

Covenant School of Nursing
Instructional Module 6 Learning Guide
Topic: Intrapartum Nursing

Learning Goals/Outcomes

Upon completion of this lesson, you will be able to:

- Explain how the components of the birth process affect the course of labor and birth and the mechanisms of labor to the process of vaginal birth
- Describe the woman's physiologic and psychological responses and fetal responses to labor and communicate therapeutically with woman and her significant others
- Apply the nursing process to care of the woman and her significant others during false or early labor and the intrapartum period
- Explain early signs of labor and differentiate between true and false labor teach the patient and family when to go to the birth facility
- Compare the labors of nulliparous and multiparous women and identify the stages and phases of labor
- Examine the laboring woman's pain experience, describe the use of non- pharmacologic pain management, explain the benefits and risks of specific pharmacologic pain control methods and explain related nursing care
- Describe admission and continuing intrapartum nursing assessments; prioritizing care in emergent situations
- Describe common nursing procedures used during the intrapartum period and identify methods to provide emotional support
- Identify clinical situations in which specific obstetric procedures are appropriate and explain the risks, precautions and nursing considerations for each
- Apply the nursing process to care for the woman having a cesarean birth

Pre-Class Preparation

Required:

- Read Murray, S., McKinney, E., Holub, K., & Jones, R. (2019). Foundations of Maternal-Newborn and Women's Health Nursing (7th ed.): Ch. 12-Processes of Birth; Chapter 13- Pain Management During Childbirth; Chapter 15-Nursing Care During Labor and Birth
- Read HESI Comprehensive Review for the NCLEX-RN Examination (6th ed.): Ch. 6, pgs. 216-226
- HESI Clinical Skills: Skills for Nursing Collection-Maternal Newborn Collection - review and complete the skills test
 - Artificial Rupture of Membranes
 - Laboring Patients: Nursing Care
 - Rho (D) Immune Globin
 - Vaginal Delivery
 - Epidural Catheter Insertion
 - Oxytocin

Additional Resources:

- Evolve HESI

Learning Activities

Classroom Activities:

- Lecture
- Videos
- Cervical Evaluation Activity

<ul style="list-style-type: none"> • Case Study <p>Laboratory/Clinical Activities:</p> <ul style="list-style-type: none"> • Clinical/Community Rotations • Deliberate Practice <p>Out of Class Work</p> <ul style="list-style-type: none"> • HESI Maternal Newborn Collection <ul style="list-style-type: none"> ▪ Artificial Rupture of Membranes ▪ Laboring Patients: Nursing Care ▪ Rho (D) Immune Globin ▪ Sterile Vaginal Exam ▪ Vaginal Delivery ▪ Epidural Catheter Insertion ▪ Oxytocin 	
Evaluation Methods	
<ul style="list-style-type: none"> • HESI Out of Classroom Activities • HESI OB Proctored Exam • Clinical Performance Evaluation • Unit 2 Exam 	
Texas DECS	QSEN Competencies
<p>Knowledge I: A-1a,c, 2, 3; B-1a-e, 2a & b, 3, 7a-c, 8; C-2,3; D-1, 2, 3, 4 II: A-1a & b, 2a & b, 3, 4; B-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; C-1a & b, 2a & b, 3, 4a & b, 5, 6, 7; D-1a-d, 3a & b, 4a-c, 5a & b; E-1a & b, 2, 3a & b, 4a & b, 5, 6a & b, 8, 9, 11a-c, 12, 13; F-2; G-1a & b, 2a & b, 3a & b; H-1, 3a & b III: A-1, 2, 3, 4, 5; B-1a & b, 2, 4; C-1, 2; D-1a-c; F-1a-c, 2 IV: A-1a & b, 2, 4a & b, 5a; B-1a & b, 2a & b, 4; C-1, 3, 4b, 5, 6, 8; D-1, 2; E-1a & b, 2; F-1, 3, 4a & b</p> <p>Clinical Judgement and Behaviors I: A-1, 2, 3a & b; B-2a, 3a-c, 4a, 5a, 6a-c; C-4, 5; D-3, 4, II: A-1, 2a & b, 3; B-1, 2, 3a & b, 4, 5, 6, 7, 8; C-1, 2, 3a & b, 4, 5, 6, 7; D-1, 2b & c; E-1, 2a-c, 3a & b, 4, 5a & b, 6c & d, 7a-c, 8,9, 10, 11, 12a & b, 13; F-1a-c, 2a & b, 3a & b, 4, 5a-c, 6; G-1, 2a & b, 3, 4, 5a & b, 6, 7; H-6 III: A-2, 3, 4, 5a; B-1, 2, 3a-c, 4, 5, 6, 8, 9; C-1, 2a & b, D-1, 2, 3; E-1, 3; F-1 IV: A-1, 2a; B-1a & b, 2, 3a-c, 5b; C-1a-c, 2a-c; D-1a-c, 2, 3, 4, 5, 6b, 7; E-1a-c, 2b & c, 3a & c</p>	<p>Patient Centered Care, Teamwork & Collaboration, Evidenced Based Practice, Safety, Informatics</p>
IM Student Learning Outcomes	NCLEX Test Plan
1/2/3/4/5/6/7/8	Safe & Effective Care Environment, Health Promotion & Maintenance, Psychosocial Integrity, Physiological Integrity
Concepts	Faculty
<p>Clinical Judgment/Communication/Health Promotion/Patient Education/Teamwork & Collaboration/Ethics & Legal Precepts/Evidence-Based Practice/Health Information Technology/Patient-Centered Care/Safety/Cellular Regulation/Clotting/Comfort/Elimination/Fluid & Electrolyte Balance/Functional Ability/ Gas Exchange/Metabolism/Mobility/Nutrition/Perfusion/Reproduction/Sleep/Thermoregulation/Coping/Grief/Human Development</p>	<p>Jeanette Gurley, MSN, RNC- NIC</p>

Date originated: 7/27/15

**Revision Dates: 11/13/15, 6/6/16, 6/20/16,
12/1/16, 11/27/17, 5/4/18, 12/4/18, 1/13/20**

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CSON Learning Guide (adopted 5-2015 by Faculty vote) - adapted from Smith, R. M. Conquering the Content. San Francisco: Jossey-Bass, 2008.

