

**ARKANSAS TECH UNIVERSITY**

**DEPARTMENT OF NURSING**



**PRACTICUM IN NURSING**  
**Nursing the Family**

**NUR 3805**

**Spring 2019**

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**ARKANSAS TECH UNIVERSITY**  
**Department of Nursing**

**Course:** NUR 3805  
**Title:** Practicum in Nursing II - Nursing the Family  
**Credit Hours:** 5 Semester Hours **Contact Hours:**  
15 Contact Hours/Weekly  
**Placement:** Junior Year

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## Catalogue Description:

Pre- or co-requisite: NUR 3204, 3304, 3402, 3502, and, 3606. A practicum course which facilitates the integration, synthesis, and application of the theories, concepts, and skills taught in NUR 3502, NUR 3606, and NUR 3803 and NUR 3703.

## Course Description:

Nursing of the family is a clinical course designed to facilitate the integration, synthesis, and application of concepts, theories, and skills developed in Level I courses and those taught concurrently in NUR 3606 and NUR 3802.

The major components of this course deal with maternal- infant care, pediatric and surgical nursing situations within the framework of the family. Major learning experiences take place in a variety of health care settings stressing supportive and restorative nursing behaviors in the care of patients in the childbearing period and children from birth to adolescence and the patient undergoing surgery.

The learner provides direct care to assigned patients utilizing assessment skills learned in Level I nursing courses and with assistance, plans nursing care for patients in adaptive and maladaptive states.

## Instructional Resources -- Required Textbooks:

Hinkle, J.L. & Cheever, K.H. (2018). *Brunner and Suddarth's Textbook of Medical Surgical Nursing (14<sup>th</sup> Ed)*. Philadelphia: Lippincott, Williams, & Wilkins.

London, M., Ladewig, P., Davidson, M., Ball, J., Bindler, R., & Cowen, K. (2017). *Maternal & Child Nursing Care (5th Ed)*. Upper Saddle River, NJ: Pearson Prentice Hall.

**Recommended: A Nursing Drug Guide  
A Nursing Care Plan Book**

## Required Resources:

## Simulation Kit -

**Justification Rationale for the Course:**

The learner progresses toward student learning outcomes 1, 2, 3, 4 and 5 by the completion of this course.

This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals and families.

**Course Objectives:**

On completion of this course, the student:

1. Utilizes the nursing process to deliver nursing care in a variety of health care settings to individuals and families from different cultures.
2. Demonstrates accuracy in the performance of nursing skills in delivering nursing care to the individual/family.
3. Utilize the roles of care giver, communicator, collaborator and teacher in the delivery of holistic care.
4. Utilizes promotive, supportive and restorative nursing behaviors providing nursing care to the expanding family, children, and their families.
5. Utilize basic principles in developing a holistic plan of care for the individual/family in a multicultural society.
6. Plans nursing care which meets the criteria of the Code for Nurses and Standards of Care postulated by the American Nurses Association.

## CONDUCT OF THE COURSE POLICIES

### **Attendance:**

Regular attendance is considered essential if students are to receive maximum benefit from the nursing courses. For clinical rotations, an absence will result in a make-up assignment or an alternate clinical day. Make-up assignments will equal the number of clinical hours missed. Assignments may vary with instructor. Failure to make up clinical assignments will result in a failing grade in the course. It is the student's responsibility to contact the instructor regarding make-up assignments within one week of absence. Clinical make-up days may be any day of the week including Saturday.

It is the student's responsibility to meet all planned clinical experiences. Absences in excess of 16 hours FOR ANY REASON constitute the need for formal consideration of the student's performance by the Level II faculty. Because such absence is considered potential grounds for dismissal from the program the student will be informed of the meeting, will be allowed input, and later informed of the faculty decision. In the event of unavoidable absence, it is the responsibility of the student to notify the instructor and the clinical agency in advance. If a consistent pattern of absences from class or practicum develops, the situation will be dealt with by the Level II faculty.

## **Tardy Policy:**

Regular and timely attendance in (classes) and practicum is considered essential if students are to receive maximum benefit from the nursing courses. The Nursing Department has implemented a policy, which we believe will discourage unnecessary tardiness and absences, but will not punish those conscientious students who must be absent from time to time for unavoidable reasons.

At the discretion of the instructor, a student who is tardy or absent may be allowed to complete a quiz or receive a handout if the student has been courteous enough to call the nursing department or call/e-mail the instructor before class to inform of the possibility of tardiness or absence. This is solely at the discretion of the instructor.

Students are responsible for obtaining any missed information after class. Disrupting the learning of other students to ask questions or copy notes of the missed class time while class is in progress is inconsiderate.

The student is responsible for verbally notifying the instructor and agency if the student will be late for a clinical experience. Excessive tardiness will be reflected on the student's clinical evaluation.

## **Academic Honesty**

Students are expected to be honest and truthful in both classroom and practicum experiences. They are expected to adhere to the Code of Ethics and uphold current standards of care. Students are referred to the Arkansas Tech University Student Handbook for more specific regulations regarding academic honesty.

Students are expected to:

- a. Perform their assigned tasks in the practicum experiences. Students should have the permission of the clinical instructor before using assistance from the staff.
- b. Notify the instructor immediately of any clinical error made so that steps can be taken to prevent harm to the patient.
- c. Present written work that is theirs alone.
- d. Correctly document any materials from a textbook, pamphlet, journal, etc., that is used for an assignment.
- e. Be honest and truthful when writing clinical logs and giving verbal or written reports regarding patient care or the student's clinical experiences or assignments.
- f. Only use authorized devices or materials for an examination and not copy from other students' papers.
- g. Document material correctly. Plagiarism is defined as stealing and presenting as one's own ideas or words of another, or not documenting material correctly. Student papers may be evaluated by [Turnitin.com](https://www.turnitin.com) which can detect plagiarism. For the first occurrence of academic dishonesty, the student will receive an F. If there is a second occurrence, the student will be dismissed from the program. Students are referred to the ATU catalog and handbook for policies regarding plagiarism.

## **Dress and Behavior:**

The dress code of the Department of Nursing is the same as that of Arkansas Tech University. In those instances when the student visits clinical agencies to gather information for any course, they are required to wear a laboratory coat over appropriate dress, be identified by a photo ID badge and a patch identifying the University.

Required dress for the students in practicum consists of black school uniform scrubs and black or white shoes. Students are identified with a photo I.D. badge and an "ATU" patch in the shoulder area of the left sleeve. Students in specialty areas will wear dress appropriate to the special nursing setting. Consult the current student handbook for specific dress code requirements.

## **Preparation for Patient Care:**

Assignments of patient care will be made in advance of the time for clinical practice when feasible. The student is required to do the necessary research, prepare a preliminary nursing care plan and/or prep sheet, and present information on medications and procedures he/she will administer prior to providing patient care.

## **Cell Phone Policy**

1. There is a **NO cell phone policy for all upper division testing/test review**. This includes paper/pencil testing, test review, cooperative testing, and computer testing. If you are discovered with having a cell phone on your person, this will be considered a violation of the Academic Honesty Policy. If we discover that you have your cell phone with you during a unit exam/cooperative testing or unit exam review **you will receive a 0 for the test grade**.



## Written Assignments:

- It is assumed that all written work will be the student's own product.
- Preliminary care plans and/or prep sheets as assigned must be completed before administering care to the patient. Designated forms must be used.
- All written work is due on Monday by 8:30 a.m. Written work will only be accepted two days late. The professionalism grade will reflect the penalty for late work. If the student fails to turn in work or it is more than two days late, it will result in a grade of zero for that practicum experience.
- Written work is to be written legibly or typewritten.
- Formal papers will be done according to:

APA Manual - American Psychological Association Publication manual, 6th edition.

## Evaluation:

Clinical experiences will be graded utilizing a clinical evaluation tool presented to the students at the beginning of the clinical experience.

### 1. Grading scale:

|   |   |             |
|---|---|-------------|
| A | - | 90-100      |
| B | - | 80-89       |
| C | - | 75-79       |
| D | - | 68-74.9     |
| F | - | 67 or below |

2. A grade of "C" or above must be achieved in every nursing course in order to progress in the nursing program. Students must receive a minimum of 75% on their evaluation in each clinical area in order to receive a passing grade in NUR 3805. Any grade below 75% will NOT be rounded up.
3. A grade of "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must remove the "I" before progressing to the next nursing level.
4. Failure to provide safe clinical care may result in automatic failure in the course.

**Each student is expected to adhere to certain ethical and legal standards. Serious violation of ANY of these standards can result in the DISMISSAL OF THE STUDENT FROM THE PROGRAM.**

### **SOURCES OF ETHICAL AND LEGAL STANDARDS**

1. American Nurses Association Code of Ethics (Fundamentals text)
2. American Nurses Association Standards of Care (Fundamentals text)
3. Arkansas Tech University Undergraduate Catalog
4. Arkansas Tech University Student Handbook
5. Arkansas Tech University Department of Nursing Student Handbook
6. Legal Guidelines (Fundamentals text)

**It is the student's responsibility to maintain familiarity with the standards described in the above listed documents.**

7. Policies and Procedure Manuals of Clinical Agencies

### **COURSE REQUIREMENTS:**

- I. Adherence to the attendance policy including any make up assignments.
- II. A grade of satisfactory in each of the four clinical areas: Diagnostic Recovery, Obstetrics, Pediatrics and Same Day Surgery. Students failing to achieve a passing grade in any one of the clinical areas will not be allowed to proceed to the next clinical placement. If a student receives a needs improvement (NI) for the final clinical grade in any area. Faculty will meet to determine evaluation and progression
- III. Preparation for practicum is individualized for each practicum setting (OB, pediatrics, Diagnostic Recovery and same day surgery).
- IV. Simulation may be utilized for up to 25% of clinical experiences.

- V. Evaluation conference with the clinical instructor in each clinical area.
- VI. Satisfactory completion of Evidence Based Family Paper.

### **DISABILITY STATEMENT**

It is the policy of Arkansas Tech University to accommodate students with disabilities, pursuant to Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Amendments Act of 2008. If you anticipate a barrier while enrolled in this course that is in relation to a disability, please contact your instructor privately to discuss your needs and concerns. You are not required to disclose the specific nature of your disability but you should be able to discuss the impact the disability has upon your academic experience. Additionally, you should contact Disability Services in Doc Bryan Students Services, Suite 171, (479) 968- 0302/TTY (479) 964-3290, to begin the accommodation process.

**Guidelines and criteria for grading will be available  
for all work**

**Composition of Final Grade:**

Clinical performance will be evaluated on criteria presented at the beginning of the semester. Formal and/or informal evaluation conferences with the clinical instructor will keep the student apprised of his\her level of performance. A student whose level of clinical performance is below the satisfactory level (failing) in any one of the four practicum rotations, will receive an "F" for the course. A student whose level of performance is satisfactory in all practicum rotations will receive a letter grade for the course based on the following formulation:

|                                  |      |
|----------------------------------|------|
| OB Clinicals.....                | 30%  |
| Pediatric Clinicals.....         | 30%  |
| Diagnostic Recovery .....        | 15%  |
| Same Day Surgery Clinicals.....  | 15%  |
| Evidence Based Family Paper..... | 10%  |
| * TOTAL GRADE                    | 100% |

\*All clinical rotations as well as the family care plan must be completed to receive a clinical grade.

**Forms for grading clinical:**

- Clinical Performance Evaluation Tool (CPET)
- Clinical Performance Evaluation Key
- Clinical Performance Evaluation Tool Guidelines

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S = Satisfactory  
NI = Needs Improvement  
U = Unsatisfactory  
N/A = Not Applicable  
N/O = No Opportunity

**Clinical Performance Evaluation Tool (CPET)**

Student: \_\_\_\_\_ Clinical Area: \_\_\_\_\_

|  | 1 | 2 | 3 | 4 |                    |
|--|---|---|---|---|--------------------|
| <b>Core Competencies</b>   |   |   |   |   | <b>FINAL SCORE</b> |
| <b>Provides Patient Centered Care</b><br>➤ Values<br>Caring<br>Human Dignity<br>Ethics   |   |   |   |   |                    |
| <b>Exhibits Teamwork and Collaboration</b><br>➤ Communication<br>Personnel (faculty, staff, patients, peers, family)<br>Oral (nonverbal)<br>Written (documentation)<br>➤ Roles |   |   |   |   |                    |
| <b>Incorporates evidence-based practice</b><br>➤ Critical Thinking   |   |   |   |   |                    |
| <b>Understands and applies quality improvement methods</b><br>➤ Leadership<br>➤ Assessment<br>➤ Promote healing  |   |   |   |   |                    |
| <b>Promotes Safety</b><br>➤ Technical skills   |   |   |   |   |                    |
| <b>Understands and Utilizes Informatics</b><br>➤ Appropriate decision making based on the core competencies above and implemented with informatics support                     |   |   |   |   |                    |

Walsh, T., Nalini, J., Paterson, M.A., & Grandjean, C. (2010). Quality and safety education for nurses clinical evaluation tool. *Journal of Nursing Education*, 49(9), 517-522.

Faculty Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

**COMMENTS:**

### Clinical Performance Evaluation Key

|  |
|--|
| <p><b>1. Patient Centered</b></p> <ul style="list-style-type: none"><li>a. Understands the patient values, preferences, and their expressed needs as part of clinical interview. Implements the place of care as incorporated in the nursing process, including the evaluation of care.</li><li>b. Communicates the patient values, preferences, and their expressed needs to other members of the health care team.</li><li>c. Uses the situational context, with background, assessment, and recommendations (SBAR) to structure care for the patients with other members of the health care team.</li><li>d. Assesses the presence and extent of pain and suffering and makes recommendations to help improve such.</li></ul> |
| <ul style="list-style-type: none"><li>e. Assesses levels of physical and emotional comfort and makes recommendations to help improve such.</li></ul> <p><b>2. Teamwork &amp; Collaboration</b></p> <ul style="list-style-type: none"><li>a. Demonstrates awareness of own strengths and limitations as a team member.</li><li>b. Functions competently within own scope of practice as a member of the health care team.</li><li>c. Initiates requests for help when appropriate to the situation.</li><li>d. Communicates with team members, adapting own style of communicating to needs of the team and situation.</li></ul>  |
| <p><b>3. Evidence Based</b></p> <ul style="list-style-type: none"><li>a. Demonstrates knowledge of basic scientific methods and processes.</li><li>b. Differentiates clinical opinion from research and evidence summaries.</li><li>c. Bases individualized care plan on patient values, clinical expertise, and evidence.</li><li>d. Reads original research and evidence based reports related to area of practice.</li></ul>  |
| <p><b>4. Quality Improvement</b></p> <ul style="list-style-type: none"><li>a. Describes strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice.</li><li>b. Recognizes that nursing and other health professions students are parts of systems of care and care processes that affect outcomes for patients and families.</li><li>c. Gives examples of the tension between professional autonomy and system functioning.</li><li>d. Explains the importance of variation and measurement in assessing quality of care.</li><li>e. Describes approaches for changing processes of care.</li></ul>  |
| <p><b>5. Safety</b></p> <ul style="list-style-type: none"><li>a. Demonstrates effective use of technology and standardized practices that support safety and quality (medication administration).</li><li>b. Demonstrates effective use of strategies to reduce risk of harm to self or others.</li><li>c. Uses appropriate strategies to reduce reliance on memory (e.g., forcing functions, checklists).</li><li>d. Communicates observations or concerns related to hazards and errors to patients, families, and health care team.</li></ul>   |
| <p><b>6. Informatics</b></p> <ul style="list-style-type: none"><li>a. Explains why information and technology skills are essential for safe patient care.</li><li>b. Navigates the electronic health record.</li><li>c. Documents and plans patient care in an electronic health record.</li><li>d. Recognizes the time, effort, and skill required for computers, databases, and other technologies to become reliable and effective tools for patient care.</li></ul>  |

Walsh, T., Nalini, J., Paterson, M.A., & Grandjean, C. (2010). Quality and safety education for nurses clinical evaluation tool. *Journal of Nursing Education*, 49(9), 517-522.

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**Clinical Performance Evaluation Tool Guidelines**

| <b>Tool Guidelines</b>  |
|---|
| <ul style="list-style-type: none"> <li>✓ Each student will self-evaluate at the end of each rotation by completing a CPET.</li> <li>✓ Each faculty member will complete a CPET for each student at the end of each clinical rotation.</li> <li>✓ Each row item must be evaluated by the final evaluation.</li> <li>✓ The clinical score will be determined by clinical faculty placing an “S, NI, N/A, N/O, or U.”</li> <li>✓ The score for clinical evaluation will be either “passing” or “failing.”</li> <li>✓ A passing grade will only be assigned IF all items are checked “S” at the end of the final evaluation.</li> </ul> |
| <p><b>Core Competencies Key</b></p> <ul style="list-style-type: none"> <li>✓ Each core competency has a template or key, which specifies individual guidelines and examples for each.</li> <li>✓ The keys are based on level of matriculation in each clinical course.</li> </ul>   |
| <p><b>Grading Guidelines, Entire Course</b></p> <ul style="list-style-type: none"> <li>✓ The score for each student in the course will be the numeric grade received for the course based on all of the didactic work required in the clinical syllabus.</li> <li>✓ Clinical performance will be evaluated with the Clinical Performance Evaluation Tool (CPET), and will be scored either “pass” or “fail.”</li> <li>✓ Every student must receive a score of “pass” on the CPET to pass the course.</li> <li>✓ If a student receives a “fail” on the CPET, the student will receive a failing grade for the course.</li> </ul>     |

Walsh, T., Nalini, J., Paterson, M.A., & Grandjean, C. (2010). Quality and safety education for nurses clinical evaluation tool. *Journal of Nursing Education*, 49(9), 517-522.

Students are also referred to the QSEN pre-licensure competencies @ [http://www.qsen.org/ksas\\_prelicensure.php](http://www.qsen.org/ksas_prelicensure.php)

| <b>Grade calculation:</b>               | <b>Clinical Coursework</b>  |  |
|---|---|--|
| <b>30% Obstetric</b>                    | 2 clinical quizzes, 2 articles, required simulation, *paperwork and *professionalism. | <p>*Professionalism evaluated on five behaviors each clinical day:</p> <ol style="list-style-type: none"> <li>1. Professional dress.</li> <li>2. On-time; notifies faculty of tardiness or absence.</li> <li>3. Shows interest and actively seeks learning opportunities.</li> <li>4. Prepared.</li> <li>5. Follows policy and procedures of clinical</li> </ol> |
| <b>30% Pediatric</b>                    | 2 clinical quizzes, 2 articles, required simulation, *paperwork and *professionalism. |  |
| <b>10% Diagnostic Recovery</b>          | 1 clinical quiz, 1 article, *paperwork and *professionalism.                          |  |
| <b>10% Post-Surgical</b>                | 1 clinical quiz, 1 article, *paperwork and *professionalism.                          |  |
| <b>10% Intra-Operative Surgery</b>      | *paperwork and *professionalism   |  |
| <b>10% Evidenced Based Family Paper</b> | See clinical syllabus for requirements and guidelines.                                |  |
|   |   | <p>Clinical *paperwork varies within each rotation. Please consult the clinical syllabus and faculty for requirements.</p>   |

**NUR 3805: Nursing The Family**  
**UNIT I: Family Health Care**  
**FOCUS A: The Family**

**OBJECTIVES**

Upon completion of this focus, the student will:

1. Define family.
2. Describe the structure and function of families.  
(Traditional and Non-traditional)
3. Discuss sociocultural and environmental influences on the structure and function of the family.
4. Identify the principles of family development.
5. Identify methods and tools for family assessment.
6. Discuss the impact of the family on health care.
7. Discuss the potential for family centered care in a variety of health care settings.
8. Recognize the impact of the environment on the bio-psycho-social, spiritual, cultural, and environmental needs of the individual.
  - a. Correlate this data with assessment and planning of individual care.

**LEARNING ACTIVITIES**

Complete evidence-based Family paper.

**Required Reading:**

London, et al. (2017) Chapter 2, 38



**NUR 3805: Nursing The Family**  
**UNIT II: Maternal Infant Care**  
**FOCUS A: Applying the Nursing Process to a Patient/ Family Adapting to Pregnancy**

**OBJECTIVES**

The student will:

1. Exhibit an understanding of the family's bio-psycho-social, emotional, spiritual, cultural, and environmental needs during pregnancy.
2. Utilize supportive and restorative nursing behaviors which are basic to achieving a functional state of adaptation in the patient (Family assessment).
3. Utilize communication skills in establishing and maintaining a therapeutic relationship.
4. Utilize communication skills in assisting the individual and family.
5. Utilize an approved plan to teach selected aspects of personal hygiene to the individual/family.
6. Recognize deviations from normal and report to responsible person.
7. Discuss measures to support family integrity through episodes of change and/or mal-adaptation during pregnancy.
8. Involve significant others in supporting patient when possible.

**LEARNING ACTIVITIES**

Assist the client in analyzing a 24-hour family diet.

Assess the diet of an expectant mother and outline a plan to improve diet.

London, et al. (2017) Ch. 8, 9, 10, 11, 12, 13

**NUR 3805: Nursing The Family**  
**UNIT II: Maternal Infant Care**  
**FOCUS B: Applying the Nursing Process to the Patient/ Family Adapting During the Process of Giving Birth**

**OBJECTIVES**

The student will:

1. Demonstrate the ability to admit a patient to the labor suite in a calm, orderly and efficient manner.
2. Exhibit an understanding of the patient/family's bio-psycho-social, emotional, spiritual, cultural, and environmental needs during labor.
3. Utilize supportive and restorative nursing behaviors which are basic to achieving a functional state of adaptation in the patient in labor.
4. Recognize deviations from normal and report to responsible person.
5. Recognize the importance of adequate and correct charting, including electronic charting.
6. Understand the importance of the support person/family during the process of labor and delivery.
7. Demonstrate an understanding that the environment will impact on the bio-psycho-social, emotional, spiritual, cultural, and environmental needs of the patient/family.
8. Recognize the differences in patient needs.
9. Utilize scientific principles in the preparation of the Labor/Delivery Room (LDR).
10. Identify variations in Fetal Heart Monitoring.
11. Recognize the family's bio-psycho-social, emotional, spiritual, cultural, and environmental needs during the delivery process.
12. Reinforce breathing techniques to aid relaxation and delivery of the newborn.
13. Support other family members present at the delivery and reinforce their roles as a participant.
14. Involve significant others unable to actively participate in the delivery.
15. Demonstrate knowledge of the role of the circulating nurse during the delivery.
16. Assist with the care of the mother and infant in the delivery room.
17. Give immediate care to newborn.
18. Recognize the importance of newborn assessment.
19. Identify variations from normal in the assessment of the newborn.
20. Demonstrate an understanding of legal and procedural aspects of the care for mother and infants in the delivery room.
21. Demonstrate an understanding of the impact of the environment on the bio-psycho-social, emotional, spiritual, cultural, and environmental needs of the patient.
22. Demonstrate the ability to give routine recovery care to the mother considering holistic needs.
23. ~~Assess bonding, recognizing blocks to bonding that exist in the usual hospital milieu.~~

**NUR 3805: Nursing The Family**  
**UNIT II: Maternal Infant Care**  
**FOCUS B: Applying the Nursing Process to the Patient/ Family Adapting During the Process of Giving Birth (continued)**

| LEARNING ACTIVITIES                                  |
|--|
| London, et al. (2017) Ch. 17, 18, 19, 20, 21, 22, 23 |

**NUR 3805: Nursing The Family**  
**UNIT II: Maternal Infant Care**  
**FOCUS C: Applying the Nursing Process to the Patient/Family Adapting During the Postpartum Period**

**OBJECTIVES**

The student will:

1. Demonstrate proficiency in nursing skills necessary for providing total care to the patient during the postpartum period.
2. Demonstrate proficiency in providing routine nursing care to the postpartum patient.
3. Assess mother's knowledge of infant feeding and provide information and help where indicated.
4. Exhibit an understanding of the family's psychophysiological needs during the puerperal period.
5. Demonstrate knowledge of medications commonly used in the care of the puerperal patient.
6. Implement a plan of care for the patient with complications.
7. Teach measures to prevent infection and care of episiotomy, breasts, hemorrhoids, etc.
8. Demonstrate the ability to assist mothers to adjust to psychophysiological changes of the puerperium.
9. Teach skills to meet the needs of the family.
10. Assess the patient's preparedness for discharge.
11. Demonstrate an understanding of discharge procedures and their importance to the patient/family.
12. Make referrals to community agencies as needed.

**LEARNING ACTIVITIES**

Complete appropriate sections of study guide - see Theory and Concept Syllabus.

Prepare preliminary care plan for approval before providing care.

Admit patient to postpartum area.

Assess and record pertinent information about patient's physical condition.

Provide nursing and prescribed medical comfort measures to reduce post-delivery discomforts.

Prepare drug cards on commonly used medications.

Provide necessary medications to patients.

Prepare and utilize a teaching plan for a patient leaving the hospital with the newborn.

Prepare a complete Nursing Care Plan on a patient you have cared for during the postpartum period.

Provide discharge instructions to one or more patients.

London, et al. (2017) Ch. 29, 30, 31

**NUR 3805: Nursing The Family**

**UNIT II: Maternal Infant Care**

**FOCUS D: Applying the Nursing Process to the Newborn Adapting to the Neonatal Period**

### OBJECTIVES

The student will:

1. Observe the respiratory and cardiovascular changes that occur during the newborn's transition to extrauterine life and during stabilization in determining the nursing care of the newborn.
2. Monitor and evaluate lab values of the newborn.
3. Relate the process of thermogenesis in the newborn and the major mechanisms of heat loss to the challenge of maintaining newborn thermal stability.
4. Perform a systematic physical assessment of the newborn.
5. Describe the normal physical characteristics and normal variations of the newborn and compare abnormal findings to possible causes and nursing responses.
6. Describe the components of a neurologic assessment and the neurologic/neuromuscular characteristics of the newborn and assess the reflexes that may be present at birth.
7. Determine the nursing care of a newborn during the first 4 hours after birth.
8. Explain the advantage, disadvantages, and techniques of breastfeeding and formula-feeding in determining the nursing care of both mother/family and newborn.
9. Identify activities that should be included in a daily care plan for a normal newborn.
10. Describe the common concerns of families and identify opportunities to individualize parent teaching regarding their newborn.
11. Identify factors present at birth and newborn period that indicate an at-risk newborn and proper nursing interventions (i.e.: congenital cardiac defects, alcohol/drug exposure, jaundice/phototherapy, cold stress, sepsis, hypoglycemia, Rh/ABO, respiratory distress syndrome, transient tachypnea, meconium aspiration).

### LEARNING ACTIVITIES

London, et al. (2017) Ch. 24, 25, 26, 27, 28.

**NUR 3805: Nursing The Family**  
**UNIT III: Maternal Infant Care**  
**FOCUS A: Nursing Process Applied to the Hospitalized Pediatric Patient**

**OBJECTIVES**

The student will:

1. Describe the elements of a health history for infants and children of different ages.
2. Apply communication strategies to improve the quality of historical data collected.
3. Demonstrate strategies to gain cooperation of a young child for assessment.
4. Describe the differences in sequence of the physical assessment for infants, children, and adolescents.
5. Modify physical assessment techniques according to the age and developmental state of the child.
6. Identify normal variations in pediatric physical findings (such as Mongolian spot in an infant) found during a physical assessment.
7. Evaluate the growth pattern of an infant or child.
8. Distinguish between expected and unexpected physical signs and be able to identify signs that require urgent nursing intervention.
9. Compare and contrast the child's understanding of health and illness according to the child's developmental level.
10. Explain the effect of hospitalization on the child and family.
11. Describe the child's and family's adaptation to hospitalization.
12. Apply family-centered care principles to the hospital setting.
13. Identify nursing strategies to minimize the stressors related to hospitalization.
14. Integrate the concept of family presence during procedures and nursing strategies used to prepare the family.
15. Summarize strategies for preparing children and families for discharge from the hospital setting.
16. Summarize the physiologic and behavioral consequences of pain in infants and children.
17. Analyze the behaviors of an infant or a child to assess for pain.
18. Assess the developmental abilities of children to perform a self-assessment of pain intensity.

**NUR 3805: Nursing The Family**  
**UNIT III: Maternal Infant Care**  
**FOCUS A: Nursing Process Applied to the Hospitalized Pediatric Patient (continued)**

### **OBJECTIVES**

The student will:

15. Summarize strategies for preparing children and families for discharge from the hospital setting.
16. Summarize the physiologic and behavioral consequences of pain in infants and children.
17. Analyze the behaviors of an infant or a child to assess for pain.
18. Assess the developmental abilities of children to perform a self-assessment of pain intensity.
19. Plan the nursing care for a child receiving an opioid analgesic.
20. Examine the role of nonpharmacologic (complementary) interventions in effective pain management.
21. Plan nursing care for a child in acute pain that integrates pharmacologic interventions and developmentally appropriate nonpharmacologic (complementary) therapies.
22. Develop a nursing care plan for assessing and monitoring the child having sedation and analgesia for a medical procedure.

### **LEARNING ACTIVITIES**

Prior to Practicum, Read:  
London, et al. (2017) Chapters 34, 40 and 41

**NUR 3805: Nursing the Family**

**UNIT IV: Nursing Process Applied to the Patient Undergoing Surgery.**

**FOCUS A: The Surgical Experience**

**OBJECTIVES**

The student will:

1. Demonstrate an understanding of the importance of planning, implementing nursing care as postulated by agency policy, American Nurses Association, etc.
2. Recognize the special needs of the patient and family relative to surgical intervention.
3. Demonstrate an understanding of the need for utilization of the nursing process in the care of patients before, during and after a surgical intervention.
4. Demonstrate an understanding of the need for complete assessment of the patient before, during, and after surgery.
5. Demonstrate an understanding for competence in performing basic nursing care to the surgical patient.
6. Demonstrate an understanding of the need for accurate and complete documentation on surgical patients.
7. Demonstrate an understanding of the importance of sterile technique in all aspects of care in the surgical unit.
8. Demonstrate an understanding of the need for regular monitoring of patients post operatively.
9. Demonstrate an understanding of nursing interventions specific to the recovery of patients post anesthesia.
10. Demonstrate the understanding of the importance of complete assessment of the patient before transfer to post-operative unit.
11. Demonstrate the importance of utilizing safety precautions in the transfer of patients to post-operative unit.



**NUR 3805 Nursing the Family**

**UNIT IV: Nursing Process Applied to the Patient Undergoing Surgery.**

**FOCUS A: The Surgical Experience (continued)**

### **LEARNING EXPERIENCES**

**Required reading:**

Before the surgical rotation read policy manuals, materials provided on sterile technique, positioning patients for surgery, department policies etc.

Review policies.

Observe activities of nurse.

Perform psychomotor skills safely on selected patients.

Assist with transfer of selected patient to post-operative unit. Review patient history.

Assess selected patients at appropriate times.

Show beginning level competence in the provision of specific nursing procedures.

Utilize sterile technique while carrying out nursing care for selected patients.

Assist in setting up and maintaining the sterile field.

Observe instrument cleaning and sterilization procedures.

Monitor and record vital signs of selected post-operative patients. Review chart for completeness on selected patients.

Report deficiencies to appropriate nursing personnel after consultation with clinical instructor.

Provide cues to selected recovery patients for turning, coughing and deep breathing, leg movements, etc.

Communicate with family concerning patient's recovery.

Assess selected patients in preparation for transfer to post-operative unit.

Complete a log of activities while in the surgical experience including how objectives were met and learning activities performed.

Complete surgical prep sheet.

Complete Nursing Care Plan for a post-surgical patient. Formulate teaching plan for a post T&A child.

Provide discharge teaching for assigned patient in same day surgery.