

**Covenant School of Nursing**  
**Instructional Module 6 Learning Guide**  
**Topic: Human Reproduction and Contraception**

**Learning Goals, Outcomes**

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

- Explain the normal anatomy and functions of the female and male reproductive systems
- Examine basic components of the menstrual cycle in relation to conception & contraception
- Discuss the nurse's role in contraceptive counseling and education
- Explain factors a couple should consider when choosing a method of contraception
- Discuss the contraceptive methods including advantages, disadvantages, & side effects of each
- Discuss contraceptive needs across the reproductive life spectrum

**Pre-Class Preparation**

Required:

- Foundations of Maternal Newborn and Women's Health Nursing (7<sup>th</sup> ed.)  
Chapter 3: Reproductive Anatomy and Physiology pgs.45-59  
Chapter 25: Family Planning pgs. 693-716
- HESI Comprehensive Review for the NCLEX-RN Examination (6th ed.)  
Ch. 6 Maternity Nursing - The Menstrual Cycle pp. 241-243 and Table 6-10 Contraception  
Methods pp. 279-280

Additional Resources:

- Videos  
Ovulation & the menstrual cycle (4.05) - <https://www.youtube.com/watch?v=WGJsrGmWeKE>  
Types of contraception (5.53) - <http://www.nhs.uk/Video/Pages/Typesofcontraception.aspx>  
The ultimate guide to pregnancy (50min) - <https://www.youtube.com/watch?v=Pgh7--1MVbo>

**Learning Activities**

Classroom Activities:

- Lecture
- Discussion
- Contraceptive Role Play

Laboratory, Clinical Activities:

- Clinical/Community Rotations

**Evaluation Methods**

- HESI Proctored Exam
- Unit 4 Exam

<b>Texas DECs</b>	<b>QSEN Competencies</b>
Knowledge IA 1c, IB 1c-e, 2a-b, 3, 7a-c, IC 2, 3, ID 3, 4, IIA 1a-b, 2a-c, 3, 4, IIB 1, 2, 3, 4, 5, 6, 7, 9, 11, 12, IIC 1a-b, 2a-b, 3, 4a-b, 5, 6, 8, IID 1a-d, 2, 3a-b, 5a-b, IIE 1a-b, 2, 3a-b, 4a-b, 5, 6a-b, 7, 8, 9, 11a-b, 12, 13, IIF 1, 2, IIG 1a-b, 2a-b, 3a-b, IIIA 3, 4, IIIB 1a-c, 2 IVA 1a-b, 2, 3a-b, 4a-b, IVB 1a-b, 2a-b IVC 1, 3, 4a-b, 5, 6, 7, 8 Clinical Judgment IA 1, 2, 3b, IB 1, 2a-c, 3a-c, 5a-c, 6a-c, 7, 8 & 9, IC 2, 3a- c, 5, 6a-b, ID 1, 2 IIA 1, 2a-c, 3, 4, IIB 1, 2, 3a-b, 4, 5, 6, 7, 8, 9a-b, IIC 1, 2, 3a-b, 4, 5, 6, 7, IID 1, 2a-d, 3a-c, IIE 1, 2a-c, 3a-b, 4, 6a- d, 7a-c, 8, 9, 11, 12a-b, 13, IIG 1, 2a-b, 3, 4, 5a-b, 6, 7, IIIA 3, 4, IIIB 1, 2, 3a-c, 9, IIIC 1, 2a-b, 3 IVA 1, 2a-b, 3, IVB 1a-b, 2, 3a-c, 4a-b, 5a-b, IVC 1a-c, 2a-c, 3a-b, 4	Safety Patient Centered Care, Teamwork & Collaboration, Evidence Based Practice, Safety
<b>IM Student Learning Outcomes</b>	<b>NCLEX Test Plan</b>
1/2/3/4/5/6/7/8	Safe & Effective Care Environment, Health Promotion & Maintenance, Psychosocial Integrity, Physiological Integrity
<b>Concepts</b>	<b>Faculty</b>
Clinical Judgment, Communication, Health Promotion, Patient Education, Ethics & Legal Precepts, Evidence- Based Practice, Health Information Technology, Patient- Centered Care, Safety, Cellular Regulation, Comfort, Nutrition, Reproduction, Coping, Grief, Human Development	<b>Donna Neel, MSN, RNC-OB, C-FFM, CA/CP SANE, AFN-BC,            SANE A</b>
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Instructional Module 6

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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.