

Department:

Nursing: LPN to RN Completion Program

Course Description:

This course provides an integrative, family-centered approach to the care of mothers, newborns, and children. Emphasis is placed on family dynamics, high-risk pregnancies, neonatal disorders, pediatric disorders and the promotion of healthy behaviors in clients.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Evaluate individualized, evidence-based plans of care to ensure they address needs related to diversity and developmental variations of childbearing women, newborns, and children.
2. Incorporate clinical reasoning and clinical judgment when identifying factors that impact maternal, perinatal and pediatric outcomes.
3. Develop effective communication techniques to employ when working with the childbearing family and children.
4. Design health-related education plans for the childbearing family and for children.
5. Investigate ethical, legal, and professional standards applied to the care of childbearing women, newborns, and children.

Course Content:

- A. Reproductive health care
 1. Describe female and male contraception.
 2. Describe common sexually transmitted diseases (STDs).
 3. Describe the implications of TORCH infections for women and their fetuses/infants during the perinatal experience.
 4. Describe the potential effects of Group B streptococcus on the mother and fetus/infant.
 5. Discuss the medical and nursing management of mothers/babies affected with one of the TORCH infections or Group B streptococcus.
- B. Antepartum care
 1. Discuss the components in the physical and psychosocial assessment of the high-risk pregnant woman.
 2. Describe physiological changes that occur in women during the complicated antepartum period.
 3. Discuss nutritional needs of the high-risk pregnant woman and the effects of poor nutrition on the mother and baby.
 4. Describe diagnostic procedures/tests for the high-risk antepartum experience.
 5. Discuss the effects of medications used during the antepartum period and their nursing implications.
 6. Describe health education needs of the pregnant woman during the complicated antepartum period.
 7. Describe complications of pregnancy (including comorbidities) identified during the

antepartum experience and appropriate nursing interventions.

C. Intrapartum care

1. Describe the four stages of labor.
2. Describe the nursing assessment components for each stage of labor.
3. Discuss the nursing interventions for each stage of labor, with a focus on complications.
4. Discuss fluid and nutritional needs during active labor.
5. Differentiate between internal and external fetal monitoring during active labor.
6. Discuss the significance of fetal monitoring during active labor.
7. Identify medications administered during the complicated labor process.
8. Discuss the use of medications during labor.
9. Discuss methods of anesthesia used during labor, their side effects, and related nursing interventions.
10. Discuss potential complications of labor and delivery and appropriate nursing interventions.
11. Describe nursing interventions in the care of a patient following a Caesarean Section.
12. Discuss the nurse's role in providing comfort and support to family during the intrapartum experience.

D. Postpartum care

1. Describe the complicated postpartum experience.
2. Describe the nursing assessment and interventions appropriate for the care of the complicated postpartum patient.
3. Discuss medications used by the complicated postpartum client.
4. Identify complications that may occur during the postpartum experience.
5. Discuss appropriate nursing interventions while caring for patients experiencing complications.
6. Describe the role of the nurse in promoting the bonding experience between mother and baby, with a focus on the complicated delivery and postpartum period.
7. Discuss health education needs of the mother and family as well as the role of the nurse in providing the teaching.

E. Newborn care

1. Describe the physiological needs of the high-risk newborn.
2. Discuss newborn assessment, including use of Apgar scores and the importance of testing reflexes.
3. Describe physical criteria for determining gestational age.
4. Describe diagnostic tests used for high-risk newborns.
5. Discuss care of the high-risk newborn.
6. Discuss nutritional needs of the high-risk newborn.
7. Describe characteristics of preterm, post-term, and low birth weight infants.
8. Describe the role of the nurse in providing support to parents of preterm or low birth weight infants as well as term infants who may be in special care nurseries.
9. Describe complications that may occur during the neonatal period and nursing implications.
10. Discuss the use, actions, potential side effects, and nursing interventions for medications given to newborns.
11. Describe the role of the nurse in promoting bonding of the parents with special needs newborns.

F. Pediatric emergencies and accident prevention

1. Identify risk factors and injuries consistent with child abuse and neglect.
2. Identify appropriate persons/agencies to whom suspected abuse and neglect should be reported.

3. Describe the role of the nurse in providing family-centered care for children who have sustained an accident.
 4. Identify health education and safety needs for children who sustained an accident and their families.
 5. Describe the pathophysiology, clinical manifestations, emergency management and nursing interventions for children involved in an accident.
- G. Dehydration and Over Hydration– Pediatric implications
1. Recognize alterations in the laboratory values of electrolytes, significant weight change parameters, physiologic manifestations, and changes in child’s behavior that indicate dehydration or over hydration.
 2. Compare and contrast the amount of body surface of newborns, infants, and children.
 3. Apply knowledge of pathophysiology when planning care for patients with dehydration or over hydration.
 4. Identify priority actions for patients with dehydration or over hydration.
- H. Alteration in Health –Child
1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in health.
 2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when planning care for children who have an alteration in health.
 3. Identify priority actions for children who have an alteration in health.
 4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in health.
 5. Recognize laboratory values related to alterations in pediatric health.
 6. Discuss the correct use and functioning of therapeutic devices.
 7. Identify alterations in health affecting the child.
 8. Describe the role of the nurse in providing quality care to children who have an alteration in health.
 9. Identify health care education and safety needs for children who have an alteration in health.
- I. Types of alterations in Health –Child
1. Alteration in Oxygenation
 2. Alteration in Cardiac Output and Tissue
 3. Alteration in Regulation and Metabolism
 4. Alteration in Cognition and Sensation
 5. Alteration in Immunity Alteration in Integument
 6. Alteration in Mobility
 7. Alteration in Ingestion, Digestion, Absorption, and Elimination
 8. Alteration in Excretion
- J. Nursing Care - Women
1. Assessment of fetal heart rate
 2. Analyze Leopold’s maneuver
 3. Assessment of contractions
 4. Maternal and newborn assessment
 5. Palpation and assessment of fundal height
 6. Infant care education
 7. Teach breast feeding techniques
 8. Umbilical cord and circumcision care
 9. Discharge teaching
- K. Nursing Care – Children
1. Pediatric assessment

2. Temperature measurement options
3. Toys/activities appropriate for developmental stage
4. Restraints during hospitalization
5. Medication administration skills
6. Transporting infants/children
7. Specimen collection
8. Safety measures

Learning Assessments:

Course competencies will be assessed by individual and group assignments, skill performance, quizzes, proctored exams, written or graphic presentations, participation, and a comprehensive final exam.

Instructional Materials:

ATI Comprehensive Testing and Review Package for RNs, Skills Modules, Nurse Logic 2.0, Pharmacology Made Easy 2.0, Dosage Calculation 2.0, Real Life RN Maternal Child, EHR Tutor

Textbook: Linnard-Palmer, L. & Coats, G.H. (2017). *Safe Maternity & Pediatric Care*. Philadelphia: F. A. Davis. ISBN-13: 978-0803624948

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).