

STUDY GUIDE

Introduction to Maternity & Pediatric Nursing



Leifer

6th Edition

Study Guide

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Sixth Edition

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Preface

Understanding fundamental concepts and principles of nursing will prepare you for patient care experiences. By mastering the content of your *Introduction to Maternity & Pediatric Nursing* textbook, you will have the necessary knowledge and skills for practice. This Study Guide was created to help you achieve the objectives of each chapter in the textbook, establish a solid base of knowledge, and evaluate your understanding of this critical information.

Matching and completion **Learning Activities** help reinforce basic factual knowledge from the textbook that underlies nursing care. Other exercises ask you to list or describe text information to encourage reading comprehension and written expression of what is learned. Labeling of illustrations is included to help you understand anatomy, as appropriate.

Each chapter contains multiple choice **Review Questions** that ask for appropriate nursing actions, what the nurse should expect in terms of medical orders or usual care of the patient, and potential complications, as well as items that review basic factual information from the chapter. Some chapters include **Crossword Puzzles** to further test comprehension of terms and concepts.

To promote higher-level learning, **Thinking Critically** activities ask you to apply knowledge or draw conclusions based on material not directly answered in the textbook. **Case Studies** and **Applying Knowledge** activities provide ideas for applying factual content to patient care.

An answer key for the Learning Activities, Review Questions, Crossword Puzzles, and selected Thinking Critically activities and Case Studies has been provided for your instructor.

To maximize the benefits of this Study Guide and prepare for the learning activities:

1. Carefully read the textbook chapter and highlight, note, or outline important information.
2. Review the **Key Points**, access the **Additional Learning Resources**, and complete the **Review Questions for the NCLEX® Examination** at the end of each textbook chapter.
3. Complete the Study Guide exercises to the best of your ability.
4. Time and pace yourself during the completion of each exercise. You should spend approximately 1 minute for each multiple choice, true/false, and matching question, and approximately 2 minutes for completion activities or short answer questions.
5. After completing an exercise, refer to the textbook page references as needed. You can then repeat any exercises for additional practice and review. A complete answer key has been provided to your instructor.

STUDY HINTS FOR ALL STUDENTS

- *Ask questions!* There are no bad questions. If you do not know something or are not sure, you need to find out. Other people may be wondering the same thing but may be too shy to ask. The answer could mean life or death to your patient, which certainly is more important than feeling embarrassed about asking a question.
- *Make use of chapter objectives.* At the beginning of each chapter in the textbook are objectives that you should have mastered when you finish studying that chapter. Write these objectives in your notebook, leaving a blank space after each. Fill in the answers as you find them while reading the chapter. Review to make sure your answers are correct and complete, and use these answers when you study for tests. This should also be done for separate course objectives that your instructor has listed in your class syllabus.
- *Locate and understand key terms.* At the beginning of each chapter in the textbook are key terms that you will encounter as you read the chapter. Page numbers are provided for easy reference and

review, and the key terms are in bold, blue font the first time they appear in the chapter. Phonetic pronunciations are provided for terms that might be difficult to pronounce.

- *Review Key Points.* Use the Key Points at the end of each chapter in the textbook to help you review for exams.
- *Get the most from your textbook.* When reading each chapter in the textbook, look at the subject headings to learn what each section is about. Read first for the general meaning, then reread parts you did not understand. It may help to read those parts aloud. Carefully read the information given in each table and study each figure and its caption.
- *Follow up on difficult concepts.* While studying, put difficult concepts into your own words to see if you understand them. Check this understanding with another student or the instructor. Write these in your notebook.
- *Take useful notes.* When taking lecture notes in class, leave a large margin on the left side of each notebook page and write only on right-hand pages, leaving all left-hand pages blank. Look over your lecture notes soon after each class, while your memory is fresh. Fill in missing words, complete sentences and ideas, and underline key phrases, definitions, and concepts. At the top of each page, write the topic of that page. In the left margin, write the key word for that part of your notes. On the opposite left-hand page, write a summary or outline that combines material from both the textbook and the lecture. These can be your study notes for review.
- *Join or form a study group.* Form a study group with some other students so you can help one another. Practice speaking and reading aloud, ask questions about material you are not sure about, and work together to find answers.
- *Improve your study skills.* Good study skills are essential for achieving your goals in nursing. Time management, efficient use of study time, and a consistent approach to studying are all beneficial. There are various study methods for reading a textbook and for taking class notes. Some methods that have proven helpful can be found in *Saunders Student Nurse Planner: A Guide to Success in Nursing School* by Susan C. deWit. This book contains helpful information on test-taking and preparing for clinical experiences. It includes an example of a “time map” for planning study time and a blank form that you can use to formulate a personal time map.

ADDITIONAL STUDY HINTS FOR STUDENTS WHO USE ENGLISH AS A SECOND LANGUAGE (ESL)

- *Find a first-language buddy.* ESL students should find a first-language buddy—another student who is a native speaker of English and is willing to answer questions about word meanings, pronunciations, and culture. Maybe your buddy would like to learn about your language and culture. This could help in his or her nursing experience as well.
- *Expand your vocabulary.* If you find a nontechnical word you do not know (e.g., *drowsy*), try to guess its meaning from the sentence (e.g., *With electrolyte imbalance, the patient may feel fatigued and drowsy*). If you are not sure of the meaning, or if it seems particularly important, look it up in the dictionary.
- *Keep a vocabulary notebook.* Keep a small alphabetized notebook or address book in which you can write down new nontechnical words you read or hear along with their meanings and pronunciations. Write each word under its initial letter so you can find it easily, as in a dictionary. For words you do not know or for words that have a different meaning in nursing, write down how they are used and sound. Look up their meanings in a dictionary or ask your instructor or first-language buddy. Then write the different meanings or usages that you have found in your book, including the nursing meaning. Continue to add new words as you discover them. For example:
 - *Primary*—Of most importance; main (e.g., *the primary problem or disease*); *The first one; elementary* (e.g., *primary school*)
 - *Secondary*—Of less importance; resulting from another problem or disease (e.g., *a secondary symptom*); *The second one* (e.g., *secondary school* [*“high school”* in the United States])

Illustration Credits

Figures 2-1, 2-2, 2-3, 2-4: From Herlihy, B., & Maebius, N.K. (2011). *The human body in health and illness* (4th ed.). Philadelphia: Saunders.

Figure 2-6: From Seidel, H.M., Ball, J.W., Dains, J.E., & Benedict, G.W. (2003). *Mosby's guide to physical examination* (5th ed.). St. Louis: Mosby.

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The Past, Present, and Future

chapter

1

Answer Key: Textbook page references are provided as a guide for answering these questions. A complete answer key was provided for your instructor.

LEARNING ACTIVITIES

1. Match the terms in the left column with their definitions on the right (a–j).

- | | |
|--|--|
| <p>_____ Advanced practice nurse (10)</p> <p>_____ Clinical pathways (12)</p> <p>_____ Diagnosis-related groups (DRG) (10)</p> <p>_____ Empowerment (2)</p> <p>_____ Evidence-based practice (13)</p> <p>_____ Family-centered care (2)</p> <p>_____ Health maintenance organization (HMO) (9)</p> <p>_____ Managed care (9)</p> <p>_____ Preferred provider organization (PPO) (9)</p> <p>_____ Variance (12)</p> | <p>a. The difference between the expected outcome and the outcome achieved</p> <p>b. Recognizing the strength and integrity of the family as the core of planning and implementing health care</p> <p>c. A registered nurse with an advanced degree who specializes in a clinical area of nursing such as obstetrics or pediatrics and may conduct research in their specialty</p> <p>d. A system used by government-financed programs that determines payment for a person’s hospital stay based on the diagnosis</p> <p>e. A health organization that contracts with providers for services at a discount for its members</p> <p>f. A health care delivery system that contracts with providers to provide services at a fixed capitated fee each month</p> <p>g. An organization that offers health services for a fixed premium</p> <p>h. Research-based guidelines for expected progress within a timeline</p> <p>i. Providing the means by which families accept and maintain control over their members’ health care</p> <p>j. Nursing practice based on the most current data available through valid research</p> |
|--|--|

2. List three health care professionals who deliver babies. (2)

- a. _____
- b. _____
- c. _____

3. Match the names in the left column with their contributions toward improvement of maternal, newborn, and pediatric care on the right (a–j).

- | | |
|---------------------------------|--|
| _____ Samuel Bard (3) | a. Associated unwashed hands of medical students following dissection of cadavers and puerperal fever among postpartum women |
| _____ Karl Credé (2) | b. Determined that puerperal fever was caused by bacteria that could be spread by people and objects |
| _____ Abraham Jacobi (3) | c. Helped establish the Children’s Bureau, leading to birth registration and school lunch programs |
| _____ Oliver Wendell Holmes (3) | d. Developed a treatment to prevent infant blindness caused by gonorrhoea |
| _____ Joseph Lister (2) | e. Wrote a paper about the contagiousness of puerperal fever, thus initiating the germ theory of disease |
| _____ Louis Pasteur (2) | f. Wrote the first American textbook on obstetrics for midwives |
| _____ Margaret Sanger (16) | g. Applied antiseptic principles to surgical practice |
| _____ Ignaz Semmelweis (2) | h. Introduced podalic version to deliver the second twin |
| _____ Soranus (2) | i. Established pediatric nursing as a medical specialty |
| _____ Lillian Wald (4) | j. Provided care for poor pregnant women that was the seed for development of today’s Planned Parenthood programs |

4. List three professional organizations concerned with maternity nursing. (3)

- a. _____
- b. _____
- c. _____

5. Describe how each listed governmental program influences maternity and pediatric care.

- a. Title V Amendment of the Social Security Act: (3) _____

- b. Title XIX of the Medicaid program: (4) _____

- c. Head Start program: (3) _____

d. National Center for Family Planning: (3) _____

e. Women's, Infant's, and Children's program: (3) _____

f. Family and Medical Leave Act (FMLA): (4) _____

g. Fair Labor Standards Act: (3) _____

h. Education for All Handicapped Children Act: (4) _____

i. Missing Children's Act: (4) _____

6. How has the inpatient stay for birth changed recently? What implication do you believe these changes have for nurses? (6)

7. How have consumers changed practices in maternity care? (6-7) _____

8. Give examples of how technology and development of medical specialties affects the care of infants and children. (7)

9. How have advances in technology contributed to the growing population of chronically ill children? (7)

10. Give two examples of advanced practice nurses. Have you worked with any of the listed advanced practice nurses in your clinical setting? Please describe the work they do. (11; Box 1-4)

- a. _____
- b. _____

11. List the six steps of the nursing process. (11)

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

12. What is the place of the *Nursing Interventions Classification (NIC)* and *Nursing Outcome Criteria (NOC)* in patient care and reimbursement for nursing services? (15)

13. Explain the meaning and use of critical thinking in nursing. (11; Box 1-8) _____

14. What is *Healthy People 2010/2020*? (15) _____

REVIEW QUESTIONS

1. The most important nursing action to prevent infection in any patient is to: (2)
 1. use disposable equipment.
 2. consistently perform hand hygiene.
 3. limit visitors to family members.
 4. wear hospital-laundered clothes.
2. To best improve the care of a pregnant woman from a different cultural group, the nurse should: (7-8, *Nursing Care Plan 1-1*)
 1. identify the woman's expectations about pregnancy and birth.
 2. observe the woman and her family as they interact.
 3. learn about members of different local cultural groups.
 4. encourage the woman to adopt local childbearing practices.
3. One way in which nurses may use statistics is to: (12-13)
 1. determine daily staffing to maintain the best patient care.
 2. predict the hospital census for the following year.
 3. evaluate the outcomes of prenatal care provided.
 4. compute the number of women who conceive each year.
4. Choose the best description of certified nurse-midwife (CNM) qualifications. (6)
 1. Gives limited care to women after normal childbirth.
 2. Assists in the prenatal care of high-risk women.
 3. Primarily provides care to low-income women.
 4. Attends uncomplicated births of low-risk women.
5. The nursing process is best described as a method to: (11)
 1. identify patients who have an increased risk for medical complications.
 2. reduce the incidence of complications for expectant mothers and infants.
 3. identify and solve patient problems with individualized nursing care.
 4. promote breastfeeding in groups that do not usually nurse infants.
6. Choose the best description for a variance in a clinical pathway. (12)
 1. The patient did not cooperate with the recommended therapy.
 2. An achieved patient outcome differs from the expected outcome.
 3. Patient care is individualized, appropriate to a specific person.
 4. Reimbursement will be curtailed because of a complication.

APPLYING KNOWLEDGE

1. What is the typical hospital stay for the following patients at your clinical site?
 - a. A woman who has an uncomplicated vaginal birth
 - b. A woman who has an uncomplicated cesarean birth
2. Do insurance companies or HMOs offer home visits to women who had uncomplicated births? Ask several nurses how they manage their care to accommodate short postpartum hospital stays.
3. Talk with a father who was present at the birth of his child.
 - a. How did the experience affect him?
 - b. If he has more than one child and was not present at all the births, does he perceive any differences in how he feels toward his children based on whether he was present at their births?

4. When you are in the clinical area, care for a childbearing family from a cultural group other than your own.
 - a. Use the assessment questions listed under Cultural Considerations on p. 7 in your text to better understand the family's views toward birth.
 - b. When you are in the clinical area, observe how the family is involved in the birth process.
5. Talk to new grandparents about how birth has changed since their children were born. Use the following questions as a springboard to discussion or answer them alone.
 - a. Were you involved in the birth of your children?
 - b. What pain relief was available where you gave birth?
 - c. How do you feel about the involvement of fathers in childbirth?
 - d. How do cultural influences seem to affect women and their families when birth occurs? Do you see differences between new immigrant families and those who have been in our country for more than one generation?
 - e. Do you think siblings of the new baby should be involved during or after birth? If so, in what way?
6. Ask the birth facility in your clinical area what types of statistical data they gather and what is done with that data. Use www.cdc.gov/nchs to locate the most recent information about number of births, term births, preterm births, and low birth weight infants. What are the percentages of cesarean births and vaginal births during the most recent year at your clinical facility?
7. Does your clinical facility use a method of electronic documentation? What security measures ensure privacy of a patient's data? What arrangements does the facility have if the computer system is down? How do you chart your assessments and nursing actions when in your clinical area?
8. Describe how you use critical thinking to solve problems or meet needs in daily non-nursing aspects of your life.