

RNRS 106: MATERNAL AND NEWBORN HEALTH

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2025
Credits:	2.5
Total Contact Hours:	99
Lecture Hours :	18
Lab Hours:	81
Hours Arranged:	0
Outside of Class Hours:	36
Total Student Learning Hours:	135
Prerequisite:	RNRS 100, RNRS 101, and RNRS 102.
Corequisite:	RNRS 105 and RNRS 107.
Transferable to CSU:	Yes
Transferable to UC:	No
Grading Method:	Standard Letter

Catalog Course Description

This course focuses on maternal and newborn health concepts. Emphasis is placed on reproduction, sexuality, homeostasis, regulation and emotion. Curricular concepts are applied in seminar, lab and clinical settings. Upon completion, students will provide safe nursing care incorporating the concepts identified in this course. 18 lecture hours, 81 lab hours.

Course Objectives

- Explain the concepts of reproduction, sexuality, mood and affect, glucose regulation, grief, cellular regulation, perfusion, thermoregulation, as they relate to patient care.
- Examine the application of the nursing process and clinical judgment in the care of maternal and newborn patients with alterations in reproduction, sexuality, mood and affect, glucose regulation, grief, cellular regulation, perfusion, and thermoregulation.
- Outline teaching and learning principles to the healthcare needs of maternal and newborn patients.
- Examine therapeutic communication and documentation techniques applied to care of maternal and newborn patients.
- Assess the patients' cultural, ethnic, or spiritual needs and the impact on the patient's health and delivery of care.
- Discuss concepts as it applies to caring interventions: maternal and newborn assessment

Major Course Content

Lecture Objectives:

(*Ticket to Class = Work that must be completed before class)

1. Reproduction

- Analyze the concept of reproduction.
- Discuss alterations in reproduction.

- Outline the relationship between reproduction and other concepts.
- Explain the promotion of healthy reproductive habits.
- Summarize common assessment procedures and tests used to examine the reproductive system.
- Implement independent interventions nurses can utilize for patients with alterations in reproduction.
- Summarize collaborative therapies used by interprofessional teams for patients with alterations in reproduction.

2. Mood and Affect

- Review the physiology of normal mood and affect.
- Discuss alterations in mood and affect.
- Outline the relationship between mood and affect and other concepts.
- Explain the promotion of healthy behaviors relating to mood and affect.
- Identify individuals most at risk for alterations in mood and affect.
- List common assessment procedures and tests used to examine mood and affect.
- Identify nursing interventions for patients with alterations in mood and affect.
- Examine collaborative therapies used by interprofessional teams for patients with alterations in mood and affect.

3. Grief

- Review the types and process of grieving (Ticket to Class).
- Discuss the grief response in relation to loss.
- Compare and contrast the relationship between grief and other concepts.
- Utilize common assessment tools used to evaluate individuals who are grieving.
- Implement independent interventions for individuals who are grieving.
- Analyze collaborative therapies used by interprofessional teams for individuals who are grieving.

4. Sexuality

- Review the development of sexuality (Ticket to Class).
- Review components of sexual health (self-concept, body image, gender identity, gender-role behavior, erectile dysfunction) Ticket to class.
- Discuss sexual health related alterations (Sexually Transmitted Infections (STIs), Menopause, menstrual dysfunction, erectile dysfunction).
- Explain the relationship between sexuality and other concepts.
- Differentiate among common assessment procedures and tests used to evaluate sexual health
- Implement nursing interventions for patients with alterations in sexual health (STIs, Menopause, menstrual dysfunction, erectile dysfunction).
- Analyze collaborative therapies used by interprofessional teams for patients with alterations in sexual health (STIs, Menopause, menstrual dysfunction, erectile dysfunction).

5. Thermoregulation

- Review the physiology of thermoregulation in the body. (Ticket to Class)
- Discuss alterations in thermoregulation.

- c. Outline the relationship between thermoregulation and other concepts.
- d. Identify the promotion of healthy thermoregulation.
- e. Summarize common assessment procedures and tests used to evaluate thermoregulation.
- f. Implement nursing interventions for patients with alterations in thermoregulation.
- g. Summarize collaborative therapies used by interprofessional teams for patients with alterations in thermoregulation.
- h. Differentiate lifespan considerations in the care of patients with alterations in thermoregulation.

6. Cellular Regulation

- a. Analyze the concept of cellular regulation (Ticket to Class)
- b. Discuss alterations in cellular regulation.
- c. Outline the relationship between cellular regulation and other concepts.
- d. Explain the promotion of healthy cellular regulation.
- e. Summarize common assessment procedures and tests used to examine cellular regulation.
- f. Implement nursing interventions for patients with alterations in cellular regulation.
- g. Summarize collaborative therapies used by interprofessional teams for patients with alterations in cellular regulation.

7. Glucose Regulation

- a. Review the physiology of normal glucose regulation (Ticket to Class).
- b. Discuss alterations in glucose regulation.
- c. Identify risk factors for alterations in glucose regulation.
- d. Differentiate common assessment procedures and tests used to evaluate glucose regulation.
- e. Implement independent interventions nurses can utilize for patients with alterations in glucose regulation
- f. Analyze collaborative therapies used by interprofessional teams for patients with alterations in glucose regulation.
- g. Discuss the promotion of healthy glucose regulation.

8. Perfusion

- a. Review the physiology of perfusion (Ticket to Class)
- b. Discuss alterations in perfusion.
- c. Outline the relationship between perfusion and other concepts.
- d. Explain the promotion of healthy perfusion.
- e. Identify individuals most at risk for alterations in perfusion.
- f. Differentiate common assessment procedures and tests used to examine perfusion.
- g. Implement nursing interventions for patients with alterations in perfusion.
- h. Discuss collaborative therapies used by interprofessional teams for patients with alterations in perfusion.

providing compassionate, coordinated, age and culturally appropriate, safe and effective care.

Knowledge

- Understands multiple dimensions of patient-centered care including:

1. Patient/family/community preferences, values
2. Coordination and integration of care
3. Information, communication, and education.
4. Physical comfort and emotional support
5. Involvement of family and significant other
6. Care transition and continuity

Attitudes/Behaviors

1. Values and respects assessing health care situation from the patient's perspective and belief systems.
2. Respects and encourages the patient's participation in decisions about health care and services.

Skills

1. Assesses patient values, preferences, decisional capacity, and expressed needs as part of ongoing assessment, clinical interview, implementation of care plan, and evaluation of care.
2. Communicates patient values, preferences, and expressed needs to other members of the healthcare team.

Professionalism:

Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.

Knowledge

- Understands the professional standards of practice, the evaluation of that practice, and the responsibility and accountability for the outcome of practice.

Attitudes/Behaviors

1. Accepts responsibility for own behavior.
2. Respects others during clinical activities (i.e., no talking while others are talking, cell phone is silenced, and no inappropriate use of computers).

Skills

1. Implements plan of care within legal, ethical, and regulatory framework of nursing practice.
2. Demonstrates ability for reflection in action, reflection for action, and reflection on action.
3. Serves as a patient advocate.
4. Utilizes an ethical decision-making framework in clinical situations.
5. Complies with Standards of Practice, policies, and procedures of nursing program and/or clinical agency.
6. Completes assignments as required and scheduled.
7. Provides prior notification to appropriate faculty when they are unable to meet commitments or requirements.
8. Participates in clinical activities as scheduled, arriving on time and prepared for the daily assignment throughout the length of the nursing program.
9. Demonstrates professional appearance and professional presentation in clinical settings.

Lab Content

Clinical Course Learning Outcomes

Patient-Centered Care:

Provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in

10. Demonstrates respect and politeness to all individuals regardless of culture, ethnicity, religion, work experience, gender, age, and sexual orientation.
11. Maintains confidentiality of all patient information in conversation, electronic, and written means.
12. Provides and receives constructive feedback to/from peers and instructor(s).

Leadership:

Influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.

Knowledge

- Identifies leadership skills essential to the practice of nursing.

Attitudes/Behaviors

1. Recognizes the role of the nurse as leader.
2. Accepts accountability for nursing care delegated to others.
3. Recognizes the value of leadership to empower others and enhance collaboration and shared decision making.

Skills

- Integrates leadership skills of systems thinking, communication, and facilitating change in meeting patient care needs.

System-Based Practice:

Demonstrate an awareness of and responsiveness to the larger context of the healthcare system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and value (Adapted from ACGME, n.d.).

Knowledge

- Understands role and responsibilities as a member of the health care team in planning and using work unit resources to achieve quality patient outcomes.

Attitudes/Behaviors

1. Recognizes the complexity of individual and team practice on a work unit.
2. Appreciates role in identifying work unit inefficiencies and operational failures.

Skills

1. Plans, organizes, and delivers patient care in the context of the work unit.
2. Participates in solving work unit inefficiencies and operational failures that impact patient care, such as those involving supplies, medications, equipment, and information.
3. Considers resources available on the work unit when contributing to the plan of care for a patient or group of patients.
4. Collaborates with members of the healthcare team to prioritize resources, including one's own work time and activities delegated to others, for the purposes of achieving quality patient outcomes.
5. Evaluates outcomes of one's own nursing care.
6. Uses education and referral to assist the patient and family through care transitions.

Informatics and Technology:

Use advanced technology to analyze as well as synthesize information and collaborate in order to make critical decisions that optimize patient

outcomes. (National Academies of Sciences, Engineering, and Medicine. 2015).

Knowledge

- Understands the use of electronic communication strategies among healthcare providers in the healthcare system.

Attitude/Behaviors

- Values and protects confidentiality of protected health information.

Skills

1. Uses the electronic health record system to access relevant patient information, including accessing and interpreting patient history, diagnostic and laboratory findings.
2. Utilizes technology fully and accurately documents patient assessment, plan of care, referrals, and care provided.

Communication:

Interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.

Knowledge

1. Understands the principles of effective communication through various means.
2. Knows grammar, spelling, and health care terminology.

Attitude/Behaviors

- Values individual cultural and personal diversity.

Skills

1. Uses clear, concise, and effective written, electronic, and verbal communications.
2. Documents interventions and outcomes of care according to professional standards and work unit policy.
3. Demonstrates effective interviewing techniques and adapts communication as needed based on patient's response.

Collegial Communication

- Skills - Uses standardized communication approaches (e.g. SBAR) in all communications and in care transitions.

Teaching and Learning

- Knowledge - Understands the principles of teaching and learning.
- Attitudes/Behaviors - Values different means of communication used by patients and families.
- Skills - Assesses factors that influence the patient's and family's ability to learn, including readiness to learn, preferences for learning style, and levels of health literacy.

Teamwork and Collaboration:

Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision-making, team learning, and development (Adapted from QSEN, 2007).

Knowledge

1. Identifies own strengths, limitations, and values in functioning as a member of a team.
2. Understands the impact of the effective collegial communication on patient outcomes.
3. Discusses how authority and hierarchy influence teamwork and patient safety.

Attitudes/Behavior

- Appreciates the importance of collaboration.

Skills

1. Acts with honesty and integrity when working with patients, families, and team members.
2. Functions competently within own scope of practice as a member of the health care team.
3. Follows communication practices to minimize risks associated with transfers between providers during care transitions.
4. Contributes to effective team functioning.

Safety:

Minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2007).

Knowledge

1. Identifies human factors and basic safety design principles that affect safety.
2. Describes the benefits and limitations of commonly used safety technology.

Attitudes/Behaviors

- Recognizes that both individuals and systems are accountable for a safe culture.

Skills

1. Demonstrates effective use of technology and standardized practices that support safe practice.
2. Communicates observations or concerns related to hazards and errors involving patients, families, and/or healthcare team.
3. Sufficiently prepares for and completes clinical assignments to implement safe and effective care, including identifying key nursing assessment data, analyzing data, developing priority nursing diagnoses, plans of care, interventions, and evaluation criteria.
4. Incorporates clinical judgment in the performance of care, skills, and education.

Quality Improvement:

Use data to monitor the outcomes of care processes, and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. (QSEN, 2007).

Knowledge

- Comprehends that nursing contributes to systems of care and processes that affect outcomes.

Attitudes/Behaviors

- Recognizes that quality improvement is an essential part of nursing.

Skills

- Actively seeks information about quality initiatives in their own care settings and organization.

Evidence-Based Practice:

Identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions (Adapted from QSEN, 2007).

Knowledge

- Identifies evidence-based rationale when developing and/or modifying clinical practices.

Attitudes/Behaviors

- Values the concept of evidence-based practice as integral to determining best clinical practice.

Skills

- Bases individualized care on best current evidence, patient values, and clinical expertise.

Suggested Reading Other Than Required Textbook

Buchholz, S., Henke's med-math dosage calculation, preparation, and administration, 9th Ed., Pearson, 2020.

Examples of Required Writing Assignments

1. Graded nursing care plans, nursing concept maps, patient assessment forms, clinical judgment tools, laboratory sheets, and medication sheets or medication cards.
2. Graded assigned written reports on selected clinical patients.

Examples of Outside Assignments

1. Written reports on selected clinical observations
2. Nursing care plans, nursing concept maps, patient assessment forms, clinical judgment tools, laboratory sheets, and medication sheets or medication cards.
3. simulation lab experience (s).

Instruction Type(s)

Lab, Lecture