



INTER AMERICAN UNIVERSITY OF PUERTO RICO  
METROPOLITAN CAMPUS  
FACULTY OF SCIENCES AND TECHNOLOGY  
SCHOOL OF NURSING CARMEN TORRES DE TIBURCIO

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## SYLLABUS

### I. GENERAL INFORMATION

Course Title	: <b>FUNDAMENTALS OF MATERNAL-NEONATAL CARE</b>
Code & Number	: NURS 2141
Credits	: Three (3)
Academic Term	: _____
Professor	: _____
Office Hours	: _____
Office Phone Number	: (787) 250-1912 ext. 2159, 2202
Email	: _____

### II. DESCRIPTION

Description of the evolution of maternal-neonatal nursing integrating the principles of the conceptual framework. Discussion of anatomical, biochemical, physiopsychological and pathological changes that affect the integral functioning of the client, before, during and after childbirth, including the normal new born during the early neonatal stage. Use of the nursing process in the study of the appropriate changes in the stages and health dysfunctions. Prerequisite: NURS 1231. Corequisites: NURS 2142, 2233.

### III. GRADUATE COMPETENCIES ADDRESSES IN THIS COURSE

1. Apply the nursing process for decision-making, which demonstrate critical thinking skills while offering safe, effective, efficient, timely, and equitable direct care to patients/clients, their families and or caregivers.
2. Offer patient-centered care to patient/clients, their families, and caregivers promoting a continuous healing relationship considering their needs, values, preferences, and cultural insights.
3. Show competence in therapeutic, evidence-based interventions while providing nursing care to individuals along the wellness-illness continuum for the promotion, maintenance, and restoration of health in structured scenarios.

#### **IV. TERMINAL AND LEARNING OBJECTIVES**

1. Integrate knowledge of the evolution of the concepts and principles that underlie the practice of maternal-neonatal nursing, the nursing process to achieve quality care
2. Summarize the anatomical and pathological, biochemical, physiological affecting the overall operation of the customer before, during and after childbirth and newborn normal during the early neonatal period.
3. Integrate knowledge of the physiological and psychological changes in the reproductive cycle to the nursing process for preventing dysfunctions, promotion, maintenance and restoration of health maternal - fetal and neonatal aimed at achieving quality care.

#### **V. CONTENT**

##### **A. Maternal – Neonatal Nursing**

1. Evolution
  - a. Historic view
2. Trends/Controversies
  - a. Health Care System – setting and providers
  - b. Healthcare indicators
  - c. Ethical-legal
  - d. Social-cultural
  - e. Reproductive technology management
  - f. Family support system
  - g. Patient center care
  - h. Patient safety
    - 1) Institute of Medicine (IOM)
    - 2) Infection control
    - 3) Patient identification
    - 4) High risk drugs
3. Healthy People 2020
  - a. Family planning
  - b. Reproductive and sexual health
  - c. Maternal, infant and child health
4. Maternal Care Conceptual Framework
  - a. Nursing process
    - 1) Evidence based Practice
    - 2) Research
    - 3) Standards and clinical care guidelines
      - (a) Rights of the pregnant woman
      - (b) Rights of the neonate
      - (c) Other laws
5. Nursing Roles

## **B. Nursing process during pregnancy**

### 1. Prenatal Stage

- a. Female and male reproductive system
  - 1) Male Reproductive System
    - a. Structure and Function
  - 2) Female Reproductive System
    - a. Structure and function
    - b. Menstrual Cycle.
    - c. Birth Control
- b. Fetal Development
  - 1) Conception
  - 2) Embryo – Fetal Development
- c. Pregnancy Indicators
  - 1) Gravidity and parity
  - 2) Pregnancy test
  - 3) Sign of pregnancy
  - 4) Assessment of probable date of birth
- d. Management of Care
  - 1) Initial visit
  - 2) Follow-up visits
    - (a) Assessment
      - (1) Health history
      - (2) Diagnostic test
        - a) Maternal wellbeing
        - b) Fetal wellbeing
  - 3) Factors that affect sexuality/reproductive pattern
    - a. Changes of pregnancy
    - b. Discomforts related to pregnancy
    - c. Potential complication
      - (1) Sexually transmitted infections (TORCH)
      - (2) Premature contractions
  - 4) Factors that affect nutrition/metabolism
    - a. Changes of pregnancy
    - b. Nutritional requirements
    - c. Discomforts related to pregnancy
    - d. Potential complications
      - (1) Hyperemesis gravidarum
      - (2) Diabetes Mellitus
      - (3) Thyroid Disorder
  - 5) Factors that affect elimination
    - a. Changes of pregnancy
    - b. Discomforts related to pregnancy
    - c. Potential complications
      - (1) Infection/urinary retention
      - (2) Gastrointestinal disorders: constipation
  - 6) Factors that affect activity/exercise
    - a. Changes of pregnancy

- (1) Cardiovascular
- (2) Respiratory
- (3) Muscular-skeletal
- b. Discomforts related to pregnancy
- c. Potential complications
  - (1) Hypertensive disorder
  - (2) Antepartal hemorrhagic disorders
  - (3) Cardiovascular disorders
  - (4) Anemia
- 7) Factors that affect role and relations
  - a. Structure and family function
    - (1) Adaptation
  - b. Changes during pregnancy
- 8) Factor that affect self-concept/self-perception
  - a. Changes during pregnancy
- 9) Nursing diagnostic
- 10) Nursing outcomes
- 11) Therapeutic interventions
  - a. Prenatal care (6960)
  - b. High risk pregnancy care (6800)
  - c. Electronic fetal monitoring: antepartum (6771)
  - d. Bleeding reduction: antepartum uterus (4020)
  - e. Pregnancy termination care (6950)
  - f. Surveillance late pregnancy (6656)
  - g. Attachment promotion (6710)
  - h. Risk identification: Childbearing family (6612)
  - i. NSPG 2,3,7,13,16
  - j. Clinical guidelines for prenatal care
- 12) Evaluation

## 2. Labor Stage

### 1. Assessment

- a. Factors that affect labor and delivery
- b. Indicators of true labor
- c. Labor stages
- d. Labor process
- e. Maternal/neonatal adaptation
- f. Potential complications
  - 1) Pre-term labor
  - 2) Premature rupture of membranes
  - 3) Dysfunctional labor
  - 4) Cephalo-pelvic disproportion
  - 5) Abnormal labor pattern
  - 6) Umbilical cord prolapse
  - 7) Uterine rupture
  - 8) Amniotic fluid embolism
  - 9) Fetal distress
- g. Nursing diagnosis
- h. Nursing outcomes
- i. Therapeutic interventions

- 1) Intrapartal care (6830)
- 2) Intrapartal care: High-risk delivery (6834)
- 3) Cesarean section care (6750)
- 4) Labor induction (6850)
- 5) Pain management (1400)
- 6) Childbirth preparation (6760)
- 7) Birthing (6720)
- 8) Resuscitation: fetus (6970)
- 9) Labor suppression (6860)
- 10) Attachment promotion (6710)
- 11) Electronic fetal monitoring: intrapartum (6772)
- j. National Patient Safety Goals
  - 1) Infection control
  - 2) Patient identification
  - 3) Medication safety
  - 4) Changes in patient condition
- k. Sentinel Events
  - 1) Infant death and injury during delivery
  - 2) Hospital acquired infections
- l. Care Guidelines during labor
- m. Evaluation

## Postpartum Stage

1. Assessment
  - a. Physiologic adaptation
  - b. Lactation process
  - c. Family Planning
  - d. Common postpartum disorders
    - 1) Hemorrhage
    - 2) Thromboembolic disease
    - 3) Infections
      - a. Puerperal
      - b. Incision
      - c. UTI
      - d. Mastitis
2. Nursing diagnosis
3. Nursing outcomes
4. Therapeutic interventions
  - a. Postpartal care (6930)
  - b. Breastfeeding assistance (1054)
  - c. Lactation suppression (6870)
  - d. Family planning: contraception (6784)
  - e. Environmental management: attachment process (6481)
  - f. Family integrity promotion: childbearing family (7104)
  - g. Attachment promotion (6710)
  - h. Risk identification: childbearing family (6612)
  - i. Infant care (6820)
  - j. Lactation counseling (5244)
  - k. Bleeding reduction: postpartum uterus (4026)
5. Patient National Safety Goals

- a. Hospital acquired infections
  - b. Patient identification
  - c. Fall Prevention
  - d. Changes in patients state of health
6. Postpartum care guidelines
  7. Evaluation

### **C. Nursing process in the neonate**

#### Early Neonatal Stage

1. Assessment
  - a. Neonatal characteristics
    - 1) Physical characteristics
    - 2) Systemic changes
    - 3) Reflexes
  - b. Factors that affect activity/exercise
    - 1) Airway obstruction
  - c. Factors affecting nutrition / metabolism
    - a. Factors that affect nutrition
      - 1) Maternal situation
      - 2) Neonatal situation
    - b. Thermoregulation
    - c. Anthropometric measures
  - d. Diagnostic test
    - 1) Apgar
    - 2) Gestational age
    - 3) Maturation
    - 4) PKU
    - 5) Other
  - e. Potential complications
    - 1) Birth trauma
    - 2) Respiratory distress syndrome
    - 3) Hypoglycemia
    - 4) Hemolytic disease
    - a. Hyperbilirubinemia
    - b. Rh incompatibility
    - c. Kernicterus
      - 5) Congenital anomalies
      - 6) Controlled substance abuse
2. Nursing diagnosis
3. Nursing outcomes
4. Therapeutic interventions
  - a. Newborn care (6880)
  - b. Resuscitation: neonate (6974)
  - c. Nonnutritive sucking (6900)
  - d. Phototherapy: neonate (6924)
  - e. Bottle feeding (1052)
  - f. Circumcision care (3000)
  - g. Newborn monitoring (6890)
  - h. Temperature regulation (3900)
5. National Patient Safety Goals

- a. Patient identification
  - b. Medication Safety
  - c. Changes in patient condition
  - d. Fall prevention
6. Sentinel Events
  7. Care guidelines for the newborn
  8. Evaluation

## VI. ACTIVITIES

1. Modules or study guides
2. Case studies “Clinical Challenges”
3. Conferences
4. Assignments
5. Group discussions
6. Assign lectures
7. Animations/ Virtual Simulations
8. Evaluations
9. NLN/NCLEX review questions

## VII. EVALUATION

Methodology	Score	% Final Grade
<b>Partial Exam I</b>	100	20
<b>Partial Exam II</b>	100	20
<b>Partial Exam III</b>	100	20
<b>Final Comprehensive Exam</b>	100	20
<b>Others: Assignments, Quizzes “Clinical Challenges”</b>	100	5
<b>ATI Test</b>	100	5
<b>Attendace</b>	100	10
<b>TOTAL</b>	700	100

### Notes on Evaluation:

- The methodology of assignments includes and it not limited to: quizzes, case studies, critical analysis, and group work among others.
- Students will be assessed based on the modality the faculty member adopts: in person (face to face) blackboard or blackboard proctored on the scheduled date.
- When a student is unable to sit either for a lecture or and exam for justified reasons on the scheduled date, it is the student responsibility to schedule as soon as possible the exam. The student is also responsible for the material covered in lecture during its absence. The student will be given only one opportunity to sit for the exam.
- Any assignments will be hand in or submitted as programmed by the faculty. Assignments will not be accepted after the due date, unless there is a valid reason and evidence is provided. It is the students’ responsibility to contact the faculty member. If students are given the opportunity to submit or hand in assignments after the due date

will carry a penalty of -10% in the grade. Students will be given one opportunity to hand in or submit their work.

- In the case of group work, if any of its members is unable to meet the expectations, due to a justified reason the student must make an appointment with the faculty member to determine alternatives to follow.
- The final exam is comprehensive; it will be programmed as established by the academic calendar
- Assessment for this course is through the National League for Nursing (NLN) which requires the student to attend to this assessment as scheduled. Absence for this assessment will result in a grade of cero for this criterion. Grades for this component will be awarded based on the scores obtained by the group.

## **VIII. SPECIAL NOTES**

### **A. Auxiliary Services or Special Needs**

Any student that requires auxiliary services and/or special assistance must request it as soon as he/she knows he/she needs it. This request must be submitted through the proper registry at Mr. José Rodríguez.

### **B. Honesty, Fraud and Plagiarism**

The lack of honesty, fraud, plagiarism and any other inadequate behavior in relation to academic work constitute major infractions sanctioned by General Student Regulations. Major infractions, according to General Student Regulation, may result in suspension from the University for a definite period of time greater than one year or the permanent expulsion from the University, among other scenarios.

### **C. Use of Electronic Devices**

Cellular (mobile) telephones, IPODS, and any other electronic device that could interrupt the teaching-learning process or disrupt a milieu favorable for academic excellence will be deactivated. Critical situations will be dealt with in an appropriate manner. The use of electronic devices that permit access, storage or sending data during tests or exams is prohibited.

### **D. Special Requirements for Practice and Internship Centers**

Some academic programs of the University require students to complete a practice or internship in a real work scenario as part of the degree requirements. These external centers may be state and federal agencies, hospitals and non-governmental offices among others. It is the student's responsibility to comply with the external practice center, these requirements may be drug tests, HIV tests, immunization certificate against hepatitis, health certificate, a negative criminal record, or any other requirement that the institution or practice center may stipulate. If students refuse or are not able to meet any of the requirements, they will be unable to complete their practice

or internship and, therefore, will not pass the practice or internship course or meet the graduation requirement of their academic program.

### **E. Clinical areas in diverse scenarios**

This course considers clinical practice in diverse scenarios: hospitals, diagnostic and treatment centers (CDT), prenatal care clinics, and simulation labs among others. There is a minimum of four weeks period, at the school laboratory to acquire skills before going to the clinical scenario. In the event of the occurrence of special situations which would be beyond of the School of Nursing an alternate plan would be considered.

## **IX. RESOURCES**

### **Text**

Lowdermilk, D.L., Perry, S.E. (2016) *Maternity & Women's Health Care* (11<sup>th</sup> ed.) Philadelphia: Mosby

### **Study Guide**

Lowdermilk, D.L., Perry, S.E. (2016). *Study Guide Maternity & Women's Health Care* (11<sup>th</sup> ed.) Philadelphia: Mosby.

### **Audiovisuals**

Anatomic Models	Male reproductive system Female reproductive system
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### **Videos**

V	The Miracle of Life
V1173	Gestational Age Assessment
V1172, 2235	Physical Assessment of the Normal Newborn
V2230	Perinatal Assessment of Maturity
V2355, 2268	The Newborn
V2236	Techniques in Newborn Screening and Specimen Collection

## **X. BIBLIOGRAPHY**

Carpenito, L.J. (2013) *Nursing Diagnosis: Application to Clinical Practice* 10th ed. Philadelphia: Lippincott.

Johnson, M., Maas, M. and Moorhead, S. (2012) *Clasificación de Resultados de Enfermería (NOC)* 4rd ed. Philadelphia: Mosby.

McCloskey, J.C. and Bulechek, G.M. (2013) Clasificación de Intervenciones de Enfermería (NIC) 5th ed. Philadelphia: Mosby.

NANDA International (2012-2014) Nursing Diagnosis: Definitions & Clasification. Philadelphia: NANDA

Pilliteri, Adele. (2012) Maternal and Child Health Nursing (5th ed.) Philadelphia: Lippincott.

Wilkinson, J. M. (2011) Manual de Diagnósticos de Enfermería (9th. ed) España:Pearson

### **Magazines**

MCN: Journal of Maternal/Child Nursing

The New Labor Movement – John Hopkins Nursing Magazine (on-line)

### **Electronic Addresses**

[www.cpepr.org](http://www.cpepr.org)

[www.salud.gov.pr/products.asp](http://www.salud.gov.pr/products.asp)

[www.napnap.org/Docs/breastfeeding%20laws.pdf](http://www.napnap.org/Docs/breastfeeding%20laws.pdf)

<http://www.lalecheleague.org>

<http://prlacta.org>

[http://www.nacersano.org/centro/9388\\_10052.asp](http://www.nacersano.org/centro/9388_10052.asp)

[www.4woman.gov](http://www.4woman.gov)

[www.acog.org](http://www.acog.org)

[www.acnm.org](http://www.acnm.org)

