

SYLLABUS  
MATERNAL CHILD NURSING THEORY  
ADNR-2130

2008

WESTERN NEBRASKA COMMUNITY COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
DIVISION FOR HEALTH OCCUPATIONS

## I. CATALOG DESCRIPTION:

### **ADNR-2130**

#### **Maternal Child Nursing Theory**

**Prerequisite:** Successful completion of the 1st year of the AD-N program or admission as an Advanced Placement student; concurrent enrollment in ADNR-2135, ADNR-2150, ADNR-2160, ADNR-2110, ADNR-2115 or instructor consent.

This course addresses concepts specific to the childbearing and childrearing family. The holistic needs of the woman, child, and family are discussed. Theories of growth and development, cognitive development, and adaptation will be explored. The role of the associate degree nurse in caring for the childbearing and childrearing family will also be discussed.

**(3/45/0/0/0/6)**

## II. GENERAL COURSE OBJECTIVES:

- A. Discuss the holistic needs of the childbearing and childrearing family.
- B. Describe the role of the associate degree nurse in caring for and teaching the obstetric client experiencing various health problems such as but not limited to infertility, diabetes, PIH, hemorrhagic disorders (placenta previa, abruption placentae).
- C. Describe the role of the associate degree nurse in caring for and teaching the pediatric client experiencing various health problems such as but not limited to otitis media, RSV, asthma, cystic fibrosis, dehydration, cleft lip and palate, anemia, leukemia, nephritic syndrome, acute glomerulonephritis, head injury, seizures, diabetes mellitus, burns, fractures, cerebral palsy, spina bifida, communicable disease immunization.
- D. Discuss growth and development of children.
- E. Identify factors that can affect growth and development such as illness and family situations and configurations.
- F. Describe nursing care during the antepartum period.
- G. Discuss the labor and delivery process including the nursing care involved for both the mother and baby.
- H. Described nursing care considerations for a woman experiencing birth complications.

- I. Describe nursing care during the postpartum period including ways to promote infant and parent bonding.
- J. Describe the role of the associate degree nurse in caring for the newborn after delivery.
- K. Describe pediatric variations of nursing interventions and various communication techniques used with these interventions.
- L. Describe the Denver Development Test and its purpose.
- M. Describe how to perform a head-to-toe assessment on a pediatric client.

### III. INSTRUCTIONAL MATERIALS:

#### A. Required Texts:

- 1. Donna L. Wong, Shannon E. Perry, Marilyn J. Hockenberry, Dietra L. Lowdermilk, and David Wilson. *Maternal Child Nursing Care*. Mosby. Current Edition.
- 2. Brenda Holloway, Cheryl Moredich, and Kathie Aduddell. *OB Peds Women's Health Notes: Nurse's Clinical Pocket Guide*. F.A. Davis. Current Edition.

### IV. COURSE OUTLINE:

#### A. Maternity Nursing

- 1. Unit I:Introduction to Maternity Nursing
- 2. Unit II:Antepartum (Reproduction and Pregnancy)
- 3. Unit III:Childbirth (Labor and Delivery)
- 4. Unit IV:Postpartum Period
- 5. Unit V:The Newborn
- 6. Unit VI:Health Issues Affection the Obstetric Client

#### B. Pediatric Nursing

- 1. Unit I:Introduction to Pediatric Nursing
- 2. Unit II:Growth and Development, and Cognitive Development
- 3. Unit III:Assessment of the Child and Family

4. Unit IV: The Effects of Illness and Hospitalization on the Child and Family and Pediatric Variations of Nursing Interventions
5. Unit V: Health Issues Affecting the Pediatric Client

V. METHODS OF PRESENTATION:

- A. Lecture
- B. Multimedia
- C. Demonstration
- D. Guest lecturers

VI. METHODS OF EVALUATION:

- A. Exams, written assignments, quizzes
- B. Refer to instructor's class expectations and policies for specific grading policies.
- C. Grading determination is subject to change at the discretion of the instructor. Successful completion of ADNR-2130 Maternal Child Theory requires a C, (75%) or higher theory grade average and a Pass on each of the critical competencies for safe clinical practice in ADNR-2135 Maternal Child Lab/Clinical. Failure of either course will cause the student to repeat both courses.

VII. SPECIFIC UNIT OBJECTIVES:

A. Unit I: Introduction to Maternity Nursing

Upon completion of Unit I, the student will:

1. Describe the scope of maternity nursing as it relates of the associate degree nurse.
2. Discuss theoretic approaches in working with child bearing families.
3. Discuss the *Healthy People 2010* goals related to maternal and infant care.

B. Unit II: Antepartum (Reproduction and Pregnancy)

Upon completion of Unit II, the student will:

1. Describe the menstrual cycle in relation to hormonal, ovarian, and endometrial responses.

2. Describe the development, structure, and functions of the placenta.
3. Summarize the significant changes in growth and development of the embryo and fetus
4. Explain gravity and parity and how they can be indicated in a client's record.
5. Differentiate between presumptive, probable, and positive signs of pregnancy.
6. Describe the physical, psychosocial, and behavioral changes associated with pregnancy.
7. Describe the process of confirming pregnancy and estimating the date of birth.
8. Explain the health care provided to assess maternal and fetal health status at the initial visit and follow-up visits during pregnancy.
9. Discuss education needed by pregnant women to understand physical discomforts related to pregnancy and to recognize the signs and symptoms of potential complications.
10. Identify the purposes of childbirth education.

C. Unit III: Childbirth (Labor and Delivery)

Upon completion of Unit III, the student will:

1. Explain the five factors that affect the labor process.
2. Describe the cardinal movements of labor.
3. Discuss the maternal anatomic and physiologic adaptations to labor.
4. Describe fetal adaptations to labor.
5. Explain the purpose of fetal monitoring.
6. Describe the ongoing assessment of maternal progress during each stage of labor.
7. Describe the ongoing assessment of fetal progress during each stage of labor.
8. Discuss the nurse's role in managing care for the woman and her significant other during each stage of labor taking into consideration cultural and religious beliefs and current research.

9. Discuss the criteria for evaluating the nursing care of women experiencing labor and birth complications.
10. Describe the nursing management of a trial labor, induction and augmentation of labor, forceps- and vacuum-assisted birth, and cesarean birth.

D. Unit IV: Postpartum

Upon completion of Unit IV, the student will:

1. Describe the anatomic and physiologic changes that occur during the postpartum period.
2. Identify characteristics of uterine involution and lochial flow and ways to describe them.
3. Discuss the maternal care given during the fourth stage of labor.
4. Explain the influence of cultural expectations of postpartum adjustment.
5. Discuss discharge teaching.
6. Identify infant behaviors that facilitate and inhibit parental attachment.
7. Discuss ways to facilitate mother-infant adjustment and father-infant adjustment.

E. Unit V: The Newborn

Upon completion of Unit V, the student will:

1. Describe the changes in the biologic system of the neonate during the transition to extrauterine life.
2. Describe the sequence to follow in assessing the newborn.
3. Explain the purpose and components of the Apgar score.
4. Describe normal physiologic findings found during an examination of the newborn and implication if there are deviations from normal.
5. Describe the characteristics of preterm, term and postterm neonate and the nursing care involved with each.
6. Discuss the education topics that might be discussed with parents prior to discharge.

F. Unit VI: Health Issues Affecting the Obstetric Client

Upon the completion of Unit VI, the student will:

1. Explain the process of fertilization.
2. List common causes, diagnosis and treatment for infertility.
3. Discuss the psychological impact of and reproductive alternatives for couples experiencing infertility.
4. Discuss ethical, legal, cultural, and religious considerations of infertility.
5. Differentiate the types of diabetes mellitus and their respective risk factors in pregnancy.
6. Compare insulin requirements during pregnancy, the postpartum period, and lactation.
7. Identify maternal and fetal risks or complications associated with diabetes in pregnancy.
8. Compare the management of a pregnant woman with pregestational and gestational diabetes.
9. Differentiate among gestational hypertention, preeclampsia/eclampsia, and chronic hypertension.
10. Describe the etiologic theories and pathophysiology of preeclampsia
11. Compare care management of women with mild preeclampsia versus care management of women with severe preeclampsia.
12. Differentiate placenta previa and abruption placentae in relation to signs and symptoms, complications, and management.

**Pediatric Nursing**

G. Unit I: Introduction to Pediatric Nursing

Upon completion of Unit I, the student will:

1. Outline four events that were significant in the evolution of child health care in the United States.
2. Describe five broad functions of the pediatric nurse in promoting the health of children.

H. Unit II: Growth and Development, and Cognitive Development

Upon completion of Unit II, the student will:

1. Discuss the effect of family size and configuration on personality development.
2. Describe the subcultural influences on child development in the areas of socialization, education, and aspiration.
3. Describe the major trends in growth and development.
4. Explain the alterations in the major body systems that take place during the process of growth and development at different ages: Infant, Toddler, Preschooler, School-Age Child, and Adolescent.
5. Discuss personality, cognitive, language, moral, spiritual, and self-concept development and the relationships among them.
6. Describe the role of play in the growth and development of children.
7. Explain the roles of innate and environmental factors in the physical and emotional development of children.

I. Unit III: Assessment of the Child and Family

Upon completion of Unit III, the student will:

1. Identify communication strategies for communicating with children of different age groups.
2. Discuss normal findings that would be found during a head-to-toe assessment of a child at various ages.
3. Describe the Denver II and its purpose.

J. Unit IV: The Effect of Illness and Hospitalization on the Child and Family and Pediatric Variations of Nursing Interventions

Upon completion of Unit IV, the student will:

1. Identify the stressors of illness and hospitalization for children during each developmental stage.
2. List essential priorities of nursing care for a child on admission to the hospital.
3. Outline nursing interventions that prevent or minimize the stress of separation, loss of control or fear of bodily injury during hospitalization.
4. Describe methods of assessing and managing pain in children.
5. Outline nursing interventions that support parents, siblings, and family during a child's illness and hospitalization.

6. Describe general guidelines for preparing children for procedures.
7. List general strategies for enhancing compliance in children and families.
8. Identify nursing responsibilities in maintaining fluid balance.

K. Unit V: Health Issues Affecting the Pediatric Client

Upon completion of Unit V, the student will:

1. Describe otitis media and the appropriate interventions needed in caring for a child with this condition.
2. Describe the physiologic effects of cystic fibrosis on the GI and pulmonary systems.
3. Outline a plan of care for a child with cystic fibrosis.
4. Describe ways in which the various therapeutic measures relieve the symptoms of asthma.
5. Outline a plan for teaching home care for the child with asthma.
6. Describe RSV and appropriate nursing interventions.
7. Describe the characteristic of infants that affect their ability to adapt to fluid loss or gain.
8. Formulate a plan for teaching parents preoperative and postoperative care of the child with a cleft lip or palate.
9. Compare the various categories of anemia.
10. Explain the pathophysiology and clinical manifestations of leukemia
11. Explain the rationale of therapies for leukemia.
12. Formulate a plan of care for the child with leukemia and the family.
13. Describe the causes and mechanisms of edema formation in nephritic syndrome.
14. Compare the child with minimal-change nephritic syndrome and the child with acute glomerulonephritis in terms of clinical manifestations and nursing care.
15. Distinguish between the types of head injuries and the serious complications.

16. Differentiate between various types of seizures disorders.
17. Explain the manifestations of a seizure disorder and the management of a child with such a disorder.
18. Differentiate among the various categories of diabetes mellitus.
19. Discuss the management and nursing care of the child with diabetes mellitus in the acute care setting.
20. Distinguish between a hypoglycemic and a hyperglycemic reaction.
21. Design a teaching plan for a child with diabetes mellitus.
22. Formulate a teaching plan for instructing the parents of a child with diabetes mellitus.
23. Describe the methods for assessing a burn wound.
24. Discuss the physical and emotional care of a child with a severe burn wound.
25. Formulate a teaching plan for the parents of a child in a cast.
26. Explain the functions of the various types of traction.
27. Describe the nursing care needed for a child in traction.
28. Discuss the nursing role in helping parents cope with a child with cerebral palsy.
29. Differentiate the different forms of spina bifida.
30. Formulate a nursing care plan for the preoperative and postoperative care of a child with myelomeningocele.
31. Compare risk and benefits with routine administration of immunizations.

## VIII. SPECIFIC COURSE REQUIREMENTS

- A. Refer to the instructor's class policies and expectations sheet.
- B. **\*\*NOTE: THIS SYLLABUS IS NOT A CONTRACT BETWEEN THE INSTRUCTOR AND ENROLLED STUDENT. CONTENT IS SUBJECT TO CHANGE. STUDENTS WILL BE GIVEN A WRITTEN COPY OF ANY CHANGES MADE IN THE CONTENT, COURSE POLICIES, OR GRADING AS THEY MAY OCCUR.**

IX. ACADEMIC INTEGRITY:

Academic integrity forms a fundamental bond of trust between colleagues, peers, teachers, and students, and it underlies all genuine learning. At WNCC, there is no tolerance for plagiarism or academic dishonesty in any form, including unacknowledged "borrowing" of proprietary material, copying answers or papers, or passing off someone else's work as one's own.

A breach of ethics or act of dishonesty can result in:

- failure of a paper or exam within a course
- failure of an entire course (blatant plagiarism, cheating on a test or quiz)
- academic suspension or expulsion from the college

X. EQUAL ACCESS STATEMENT:

Western Nebraska Community College is committed to providing reasonable accommodation to persons with disabilities. If you qualify under the Americans with Disabilities Act (ADA), please notify the Director of Counseling, 308-635-6090, as soon as possible to begin the process of documentation review and determination of appropriate accommodation or adaptive strategies.

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