



<b>Name of Department:</b>	Nursing
<b>Instructor Name:</b>	Heidy Roberts, MSN/ED,RN
<b>Office Location:</b>	Nursing Education Rm 112A
<b>Office Hours:</b>	Tuesday 11:30-15:30 or by appointment
<b>E-mail:</b>	
<b>Telephone:</b>	505 925-8645 Office 505-414-2933 Cell Phone
<b>Class Meeting</b>	Tuesday 8:30-11:30 in A 141
<b>pre-requisites:</b>	
<b>co-requisites:</b>	
<b>(Fall 2018) Syllabus</b>	
<b>Title of Course:</b>	<b>NUR 230 Women's Health</b>
<b>Course Description:</b>	This course focuses on the application of the nursing process to care for female clients, neonates and families before, during and after child birth. Students will care for a variety of inpatient and community settings
<b>Credit Hours and Contact Hours:</b>	Classroom Hours: 3 hours/week theory (3 credits) Clinical Hours 1 Credit Total 48 hours Total: 4 credits
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Select appropriate principles of professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities.</li> <li>2. Applies principles of teamwork and collaboration to membership in the interprofessional healthcare team for the delivery of healthcare for quality patient outcomes</li> <li>3. Analyze nursing care that is evidence based in a variety of healthcare settings</li> <li>4. Report evidence of the principles of quality improvement within a variety of healthcare settings</li> <li>5. Analyze principles of safe nursing practice</li> <li>6. Select appropriate types of technologies for the management of information</li> </ol>

<p><b>Required Text(s) and Supporting Materials:</b></p>	<ul style="list-style-type: none"> <li>• McKinney, E.S., James, S.R., Murray, S.S., &amp; Ashwill, J.W., (2013) Maternal-Child Nursing, (4th ed). St. Louis: Saunders</li> <li>• Clinical Virtual Excursions, McKinney (same as Maternal OB course)</li> <li>• Ackley, B.J.; Ladwig, G. B.; Nursing Diagnosis Handbook, An Evidence-Based Guide to Planning Care. 2010(9<sup>th</sup> ed). St. Louis: Mosby, Elsevier.</li> <li>• Castillo, Strategies, Techniques, &amp; Approaches to Critical Thinking (5<sup>th</sup> Edition). Elsevier. ISBN #978-1-4557-3390-3</li> <li>• <u>Davis Drug Guide, 12<sup>th</sup> Edition or equivalent</u> <ul style="list-style-type: none"> <li>○ Authors: Judith Hopfer Deglin, April Hazard Vallerand, &amp; Cynthia A. Sanoski</li> </ul> </li> <li>• <u>Calculation of Drug Dosages, 10th Edition</u> <ul style="list-style-type: none"> <li>○ Author: Sheila J Ogden. ISBN 9780323310697</li> </ul> </li> <li>• Medical Dictionary: One of the 2 below: <ul style="list-style-type: none"> <li>• Latest Taber's cyclopedia medical dictionary. F. A. Davis.</li> <li>• Latest Stedman's Medical Dictionary for the Health Professions and Nursing</li> <li>• Kaplan resources</li> <li>• Blackboard Learn<sup>®</sup> Contents</li> </ul> </li> </ul>
<p><b>Course Communication</b></p>	<p>Effective, ongoing communication is a key element of success in the nursing program. Instructors and staff communicate with students via email when not in class. Students need to check their UNM and Blackboard email accounts regularly. Full-time nursing instructors have voice mail, and communication should take place directly with your instructor. Full-time instructors hold scheduled office hours as posted in their syllabus and outside of their offices, and students may schedule conference times as needed. In addition, there is student representation on the nursing faculty committee, and the representatives are responsible for communicating pertinent information to their classmates. Part-time faculty will identify their preferred method for communication to the students.</p>
<p><b>Electronic Device Usage:</b></p>	<p>Cellphones and other devices except laptop computers are not permitted in the classroom setting. They must be silenced and put away. Cellphone that ring or are used during class or testing will result in the student being excused from the class or test. Any make-up of assignments or exams due to violation of this policy is solely at the discretion of the instructor. The use of computers is acceptable in the learning context of the class. Lectures may be audiotaped at the express permission of the instructor. Classroom capture is not available at this time.</p>

<p><b>Academic Integrity</b></p>	<p>Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy:  <a href="https://policy.unm.edu/regents-policies/section-4/4-8.html">https://policy.unm.edu/regents-policies/section-4/4-8.html</a>. The policy states:</p> <p><i>Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.</i></p> <p>Academic Dishonesty is defined as:  <i>"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.</i></p>
<p><b>Classroom Use/ Attendance/ Professional Behavior</b></p>	<p>The classroom is available for student use outside of regularly scheduled classes when other classes are not in session. There is a reference area and computers available. In accordance with UNM policy there is no eating or drinking allowed in the classroom. Students may have water in enclosed bottles during class.</p> <p>See the current Student Nurse Handbook for complete listing of attendance and professional behavior policies. <a href="https://valencia.unm.edu/academics/nursing/applications/student-handbook-2016.docx">https://valencia.unm.edu/academics/nursing/applications/student-handbook-2016.docx</a></p>
<p><b>Student Concerns or Grievances</b></p>	<p>UNM-Valencia nursing program follows the specific Grievance Procedure as provided in the UNM Valencia Catalog. Prior to participating in the campus procedure, the student is encouraged to review their complaint within the nursing department by following these steps:</p> <p><b>SBAR:</b> To be used as a tool for communicating student concerns in a professional manner.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• The student completes the SBAR using professional language to communicate a concern about classroom, clinical or lab. You may check with your faculty if you are unsure if this process is necessary.</li> <li>• Email the completed SBAR to the instructor.</li> </ul>

	<ul style="list-style-type: none"> <li>The instructor will contact the student after reviewing the SBAR to schedule a face to face meeting to discuss the SBAR. The student should bring a printed copy to the meeting.</li> </ul>
<b>STUDENTS WITH DISABILITIES:</b>	<p>In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), reasonable accommodations are made to all qualified students unless such accommodations fundamentally alter a program or service or place an undue hardship on the operation of the University. If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or <a href="mailto:jmlujan@unm.edu">jmlujan@unm.edu</a>.</p>
<b>EQUAL OPPORTUNITY AND NON-DISCRIMINATION:</b>	<p>In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see page 15 - <a href="http://www2.ed.gov/about/offices/list/oer/docs/qa-201404-title-ix.pdf">http://www2.ed.gov/about/offices/list/oer/docs/qa-201404-title-ix.pdf</a>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (<a href="http://oeo.unm.edu">oeo.unm.edu</a>). For more information on the campus policy regarding sexual misconduct, see: <a href="https://policy.unm.edu/university-policies/2000/2740.html">https://policy.unm.edu/university-policies/2000/2740.html</a>.</p>
<p><b>Teaching Methods</b> (Lecture, Small Groups, Case Studies, On-Line Components, including Asynchronous Discussions, Kaplan/Evolve, Live stream videos/DVD):</p> <p>NUR 230 will use a variety of approaches to meet the course outcomes. These instructional methods may include, but are not limited to lecture, audio-visual materials, guided discussions, group projects, role playing, self-evaluation, written assignments, computer and on-line activities, decision-making exercises, clinical experiences, field trips and observational experiences.</p>	
<p><b>Evaluation/Grading Policies:</b></p> <p>To successfully complete the course, the student must achieve</p> <ol style="list-style-type: none"> <li>1) a minimum of 75% (C) test average</li> <li>2) a minimum of 75% (C) overall course average, and</li> <li>3) Pass in the clinical portion. Failure of any one or more of these components results in failure of the course.</li> </ol> <p>See the student handbook for progression policies. <b><u>There is no rounding of any score or course grade (examples: a 74.99% is not rounded to a 75%. A score of 90.99% is not rounded to a 91%).</u></b></p>	

The course grade is based on the below listed components. Late assignments will result in a one (1) letter grade penalty for each calendar day the assignment is late. No assignment will be accepted if more than three (3) calendar days late.

<b>Exams (4)</b>	<b>75%</b>
<b>Simulation</b>	<b>5%</b>
<b>Group Community based Based Presentation and paper</b>	<b>10%</b>
<b>Kaplan</b>	<b>10%</b>

All assignments are to be created as a Microsoft Word document and uploaded into the appropriate link in Blackboard. Written work must follow APA 6<sup>th</sup> edition guidelines. Refer to the APA Publication Manual 6<sup>th</sup> ed. (a copy is on reserve in the library) and/or the Purdue Owl website.

*Font setting must be Times New Roman or Arial at 12pt.*

#### **Grading Scale:**

<b>98-100 A+</b>	<b>75-77 C</b>
<b>94-97 A</b>	<b>70-74 C-</b>
<b>91-93 A-</b>	<b>67-69 D+</b>
<b>88-90 B+</b>	<b>64-66 D</b>
<b>84-87 B</b>	<b>60-63 D-</b>
<b>81-83 B-</b>	<b>0-59 F</b>
<b>78-80 C+</b>	

#### **Test Review Policy:**

**There will be no formal exam review during class time. Students must make an appointment to review the exam during office hours. Individual reviews will not take place until after an item analysis has been completed.**

Immediately following all unit exams, with the exception of the final exam, time will be allotted to take the exam in groups. All students must take the group exam, no exceptions. Students will be assigned groups by the instructor and will utilize one another to complete the exam. No books or other resources will be allowed. The instructor will not be answering questions during this time.

Groups that receive 100% on the group exam will have 5 points added to each individual student's exam grade. Groups who receive 90% or above will have 2 points added to each individual student's exam grade. Groups who receive an 89% or less will not have additional points awarded to the individual student's exam grades. **Students must receive an individual score of 75% or greater to have any points added to their score.**

## Kaplan

This course has a Kaplan component that is comprised of three (4) segments that total 10% of the course grade. Please refer to the Student Handbook for the complete Kaplan Policy.

Specific requirements related to Kaplan for this course include:

<b>Focused Review (practice) Test in Assigned Content Area</b>	<b>Points</b>
90-100%	25
80-89.9%	20
60-79.9%	15
40-59.9%	10
< 39.9%	0
<b>Integrated (proctored) Test in Content Area</b>	
≥ 70 <sup>th</sup> percentile	25
60- 69.99 <sup>th</sup> percentile	20
50–59.9 <sup>th</sup> percentile	15
40–49.9 <sup>th</sup> percentile	10
<40 <sup>th</sup> percentile	0
<b>Remediation of Focused Review Test(s)</b>	
Remediates all questions minimum of 1 minute	25
Remediates all questions minimum of 45 seconds	20
Remediates only wrong questions minimum of 45 seconds	15
Remediates >50% minimum of 45 seconds	10
Remediates < 50% and/or minimum of 45 seconds	0
<b>Remediation of Integrated Test</b>	
Remediates all questions minimum of 1 minute	25
Remediates all questions minimum of 45 seconds	20
Remediates only wrong questions minimum of 45 seconds	15
Remediates >50% minimum of 45 seconds	10
Remediates < 50% and/or minimum of 45 seconds	0
<b>Total points</b>	

Course Schedule Fall 2017					
Week	Date	Objectives	Content	Preparation	Activities
1	8/21/18	<ol style="list-style-type: none"> <li>1. Describe the historical background of maternity and child health care. (SLO 2)</li> <li>2. Compare current settings for childbirth both within and outside the hospital setting. (SLO 3)</li> <li>3. Identify trends that led to the development of family-centered maternity and pediatric care. (SLO 4,1)</li> <li>4. Describe how issues such as cost containment, outcomes management, home care, and technology affect perinatal, women's health, and child health nursing. (SLO 1,4)</li> <li>5. Discuss trends in maternal, infant, and childhood mortality rates. (SLO1,4)</li> <li>6. Identify how poverty and violence on children and families affect nursing practice. (SLO 1,5)</li> <li>7. Apply theories and principles of ethics to ethical dilemmas. (SLO 3)</li> <li>8. Discuss ethical conflicts that the nurse may encounter in perinatal, women's health, and pediatric nursing practice. (SLO 1)</li> <li>9. Relate how major social issues, such as poverty, homelessness, and access to health care, affect nursing practice. (SLO 1,2)</li> <li>10. Describe the legal basis for nursing practice. (SLO 4)</li> <li>11. Identify measures used to defend malpractice claims. (SLO 2)</li> <li>12. Identify current trends in health care and their implications for nursing. (SLO 3)</li> </ol>	Foundations of Maternal Child Nursing	Readings: McKinney et.al Chapter 1-2	<p>Debate at home vs in hospital birthing.</p> <p>Ethical decision making in Maternal Child Health case study</p> <p>Discussion on ethical considerations in Maternal Child Health</p>
2	8/28/18	<ol style="list-style-type: none"> <li>1. Describe the structure and function of normal human genes and chromosomes. (SLO 1)</li> <li>2. Give examples of ways genes and chromosomes are studied. (SLO 1)</li> </ol>	Hereditary and Environmental Influences on Development	Chapter 10	Role play: RN interaction with family with genetic

		<ol style="list-style-type: none"> <li>3. Describe the transmission of single gene traits from parent to child. (SLO 1)</li> <li>4. Relate chromosome abnormalities to spontaneous abortion and to birth defects in the infant. (SLO 1)</li> <li>5. Describe genetic components of selected disorders other than those related to reproduction. (SLO 1)</li> <li>6. Explain characteristics of multifactorial birth defects. (SLO 3)</li> <li>7. Identify environmental factors that can interfere with prenatal development, and explain how their effects can be avoided or reduced. (SLO 1,3)</li> <li>8. Describe the process of genetic counseling. (SLO 2)</li> <li>9. Explain the role of the nurse in caring for individuals or families with concerns about birth defects. (SLO 1,2,3)</li> </ol>			<p>predisposition/problem or difficulty</p> <p>Create educational material on common chromosomal abnormalities</p> <p>Case study</p>
<b>3</b>	<b>9/4/18</b>	<ol style="list-style-type: none"> <li>1. Explain female and male sexual development from prenatal life through sexual maturity. (SLO 3)</li> <li>2. Describe normal anatomy and function of the female and male reproductive systems. (SLO 3)</li> <li>3. Explain normal structure and function of the female breast. (SLO 3)</li> <li>4. Explain examinations and screening procedures that are recommended to maintain the health of women. (SLO1,3)</li> <li>5. Explain benign disorders of the breast, relate them to common age of onset, and describe the diagnostic procedures used to rule out breast cancer. (SLO 1,3)</li> <li>6. Describe the incidence, risks, pathophysiology, management, and nursing considerations of malignant breast tumors. (SLO 1,2,3)</li> <li>7. Discuss the four most common menstrual cycle disorders. (SLO 1)</li> <li>8. Explain management options for premenstrual syndrome (PMS) and premenstrual dysphoric</li> </ol>	Reproductive Anatomy and Physiology Womens Health	Chapters 11, 32	<p>Debate genetic testing and result sharing</p> <p>Role play: RN in STI clinic</p> <p>Create BSE/TSE educational material</p> <p>Practice BSE/TSE</p> <p>Group presentation on menstrual disorders</p>



		<p>disorder (PMDD), and nursing considerations. (SLO 1,3,5)</p> <p>9. Discuss procedures, possible complications, and follow-up care related to elective termination of pregnancy, also called induced abortion. (SLO 1,3,5)</p> <p>10. Describe physical and psychological changes associated with menopause and options to alleviate uncomfortable changes. (SLO1)</p> <p>11. Discuss the major disorders associated with pelvic relaxation in terms of causes, treatments, and nursing considerations. (SLO1,3,5)</p> <p>12. Discuss the signs and symptoms, management, and nursing considerations for the most common benign and malignant disorders of the reproductive tract. (SLO1,3,5)</p> <p>13. Describe care of the woman with an infectious disorder of the reproductive tract, including sexually transmitted diseases, pelvic inflammatory disease, and toxic shock syndrome. (SLO 1,3,5)</p>			
4	9/11/18	<ol style="list-style-type: none"> <li>1. Describe formation of the female and male gametes. (SLO 1)</li> <li>2. Relate ovulation and ejaculation to the process of human conception. (SLO 1)</li> <li>3. Explain implantation and nourishment of the embryo before development of the placenta. (SLO 1)</li> <li>4. Describe normal prenatal development from conception through birth. (SLO 1)</li> <li>5. Explain structure and function of the placenta, umbilical cord, and fetal membranes. (SLO 1)</li> <li>6. Describe how common deviations from usual conception and prenatal development occur. (SLO 1,3,5)</li> <li>7. Describe prenatal circulation and the circulatory changes after birth. (SLO 1)</li> </ol>	<b>EXAM 1 (Ch. 1,2,10,11 &amp; 32)</b> Conception and Prenatal Development	Chapter 12	<p>Debate: assisted conception</p> <p>Discuss ethical considerations in conception</p> <p>Group presentation: structure/function of prenatal anatomy</p> <p>Case study</p>

		8. Explain mechanisms and trends in multifetal pregnancies. (SLO 1,3)			
5	9/18/18	Complete objectives for week 4	Finish Conception and Prenatal Development	Chapter 12 Kaplan Maternal/ Gynecological Nursing A	
6	9/25/18	<ol style="list-style-type: none"> <li>1. Describe the physiologic and psychological changes that occur during pregnancy. (SLO1)</li> <li>2. Compute gravidity, parity, and estimated date of delivery. (SLO 1)</li> <li>3. Describe preconception, initial, and subsequent antepartum assessments. (SLO 1,2,3,5)</li> <li>4. Discuss maternal adaptations to multifetal pregnancy. (SLO 1)</li> <li>5. Describe the common discomforts of pregnancy in terms of causes and measures to prevent or relieve them. (SLO 1,3,5)</li> <li>6. Develop a plan of nursing care for common problems and discomforts of pregnancy. (SLO5)</li> <li>7. Identify the process of role transition. (SLO 1)</li> <li>8. Explain the maternal tasks of pregnancy. (SLO 1)</li> <li>9. Describe the developmental processes of the transition to the father role. (SLO 1,2)</li> <li>10. Describe the responses of prospective grandparents and siblings to pregnancy. (SLO 1,2)</li> <li>11. Discuss factors that influence psychosocial adaptation to pregnancy such as age, parity, social support, absence of a partner, socioeconomic status, and abnormal situations. (SLO 1.2.3)</li> <li>12. Describe cultural influences on pregnancy and cultural assessment and negotiation. (SLO 1,2)</li> <li>13. Describe the various types of education for childbearing families. (SLO 2,6)</li> </ol>	Adaptations to Pregnancy	Chapter 13, 25, 26 Remediation for Kaplan due	<p>Practice computing EDD, EDC</p> <p>Synthesize components of maternal assessments Develop plan of care for common problems/discomfort of pregnancy</p> <p>Explore psychosocial adaptations to pregnancy</p> <p>Role play: cultural considerations in pregnancy</p>

7	10/2/18	<ol style="list-style-type: none"> <li>1. Explain the importance of adequate nutrition and weight gain during pregnancy. (SLO 1)</li> <li>2. Compare the nutrient needs of pregnant and nonpregnant women.(SLO 1)</li> <li>3. Describe common factors that influence a woman's nutritional status and choices. (SLO 1)</li> <li>4. Describe how common nutritional risk factors affect nutritional requirements during pregnancy. (SLO 1,3)</li> <li>5. Compare the nutritional needs of the postpartum woman who is breastfeeding with those of the woman who is not breastfeeding. (SLO 2,3)</li> <li>6. Apply the nursing process to nutrition during pregnancy, postpartum, and lactation. (SLO 5)</li> </ol>	Nutrition for Childbearing	Chapter 14	<p>Create meal plans for various stages of pregnancy</p> <p>Role play: educate prenatal couple on nutritional needs</p> <p>Explore nutritional choices during pregnancy</p>
8	10/9/18	<ol style="list-style-type: none"> <li>1. Identify indications for fetal diagnostic procedures. (SLO 1,3)</li> <li>2. Discuss the purpose, procedure, advantages, and risks of each diagnostic procedure presented in the chapter. (SLO 1,3)</li> <li>3. Provide information in response to common questions parents have about procedures. (SLO 6)</li> </ol>	<p><b>EXAM 2</b></p> <p>Prenatal Diagnostic Tests</p>	Chapter 15	<p>Group presentation: prenatal diagnostic testing</p> <p>Discuss how to present information on testing to expectant parents</p>
9	10/16/18	<ol style="list-style-type: none"> <li>1. Describe maternal and fetal responses to labor. (SLO 1)</li> <li>2. Explain how components of the birth process affect the course of labor. (SLO 1,2,5)</li> <li>3. Relate mechanisms of labor to the process of vaginal birth. (SLO 1,3)</li> <li>4. Explain premonitory signs of labor. (SLO 1)</li> <li>5. Compare true labor with false labor. (SLO 1)</li> <li>6. Describe common differences in the labors of nulliparous and parous women. (SLO 1,5)</li> <li>7. Compare the stages of labor and the phases within te first stage. (SLO 1)</li> <li>8. Describe admission and continuing intrapartum nursing assessments. (SLO 1,6)</li> </ol>	Giving Birth	<p>Chapter 16, 27, 28</p> <p><b>Kaplan Maternal/ Gynecological Nursing B</b></p>	Compare and contract true and false labor

		<ol style="list-style-type: none"> <li>9. Identify nursing priorities when assisting the woman to give birth under emergency circumstances. (SLO 1,5)</li> <li>10. Relate therapeutic communication skills to care of the intrapartum family. (SLO 1,2,5)</li> <li>11. Apply the nursing process to care of the woman experiencing false labor. (SLO1,5)</li> <li>12. Apply the nursing process to care of the woman and her family during the intrapartum period. (SLO 1,5)</li> </ol>			
<b>10</b>	<b>10/23/18</b>	<ol style="list-style-type: none"> <li>1. Identify the purposes of fetal surveillance before birth. (SLO 1)</li> <li>2. Explain the normal and pathologic mechanisms that influence fetal heart rate (FHR). (SLO 1)</li> <li>3. Identify the advantages and limitations of each method of fetal surveillance: auscultation and electronic monitoring. (SLO 1,2,5)</li> <li>4. Explain the types of equipment used for electronic fetal monitoring (EFM) and the advantages and limitations of each. (SLO1,3)</li> <li>5. Describe the interpretation of EFM data. Explain the methods that may be used in addition to EFM to judge fetal well-being. (SLO 1,2)</li> <li>6. Describe appropriate nursing responses to nonreassuring FHR patterns. (SLO 1)</li> <li>7. Use the nursing process to plan care for a woman having electronic fetal monitoring. (SLO 1,2,5)</li> <li>8. Compare childbirth pain with other types of pain. (SLO 1,3)</li> <li>9. Describe how excessive pain can affect the laboring woman and her fetus. (SLO 1)</li> <li>10. Examine how physical and psychological forces interact in the laboring woman's pain experience. (SLO 1,2)</li> <li>11. Describe use of nonpharmacologic pain management techniques in labor. (SLO 1,2,5)</li> </ol>	<p>Intrapartum Fetal Surveillance</p> <p>Pain Management for Childbirth</p>	<p>Chapters 17, 18</p> <p>Remediation for Kaplan due</p>	<p>Group work: Create chart of types of fetal surveillance</p> <p>Discuss when each surveillance method will be used</p> <p>Role play: RN with client with non-reassuring FHR</p> <p>Compare and contrast childbirth versus other causes of pain</p> <p>Examine cultural context of childbirth and pain</p>

		<p>12. Describe how medications may affect a pregnant woman and the fetus or neonate. (SLO1)</p> <p>13. Identify the benefits and risks of specific pharmacologic pain-control methods. (SLO1,3)</p> <p>14. Explain nursing care related to different types of intrapartum pain management. (SLO 1,5)</p>			
11	10/30/18	<p>1. Explain the physiologic changes that occur during the postpartum period. (SLO 1)</p> <p>2. Describe nursing assessments and nursing care for postpartum physiologic and psychological adaptations. (SLO1,2,5)</p> <p>3. Discuss the role of the nurse in health education and identify important areas of teaching. (SLO 1,2)</p> <p>4. Compare nursing assessments and care for women who have undergone cesarean birth and vaginal birth. (SLO1,2,5)</p> <p>5. Explain the process of bonding and attachment, including maternal touch and verbal interactions. (SLO1.2)</p> <p>6. Describe the progressive phases of maternal adaptation to childbirth and the stages of maternal role attainment. (SLO</p> <p>7. Identify maternal concerns and how they change over time. (SLO 1,3)</p> <p>8. Discuss the cause, manifestations, and interventions for postpartum blues. (SLO1,5)</p> <p>9. Describe the processes of family adaptation to the birth of a baby. (SLO 1)</p> <p>10. Explain factors that affect family adaptation. (SLO 1)</p> <p>11. Discuss cultural influences on family adaptation. (SLO 1)</p> <p>12. Describe assessments and interventions for postpartum psychosocial adaptations. (SLO 1,2)</p>	<p><b>EXAM 3</b></p> <p>Postpartum Adaptations</p>	Chapter 20	<p>Create education for post-partum families</p> <p>Present created material</p> <p>Explore bonding and attachment styles</p> <p>Examine maternal and paternal role attainment</p> <p>Case Study</p>

		13. Describe criteria for discharge and available health care services. (SLO 1)			
<b>12</b>	<b>11/6/18</b>	Continue Postpartum adaptations	Postpartum Adaptations	Chapter 20 Kaplan Maternal/ Gynecological Nursing C	Create table of normal newborn labs and vital signs
<b>13</b>	<b>11/13/18</b>	<ol style="list-style-type: none"> <li>1. Explain the physiologic changes that occur in the respiratory and cardiovascular systems during the transition from fetal to neonatal life. (SLO 1,3)</li> <li>2. Describe thermoregulation in the newborn. . SLO 1)</li> <li>3. Compare gastrointestinal functioning in the newborn and adult.(SLO 1)</li> <li>4. Explain the causes and effects of hypoglycemia.(SLO 1,3)</li> <li>5. Describe the steps in normal bilirubin excretion and the development of physiologic, non-physiologic, breastfeeding, and true breast milk jaundice.(SLO1)</li> <li>6. Describe kidney functioning in the newborn.(SLO 1)</li> <li>7. Explain the functioning of the newborn's immune system.(SLO 1,3)</li> <li>8. Describe the periods of reactivity and behavioral states of the newborn.(SLO1,3)</li> <li>9. Describe nursing assessments of the newborn.(SLO 1,3)</li> <li>10. Explain the importance and the components of gestational-age assessment.(SLO 2,4)Start Presentations</li> </ol>	Normal Newborn High Risk Newborn	Chapter 21- 23,29,30 Remediation for Kaplan due	Create table of normal newborn labs and vital signs
<b>14</b>	<b>11/20/18</b>	Kaplan  Start Presentations	<b>PAPERS DUE</b>		
<b>15</b>	<b>11/27/18</b>	<ol style="list-style-type: none"> <li>1. Describe the role of the nurse in helping couples choose contraceptive methods. (SLO2,1)</li> </ol>	Management of Fertility and Infertility	Chapter 32	Compare and contrast contraception methods

		<ol style="list-style-type: none"> <li>2. Describe important considerations when choosing a contraceptive method. (SLO 1,3)</li> <li>3. Explain why informed consent is important for contraception. (SLO1)</li> <li>4. Compare and contrast contraceptive needs of adolescent and perimenopausal women. (SLO 1,3)</li> <li>5. Explain the mechanism of action, advantages, disadvantages, side effects, and teaching needed for methods of family planning. (SLO 1,3)</li> <li>6. Discuss the nurse's role in contraceptive counseling and education. (SLO 2)</li> <li>7. Explain factors that can impair a couple's ability to conceive. (SLO 1,3)</li> <li>8. Describe factors that can cause repeated pregnancy losses. (SLO 1,3)</li> <li>9. Specify evaluations that may be performed when a couple seeks help for infertility. (SLO1,3)</li> <li>10. Explain the use of procedures and treatments that may aid a couple's ability to conceive and carry the fetus to viability. (SLO 1,3)</li> <li>11. Discuss the nurse's role for families needing care related to fertility or infertility. (SLO 2)</li> </ol> <p>Finish Presentations</p>			<p>Role play: RN providing education on contraception</p> <p>Explore impact of fetal demise</p> <p>Explore impact of infertility</p>
16	12/4/18	<b>EXAM 4</b>		Remediation for Kaplan due	

*This Syllabus, including the Course Schedule, is subject to change at the discretion of the Instructor in accordance with UNM Valencia Academic Policies. In the event there is a discrepancy between the syllabus and the Student Handbook, the current Student Handbook is the authoritative source.*