WU	Unofficial withdrawal (counts as failure)
INC	Doing passing work, but missing an assignment or an examination; changes to a "FIN" if work is not made up by the 10th week of the next 12-week session
FIN	Failure as a result of an Incomplete

Nursing 1900– Final grades will be calculated as follows:

Lecture examinations average (2 exams)	60%
Final examination	35%
ATI assignments and testing	5%
Clinical competency	Satisfactory or Unsatisfactory
• Unfolding Nursing Care Plans	Satisfactory or Unsatisfactory
• Prenatal Clinic Writing Assignment	Satisfactory or Unsatisfactory
• Case Study	Satisfactory or Unsatisfactory

Students are expected to take all tests when scheduled. Exceptions to this rule will be for emergency situations and the faculty must know in advance. Students who do not take a test on the scheduled date are required to take a makeup test. All makeup tests may be given at the end of the semester. Students who fail to take the scheduled exams or makeup exams will receive a grade of zero for that test.

All written assignments must comply with college standards for written work. Written assignments are to be turned in during the class period on the date that they are due. All assignments must be handed in by the end of the course to complete the requirements of the course. A late assignment will meet the requirements of the course but will not receive full credit. If written assignments are not submitted by the end of the course, the student will receive a grade of "INC" for the course. Students must submit all assignments prior to the beginning of the next semester in order to progress in the program.

Clinical agency performance will be evaluated as Satisfactory (S) or Unsatisfactory (U). Performance that has been designated as "U" at the end of the course will result in failure of the course. A minimum average grade of "75%" is required on all clinical assignments to achieve a satisfactory clinical grade.

A conference with the instructor is required at mid-semester, and at the end of the course, at which time the student's progress in the course will be discussed. In addition, students may initiate conferences with the instructor at other times.

RETENTION CRITERIA

Criteria for retention in the Nursing Program mandates that students;

1. Earn a minimum of a "C" grade in every required Nursing and co-requisite course inclusive of BIO 1200, BIO 5100, ENG 2400, and PSY 3200.
2. **Students who achieve a "C-" grade in required clinical nursing course may apply to repeat the course one time only in the semester immediately following, subject to space availability. The minimum grade for clinical courses that are repeated is a "B."** The "Intent to Return to Nursing Course" form can be found on the KCC Website Nursing Department page under "Forms". This must be completed and include a plan of success that demonstrates significant changes in how they will approach the course when repeated. Only one required nursing course may be repeated. A grade of less than a "C" in a second nursing course will cause the student to be dismissed from the program.
3. Students must achieve a grade of "B" in order to pass NUR 1700. Students in NUR 1700 who achieve a failing grade of no less than "C-" may repeat the course one time only after submitting an "Intent to Return Form."
4. Students who enter Nursing 1700 and Nursing 1800 **MUST** complete the Nursing Program within four years from the date of entry into this course. Any student who has not attended nursing courses for two or more consecutive semesters cannot be readmitted into the Nursing Program unless qualifying examinations have been passed in the required nursing courses previously successfully completed. Qualifying examinations may be repeated only once.
5. Students in the clinical component can only appeal the retention criteria one time.
6. Students in the clinical component can only withdraw once and must be passing to do so.

Teaching Strategies	
<ul style="list-style-type: none"> • Lecture/Discussion • Simulated Laboratory Experiences • Demonstration/Return Demonstration • Case Studies • Multimedia 	<ul style="list-style-type: none"> • Computer Assisted Instruction / ATI • Pre and Post Conferences • Health Agency Experiences • Community Experiences • Group Work; Role Play • Course Point /Prep

REQUIRED RESOURCES

- **Assessment Technology Institute (ATI)**
- **Attendance at the ATI NCLEX Live Review at the end of the semester is mandatory**

PROVIDED RESOURCES

Nursing Central by Unbound Medicine

- Davis Drug Guide
- Diseases and Disorders
- Taber’s Medical Dictionary
- Davis Lab and Diagnostics Guide

REQUIRED TEXTBOOKS FOR NURSING 1900

Murray, McKinney, Holub, & Jones. (2019) Foundations of Maternal – Newborn and Women’s Health Nursing. Seventh Edition, Maryland Heights, MO: Saunders, Elsevier.

RECOMMENDED TEXTBOOKS

- Dudek, Susan G. (2014). Nutrition Handbook for Nursing Practice, 7th Edition, Philadelphia, PA.: J.B. Lippincott.
- Frandsen G., Pennington S., (2014). Abrams Clinical Drug Therapy, 11th Edition. Philadelphia, PA: Lippincott, Williams & Wilkins.
- Hopkins, Tracy (2011). Med Surg Notes Nurse’s Clinical Pocket Guide, 4th Edition, Philadelphia, PA: F.A. Davis Company.
- LeFever-Kee, Joyce (2014). Laboratory and Diagnostic Tests with Nursing Implications, 9th Edition, Upper Saddle River, NJ: Pearson/Prentice Hall.
- Thomas, Clayton L., Editor. (2013). Taber’s Cyclopedic Medical Directory, 22nd Edition. Philadelphia, PA. F.A. Davis Company.

OPTIONAL REFERENCES

- AJN: American Journal of Nursing
- JOGNN: Journal of Obstetric, Gynecologic and Neonatal Nursing
- MCN: The American Journal of Maternal/Child Nursing
- JMW: The Journal of Midwifery and Women’s Health

All students are expected to have read and to adhere to the policies pertaining to the following, as outlined in the department’s Nursing Student Handbook:

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| <ul style="list-style-type: none"> • Attendance (detailed above) • Malpractice insurance, health clearance, and CPR training • Evaluation and grading (detailed above) • Clinical competencies • College laboratory practice requirements • Clinical Agency experience requirements | <ul style="list-style-type: none"> • Netiquette • Specific dress requirements for each clinical course • Drug calculation policy • Mandatory skills review • Criteria for retention in the nursing program • Civility • Integrity |
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TOPICAL OUTLINE

Each unit incorporates the Categories of Client Needs: Safe and Effective Care Environment (Management of Care, Safety and Infection Control), Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity (Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, Physiological Adaptation.

- Unit 1 – Orientation to Family –Centered Maternity Nursing / Intrapartum Fetal Surveillance
- Unit 2 - Assessment and Management of the Antepartum Patient and Family.
- Unit 3 - Assessment and Management of the Intrapartum Patient and Family.
- Unit 4 - Assessment and Management of the Postpartum Patient and Family.
- Unit 5 - Assessment and Management of the Neonate and Family.
- Unit 6 - Assessment and Management of Women’s Health Care.

<i>Unit 1 – Orientation to Family – Centered Maternity Nursing / Intrapartum Fetal Surveillance.</i>		
Content/Lecture Discussion		
<ul style="list-style-type: none"> • Strategies to involve the students in reaching successful outcomes for successful completion of this course • Strategies for identifying and managing current trends in contemporary maternity nursing • Coordination of care utilizing leadership, delegation, and priority setting in applying critical thinking to the nursing process • Team functioning on safety & quality of care when meeting the needs of the maternity patient and her family • Strategies relevant to the outcomes of care regarding principles of family as they apply to the child bearing family • Provision of Course requirements with sensitivity and respect including: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> - Maternity and Women’s Health Care Today - Introduction to Labor / The Nurse’s Role in Maternity and Women’s Health Care - Ethical, Social, and Legal Issues - Reproductive Anatomy and Physiology - Hereditary and Environmental Influences on Childbearing - Societal and Cultural Influences on Childbearing </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> - Responsibility and accountability - Research - Quality assurance - Informed consent - Maternal rights - Legal issues during delivery - Home health care - Managed care </td> </tr> </table> • Application of critical thinking processes when practicing safely in the delivery of care to the pregnant patient • The purpose and the steps in critical thinking • The nurse’s role in maternity and women’s health care • Utilization of technology in the care of the antepartum patient <ul style="list-style-type: none"> - Communication and documentation of care rendered via electronic medical record - Uses hand held computer devices for health teaching • Use of the EHR for medication reconciliation 	<ul style="list-style-type: none"> - Maternity and Women’s Health Care Today - Introduction to Labor / The Nurse’s Role in Maternity and Women’s Health Care - Ethical, Social, and Legal Issues - Reproductive Anatomy and Physiology - Hereditary and Environmental Influences on Childbearing - Societal and Cultural Influences on Childbearing 	<ul style="list-style-type: none"> - Responsibility and accountability - Research - Quality assurance - Informed consent - Maternal rights - Legal issues during delivery - Home health care - Managed care
<ul style="list-style-type: none"> - Maternity and Women’s Health Care Today - Introduction to Labor / The Nurse’s Role in Maternity and Women’s Health Care - Ethical, Social, and Legal Issues - Reproductive Anatomy and Physiology - Hereditary and Environmental Influences on Childbearing - Societal and Cultural Influences on Childbearing 	<ul style="list-style-type: none"> - Responsibility and accountability - Research - Quality assurance - Informed consent - Maternal rights - Legal issues during delivery - Home health care - Managed care 	

Unit 1 – Orientation to Family – Centered Maternity Nursing / Intrapartum Fetal Surveillance.

Related Learner Experiences

Required Reading

- *Murray, McKinney, Holub, & Jones*: Chapters 1, 2, 3, 4, Ch. 5 pp. 70-77, & Ch. 14.
- Nursing 19 syllabus

LAB

Film and Group Discussion: “The Business of Being Born”
Leopold’s Maneuvers

Written Assignments

- Clinical evaluation form
- Assessment tools
- Nursing Unfolding Care Plan

Clinical Experience

- Clinical rotation in labor and delivery
- Student will
 - Accurately assess the laboring patient.
 - Implement an individualized plan of care for the laboring patient utilizing the Unfolding Care Plan.
 - Implement Leopold’s Maneuvers
 - Apply external fetal and uterine monitoring devices.
 - Evaluate uterine and fetal monitoring strips.
 - Provide patient-centered care based on evidence based practice with sensitivity and respect
 - Act as a team leader using the principles of priority setting and delegation
 - Incorporate national safety standards to ensure the safe and effective delivery of patient care
 - Communicate to all members of the healthcare team utilizing SBAR
 - Document patient status, health teaching, and medication reconciliation using the EHR

Unit 2 – Assessment and Management of the Antepartum Patient and Family.

Content/Lecture Discussion

- The structure and function of the Reproductive System
- Strategies to involve the patient and family in reaching successful outcomes for the antepartum patient
- Health teaching related to prenatal care
- Strategies for identifying and managing care of the pregnant patient during antepartum period
- Coordination of care utilizing leadership, delegation, and priority setting in meeting antepartum related needs
- Team functioning on safety & quality of care when meeting the needs of the antepartum patient
- Strategies relevant to the outcomes of care for the antepartum patient

- Purpose/ Content and Provision of prenatal care including:
 - Conception and prenatal development
 - Maternal Adaptations to pregnancy
 - Antepartum Assessment, Care & Education
 - Nutrition for childbearing
 - Childbearing Family with Special Needs
 - Assessing the Fetus
- Application of critical thinking processes when practicing safely in the delivery of care to the pregnant patient
- Use of the nursing process throughout the mutually designed plan of care for the antepartum patient
- Utilization of technology in the care of the antepartum patient.
 - Communication and documentation of care rendered via electronic medical record
 - Uses hand held computer devices for health teaching as appropriate
- Uses the EHR impart for medication reconciliation

Related Learner Experiences

Required Reading

- *Murray, McKinney, Holub, & Jones*, Chapters 5, 6, 7, 8, 9, & 11.

LAB: A/V and CAI programs

- Interactive Video: From Pregnancy to delivery

Clinical Experiences

- Clinical rotation in labor and delivery
- Clinical rotation to antepartal clinic (see Unit 6 for prenatal assignment)
- Student will
 - Complete a health assessment, head to toe physical exam
 - Evaluate patient's prenatal care record as available
 - Apply and Evaluate uterine and fetal monitoring strips
 - Implement an individualized plan of care for the patient utilizing the Unfolding Care Plan
 - Provide patient-centered care based on evidence based practice with sensitivity and respect
 - Act as a team leader using the principles of priority setting and delegation
 - Incorporate national safety standards to ensure the safe and effective delivery of patient care
 - Communicate to all members of the healthcare team utilizing SBAR
 - Document patient status, health teaching, and medication reconciliation using the EHR

Unit 3 – Assessment and Management of the Intrapartum Patient and Family / Complications**Content/Lecture Discussion**

- Components of the birthing process
 - Passage
 - Passenger
 - Powers
 - Psyche
- Strategies to involve the patient and family in reaching a successful outcome in labor and delivery
- Health teaching regarding labor and delivery.
- Strategies for identifying and managing care of intrapartum patient
 - Coordination of care in meeting related needs for the woman and her family during intrapartum
 - Team functioning on safety & quality of care when meeting the needs of the intrapartum patient
- Strategies relevant to the outcomes of care for the intrapartum patient.
- Provision of intrapartum care with sensitivity and respect specific to
 - Complications of Pregnancy
 - Processes of Birth
 - Pain Management During Childbirth
 - Intrapartum Fetal Surveillance
 - Nursing care During Labor and Birth
 - Intrapartum Complications
- Application of critical thinking processes when practicing safely in the delivery of care to the laboring patient

Related Learner Experiences**Required Reading**

- *Murray, McKinney, Holub, & Jones*: Chapters 10, 12, 13, 14, 15, & 16.

Lab/Simulation Experience

- Leopold's Maneuvers
- Preeclampsia Simulation

Written Assignment

- Labor and Delivery Case Study

Clinical Experience

- Clinical rotation in labor and delivery
- Student will
 - Complete a health assessment, head to toe physical exam
 - Evaluate uterine and fetal monitoring strips
 - Implement an individualized plan of care for the patient utilizing the Unfolding Care Plan
 - Utilize the nursing process to formulate a plan of care for the laboring patient
 - Provide patient-centered care based on evidence based practice with sensitivity and respect
 - Act as a team leader using the principles of priority setting and delegation
 - Incorporate national safety standards to ensure the safe and effective delivery of patient care
 - Communicate to all members of the healthcare team utilizing SBAR
 - Document patient status, health teaching, and medication reconciliation using the EHR

Unit 4 – Assessment and Management of the Postpartum Patient and Family**Content/Lecture Discussion**

- The Postpartum assessment
- Evaluation of method of feeding; breastfeeding assessment and strategies to support breastfeeding
- Strategies to reach successful outcomes for the postpartum patient, her newborn and her identified family
 - Health teaching regarding care of the postpartum mother and newborn
- Strategies for managing care of the postpartum patient and her family
 - Coordination of care in meeting related needs for the postpartum patient
- Team functioning on safety & quality of care when meeting the needs of the postpartum patient and family
- Provision of postpartum and newborn Care with cultural sensitivity and respect specific to:
 - Postpartum Physiologic Adaptations
 - Postpartum Psychosocial Adaptations
 - Postpartum Maternal Complications
- Application of critical thinking processes when practicing safely in the delivery of care of the postpartum and newborn.
 - Use of the nursing process throughout the mutually designed plan of care for the postpartum patient.
- Utilization of technology in the care of the postpartum patient.
- Use the EHR to communicate, document care, and for medication reconciliation.
- Uses hand held computer devices for health teaching as appropriate

Related Learner Experiences**Required Reading**

- *Murray, McKinney, Holub, & Jones: Chapters 17 & 18*

Lab/Simulation Experience

- Group participation in Preparation of Postpartum teaching sheet and in class presentation.
- Postpartum Hemorrhage Simulation.

Clinical Experiences

- Clinical rotation to Postpartum Unit
- Student will:
 - Complete a health assessment with a focus on postpartum / post op (Post C/Section) issues
 - Evaluate the method of feeding for the infant
 - Offer strategies for breastfeeding support as appropriate
 - Complete a head to toe physical exam for the postpartum patient and her newborn
 - Implement an individualized plan of care for the postpartum patient and her newborn utilizing the Postpartum/Newborn Nursing Unfolding Care Plan
 - Provide patient-centered care utilizing evidence based practice with sensitivity and respect
 - Act as a team leader using the principles of priority setting and delegation
 - Incorporate national safety standards to ensure the safe and effective delivery of care
 - Communicate to all members of the healthcare team utilizing SBAR
 - Document patient status, health teaching, and medication reconciliation using the EHR.

Unit 5 – Assessment and Management of the Neonate and Family**Content/Lecture Discussion**

- The Newborn assessment
- Strategies to involve the patient and family in reaching successful outcomes for the Neonate and Family
 - Health teaching related to care of the newborn
 - Breastfeeding Benefits / Baby Friendly Initiative
- Strategies for identifying and managing care of the neonate utilizing a team approach
 - Coordination of care utilizing leadership, delegation, and priority setting in meeting neonatal needs
- Team functioning on safety and quality of care when meeting the needs of the neonate.
- Strategies relevant to the outcomes of care for the neonate
- Provision of care of families at risk including:
 - Normal Newborn processes of Adaptation
 - Assessment of the Normal Newborn
 - Care of the Normal Newborn
 - Assessment of infant feeding with breastfeeding support strategies
 - High-Risk Newborn: Complications Associated with Gestational Age and Development
 - High- Risk Newborn: Acquired and Congenital Conditions.
- Application of critical thinking processes when practicing safely in the delivery of care to the Neonate
- Use of the nursing process throughout the mutually designed plan of care for the neonate
- Utilization of technology in the care of the adult patient with a Neonate
- Communication and documentation of care rendered via electronic medical record
- Uses hand held computer devices for health teaching
- Uses the EHR for medication reconciliation

Related Learner Experiences**Required Reading**

Murray, McKinney, Holub, & Jones: Chapters 19, 20, 21, 22, 23, & Ch.24 pp. 670-683.

Lab/Simulation Experience

- Newborn exam including gestational age assessment

Clinical Experiences

- Clinical Rotation to postpartum unit with focus on the newborn
- Student will:
 - Complete a health assessment of the newborn
 - Complete a head to toe physical exam of the newborn
 - Implement an individualized plan of care for the newborn utilizing the unfolding care plan
 - Provide patient-centered care based on evidence based practice with sensitivity and respect
 - Provide appropriate parental teaching and counseling regarding newborn care
 - Act as a team leader using the principles of priority setting and delegation
 - Incorporate national safety standards to ensure the safe and effective delivery of care
 - Communicate to all members of the healthcare team utilizing SBAR
 - Document patient status, health teaching, and medication reconciliation using the EHR while meeting the needs of the neonate

Unit 6 – Assessment and Management of Women’s Health Care.**Content/Lecture Discussion**

- Review the methods of contraception
- Review changes in women’s health needs throughout the lifespan including menopause
- Strategies to involve the patient and family in reaching successful outcomes for the woman with health issues
- Strategies for reduction of health risks for women throughout the lifespan including review of sexually transmitted diseases/ infections: prevention and treatment
- Strategies for identifying and managing care of the woman with health issues utilizing a team approach:
 - Coordination of care utilizing leadership, delegation, and priority setting in meeting the needs for women with health issues
- Team functioning on safety and quality of care when meeting the needs of the woman with health issues
- Strategies relevant to the outcomes of care for women with health issues
- Provision of health care with sensitivity and respect specific to women with health issues including:
 - Family Planning
 - Infertility
 - Preventive Care for Women
 - Women’s Health Problems.
- Application of critical thinking processes when practicing safely in the delivery of care to women with health issues
- Use of the nursing process throughout the mutually designed plan of care for women with health issues
- Utilization of technology in the care of women with health issues.
- Communication and documentation of care rendered via electronic medical record
- Uses hand held computer devices for health teaching as appropriate
- Uses the EHR for medication reconciliation

Related Learner Experiences**Required Reading**

Murray, McKinney, Holub, & Jones: Chapters 25, 26, & 27 pp.753-773.

Lab/Simulation Experience

- Interactive CDC Case studies; group participation in preparing teaching and counseling information for the patient in need of contraception information; role play

Clinical Experiences

- Prenatal clinic
- Student will:
 - Complete a health assessment
 - Complete a head to toe physical exam
 - Implement an individualized plan of care for the antepartum patient
 - Provide patient-centered care based on evidence based practice with sensitivity and respect
 - Act as a team leader using the principles of priority setting and delegation
 - Incorporate national safety standards to ensure the safe and effective delivery of care
 - Communicate to all members of the healthcare team utilizing SBAR
 - Documents patient status, health teaching, and medication reconciliation using the EHR while meeting the needs of the patient with women’s health issues

APPENDIX

Prenatal Clinic Assignment

Care during a woman's pregnancy has the potential to improve her health, the health of her baby, and therefore her family. It can also influence her childbirth experience in both positive and negative ways.

The purpose of this assignment is for you to observe and participate in the care of a woman while she is pregnant as she attends her prenatal visit. In this clinical, your goal is to gain an understanding of this process, which includes understanding the normal physical and psychological changes of pregnancy, possible problems/danger signs in pregnancy and the nurse's role in achieving a positive outcome for this patient, her baby and family. To achieve this, you are provided with a guide as to how to approach this task.

You are asked to focus on the specifics of the visit, and also to observe and comment on the interaction between the provider and the patient as follows:

Keep the following questions in mind when you are taking notes during the visit.:

1. The physical exam – this may be limited but will minimally include measurement of fundal height as appropriate for the gestational age, auscultation of fetal heart tones, evaluation of fetal lie and presentation (as appropriate); vital signs, weight.
2. Review as possible, the prenatal record.
3. Observe the interaction between the patient and the provider – what questions are asked; how does s/he respond to the patient's questions.
4. How long did the patient wait to be seen and what potential effect does this have on her care?

In a two-page paper, present this case using the following format:

List the Initials, age, Gravida, Parity, LMP, current week's gestation. Discuss in complete sentences, key points of the visit, i.e. was the fundal height appropriate for her gestational age and if not what was the presumptive problem and plan? Was the weight appropriate? What was her nutritional status? Did the patient have specific concerns and were they addressed? Was childbirth preparation discussed or method of infant feeding?

Were the patient's concerns, if any, appropriate for her gestational age according to our reading?

What was interesting about this patient? Troubling?

What specific nursing interventions / teaching and counseling are appropriate for this patient at this point in her pregnancy? (At least 5)

Utilize your text or a peer reviewed journal as a reference for each intervention and cite it including the page number. You may use other professional references, but not Wikipedia or Web MD. Also, remember any reference you use should be geared to you, as the professional, not the general public, unless you are including a specific patient teaching tool.

Prenatal Clinic Assignment- Addendum

You have been given specific instructions as to how to complete this assignment. You will each write about your own individual patient with whom you worked in the prenatal clinic. Read your instructions carefully and don't hesitate to consult with your instructor about any questions you may have. You should submit your final paper within one week after the Prenatal Clinic Lab. Your clinical instructor will review the paper the final determination of the grade will be the responsibility of the instructor.