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**COLLEGE OF NURSING**  
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Development*  
Sotejo Hall, Pedro Gil St., Ermita, Manila



**MATERNAL AND CHILD NURSING (N13)**  
1st SEMESTER A.Y. 2021-2022  
**STUDY GUIDE**

**BASIC NURSING SKILLS IN THE CARE OF MOTHERS FROM PREGNANCY TO CHILDBIRTH  
AND CARE OF NEWBORNS TO INFANCY**

**SKILLS LABORATORY PROCEDURES**

**Introduction**

Welcome, student nurses!

Now that you have already been primed with the theories behind maternal and childcare nursing, it's the best time to integrate what you have learned with the accompanying fundamental skills in preparation for the practice of the profession. With the performance of these nursing skills, not only we do strive for provision of safe and quality nursing care but also, we set out in building up your confidence as future professional nurses.

This study guide provides the description of the activities in learning and practice of the skills and procedures covered in N13 theoretical. This covers the following concepts: **Prenatal care, Labor and Delivery, Postpartum Care, and Care of the Newborn**. Given the limitations of time and virtual environment, only selected skills and procedures will be included in the skills demonstration and return-demonstration. The nursing process will still be our primary approach. Online education resources will be provided, and students are encouraged to review the skills and procedures detailed in the checklists a week prior. You will need to procure the list of basic supplies and materials for your practice sessions and skills return-demonstration. The activities are designed for virtual sessions; thus, a stable internet connection is highly recommended.

**Learning Outcomes**

After studying using this guide, you should be able to:

1. Perform correctly the selected basic nursing skills in the care of the mothers from antepartum to childbirth and care of children from birth to infancy
2. Apply the nursing process while performing the selected basic nursing skills in the care of the mother and infant
3. Gain confidence in performing the skills while knowing the rationale for the nursing interventions
4. Uphold integrity, self-directedness, and critical reflection to maximize learning and competence as a nurse in improving maternal and child health

## Content and Outline of Activities

### I. PRENATAL CARE

As we have discussed in the theoretical part of N13, the *fundal height* and the fetal heart rate are signs of fetal development you must look for in evaluating fetal well-being. It is important for you to be able to measure fundal height accurately so that you can track the normal changes throughout pregnancy and be alerted to discrepancies.

In a laboring mother, determination of the fetal presentation and position is important to predict the fetal presenting part, which will give you an idea if the fetus is aligned towards the best position for delivery (Pillitteri, 2010). In this activity, you must be able to perform the systematic methods of observation and palpation through the *Leopold's Maneuver*, while demonstrating the four maneuvers to assess fetal presentation, position, and lie.

Auscultating fetal heart sounds during labor is part of the initial fetal assessment as it can provide more information about the fetal position. Likewise, your knowledge on the fetal position can help you locate the *Fetal Heart Tone (FHT)*, which is best auscultated through the fetal back.

#### **Preparatory tasks (a week before class):**

1. Review the [Skills Procedure Checklist on Leopold's Maneuver](#)
2. Watch the videos:  
[Leopold's Maneuver](#) [Leopold's Maneuver](#)

#### **Activity Guide**

##### Skills Demonstration (Faculty):

This is a synchronous group activity in which the faculty will perform actual demonstration of the skills in **Leopold's maneuver**, **measuring fundal height**, and **auscultating fetal heart tones**.

Faculty to prepare the following materials:

- Pregnant mannequin
- stethoscope
- tape measure
- drape
- doppler
- ky jelly
- tissue

##### **Return Demonstration (Student)**

1. Students will follow the instructions written in the handout on Leopold's maneuver.
2. Students will prepare the following materials:
  - pillow and drape/ blanket
  - stethoscope
  - tape measure
  - person to serve as pregnant client/ pillow
3. Students will do a return demonstration of Leopold's Maneuver, measurement of fundal height, and FHT auscultation using the checklist.

##### **Evaluation**

You will be evaluated based on performance of skills as specified in the provided checklist.

## II. LABOR AND DELIVERY

### A. Perineal preparation and draping

This includes preparing the client for delivery by doing perineal prep and draping.

#### **Preparatory Tasks (a week before class):**

1. Review the [Skills Procedure Checklists on perineal prep and draping](#).

#### **Activity Guide:**

##### Skills Demonstration (Faculty):

This is a synchronous group activity in which the faculty will perform actual demonstration of the skills in perineal preparation and draping.

Faculty to prepare the following materials:

- Half body mannequin
- 0.9NSS 1 L
- ovum forceps
- pitcher
- soaking container for ovum forceps
- cotton balls (3-4 balls/pack)
- drape
- any container labeled as Povidone Iodine (7.5%)
- any container labeled as Povidone Iodine (10%)
- clean gloves

##### **Return Demonstration (Student)**

1. Students will prepare the following materials:

- ovum forceps (may use Kelly forcep)
- pitcher
- any soaking container for ovum forceps
- cotton balls
- any container labeled as Povidone Iodine (7.5%)
- any container labeled as Povidone Iodine (10%)
- clean gloves
- cartolina with drawing of life-sized legs and external genitalia (with slit for passage of the baby)

2. Students will do a return demonstration of perineal preparation and draping using the checklist.

##### **Evaluation**

You will be evaluated based on performance of skills as specified in the provided checklist.

## B. Delivery of the baby and the placenta following the EINC protocol

*Essential Intrapartum and Newborn Care (EINC)* is a set of evidence-based interventions done as a standard of care for low-risk births. Years of research evidence bundled in the protocol have saved the lives of many mothers and their newborns. It lays out unnecessary interventions throughout the stages of labor which can be potentially harmful for the mother and her fetus. Can you name a few from what we have discussed previously?

For *Essential Newborn Care (Unang Yakap)*, it constitutes a step-by-step, time-bound sequence of actions in care of the newborn immediately after birth. It centralizes the four core steps that will be demonstrated in this session.

### **Preparatory Tasks (a week before class):**

1. Review the Skills Procedure Checklists:

[Delivery of the baby and the placenta and Essential Newborn care \(EINC protocol\)](#)

2. Watch the videos:

[Delivery of the baby and the placenta \(recorded lecture\)](#)  
[Essential Intrapartum and Newborn Care \(recorded lectures\)](#)  
[Supporting the Perineum](#)  
[Essential Newborn Care](#)

### **Activity Guide:**

#### Skills Demonstration (Faculty):

This is a synchronous group activity in which the faculty will perform actual demonstration of the delivery of the baby and the placenta following EINC protocol, with focus on its four core steps: immediate and thorough drying, early skin-to-skin contact, properly timed cord clamping and non-separation of the mother and newborn.

Faculty to prepare the following materials:

- Half body pregnant mannequin
- newborn with umbilical cord and placenta
- Primiset
  - 2 straight Kelly forceps
  - 2 Mayo scissors
  - plastic cord clamp
- kidney basin
- 3 cc syringe
- Any ampule labeled as oxytocin
- cotton balls (3 -4 balls per packed)
- alcohol
- drapes
- bonnet
- small towels
- bonnet
- 2 sterile gloves
- Gauze
- Bird's eye cloth

**Return Demonstration (Student)**

1. Students will prepare the following materials:

- Primiset
  - 2 straight Kelly forceps
  - 2 Mayo scissors
  - plastic cord clamp
- kidney basin
- 3 cc syringe (2)
- any ampule labeled as oxytocin ampule
- cotton balls (3 -4 balls per pack) 1 pack
- alcohol
- bird's eye/small towels
- bonnet
- 2 sterile gloves
- gauze
- cartolina with drawing of live size legs and external genitalia (with slit for passage of the baby)
- baby doll
- purse the size of the palm to replace placenta
- straw tie attached to the purse to replace cord

2. Students will do a return demonstration of the delivery of the baby and the placenta following the EINC checklist.

**Evaluation**

You will be evaluated based on performance of skills as specified in the provided checklist.

### III. POSTPARTUM CARE

As an end-goal of Unang Yakap, breastfeeding is promoted through early initiation of breastfeeding as early as delivery, while recognizing the readiness of the baby to latch and have the first full breastfeed.

Breastfeeding is not only one of the most effective strategies for child health and survival but also it provides valuable benefits on the health and well-being of postpartum mothers.

#### **Preparatory Tasks (a week before class):**

1. Review the [Breastfeeding Skills Procedure Checklist](#)
2. Watch the videos:

[Breastfeeding \(Infant and Young child feeding\)](#)

#### **Activity Guide**

##### Skills Demonstration (Faculty):

This is a synchronous group activity in which the faculty will perform demonstration of proper positioning and attachment techniques in breastfeeding, burping, and breastmilk manual extraction.

Faculty to prepare the following materials:

- breast model
- bib
- towel
- pillowcase/pillow (% Len)
- baby mannequin
- breast pump

##### **Return Demonstration (Student)**

1. Students will prepare the following materials:

- bib
- towel
- pillowcase/pillow
- baby mannequin/doll
- breast model made of small balloon (with nipple design)/ or inflated gloves

2. Students will do a return demonstration of breastfeeding with proper positioning, latching, and burping.

##### **Evaluation**

You will be evaluated based on performance of skills as specified in the provided checklist.

## IV. CARE OF THE NEWBORN

### A. Physical assessment, bathing, clothing/swaddling, and injections

#### *Assessment of the newborn*

To facilitate detection of health problems as early as possible, nurses must be skilled in the *assessment of the newborn* so that necessary treatments can be rendered. Our virtual skills lab sessions will focus on anthropometric measurements and how to test for normal newborn reflexes which are clinical tools useful in assessing their growth and development.

#### *Bathing, Clothing/ Swaddling*

*Bathing and clothing/ swaddling* the newborn are practical skills that are taught by nurses to mothers in preparation for discharge so she can care for her newborn at home. While doing a return demonstration, keep in mind the important points that should be relayed to the mother or primary care giver so that they can understand the basics of safe baby care.

#### *Injections*

Care of the newborn during the immediate postpartum includes administration of Vitamin K to prevent hemorrhagic disease of the newborn and Hepatitis B vaccination.

### **Preparatory Tasks (a week before class):**

1. Review the [Skills Procedure Checklist on care of the newborn](#).
2. Watch the videos a week before the class:

[Assessment of the newborn \(head to toe\)](#)

[Bathing](#)

[Clothing/ Swaddling](#)

### **Activity Guide:**

#### Skills Demonstration (Faculty):

This is a synchronous group activity in which the faculty will perform actual demonstrations of newborn bathing, clothing/ swaddling, and administration of vitamin K injection and Hepatitis B vaccine.

Faculty to prepare the following materials:

- newborn mannequin
- tape measure
- eye ointment
- any ampule labeled as Vitamin K
- any vial labeled as Hepatitis B
- 1 cc syringe
- cotton balls (3-4 balls/pack)
- basin
- soap
- towel
- cloth for swaddling
- baby's clothing
- mittens
- booties
- baby weighing scale

### **Return Demonstration (Student)**

1. Students will prepare the following materials:

- baby doll
- tape measure
- eye ointment (any ointment)
- any ampule labeled as Vitamin K
- any vial labeled as Hepatitis B
- 1 cc syringe (3)
- cotton balls (3-4 balls/pack) 2 packs
- basin
- soap
- towel
- cloth for swaddling
- baby's clothing
- mittens
- booties
- baby weighing scale

2. Students will do a return demonstration of newborn bathing and clothing/swaddling, and administration of Vitamin K injection and Hepatitis B vaccine.

### **Evaluation**

You will be evaluated based on performance of skills as specified in the provided checklist.

### **B. Immunization**

While newborns are not physiologically prepared to combat infections with their own immune system, they can handle and benefit from vaccinations if given at the earliest recommended age.

Performance of skillful injection and vaccination techniques is one of the fundamental competencies you will always be using as a nurse. In this session, knowing what to say, do, and act to help manage pain during vaccine administration will be demonstrated.

### **Preparatory Tasks (a week before class):**

1. Read recommended DOH National Immunization Program e-manual of operations

[Conducting Immunization Sessions](#) (p. 112, 114, 115, 117-133)

[Injection Safety](#) (p. 140-146, 149)

[The Vaccines](#) (p. 108, 84-86, 88-90, 92-98)

2. Review [Immunization Skills checklist](#) and study the [DOH Immunization schedule](#) for infants

3. Watch required videos:

[Giving IM injections](#) [subcutaneous injections](#) [intra dermal injections](#) [Positioning](#)



## **Activity Guide:**

### **Skills Demonstration (Faculty):**

This is a synchronous group activity in which the faculty will perform a demonstration of vaccine administration among infants in a health care center.

Faculty to prepare the following materials:

- 1 cc syringe (5)
- 1cc/3cc/5cc syringes for reconstitution
- Needles: 26g 10mm or 0.5in (1), 23-25g 16mm or 5/8in (1), 23-25g 25mm or 1in (1 or 3)
- any vial labeled as BCG Vaccine
- any vial labeled as Pentavalent Vaccine
- any vial labeled as PCV Vaccine
- any vial labeled as IPV Vaccine
- any vial labeled as MMR Vaccine
- any capsule placed in a container or a vial with dropper labeled as Oral Polio Vaccine
- Cotton balls (3-4 balls/pack)
- Baby Mannequin
- Metal file
- safety box and waste container
- table and 2 chairs
- immunization card

### **Return Demonstration (Student)**

1. Students will prepare the following materials:

- Baby Doll
- 1 cc syringe (5)
- 1cc/3cc/5cc syringes for reconstitution
- Needles: 26g 10mm or 0.5in (1), 23-25g 16mm or 5/8in (1), 23-25g 25mm or 1in (1 or 3)
- any vial labeled as BCG Vaccine
- any vial labeled as Pentavalent Vaccine
- any vial labeled as PCV Vaccine
- any vial labeled as IPV Vaccine
- any vial labeled as MMR Vaccine
- any capsule placed in a container or a vial with dropper labeled as Oral Polio Vaccine
- Cotton balls (3-4 balls/pack)
- Metal file
- safety box and waste container
- table and 2 chairs
- Immunization card (printed or drawn by hand)

2. Students will do a return demonstration of vaccine administration among infants

### **Evaluation**

You will be evaluated based on performance of skills as specified in the provided checklist.

**Reviewed by:** A/P E.A. Iellamo, MAN, RN

Document review date: 09.16.21

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**Date of creation:** 09/06/2021 N-13 Clinical Simulation Study Guide

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**MATERNAL AND CHILD NURSING (N13)**  
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**STUDY GUIDE**

**CLINICAL SIMULATION IN THE CARE OF MOTHERS FROM PREGNANCY TO CHILDBIRTH  
AND CARE OF NEWBORNS TO SCHOOL-AGE**

**ACTUAL INTERACTIONS WITH CLIENTS AND CASE STUDIES**

**Introduction**

Hello students!

This study guide provides the description of the activities in learning and practice of the skills and procedures covered in the N13 theoretical through clinical simulations. This covers the following concepts: **Prenatal Care, Labor and Delivery, Postpartum Care and Care of the Newborn, and Care of the Preschooler/School-Age Child**. You will have case studies and actual interactions with clients while performing the skills and using the nursing process as the primary approach. Given the limitations of time and virtual set-up, only selected skills and procedures will be included in the clinical simulations. Kindly review the nursing process, focusing on assessment, intervention, and evaluation, together with the associated nursing skills and procedures listed in this study guide. Online education resources such as videos and reading materials will likewise be provided. Similarly, you will need to procure the list of basic materials for the conduct of the skills in the sessions and have a stable internet connection.

**Learning Outcomes**

After studying using this guide, you should be able to:

1. Perform correctly the selected basic nursing skills in the care of the mothers from antepartum to childbirth and care of children from birth to school age
2. Apply the nursing process while using effective communication in assessment, establishing rapport, planning, implementing care, and evaluating
3. Apply health promotion and disease prevention skills in the care of women and children throughout these stages
4. Document pertinent information and performance of care using appropriate forms and formats in a timely, accurate, and comprehensive manner
5. Appreciate the significance of being a compassionate and competent nurse in improving maternal and child health
6. Uphold integrity, self-directedness, and critical reflection to maximize learning and competence as a nurse in improving maternal and child health

## Content and Outline of Activities

### I. PRENATAL CARE – Care of the Normal Pregnant Client

In this session, you will be interacting with an actual patient and performing the nursing process in the care of a pregnant woman.

#### **Preparatory tasks (a week before class):**

1. Review normal pregnant client assessment points such as:
  - a. OB history
  - b. Gynecological history (includes menstrual history and sexual history)
  - c. Medical history and family medical history
  - d. Social history
  - e. Others: activities, rest and sleep, nutrition, elimination, managing discomforts, possible danger signs
2. Watch the videos: [First Antenatal Visit](#) and on prenatal care ([recorded lectures I, II, III](#))
3. Look for a pregnant client between 3-9 months of pregnancy, of legal age, and with no known medical condition (whether pre-existing or current medical condition) like: DM/GDM, HPN/PIH/Preeclampsia/Eclampsia, CA, Bronchial Asthma, Pulmonary Tuberculosis, COVID-19, Thyroid Problems
4. Contract setting: Obtain a verbal agreement with your client, ensuring that the date, time, duration of interview, platform of interaction (through messenger, other social media apps, or face-to-face, as applicable) were explained, and the client agreed on the details for this specific activity. For a face-to-face interaction, which is feasible only if the client belongs to the same household, ensure that minimum health standards are observed to prevent the spread of COVID-19.

#### **Activity Guide:**

Interaction will happen through a phone call with client or if possible, via video call online which will be audio or audio-video recorded but it will be deleted after group discussions; privacy of the client and confidentiality should be upheld.

1. Student to do assessment and history taking by asking client the following:
  - a) OB history
  - b) Gynecological history (includes menstrual history and sexual history)
  - c) Medical history and family medical history
  - d) Social history
  - e) Others: activities, rest and sleep, nutrition, elimination, managing discomforts, possible danger signs
2. Student to provide health teachings/interventions on the second day of meeting on activities, rest and sleep, nutrition, elimination, discomforts, possible danger signs
3. Student to evaluate results of health teachings provided by asking client knowledge questions

#### **Post Activity:**

1. Student to prepare for group discussions
2. Student to prepare and submit a nursing health history, teaching plan, and nursing care plan

#### **Evaluation**

You will be evaluated based on:

- performance of complete and proper assessment and history taking on a normal pregnant client

- appropriateness of health teachings and interventions you provided
- nursing health history, teaching plan, and nursing care plan

## II. LABOR AND DELIVERY – Labor Monitoring

Through a virtual case study, you will be performing the nursing process for a laboring mother.

### **Preparatory tasks (a week before class):**

1. Review on labor monitoring and [plotting a partograph](#).
2. Watch the video on [nursing care during labor](#) – (16:22-32:00)

### **Activity Guide:**

1. Open case study via VLE
2. Read case scenario about a laboring client in the delivery room setting
3. Fill out the partograph
4. Answer the questions

### **Evaluation**

You will be evaluated based on accurate partograph plotting and case study scores.

## III. POSTPARTUM CARE and CARE OF THE NEWBORN – Care of a Normal Postpartum Client with an Infant

In this session, you will be interacting with an actual patient and performing the nursing process in the care of a postpartum client with an infant

### **Preparatory tasks (a week before class):**

1. Review on normal postpartum client assessment such as:
  - a. breast, uterus, bowel movement, urination, lochia, Homan's sign, emotions
2. Review on normal newborn assessment such as:
  - a. weight gain, intake and output
  - b. newborn reflexes, infant developmental tasks
3. Review on health teachings and interventions for mother and newborn such as breastfeeding, burping, breastmilk manual extraction, and other appropriate interventions related to assessment made
4. Watch the [video on postpartum care](#) and [family planning I, II, III](#)
5. Look for a postpartum client with an infant between 1-6 months postpartum/birth, of legal age, and with no known medical condition (whether pre-existing or current medical condition) like: DM/GDM, HPN/Pre-Eclampsia/Eclampsia, CA, Asthma, TB, COVID-19, Thyroid Problems
6. Contract setting: Obtain a verbal agreement with your client, ensuring that the date, time, duration of interview, platform of interaction (through messenger, other social media apps, or face-to-face, as applicable) were explained, and the client agreed on the details for this specific activity. For a face-to-face interaction, which is feasible only if the client belongs to the same household, ensure that minimum health standards are observed to prevent the spread of COVID-19.

### **Activity Guide:**

Interaction will happen through a phone call with client or if possible, via video call online which will be audio or audio-recorded, but it will be deleted after group discussions; privacy of the client and confidentiality should be upheld.

1. Student to do assessment and history taking by asking client the following:
  - a. age, civil status, education, nature of work, living arrangement
  - b. GTPAL
  - c. LMP
  - d. history of current illness and past illnesses
  - e. birthing history
  - f. breast, uterus, bowel movement, urination, lochia, homan's sign, emotions
  - g. activities, rest and sleep, nutrition, elimination, managing discomforts
  - h. feeding, elimination, sleep, possible concerns with the infant
  - i. Health Risk Assessment
  - j. Role changes and adaptation
2. Student to provide health teachings /interventions on activities, rest and sleep, nutrition, elimination, discomforts, family planning, breastfeeding and care of the infant
3. Student to evaluate results of health teachings provided by asking client knowledge questions

### **Post Activity:**

1. Student to prepare for group discussions
2. Student to prepare and submit a nursing health history, teaching plan, and nursing care plan

### **Evaluation**

You will be evaluated based on:

- performance of complete and proper assessment and history taking on a normal postpartum client and a newborn
- appropriateness of health teachings and interventions you provided
- nursing health history, teaching plan, and nursing care plan

## **IV. CARE OF THE PRESCHOOL AND SCHOOL-AGE CHILD**

In this session, you will be interacting with and performing the nursing process in the care of a preschool or a school-age child

### **Preparatory tasks (a week before class):**

3. Review on [preschool and school-age child assessment, history taking, and health teachings](#) on topic areas such as:
  - a. Height and weight
  - b. History of current and past illnesses
  - c. Activities and play, rest and sleep, nutrition, elimination, psychosocial well-being of the child
  - d. Common concerns of the preschool or school-age child
4. Look for a mother with a preschool or a school age child. The mother should be of legal age. The child should not have any known/diagnosed illness like COVID-19, Asthma, Primary Complex, Cancer, etc.
5. Contract setting: Obtain a verbal agreement with your client, ensuring that the date, time, duration of interview, platform of interaction (through messenger, other social media apps, or face-to-face, as applicable) were explained, and the client agreed on the details for this

specific activity. For a face-to-face interaction, which is feasible only if the client belongs to the same household, ensure that minimum health standards are observed to prevent the spread of COVID-19.

### **Activity Guide:**

Interaction will happen through a phone call with client or if possible, via video call online which will be audio or audio-recorded, but it will be deleted after group discussions; privacy of the client and confidentiality should be upheld.

1. Student to do assessment and history taking by asking client the following:
  - a. age, civil status, education, nature of work, living arrangement (mother)
  - b. age, height and weight (child)
  - c. history of current illness and past illnesses of the child
  - d. activities and play, rest and sleep, nutrition, elimination, psychosocial well-being of the child
  - e. common concerns of the preschool / school-age child
2. Student to provide health teachings /interventions on activities and play, rest and sleep, nutrition, elimination, psychosocial well-being of the child, and managing common concerns of the preschool/ school-age child
3. Student to evaluate results of health teachings provided by asking client knowledge questions

### **Post Activity:**

1. Student to prepare for group discussions
2. Student to prepare and submit a nursing health history, teaching plan, and nursing care plan

### **Evaluation**

You will be evaluated based on:

- performance of complete and proper assessment and history taking on a school-age child
- appropriateness of health teachings and interventions you provided
- nursing health history, teaching plan, and nursing care plan

**Reviewed by:** A/P E.A. Iellamo, MAN, RN

Document review date: 09.16.21

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**Date of creation:** 09/06/2021 N-13 Clinical Simulation Study Guide

**Last update:** 10.04.21 – added teaching plan as a requirement

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