

W.97

**GRANDE PRAIRIE REGIONAL COLLEGE  
COLLABORATIVE COURSE OUTLINE: NURSING 2040**

**Nurs 2040 - Nursing Care of Individuals within Families:  
Childbearing/Childrearing**

\*9 (winter term, 4-15C-0). Focuses on nursing care of individuals within families.

<b>INSTRUCTORS:</b>	Rose-Aline Begalke, R.N. B.Sc.N.	Office H218	Ph.539-2758
	Nadine Glenn, R.N., B.Sc.N., B.Sc.	Office H218	Ph.539-2758
	Sharon Peterson, R.N. B.N.	Office H201	Ph. 539-2784
	Monique Sedgwick, R.N. M.N.	Office H216	Ph. 539-2757

**COURSE DESCRIPTION:**

This course provides theory and selected learning experiences in the nursing care of individuals within their support systems during childbearing and childrearing stages. Experiences in both hospital and community settings will allow the student to use the nursing process and integrate knowledge of health assessment, theories of growth and development, communications, teaching and learning, and health promotion. The focus will be on basic health care of the individual within the childbearing and childrearing stages. An overview of selected health issues will be provided.

**COURSE GOALS:**

1. Identify the health needs of individual in childbearing and child rearing stages.
2. Examine selected health issues of individual in childbearing and child rearing stages.
3. Discuss the childbearing experience for the client and significant others.
4. Discuss the role that the significant other may play in the childbearing process.
5. Discuss the effects of a child's illness or hospitalization on the child and family.
6. Identify the principles of family-centered care.
7. Determine strategies that demonstrate family-centered care in both childbearing and child rearing situations.
8. Provide safe supportive individualized care in partnership with the client and/or family
9. Describe the factors that promote healthy adaptation in the childbearing and child rearing situations encountered.
10. Demonstrate responsibility and accountability within legal, ethical, professional and institutional parameters.

**COURSE REQUIREMENTS:**

In order to obtain credit for Nursing 2040, students must pass both the theoretical and clinical components of the course.

Evaluation of clinical experience: PASS/FAIL. Students must achieve a "pass" in both the childbearing and childrearing clinical components of the course in order to receive an overall passing grade in Nursing 2040. Attendance at the agencies for clinical experiences and at the clinical conferences is a requirement of the clinical component of the course.

<b>COURSE EVALUATION:</b>	<b>VALUE</b>	<b>DATE</b>
MIDTERM EXAMINATION	20%	Jan. 31
FINAL EXAMINATION	30%	April
EXPECTANT FAMILY REFLECTIONS AND TEACHING PLAN	20%	One week after each visit
PLAY THERAPY ASSIGNMENT	10%	One week after completing
SCHOOL HEALTH TEACHING ASSIGNMENT	10%	" " " "
COMMUNITY AGENCY PRESENTATION	5%	" " " "
SEMINAR PARTICIPATION	5%	" " " "
SKILLS LAB EXAM (Peds)	PASS/FAIL	Jan. 21 & 23
NEONATE ASSESSMENT	PASS/FAIL	
CHILDCARE ASSESSMENT	PASS/FAIL	Jan. 14 & 16
CLINICAL PERFORMANCE	PASS/FAIL	

**REQUIRED TEXTBOOKS:**

Pillitteri, A. (1995). Maternal and child health nursing: Care of the childbearing and childrearing family. Philadelphia: J.B. Lippincott Company.

CNA Nursing Code of Ethics. (1991).

**RESOURCE TEXTBOOKS:**

Betz, C.L., Hunsberger, M. & Wright, S. (1994). Family-centered nursing care of children. Toronto: W.B. Saunders Company.

Bobak, I.M., Lowenkopf, D.L., Jensen, M.D., & Perry, S.E. (1995). Maternity nursing. Toronto: Mosby.

## Schedule for Nursing 2040

DATE	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Jan 7-10	Introduction to 2040 Workshop day Family	Special Application of Nursing Process	Assessment and Communication, Assessment of Children	Prenatal Assessment
Jan14-17	Childbearing Orientation Gp 1 Child Health Day Care Gp. 3	Assessment: Labor and Delivery	Childbearing Orientation Gp. 2 Child Health Day Care Gp. 4 Health Unit (9-11) Orientation -All	Postpartum Newborn
Jan21-24	Clinical Gp. 1 Child Health Hosp. Orientation Gp 3 Community and Seminar Gp. 2 & 4	Nutrition: Newborn	Clinical Gp 2 Child Health Hosp. Orientation Gp. 4 Community and Seminar Gp. 1 & 3	Allen Model
Jan28-31	Clinical Gps. 1 & 3 Community Gp. 2 & 4	Hospitalization	Clinical Gps 2 & 4 Community Gp. 1 & 3.	Midterm exam
Feb 4-8	Clinical Gp. 1 & 3 Community and Seminar Gp. 2 & 4	Relationships	Clinical Gp. 2 & 4 Community and Seminar Gp. 1 & 3	Relationships
Feb11-14	Clinical Gp. 1 & 3 Community Gp. 2 & 4	Nutrition: Childbearing	Clinical Gp. 2 & 4 Community Gp. 1&3.	Nutrition: Children
Feb18-21	Clinical Gp. 1 & 3 Community and Seminar Gp. 2 & 4	Rest/ Activity: Childbearing	Clinical Gp. 2 & 4 Community and Seminar Gp. 1 & 3	Rest/Activity: Child Health
Feb24-28	<b>Reading</b>	<b>Week</b>	<b>Break</b>	<b>All Gps.</b>
Mar 3-6	Childbearing Orientation Gp. 3 Child Health Day Care Gp. 1	Comfort/Pain; Childbearing	Childbearing Orientation Gp. 4 Child Health Day Care Gp. 2	Comfort: Children
Mar10-13	Clinical Gp. 1 & 3 Community and Seminar Gp. 2 & 4	Parenting as a Process	Clinical Gp 2 & 4 Community and Seminar Gp 1&3	Health Protection: Child Bearing
Mar17-20	Clinical Gp. 1 & 3 Community Gp. 2 & 4	Health Protection: Child Health	Clinical Gp 2 & 4 Community Gp. 1 & 3	Care Provider Roles: Childbearing

Mar 24-27	Clinical Gp. 1 & 3 Community and Seminar Gp. 2 & 4	Care Provider Roles: Child Health	Clinical Gp 2 &4 Community and Seminar Gp. 1&3	Culture/Legal Ethical: Child bearing
Mar 31-Apr.3	Clinical Gp. 1 & 3 Community Gp. 2 & 4	Culture/Legal/Ethical: Child rearing	Clinical Gp 2 &4 Community Gp. 1 & 3	Good Friday
Apr7-10	Clinical Gp. 1 & 3 Community and Seminar Gp. 2 & 4	Review	Clinical Gp 2 &4 Community and Seminar Gp. 1&3	Review
Apr14-17	Exam	Week	All	Gps.

**N.B.**

Clinical days are timetabled for Tuesday and Thursday, except for January 7 & 9 which will be class days. (9-4).

Students are in clinical @ the hospital 1 day/week for 10 hours (07:00-17:00).

The second clinical day is in the community. There is some flexibility regarding when the hours are logged. Journals indicating hours logged and a brief description of the experience is required.

The community experience for childbearing will include: home visits, prenatal class(es), physician office visit.

The community experience for childrearing will/may include visits to day cares, child health clinics, school, and other community child services.

All students will visit a community agency related to childbearing or childrearing.

Seminars will occur every 2 weeks for 1.5 hours.

Groups 1 and 3 seminars will be held on Thursday (12:30-14:00).

Groups 2 and 4 seminars will be held on Tuesday (12:30-14:00).

**CLASS TOPICS AND READINGS**

(Required readings other than Pillitteri are on reserve at the Library)

January 7, 1996

**SPECIAL CLASS DAY - WORKSHOP:**Unit 1 INTRODUCTION TO THE CARE OF THE INDIVIDUAL IN THE  
CHILDBEARING AND CHILDREARING STAGES

Class 1 Introduction to course and care of individuals in the childbearing/childrearing stages

## Required Readings:

1. Pillitteri, Chapter 1, pp. 1-22
2. Schumacher, K.L. & Melesis, A.I. (1994). Transitions: A central concept in nursing. IMAGE: Journal of Nursing Scholarship, 26(2), 119-126 (attached).

Unit 2 THEORIES AND RESEARCH AS THE BASIS OF PRACTICE

## Theories -

## A. Family developmental theory

## Required Readings:

1. Friedman, M.M. (1992). Family nursing: Theory and practice, 3rd Edition. Chapter 6, Family developmental theory, pp. 81-111.
2. Carter, B., McGoldrick, M. (1989). The changing family life cycle (2nd ed.) Chapter 1, pp. 3-28.
3. Pillitteri, Chapter 1, pp. 26-34.

## B. Stress, Crisis and Coping

## Required Readings:

1. Betz et al., Chapter 18 (Stress, Crisis and Coping), pp. 629-648.
2. Pillitteri, Chapter 1, pp. 36-40.

## C. Family Centered Care

## Required Readings:

1. Ahmann, E. (1994). Family-centered care: Shifting orientation. Pediatric Nursing, 20 (2), 113-116.
2. Pillitteri, Chapter 1, pp. 4-8.

REVIEW

- 1 Nursing Theories - Nursing 100

January 8, 1996

Class 2 Application of Nursing Process: Childbearing/Child Health.

Required Readings:

1. Foust, J.B. (1994). Creating a future for nursing through interactive planning at the bedside. IMAGE: Journal of Nursing Scholarship, 26 (2), 129-132. (On reserve at John Scott Library).
2. Betz et al. (1994). Family-centered nursing care of children - Appendix I Nursing Diagnosis Accepted by NANDA Through 1993. W.B. Saunders, Toronto, 2167-2173.
3. Bandman, E.L., & Bandman, B. (1995). Critical thinking in nursing. Appleton & Lange, Connecticut, 83-99.

January 9, 1996

Unit 3 NURSING CARE OF INDIVIDUAL WITHIN FAMILIES DURING THE CHILDBEARING AND CHILDBEARING STAGES: PARENT/CHILD HEALTH

Class 3 Assessment of individuals in the childbearing stage and children: What can the client/patient tell us?

Assessment: Children - Infants to Adolescent.

Required Readings:

1. Garbarion, J., Stott, F.M., & Faculty of Erikson Institute. (1992). What children can tell us. Jossey-Bass Publishers, San Francisco, 1-17.
2. Pillitteri, pp. 1042-1056.
3. Editorial. (1995). Children first: Is it ver going to happen? Journal of Pediatric Health Care, 9, 197-198.
4. Reed-Purvis, S., & Dakin, S. (1993). Listening: Are under-valued health visiting (skills). Health Visitor, 66 (10), 367-369.
5. Pillitteri, pp. 800-845.
6. Hunter, G. (1996). Special Report An unnecessary death. Canadian Nurse, 92 (6), 20-23.
7. VanAntwrp, C.A. (1995). The lifestyle questionnaire for school-aged children: A tool for primary care. Journal of Pediatric Health Care, 9, 251-255.
8. Wynn, D.A., & Alvin, R.M. (1994). Test-retest reliability of a body knowledge instrument in school-age children. Maternal-Child Nursing Journal, 22 (2), 56-63.5.

REVIEW:

1. Growth and Development - Cognitive and Language Skills Ages 0-16 Year

January 10, 1996

Class 4 Assessment: Prenatal

Required Readings:

1. Medkle, S.F., Orleans, M., Leff, M., Shain, R., & Gibbs, R.S. (1995). Women's reasons for not seeking prenatal care: Racial and ethnic factors. Birth, 22 (2), 81-86.
2. Dow-Clarke, R.A., MacCalder, L., & Hessel, P.A. (1994). Health behaviors of pregnant women in Fort McMurray, Alberta. Canadian Journal of Public Health, 85 (1), 33-36.
3. Sokoloski, E.H. (1995). Canadian first nations women's beliefs about pregnancy and prenatal care. Canadian Journal of Nursing Research, 27 (1), 89-100.
4. Buby, A. (1992). Preconceptual health promotion: Another approach to improve pregnancy outcomes. Public Health Nursing, pp. 10-14.
5. Pillitteri, pp. 173-188, 222-240, 245-249, 315-323.

REVIEW

1. Pillitteri, Chapter 9.

January 15, 1996

Class 5 Assessment: Labor and Delivery

Required Readings:

1. Mackay, M.C. (1995). Women's evaluation of their childbirth performance. Maternal-Child Nursing Journal, 23 (2), 57-72.
2. Chapman, L.L. (1991). Expectant fathers' role during labor and birth. JOGNN, 2 (2), 114-120.
3. Simkins, P. (1995). Reducing pain and enhancing progress in labor: A guide to nonpharmacologic methods for maternity caregivers. Birth, 22 (3), 161-171.
4. Pillitteri, pp. 470-525, 545-570.

January 17, 1996

Class 6 Assessment: Postpartum and Newborn

Required Readings:

1. Gupton, A., & McKay, M. (1995). The Canadian perspective in postpartum home care. JOGNN, 24 (2), 173-179.
2. Ruchala, P.L., & Halstead, L. (1994). The postpartum experience of low risk

women: A time of adjustment and change. Maternal-Child Nursing Journal, 22 (3), 83-89.

3. Malini, J.A. (1994). The content and sources of maternal knowledge about the infant. Maternal-Child Nursing Journal, 22 (4), 111-120.

### REVIEW

1. Pillitteri, pp. 609-635, 640-682.

### **January 22, 1996**

#### Class 7 Nutrition/Newborn:

##### Required Readings:

1. Pillitteri, pp. 685-702, 445 (adolescent mothers), 719 (culture).
2. Jensen, D., Wallace, S., & Kelsay, P. (1994). Latch: A breastfeeding charting system and documentation 2001, JOGNN, 23 (1), 27-32.
3. Matthews, M.K. (1993). Experiences if primiparous breastfeeding mothers on the first days following birth. Clinical Nursing Research, 2 (30), 309-326.

### **January 24, 1996**

#### Class 8 Allen Model

##### Required Readings:

1. Begalke, R.A. (1995) The Allen Model for Nursing: An Analysis, Unpublished paper for Advanced Clinical Practice (Nursing 505). U. of A.
2. Kravitz, M., & Frey, M.A., (1989) The Allen Nursing Model. In Conceptual Models of Nursing. London Prentice Hall International
3. Ross, M.M. (1981) Learning to Nurse Families. Nursing Papers 13 (1) 49-57.

### **January 29, 1996**

#### Class 10 Hospitalization

##### Required Readings:

1. Pillitteri, pp. 1013-1040.
2. Wallace, M.R. (1995). Temperament and the hospitalized child. Journal of Pediatric Nursing, 10 (3), 173-180.
3. McBride, A. (1993). Health promotion in hospitals: The attitudes, beliefs and practices of hospital nurses. Journal of Advanced Nursing, 20 92-100.

4. White, A.E. (1992). Review. The contribution of nurses to children's well-being in hospital: A selective review of the literature. Journal of Clinical Nursing, 1, 117-121.
5. Pederson, C. (1993). Presence and nursing intervention with hospitalized children. Maternal-Child Nursing Journal, 21 (3), 75-81.
6. Slusher, I.L. & McClare, M.J. (1992). Infant stimulation during hospitalization. Journal of Pediatric Nursing, 7 (4), 276-279.
7. Bolig, R., & Weddle, K.D. (1988). Resiliency and hospitalization of children. CHC, 16 (4), 255-600.

### January 31, 1996

#### Class 11 MIDTERM EXAMINATION

### February 5 & 7, 1996

#### Classes 12

#### & 13 Attachment/Relationships:

##### Required Readings:

1. Pillitteri, pp. 607-608, 914-915.
2. Craft, M.J. (1993). Siblings of hospitalized children: Assessment and intervention. Journal of Pediatric Nursing, 8 (5), 289-299.
3. Murphy, J.O. (1993). Siblings and the new baby: Changing perspectives. Journal of Pediatric Nursing, 8 (5) 277-288.
4. Carmen, S. (1994). Attachment intervention. Infant and Young Children, 7 (1), 34-41.
5. Huber, C.J. (1991). Documenting quality of parent-child interaction: Use of the NCAST Scales. Infant and Young Children, 4 (2), 63-75.

##### REVIEW:

1. Santroch, J.W., Chapter 7 (attachment).
2. Pillitteri, pp. 164-173.

### February 12, 1996

#### Class 14 Nutrition: Childbearing

##### Required Readings.

1. Pillitteri, pp. 280-301, 982-1009
2. Romanozuk, A.M., & Brown, J.P. (1994). Folic acid will reduce the risk of neural tube defect. Maternal-Child Nursing Journal, 19, 331-334.
3. Ludka, L.M., & Roberts, C.C. (1993). Eating and drinking in labor. Journal of Nurse-Midwider, 38 (4), 199-207.

**February 14, 1996**

Class 15 Nutrition: Children

Required Readings:

1. Pillitteri, pp. 982-109.

**February 19, 1996**

Class 16 Rest/Activity: Childbearing

Required Readings:

1. Lintz, M.J., & Killien, M.G. (1991). Are you sleeping? Sleep patterns during postpartum hospitalization. The Journal of Perinatal and Neonatal Nursing, 4 (4), 30-38.
2. Keleher, K.C. (1991). Occupational Health: How work environments can affect reproductive capacity and outcome. Nurse practitioner, 16 (1), 23-34, 37.
3. Kelly, M.A., & Boyle, J.S. (1995). How much is too much? A study of pregnant women in service industry jobs. JOGNN, 24 (3), 269-274.

REVIEW:

1. Pillitteri, pp. 256-259, 304-313, 620, 623-628.

**February 21, 1996**

Class 17 Rest/Activity: Childrearing

Required Readings:

1. Pillitteri, pp. 1030-1040.
2. Caldwell, J.P. (1995). Sleep. (Chapter 8: The Sleep of Children). Key Porter Books, 173-191.
3. Overbaugh, K.A., & Allen, G. (1994). The adolescent athlete. Part II: Injury patterns and prevention. Journal of Pediatric Health Care, 8 (5), 203-211.

**March 4, 1996**

Class 18 Comfort/Pain: Childbearing

Required Readings:

1. Pillitteri, pp.
2. O'Brien, B., & Zhou, Q. (1995). Variables related to nausea and vomiting during pregnancy. Birth, 22 (2), 93-100.
3. Olden, A.J., Jordan, E.T., Sakima, N.T., & Grass, J.A. (1995). Patients' versus nurses assessment of pain and sedation after Caesarian section. JOGNN, 24 (2), 137-141.
4. Pope, D.S. (1995). Music, noise, and the human voice in the nurse-patient environment. IMAGE: Journal of Nursing Scholarship, 27 (4), 219-296.

REVIEW:

1. Pillitteri, pp. 254-256, 260-266, 527-542.

**March 6, 1996**

Class 19 Promoting Comfort:Children

Required Readings:

1. Pillitteri, pp. 1096-1102.
2. McGrath, P.A. (199). Pain in children: Nature, assessment and treatment. The Guildford Press, New York. 1-40.

**March 11, 1996**

Class 20 Parenting as a Process

Required Readings:

1. Julian, T.W., McKenry, P.C., & McKelvey, M.W. (1994). Perceptions of Caucasian, African-American, Hispanic and Asian-America parents. Family Relations, 43, 30-37.
2. Gottlieb, L.N., & Mendelson, M.J. (1995). Mothers' moods and social support when a second child is born. Maternal-Child Nursing Journal, 23 (1), 3-14.
3. Pillitteri, pp. 868-875 (infant), 909-919 (toddler), 937-945 (school age), 962-977 (adolescence).

REVIEW:

1. Pillitteri, pp. 93-114 (contraception).

**March 13, 1996**

Class 21 Health Protection: Childbearing

Required Readings:

1. Pillitteri, pp. 93-114 (contraception), 267-276 (teratogens), 330-338.

**March 18, 1996**

Class 22 Health Protection: Childrearing

Required Readings:

1. Lockhead, Y.J. (1992). Failure to immunize children under 5 years: A literature review. Journal of Advanced Nursing, 16 130-137.
2. Pillitteri, pp. 906-908.

REVIEW:

- Day care readings.

**March 20, 1996**

Class 23 Care Provider Roles: Childbearing

Required Readings:

1. Pillitteri, pp. 14-21.

**March 25, 1996**

Class 24 Care Provider Roles: Child Health

Required Readings:

1. Pillitteri, pp. 1104-1118.

March 27, 1996

Class 25 Culture Context

Required Readings:

1. Pillitteri, pp. 46-53, 310, 166-167.
2. Anderson, J.M. Waxler-Morrison, N., Richardson, E., Herbert, C., & Murphy, M. (1993). Conclusion-Delivering culturally sensitive health care. Waxler-Morrison, N., Anderson, J., Richardson, E., (Ed) In Cross Cultural Caring - A Handbook for Health Professionals. UBC Press: Vancouver, 245-267.

April 1, 1996

Class 26 Legal, Ethical Issues:

Required Readings:

1. Pillitteri, pp. 20, 21, 1783-1787.
2. Johnson, S. (1992). Ethical dilemma: A patient refuses a life-saving Cesarean. Maternal-Child Nursing Journal, 17, 121-125.
3. Sanchez-Sweatman, L. (1995). Children and consent to treatment. Canadian Nurse, 91 (9), 57, 59.

April 8, 1996

Class 27 REVIEW - CHILDBEARING

April 10, 1996

Class 28 REVIEW - CHILDREARING

Week of April 14

FINAL EXAM

**CLINICAL**  
**LABS AND CLINICAL SETTINGS**

Clinical Settings

Student Responsibilities Related to Clinical Laboratory Experiences

- Attendance
- Professional Appearance

Clinical Practice

- Overview of Clinical Practice

Clinical Practice Objectives

Hospital Based Individual Focused Care

- Guidelines
- General Learning Objectives
- Preparation for Client Assignment
- Preparation for Procedures
- Medication Administration
- Observations and charting
- OBJECTIVES:
  - Childbearing: Antepartum, Intrapartum, Postpartum
  - Hospital Experience: Children

Community Based Objectives

- Elementary School
- Community Based Prenatal Education Classes
- Community Day Care Experience
- Infant/Preschool Health Clinics
- Home Visits
- Play Therapy Experience

Community Experience List: Addresses, Contacts, Phone Numbers, Starting Times

### **Clinical Settings**

The student will have the opportunity to participate in a variety of selected laboratory, hospital and community experiences utilized to individuals in the childbearing and childrearing stages.

**A PASS grade in both the childbearing and childrearing clinical components will be required in all postings to receive credit for this course.** Clinical evaluations based on identified performance criteria will be completed at the end of each evaluation. (See evaluation form in Forms and Assignments section.)

### **STUDENT RESPONSIBILITIES RELATED TO LABORATORY AND CLINICAL EXPERIENCES**

#### **ATTENDANCE**

All clinical experiences are mandatory. Clinical orientations, labs, pre and post conferences are part of the clinical practice experience. Each student is expected to participate in pre and post conferences and laboratory and clinical activities designed to enhance learning.

If for any reason a student is unable to attend, the clinical instructor must be informed prior to the student's clinical experience. If the experience is in the community, the community contact person must be informed. If the experience is in the hospital, the unit must be notified.

Students absent from clinical experiences more than two days (15 hours) are required to make an appointment with the clinical faculty as soon as possible. (Laboratory experiences count as clinical days). Absent time will be made up at the discretion of the clinical faculty and course leader. The consequence of not meeting the clinical requirements for this course is that the student will receive a failing grade.

Students must report to their clinical faculty and/or appropriate nursing staff before leaving the hospital unit or community agency.

#### **PROFESSIONAL APPEARANCE**

Students are to follow the dress codes specified by the specific agencies assigned to. Students are to wear appropriate identification.

### **CLINICAL PRACTICE**

#### **OVERVIEW OF CLINICAL PRACTICE**

Students will participate in a variety of experiences. These experiences are related to some aspect of either the childbearing or childrearing themes of this course. These experiences will also provide the students with an awareness of some of the services available to assist parents and their children in the Grande Prairie area.

Students may not have similar experiences. Opportunity will be provided during pre-,post conferences, lectures and seminars for students to share their experiences, so that all students will benefit from the diversity of experiences obtained in this course.

The primary focus of the course and the clinical experience is on health promotion/prevention and enhancing healthy adaptation during various life events.

The clinical experiences will include a combination of the following:

- a. Hospital
  1. caring for individuals during various phases of the childbearing stage.
  2. caring for children who are experiencing hospitalization for a variety of reasons.
  3. participating in a play therapy experience with children who are in hospital.
- b. Community
  1. Prenatal Classes
  2. Home visit - pre and postpartum
  3. Preschool programs
  4. Child health Education Classes - Elementary Schools
  5. Day Cares - Health Assessment of children
  6. Physician Office visits