



**CLARENDON COLLEGE
VOCATIONAL NURSING
VNSG 1330 MATERNAL – NEONATAL NURSING**

Division of Workforce

Course Name: VNSG 1330 Maternal – Neonatal Nursing

Credit Hours: 3

Semester: Summer 2019

Classroom Location:

Pampa - Center: 1601 W. Kentucky, Pampa, 79065 Room 101

Phone: (806) 665-8801 ext. 139

Childress Campus: 1902 Ave G NW, Childress, TX 79201 Mesquite Room

Phone: (940) 937-2201 Childress

Instructors:

Pampa Campus – Auvenshine Bldg. Pampa, Texas

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Office Hours: As posted or by appointment

Course Description:

A study of the biological, psychological, and sociological concepts applicable to basic needs of the family including childbearing and neonatal care. Utilization of the nursing process in the assessment and management of the childbearing family. Topics include physiological changes related to pregnancy, fetal development, and nursing care of the family during labor and delivery and the puerperium.

End-of-Course Outcomes: (WECM)

1. Discuss human reproduction and fetal development as related to the normal aspects of childbearing;
2. Identify common complications of the mother and newborn during prenatal, antenatal, and postnatal periods; and

3. Relate characteristics of the normal newborn and associated nursing interventions to meet identified health care needs utilizing the nursing process.

Course Outcomes: (DEC)

The DEC competencies are fully integrated throughout the curriculum for the ADN student. The DEC relates to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

Learning Outcomes: (DEC)

The DEC competencies are fully integrated throughout the curriculum for the VN student. The DEC competencies relate to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

A. Member of Profession:

The student will:

1. Explain the roles the nurse may assume in maternal-newborn nursing practice, which embraces the development and practice of vocational nursing for maternal/newborn patients.
2. Analyze the need for accountability for own nursing practice with the childbearing family or maternal/neonatal patients.
3. Identify the need to act as an advocate in activities that focus on improving the health care of the childbearing family or maternal/neonatal patients.
4. Distinguish behaviors that promote the development and practice of vocational nursing.

B. Provider of Patient-Centered Care:

The student will:

1. Discuss the physiological expectations of the child bearing family
2. Explore the impact of childbearing experiences on the individual and family in relation to psycho-social and cultural concepts, including the role of female and male sexual reproduction.
3. Discuss the formulation of goals/outcomes and a plan of care for the childbearing family in collaboration with the patient, their families, and interdisciplinary health care team members.
4. Assist in implementation of the plan of care within legal and ethical parameters for a childbearing family, including scope of education, in collaboration with the patient and interdisciplinary health care team to assist patient in meeting health care needs
5. Explore methods to provide competent nursing care based on patients' responses to therapeutic interventions throughout the antepartum, intrapartum, postpartum, and newborn periods, including predictable and common complications during this period.
6. Give examples of a teaching plan for the childbearing family with common health problems and well defined learning needs
7. Discuss evaluation of the nursing interventions and outcomes for the childbearing family
8. Identify skills to provide care to multiple childbearing families in structured settings for expected peri-natal outcomes and common deviations of the peri-natal period
9. Discuss social and psychological implications of parenthood to individuals and families.
10. Outline principles of organizing and managing human and material resources for the provision of care in the childbearing family within the organizational framework of various settings.
11. Collaborate with patients and participate in the identification of patient needs during the antepartum, intrapartum, postpartum, and newborn periods to facilitate continuity of care, including other healthcare team members, and state agencies when appropriate.
12. Recognize the importance of treating each family, from various cultures, social classes, and

ethnic groups, with dignity.

13. Identify the childbearing family or maternal/neonatal needs for referral that facilitate continuity of care and community resources.

C. Patient Safety advocate:

The student will:

1. Identify and follow facility regulations pertaining to infant safety measures.
2. Discuss safety goals for patient infant and family, such as patient confidentiality at home and in the hospital.
3. Identify potential risks of infant safety and follow facility regulations regarding infant transportation.
4. Identify and discuss measures to promote quality care and a safe environment for patients, self, and others.
5. Assist in the formulation of goals and outcomes to reduce maternal/newborn risks
6. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices for maternal newborn care.

D. Member of the Health Care Team:

The Student will:

1. Collaborate with patients and participate in the identification of patient needs during the antepartum, intrapartum, postpartum, and newborn periods to facilitate continuity of care, including other healthcare team members, and state agencies when appropriate.
2. Discuss the health status and health needs of the childbearing family based upon interpretation of health-related data & preventive health practices, in collaboration with patients, their families, and other members of the immediate health care team.
3. Participate as an advocate in activities that focus on improving the health care of maternal/newborn patients and their families.
4. Identify patient needs for referral to agencies such as CHIPs, WIC, TANF and Food Stamps, which facilitate continuity of care.
5. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patient, newborn and their families.
6. Communicate patient data using technology to support decision making to improve maternal/newborn care.
7. Demonstrate knowledge regarding assignment of nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need per facility protocol.

E. Essential Competencies:

The student will:

1. Exhibit a positive attitude in participating in class activities or in patient care activities on time, safely, and correctly.
2. Solve problems and build employability skills such as positive attitude, critical thinking skills, work ethic and teamwork
3. Develop critical thinking skills to identify methods, requirements, and standards to enhance patient care and healthcare delivery.
4. Participate in teamwork activities that foster a positive learning environment in the classroom and/or clinical that, promotes health restoration through nursing care and teaching.
5. Demonstrate positive work ethics through application of values and morals consistent with

the nursing profession in all activities of the nursing program.

THECB CORE OBJECTIVES

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board (THECB). The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills** – including application of scientific and mathematical concepts.
- **Teamwork** – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making.
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

SCANS COMPETENCIES:

The individual SCANS Foundation Skills and competencies have been identified and are located on file in the nursing office. Demonstration of SCANS is documented by the student's ability to provide evidence that the skill has been mastered.

Statement of Purpose:

VNSG 1330 Maternal – Neonatal Nursing partially satisfies the requirement for the vocational nursing certificate at Clarendon College

Required Instructional Materials:

Textbook:

Leifer, G., (2015). *Introduction to Maternity and Pediatric Nursing* (8th ed.). Elsevier: St Louis, MO, Saunders.

Leifer, G., (2015). *Introduction to Maternity and Pediatric Nursing Study Guide*(8th ed.). Elsevier: St Louis, MO, Saunders.

Leifer, G., (2015). *Introduction to Maternity and Pediatric Nursing Virtual Clinical Excursions* (8th ed.). Elsevier: St Louis, MO, Saunders.

Leifer, G., (2015). *Introduction to Maternity and Pediatric Nursing Online Adaptive Quizzing* (8th ed.). Elsevier: St Louis, MO, Saunders.

Other Relevant Materials:

Pens, paper, pencils, etc. Blue Scantron answer sheets

Methods of Instruction:

Lectures required reading written assignments
Quizzes classroom discussions small group work
Audio-visual aids demonstrations and return demonstrations

Requirements & Evaluation Methods

Exams	Percentage
Exam 1	20
Exam 2	20
Exam 3	20
ATI Exam	15
Final Exam	25
TOTAL for COURSE GRADE	100

Grading Scale

The following grading scale is utilized for the AND Nursing Program

A	90-100
B	81-89
C	78-80
D	68-77
F	Below 68

ATI Exam Conversion

Below Level 1	Level 1	Level 2	Level 3
43.9 and below	44.0-63.9	64.0-75.9	76.0-100

ATI Proficiency Level	ATI Score	Conversion
Level 3 Major	84.0 and above	100
Level 3 Minor	76.0-83.9	94
Level 2 Major	70.0-75.9	88
Level 2 Minor	64.0-69.9	84
Level 1 Major	54.0-63.9	78
Level 1 Minor	44.0-53.9	72
Below Level 1	43.9 and below	60

PN CONTENT MASTERY SERIES 2017 PROFICIENCY LEVEL DEFINITIONS*

BELOW LEVEL 1 - A student meeting the criterion for Proficiency Level 1 is does not meet NCLEX-PN® standards in this content area and does not meet the absolute minimum expectations for performance in this content area.

LEVEL 1 - A student meeting the criterion for Proficiency Level 1 is expected to just meet NCLEX-PN® standards in this content area, should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content and should meet the absolute minimum expectations for performance in this content area.

LEVEL 2 - A student meeting the criterion for Proficiency Level 2 is expected to readily meet NCLEX-PN standards in this content area, should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content and should exceed minimum expectations for performance in this content area.

LEVEL 3 A student meeting the criterion for Proficiency Level 3 is expected to exceed NCLEX-PN standards in this content area, should demonstrate a high level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content and should exceed most expectations for performance in this content area.

Students must achieve an overall course grade at or above 78 to pass all courses in the vocational nursing program.

****NOTE: GRADES WILL NOT BE ROUNDED.** (Example: A grade of 77.5 to 77.99 will *not* be considered as passing).

No late work will be accepted!!

Exams will be given on designated days. Make up exams may be given at the discretion of the instructor.

A student's final grade will be made available through Campus Connect at Clarendon College's website.

Classroom Conduct

Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class.

Cheating violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment; (4) entering an office or building to obtain unfair advantage; (5) taking an examination for another person; (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (7) altering grade records; (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise; (9) Plagiarism.

Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit; (10) Students are required to dress in a manner as deemed appropriate for the classroom setting and should not disrupt the learning process.

Disciplinary actions for cheating or plagiarism in any course are at the discretion of the individual instructor. The instructor of that course will file a report with the Director of Nursing and/or the Dean of Students when a student is caught cheating or for plagiarism in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. Students who are reported for cheating or plagiarism to the Director of Nursing and the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

American with Disabilities Act Statement:

Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. Should you require special accommodations, notify the Office of Student Services (806-874-3571 or 800-687-9737). We will work with you to make whatever accommodations we need to make.

Withdrawal:

If a student decides that they are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript. Withdrawal from a course is a formal procedure that must be initiated by the student. If the student does not go through the formal withdrawal procedure, the student will receive a grade of "F" on their transcript. A student is permitted to drop a course if he/she obtains an official withdrawal form from the Director of Nursing before the 12th class day.

Attendance

Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes. It is the responsibility of the student to consult with all instructors when an absence occurs. The student will notify the instructor each day the student will not be in attendance for class, lab, or clinical.

To evaluate attainment of course objectives, students are expected to attend and participate in all scheduled classroom/clinical experiences. Failure to meet course objectives, due to lack of attendance, will result in an unsatisfactory evaluation, and may result in failure of the course.

Examination/ Delayed Examinations and Use of Resources during Examinations

1. Exam schedules will be given to students at the beginning of the course each semester;
2. Examination attendance: Examinations will be given on dates noted on the course syllabus and course schedule. If a student cannot attend an examination, the course instructor/professor must be notified at their office number or by email *before the examination begins*. It is the student's responsibility and a requirement to notify the instructor/professor in advance of any absence.
3. All major exams include multiple choice and alternate format questions based on the NCLEX-RN Test Plan;
4. All exams are timed; Time allotted for a Final Exam is two (2) hours and will follow Clarendon College's policy.
5. Assigned seating may be used during any exam;
6. Grades will be available one week following an exam;
7. Make up exams will only be given at the discretion of the faculty member and can be a different version or alternate format than the scheduled exam.
8. Basic function calculators will be provided for exams with dosage calculation questions;
9. SCANTRON™ forms and exam booklets are turned in to the proctor who is monitoring the exam and will be counted at the end of the testing period. Students must NOT remove Exams from the testing room;
10. The answer recorded on the Scantron™ will be the official answer sheet;
11. Scratch paper, if used, will be provided by the instructor/professor and must be turned in immediately following the exam;
12. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review and all personal belongings must be left at the back of the classroom;
13. Individual review of exams by a student with the instructor/professor must be scheduled within one (1) week of the exam being administered. Individual test reviews will be performed only in the

faculty member's office. Students may review only the most recent test (In other words, exam one (1) cannot be reviewed after exam two (2) has been administered). Review of all tests taken by a student at one time will not be allowed;

14. A student who achieves an exam grade of less than 78% shall schedule an appointment with the faculty member within 3 days from posting of exam grades and will complete a Student Action Report (SAR) to discuss with the faculty. This is the responsibility of the student.

Audio/Video/Photography/Distribution of Course Materials

All course materials are only for the use of students enrolled in this course for purposes associated with this course. Audio/Video recording or photography of courses in session is strictly prohibited by students unless previous permission has been granted by the faculty. Duplication and/or distribution of any classroom materials via print, email, or other electronic means to individuals who are not currently enrolled in this course are prohibited.

Electronic Communication

Clarendon College School of Nursing faculty and staff will send official correspondence to a student via e-mail using the student's e-mail address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College e-mail address for all official communication.

Syllabus Disclaimer

Although every effort will be made NOT to change schedules, unforeseen events may cause changes to the scheduling of campus classes/labs/activities, exams, etc. Class topic and exam schedule may change with notice. Faculty reserve the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means of communication. It is the responsibility of each student to know what changes if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

See Vocational Nursing Handbook for all policies.

WEEK	COURSE OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITIES
1	MEMORIAL DAY		
2	<p>Introduction to Course</p> <p>Chapter 1 The Past, The Present, The Future</p> <ul style="list-style-type: none"> A. Recall the contributions of persons in history to the fields of maternity and pediatric care. B. Name two international organizations concerned with maternity and pediatric care. <p>Chapter 2 Human Reproductive Anatomy and Physiology</p> <ul style="list-style-type: none"> A. Identify anatomy of the male reproductive system. B. Identify anatomy of the female reproductive system. <p>Chapter 3 Fetal Development</p> <ul style="list-style-type: none"> A. Explain human fertilization and implantation. B. Describe fetal development and maturation of body systems. <p>Chapter 4 Prenatal Care and Adaptations to Pregnancy</p> <ul style="list-style-type: none"> A. List the goals of prenatal care. B. Calculate the expected date of delivery and duration of pregnancy. C. List phases of pregnancy. 	<p>Introduction to Course</p> <ul style="list-style-type: none"> A. Introduction to Maternity B. Knowledge of Maternity Resources. <ul style="list-style-type: none"> A. Anatomy of Male Reproductive System B. Anatomy of Female Reproductive System <ul style="list-style-type: none"> A. Fertilization and Implantation B. Fetal Development and maturation of body systems. <ul style="list-style-type: none"> A. Prenatal Care. B. Phases of Pregnancy 	Lecture/Discussion
3	EXAM 1 CHAPTERS 1-4		EXAM
3	<p>Chapter 5 Nursing Care of Women with Complications During Pregnancy</p> <ul style="list-style-type: none"> A. Explain the use of fetal diagnostic tests in women with complicated pregnancies. B. Identify methods to reduce a woman's risk for antepartum complications. 	<ul style="list-style-type: none"> A. Fetal Diagnostic Tests B. Antepartum Complications, risk reduction C. Antepartum Complications 	Lecture/Discussion

	<p>C. Describe antepartum complications, their treatment, and their nursing care.</p> <p>Chapter 6 Nursing Care of Mother and Infant During Labor and Birth</p> <p>A. Discuss specific cultural beliefs the nurse may encounter when providing care to woman in labor.</p> <p>B. Describe the four components “four P’s” of the birth process: powers, passage, passenger, and psyche.</p>	<p>A. Cultural belief practice in maternal nursing</p> <p>B. Components of birth process: “Four P’s”</p>	
4	ATI PRACTICE EXAM A HSC AND REMEDIATION PRACTICE		ATI PRACTICE EXAM
5	<p>Chapter 7 Nursing Management of Pain During Labor and Birth</p> <p>A. List the common types of classes offered to childbearing families.</p> <p>B. Describe factors that influence woman’s comfort during labor.</p> <p>C. Discuss the advantages and limitations of nonpharmacological methods of pain management during labor.</p> <p>D. Describe the methods of childbirth preparation.</p> <p>Chapter 8 Nursing Management of Pain During Labor and Birth</p> <p>A. Discuss obstetric procedures identified in this chapter.</p> <p>B. Illustrate the nurse’s role during labor and birth.</p> <p>Chapter 9: The Family After Birth</p> <p>A. Describe how to individualize postpartum and newborn nursing care for different patients.</p> <p>B. Describe specific cultural beliefs that the nurse may encounter when providing postpartum and newborn care.</p>	<p>A. Childbearing Classes</p> <p>B. Factors influencing pain during labor.</p> <p>C. Advantages of nonpharmacological methods of pain management during labor.</p> <p>D. Childbirth preparation methods.</p> <p>A. Obstetric procedures during labor and birth.</p> <p>B. Nurse’s role during labor and birth.</p> <p>A. Postpartum and Newborn Nursing Care</p> <p>B. Cultural beliefs</p>	Lecture/Discussion

	<p>C. Describe postpartum changes in maternal systems and nursing care associated with those changes.</p>	<p>C. Postpartum changes in Maternal Systems and Nursing Care</p>	
6	<p>EXAM 2 CHAPTERS 5-9</p>		<p>EXAM</p>
7	<p>UNFOLDING CASE STUDY ATI PRACTICE EXAM B HSC AND REMIEDIATION PRACTICE</p>		<p>CASE STUDY ATI PRACTICE EXAM B</p>
8	<p>Chapter 10: Nursing Care of Women with Complications After Birth</p> <ul style="list-style-type: none"> A. Describe signs and symptoms for each postpartum complication. B. Identify factors that increase a woman's risk for complications C. Explain nursing measures that reduce a woman's risk for developing specific post-partum complications. <p>Chapter 11: The Nurse's Role in Women's Health Care</p> <ul style="list-style-type: none"> A. Explain aspects of preventative health care for women. B. Describe menstrual disorders and care. C. Discuss nurse's role in women's health care. <p>Chapter 12 The Term Newborn</p> <ul style="list-style-type: none"> A. Describe three normal reflexes of the neonate and approximate age of their disappearance. B. Demonstrate the steps in the physical assessment of the newborn. C. State four methods of maintaining the body temperature of a newborn. <p>Chapter 13 Preterm and Post term Newborns</p>	<ul style="list-style-type: none"> A. Signs and symptoms of post-partum complications B. Factors that increase risk for complications C. Nursing measures to reduce post-partum complications A. Preventative health care for women. B. Menstrual disorders and care. C. Nurse's role in women's health care. A. Normal reflexes of term neonate. B. Physical assessment of the newborn. C. Methods of maintaining body temperature of a newborn. 	<p>Lecture/Discussion</p>

	<ul style="list-style-type: none"> A. Differentiate between the preterm and the low-birth weight newborn. B. List three causes for preterm birth. C. Contrast the techniques for feeding preterm and full-term newborns. D. List three characteristics of the post term newborn. 		
9	EXAM 3 CHAPTERS 9-13		
10	HSSC PRACTICE EXAMS AND FINAL REVIEW		Lecture/Discussion
11	ATI EOC		EXAM EOC
12	FINAL EXAM		FINAL EXAM