

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number

PRNS 1222

Course Title

Nursing of Mothers and Infants

Course Description

This course includes the application of the principles of nursing care during the prenatal, antepartum, intrapartum, postpartum and neonatal periods. Nutrition and pharmacology for mother and infant are included. Family planning, birth control, and fertility are discussed. This course provides the knowledge required to care competently and safely for the mother and infant client. Emphasis is placed on the use of the components of the nursing process when caring for these clients. Practicum experience shall include care of the mother and infant.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

Critical Thinking

Responsibility

Communication

ACTS Course

Program Course

Practical Nursing

ACTS Outcomes

Program Outcomes

1. Collaborate professionally with faculty, clients and their families and/or significant others, supervisors, peers, and with all members of the health care team (Affective).
2. Promote pride, concern and interest in the health and well-being of the community and its citizens (Cognitive, Affective, Psychomotor).
3. Demonstrate proficiency of learned scientific principles and integrate these concepts in the practice of safe, competent care throughout the lifespan of the consumer (Psychomotor, Cognitive, Affective).
4. Practice clear, effective communication skills, both written and non-written (Psychomotor Affective).
5. Create documentation that effectively communicates patient condition and care provided (Psychomotor, Cognitive).
6. Apply use of hardware and software technologies to retrieve, process, and analyze theoretical and practical health care information (Cognitive, Psychomotor).
7. Examine and incorporate the state's scope of practice guidelines, rules, regulations, and ethical standards in the practice of nursing (Cognitive, Affective).

Course Outcomes

CLO #	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	The student will demonstrate safe nursing care of the perinatal patient.	3 h; 4 g		1, 3 4, 5			R2	Practicum Evaluation Tool 2: 1, 2
CLO 2	The student will demonstrate safe nursing care of the newborn.	5 a & m		1, 3 4, 5			R2	Practicum Evaluation Tool 2: 1, 2
CLO 3	The student will demonstrate understanding of fetal development.	1 c & e; 2 h		3	CT1			Practicum Evaluation Tool 2: 6

CLO 4	The student will demonstrate understanding of complications of pregnancy.	2 a-i		3	CT1			Practicum Evaluation Tool 2: 6
CLO 5	The student will demonstrate understanding of the process of labor	3 a-h		3	CT1			Practicum Evaluation Tool 2: 6

Unit Outcomes/ Competencies

1. Prenatal Care

- a. Define key terms of each chapter.
- b. Discuss historical factors affecting pregnancy and childbirth.
- c. Describe fetal development from conception to birth.
- d. Identify the physical and psychological maternal changes during pregnancy.
- e. Describe the assessments performed at each prenatal visit.
- f. Discuss the nutritional needs of a woman during pregnancy.
- g. List the discomforts of pregnancy and one way a client might alleviate each.
- h. Use the nursing process to plan care for a pregnant client.

2. Complications of Pregnancy

- a. Explain medical and nursing interventions for a client with hyperemesis gravidarum.
- b. Compare and contrast the etiology, medical-surgical management, and nursing care for the bleeding situations in pregnancy.
- c. Describe the development, medical-surgical management, and nursing care of a client with gestational hypertension.
- d. Describe the nursing care for a client with chronic medical problem: diabetes, hypertension, heart disease, maternal PKU.
- e. Discuss the effects of infection on a pregnant woman and her fetus and ways of preventing the infections.
- f. Compare and contrast the etiology, medical-surgical management, nursing care, and effect on the fetus of Rh incompatibility and ABO incompatibility.
- g. Explain the effects of multiple pregnancies on the mother, fetuses, and family.
- h. Describe the effects of addiction on the mother and fetus.
- i. Summarize the needs of a woman in preterm labor.

3. The Birth Process

- a. Describe possible causes of labor.
- b. Identify premonitory signs of labor.
- c. Differentiate between true labor and false labor.
- d. Identify the variables that affect the progress of labor.
- e. Explain the four stages of labor.
- f. Identify the most common complication of labor: dystocia and fetal distress.
- g. Identify possible medical-surgical interventions for labor: cesarean birth, induction and augmentation of labor, amniotomy, episiotomy, forceps, vacuum extractor, and analgesia/anesthesia.
- h. Provide care for a client during labor and delivery.

4. Postpartum Care

- a. Describe various aspects of family adaptation.
- b. Discuss the mother's physiologic changes after the birth of her baby.
- c. Describe the expected and unexpected emotional/behavioral changes in the new mother.
- d. Demonstrate the postpartum assessments for every new mother and the additional assessment for a mother who has had a cesarean birth.
- e. Discuss the possible postpartum complications of hemorrhage and puerperal infection, including endometritis, mastitis, and thrombophlebitis.
- f. Explain the advantages and disadvantages of the various methods of family planning.
- g. Plan and provide the care of a woman who has had a baby.

5. Newborn Care

- a. Describe the immediate needs of the newborn.
- b. Discuss what initiates breathing in the newborn.
- c. Describe the newborn's methods of heat production and heat retention.
- d. Identify the four ways heat is lost and nursing interventions to prevent heat loss.
- e. Describe the immediate care of the newborn.
- f. Discuss the Apgar score and how it is used.
- g. Describe the physical characteristics of the newborn.
- h. Identify the common variations in the newborn.
- i. Elicit the newborn's reflexes.
- j. Determine the gestational age of the newborn.
- k. Discuss the newborn's nutritional needs and how they can be met by breastfeeding and bottle feeding.
- l. Identify common problems the newborn may encounter and nursing interventions for each.
- m. Plan the care and then care for a newborn.

Assessment Description(s)

Practicum Evaluation Tool 2

Materials and Technological Requirements

White, Duncan, and Baumle Foundations of Maternal & Pediatric Nursing; Delmar; 3rd Ed.; ISBN: 9781428317765
 White, Duncan, and Baumle Foundations of Maternal & Pediatric Nursing Study Guide; Delmar; 3rd Ed.; I
 SBN: 9781428317864
 ATI resource materials

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

- Courses which meet once a week 2 absences
- Courses that meet twice per week 3 absences
- Courses that meet four times per week 5 absences

Summer Session

- Courses that meet four times per week in a five week session 3 absences
- Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President for Learning
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's Academic Appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be

required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262
BRT@southark.edu

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