

The Obstetric Nurse's Survival Guide

A complete
clinical quick
reference guide

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INTRODUCTION

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HOW TO USE THIS BOOK

The *Obstetric Survival Guide* is a companion to the popular *Nurse's Survival Guide*. This book is not just another spectator manual in nursing written by uninvolved nurses. This is a book that you can really use, especially when confronted with unfamiliar assignments.

This book is about accountability. By having information readily available, it is hoped that the nurse and the nursing student will increase their accountability in situations where they would otherwise feel uncomfortable. Accountability is the hallmark of nursing care, and nurses are constantly being called upon to fulfill the demands that accountability affords.

This book is not intended to replace a nursing textbook. Instead, it will complement textbooks as an easy-to-grab handbook. This book presents information that nurses may use frequently but not necessarily memorize. It is a handbook loaded with guidelines, assessment forms, and charts of information. This book is not intended to offer extensive rationale. When you do not understand the rationale, then is time to research the subject in a comprehensive maternal-child textbook.

THE MARK OF A PROFESSIONAL NURSE

The basic requirements of a profession are:

- ▲ Educational requirements
- ▲ Unique knowledge and skills based upon theory
- ▲ Service to society
- ▲ Autonomy in decision-making and practice
- ▲ A code of ethics for practice
- ▲ Some degree of status within the role

These requirements are inherent in the foundation of professional nursing. The profession of compassionate caring that Florence Nightingale embraced for nursing is the interpersonal expertise unique to each nurse. These interpersonal skills are intimately interwoven with the professional skills. Never are these interpersonal skills more essential than with obstetric nursing.

Interpersonal skills encompass all the human actions that respect the body, mind and spirit of another person. It is looking at the patient with kindness, listening with empathy, and responding with compassion. A professional nurse offers much more than technical skills, although more and more, technical skills are required.

What do patients want in a nurse? This question has been researched, and it has been found that they want empathy, sensitivity, experience (skills), caring and a sense of confidence, in that order. What they do not want is a nurse who is insensitive, in a hurry, with an air of power. Patients tend to feel uncomfortable with nurses who are unsure of what they are doing.

It is impossible to label the characteristic that makes a nurse professional. That essential quality is elusive, perhaps indescribable. But, when you meet a nurse who has it, you know.

STANDARDS OF CLINICAL NURSING PRACTICE

The American Nurses' Association sets a standard for nursing that focuses on practice. When nursing care is measured, accountability is also measured by how these standards are concurrently utilized. The ANA Standards of Clinical Nursing Practice are used for measuring accountability in nursing.

The first standards were published in 1973. In 1989, a task force began revising these standards, and these standards were published in 1991. The major change is the emphasis on clinical nursing practice. The standards now address the full scope of practice and are divided into two parts—Standards of Care and Standards of Professional Performance.

Standards of Care

- | | |
|------------------------|--------------------------|
| * Assessment | * Diagnosis |
| * Collegiality | * Planning |
| * Implementation | * Evaluation |
| * Quality of care | * Performance appraisal |
| * Education | * Ethics |
| * Collaboration | * Research |
| * Resource utilization | * Outcome identification |

“Standards of Care” describe a competent level of nursing care as demonstrated by the nursing process, involving assessment, nursing diagnosis, outcome identification, planning, implementation, and evaluation. The nursing process encompasses all significant actions taken by nurses in providing care to all clients and forms the foundation of clinical decision-making. Additional nursing responsibilities for all clients (such as providing culturally and ethnically relevant care, maintaining a safe environment, educating clients about their illnesses, treatment, health promotion or self-care activities, and planning for continuity of care) are explained within these standards. Therefore, “Standards of Care” delineate care that is provided to all clients of nursing services.

STANDARDS OF PROFESSIONAL PERFORMANCE

“Standards of Professional Performance” describe a competent level of behavior in the professional role including activities related to quality of care, performance appraisal, education, collegiality, ethics, collaboration, research, and resource utilization. All nurses are expected to engage in professional role activities appropriate to their education, position and practice setting. While this is no assumption of all of the “Standards of Professional Performance”, the scope of nursing involvement in some professional roles is particularly dependent upon the nurse’s education, position, and practice environment. Therefore, some standards or measurement criteria identify a broad age of activities that may demonstrate compliance with the standards.

STANDARDS OF CARE

STANDARD I. Assessment

The nurse collects client health data.

Measurement Criteria

1. The priority of data collection is determined by the client's immediate condition or needs.
2. Pertinent data are collected using appropriate assessment techniques.
3. Data collection involves the client, significant others, and health care providers, when appropriate.
4. The data collection process is systematic and ongoing.
5. Relevant data are documented in a retrievable form.

STANDARD II. Diagnosis

The nurse analyzes the assessment data in determining diagnoses.

Measurement Criteria

1. Diagnoses are derived from the assessment data.
2. Diagnoses are validated with the client, significant others, and health care providers, when possible.
3. Diagnoses are documented in a manner that facilitates the determination of unexpected outcomes and plan of care.

STANDARD III. Outcome Identification

The nurse identifies expected outcomes individualized to the client.

Measurement Criteria

1. Outcomes are derived from the diagnoses.
2. Outcomes are documented as measurable goals.
3. Outcomes are mutually formulated with the client's present and potential capabilities.
4. Outcomes are realistic in relation to the client's present and potential capabilities.
5. Outcomes are attainable in relation to resources available to the client.
6. Outcomes include a time estimate for attainment.
7. Outcomes provide direction for continuity of care.

STANDARD IV. Planning

The nurse develops a plan of care that prescribes interventions to attain expected outcomes.

Measurement Criteria

1. The plan is individualized to the client's condition or needs.
2. The plan is developed with the client, significant others, and health care providers, when appropriate.
3. The plan reflects current nursing practice.
4. The plan is documented.
5. The plan provides for continuity of care.

STANDARD V. Implementation

The nurse implements the interventions identified in the plan of care.

Measurement Criteria

1. Interventions are consistent with the established plan of care.
2. Interventions are implemented in a safe and appropriate manner.
3. Interventions are documented.

STANDARD VI. Evaluation

The nurse evaluates the client's progress toward attainment of outcomes.

Measurement Criteria

1. Evaluation is systematic and ongoing.
2. The client's responses to interventions are documented.
3. The effectiveness of interventions is evaluated in relation to outcomes.
4. Ongoing assessment data are used to revise diagnoses, outcomes, and the plan of care, as needed.
5. Revisions in diagnoses, outcomes, and the plan of care are documented.
6. The client, significant others, and health care providers are involved in the evaluation process, when appropriate.