Course Syllabus

VNSG 1230-Maternal-Neonatal Nursing

Catalog 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, delivery, and the puerperium.

Lecture hours = 2, Lab hours = 0
Prerequisites: BIOL 2404, VNSG 1231, 1304, 1400, 1261, 1409, 1234, 1360, 1226, 1323
Corequisites: VNSG 1219, 2410, 2260, 2360

Semester Credit Hours: 2
Lecture Hours per Week: 2
Lab Hours per Week: 0
Contact Hours per Semester: 32

State Approval Code: 51.3901

Class section meeting time: See Canvas course syllabus page for class section meeting time.

Instructional Goals and Purposes: Introduce the student to the study of the psycho-physiological and sociological concepts applicable to basic needs of the maternal-newborn patient including child-bearing and neonatal care. Students are expected to demonstrate basic competency in reading, writing, oral communication, math and computer skills. Students are expected to be active learning participants by assuming accountability in preparing for each class by completing required reading and/or other learning activities as listed in each unit assignment. Proficiency will be measured by examination scores, oral discussions, and computer assisted instruction (CAI) participation.

Learning Outcomes:
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.
3. Relate characteristics of the normal newborn and associated nursing interventions to meet identified health care needs utilizing the nursing process.
**Specific Course Objectives (includes SCANS):**

After studying all materials and resources presented in the course, the student will be able to:

### Member of the Profession:

<table>
<thead>
<tr>
<th>1. Function within the nurse’s legal scope of practice, including Safe Harbor, “Whistleblower” protection and in accordance with the policies and procedures of the employing health care institution or practice setting. (SCANS: 1Ai, 1Av, 1Bi-1Bvi, 1Ci-1Cvi, 2Ai, 2Aii, 2Bi-2Bvi, 2Ci-2Civ, 2Di-2Diii, 2Ei-2Eiii)</th>
<th>DEC #IA PO#1</th>
</tr>
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<tbody>
<tr>
<td>2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families. (SCANS: 1Ai, 1Av, 1Bi-1Bvi, 1Ci-1Cvi, 2Ai, 2Aii, 2Bi-2Bvi, 2Ci-2Civ, 2Di-2Diii, 2Ei-2Eiii)</td>
<td>DEC #IB PO#2</td>
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### Provider of Patient Centered Care:

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<tr>
<th>3. Use clinical reasoning, a systematic approach, and established evidence-based policies as the basis for decision making in nursing practice. (SCANS: 1Ai, 1Av, 1Bi-1Bvi, 1Ci-1Cvi, 2Ai, 2Aii, 2Bi-2Bvi, 2Ci-2Civ, 2Di-2Diii, 2Ei-2Eiii)</th>
<th>DEC #IIA PO#3</th>
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</thead>
<tbody>
<tr>
<td>4. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data. (SCANS: 1Ai, 1Av, 1Bi-1Bvi, 1Ci-1Cvi, 2Ai, 2Aii, 2Bi-2Bvi, 2Ci-2Civ, 2Di-2Diii, 2Ei-2Eiii)</td>
<td>DEC #IIB PO#3,4,5</td>
</tr>
<tr>
<td>5. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team. (SCANS: 1Ai, 1Av, 1Bi-1Bvi, 1Ci-1Cvi, 2Ai, 2Aii, 2Bi-2Bvi, 2Ci-2Civ, 2Di-2Diii, 2Ei-2Eiii)</td>
<td>DEC #IIC PO#4</td>
</tr>
<tr>
<td>6. Implement teaching plans for patients and their families with common health problems and well defined health learning needs. (SCANS: 1Ai, 1Av, 1Bi-1Bvi, 1Ci-1Cvi, 2Ai, 2Aii, 2Bi-2Bvi, 2Ci-2Civ, 2Di-2Diii, 2Ei-2Eiii)</td>
<td>DEC #IIG PO#6</td>
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</table>
### PATIENT SAFETY ADVOCATE

**7.** Implement measures to promote quality and a safe environment for patients, self, and others.

(SCANS: 1Ai-1Aii, 1Ai-1Av, 1Bii-1Bvi, 1Ci-1Cvi, 2Aii, 2Aiii, 2Bi-2Bvi, 2Ci-2Civ, 2Di-2Diii, 2Ei-2Eiii)

DEC #IIIB PO#8

**8.** Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

(SCANS: 1Ai-1Aii, 1Ai-1Av, 1Bii-1Bvi, 1Ci-1Cvi, 2Aii, 2Aiii, 2Bi-2Bvi, 2Ci-2Civ, 2Di-2Diii, 2Ei-2Eiii)

DEC #IIID PO#9

### Member of Healthcare Team:

**9.** Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

(SCANS: 1Ai-1Aii, 1Ai-1Av, 1Bii-1Bvi, 1Ci-1Cvi, 2Aii, 2Aiii, 2Bi-2Bvi, 2Ci-2Civ, 2Di-2Diii, 2Ei-2Eiii)

DEC #IVA PO#11

**10.** Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

(SCANS: 1Ai-1Aii, 1Ai-1Av, 1Bii-1Bvi, 1Ci-1Cvi, 2Aii, 2Aiii, 2Bi-2Bvi, 2Ci-2Civ, 2Di-2Diii, 2Ei-2Eiii)

DEC #IVB PO#13

**11.** Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

(SCANS: 1Ai-1Aii, 1Ai-1Av, 1Bii-1Bvi, 1Ci-1Cvi, 2Aii, 2Aiii, 2Bi-2Bvi, 2Ci-2Civ, 2Di-2Diii, 2Ei-2Eiii)

DEC #IVD PO#14

### Course Objectives

Students in all sections of this course will learn the following content:

**Unit I: Maternal-Newborn Nursing and Women’s Health**

In this unit the student will understand the components of prenatal development, prenatal development, prenatal care, and adaptations associated with pregnancy.

<table>
<thead>
<tr>
<th>Explain the roles the nurse may assume in maternal-newborn nursing practice that embrace the development and practice of</th>
<th>CO#1</th>
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<tbody>
<tr>
<td>Topic</td>
<td>CO#</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Assist with care planning and implement plan of care through</td>
<td>3,4</td>
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<tr>
<td>assessment and health related data including formulation of</td>
<td></td>
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<tr>
<td>goals and evaluations of maternal and newborn patients using</td>
<td></td>
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<tr>
<td>a problem-solving approach.</td>
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<tr>
<td>Explore methods to provide competent care based on patients’</td>
<td>4</td>
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<tr>
<td>responses to therapeutic interventions throughout the antepartum,</td>
<td></td>
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<tr>
<td>intrapartum, postpartum, and newborn periods.</td>
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<tr>
<td>Discuss how cultural beliefs childbirth and newborn care.</td>
<td>3,4</td>
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<tr>
<td>Identify and explain the functions of the male and female</td>
<td>3,4</td>
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<tr>
<td>reproductive systems.</td>
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<tr>
<td>Explain human fertilization, implantation, and embryonic development.</td>
<td>3,4</td>
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<tr>
<td>Describe fetal development and the maturation of body systems</td>
<td>3,4</td>
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<tr>
<td>Describe the development and functions of the placenta, the</td>
<td>3,4</td>
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<tr>
<td>umbilical cord, and the amniotic fluid.</td>
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<tr>
<td>Compare fetal circulation to circulation after birth.</td>
<td>3,4</td>
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**Unit II: Nursing Management During Antepartum, Intrapartum, and Postpartum Period**

In this unit the student will recognize complications and identify nursing interventions during antepartum, intrapartum, and postpartum care.

<table>
<thead>
<tr>
<th>Topic</th>
<th>CO#</th>
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<tbody>
<tr>
<td>Describe and discuss nurse’s role and nursing interventions of the</td>
<td>3,4,5,6,7,8,9</td>
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<tr>
<td>maternal patient during antepartum, intrapartum, and postpartum</td>
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<td>periods, while understanding complications and treatments to provide</td>
<td></td>
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<td>safe competent nursing care.</td>
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<tr>
<td>Identify nutritional needs for pregnancy and lactation.</td>
<td>3,4,5,6,7,8,9,10,11</td>
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<tr>
<td>Differentiate among the presumptive, probable, and positive</td>
<td>3,4,5,6,7,8,9,10,11</td>
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<tr>
<td>signs of pregnancy.</td>
<td></td>
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<td>Discuss nursing support for emotional changes that occur in a</td>
<td>3,4,5,6,7,8,9,10,11</td>
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<tr>
<td>woman and her family during pregnancy.</td>
<td></td>
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<tr>
<td>Describe antepartum, intrapartum, and postpartum complications, their</td>
<td>3,4,5,6,7,8,9,10,11</td>
</tr>
<tr>
<td>treatment, and the nursing care for each.</td>
<td></td>
</tr>
<tr>
<td>Identify methods to reduce a woman’s risk for antepartum</td>
<td>3,4,5,6,7,8,9,10,11</td>
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<tr>
<td>complications.</td>
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<tr>
<td>Explain the use of fetal diagnostic tests in women with</td>
<td>3,4,5,6,7,8,9,10,11</td>
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<tr>
<td>complicated pregnancies.</td>
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<tr>
<td>Describe how pregnancy affects care of the trauma victim.</td>
<td>3,4,5,6,7,8,9,10,11</td>
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<tr>
<td>Describe psychosocial nursing interventions for the woman who has a</td>
<td>3,4,5,6,7,8,9,10,11</td>
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<tr>
<td>high-risk pregnancy and for her family.</td>
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</tbody>
</table>
Describe the four components of the birth process: powers, passage, passenger, and psyche.  CO#3,4,5,6,7,8,9,10,11

Explain the normal processes of childbirth: premonitory signs, mechanisms of birth, and stages and phases of labor.  CO#3,4,5,6,7,8,9,10,11

Explain common nursing responsibilities during the labor and birth.  CO#3,4,5,6,7,8,9,10,11

Discuss the advantages and limitations of pharmacological and nonpharmacological methods of pain management.  CO#3,4,5,6,7,8,9,10,11

Explain the pharmacological and the nonpharmacological methods of pain management and the nursing role for each.  CO#3,4,5,6,7,8,9,10,11

Identify signs and symptoms that may indicate a complication in the postpartum mother or newborn.  CO#3,4,5,6,7,8,9,10,11

Discuss appropriate discharge teaching for the postpartum woman and her newborn.  CO#3,4,5,6,7,8,9,10,11

Explain aspects of preventative care for women.  CO#3,4,5,6,7,8,9,10,11

**Unit III: Nursing Management of the Newborn**

In this unit the student will differentiate between the term, preterm, postterm, and low birthweight newborn and discuss care of the newborn with perinatal injury or congenital malformation.

Describe the care of the newborn immediately after birth.  CO#3,4,5,6,7,9

Describe specific cultural beliefs that the nurse may encounter when providing newborn care.  CO#3,4,5,6,7,9

State the cause and describe the appearance of physiological jaundice in the newborn.  CO#3,4,5,6,7,9

Describe common skin manifestations of the newborn.  CO#3,4,5,6,7,9

Differentiate between the preterm, postterm, and the low-birth-weight newborn and physical characteristics associated with each.  CO#3,4,5,6,7,9

Describe the symptoms of cold stress and methods of maintaining thermoregulation.  CO#3,4,5,6,7,9

Discuss two ways to help facilitate maternal-infant bonding for a preterm newborn.  CO#3,4,5,6,7,9

Describe common disorders of the newborn and the nursing care for each.  CO#3,4,5,6,7,9

**Course Content:**

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.
1. The student must have an average grade of 75 or above in order to successfully complete this course.
2. Preparation and active participation in class.
3. Outside individualized research in texts, videos, CAI’s and journals.
4. Compliance with all rules and regulation as outlined in the current Department of Nursing Student Handbook and Panola College catalog.
5. If any student in this class has special classroom or testing needs because of a physical, learning, or emotional condition, please contact the Americans with Disabilities Act counselor in the Administration Building, telephone 903-693-1123.
6. Withdrawing from a course is the student’s responsibility. If you do not withdraw yourself, you will very likely receive an F if you do not attend class.
7. If a student has a name change while attending Panola College, it is the student’s responsibility to notify Admissions and Records, Financial Aid, and other departments of Panola College.

### Methods of Instruction/Course Format/Delivery:

<table>
<thead>
<tr>
<th>Audio-visual</th>
<th>Role Playing</th>
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<tbody>
<tr>
<td>Lecture and Lecture Notes</td>
<td>Library / Internet Research</td>
</tr>
<tr>
<td>Computer Assisted Instruction</td>
<td>Group Discussion</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Study Guide</td>
</tr>
<tr>
<td>Independent Study</td>
<td>Case Studies</td>
</tr>
<tr>
<td>Student-Teacher Conference</td>
<td>Written Assignments</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Exams</td>
</tr>
<tr>
<td>Guest Speakers</td>
<td>Group Project</td>
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</tbody>
</table>

### Canvas:

Canvas will be used to provide course resources and assignments. You will be expected to check your email and reply to messages as instructed. As you know, there is not enough time to review all the content in the book. Therefore, **you will be responsible for reviewing and studying selected chapters independently.**

### Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student’s final grade.

**Assignments:**

1. As per instructor

**Assessment(s):**

1. As assigned

**Examplify** will be utilized to administer exams.

### Overall Course Grade:
90% 6 Tests (Including Maternity/Pediatric HESI Specialty Exam)  
10% Quizzes/Project/Study Guide/Homework

Test average must be equal to or greater than 75 to pass the course.

The HESI conversion score will be recorded as the test grade.

The student must have an average grade of 75 or above on all graded material in order to successfully pass this course.

The VN Nursing Program, in accordance with policy, uses the following numerical scale in computing test scores and written work:

\[
\begin{align*}
A & = 90-100 \\
B & = 80-89 \\
C & = 75-79.99 \\
F & = 74.99 \text{ and below}
\end{align*}
\]

NO Rounding

Test Review

1. Pre-Test Review will be conducted at the discretion of the instructor.
2. Students who achieve less than 75% on an exam must schedule an appointment with the instructor to review the exam within one week of distribution of scores. This is a student responsibility.
3. A student may make an appointment with the instructor to review the test within one week of the distribution of grades.
4. If you challenge a test question, you must submit (Form 5.12) in writing a rationale and reference regarding the question at the time of the review.
5. Test questions with multiple answers will be graded on an all or none basis. No credit will be given for partial correct answers.

Texts, Materials, and Supplies:
- *Introduction to Maternity & Pediatric Nursing 6th*
- other materials

Required Readings:
1. As assigned

Recommended Readings:
1. As assigned
Other:

- For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com
- For testing services, use the following link: http://www.panola.edu/elearning/testing.html
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.

SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

   a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) **Reading**: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) **Writing**: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) **Arithmetic and Mathematical Operations**: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) **Listening**: receive, attend to, interpret, and respond to verbal messages and other cues.
      v) **Speaking**: Organize ideas and communicate orally.

   b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) **Creative Thinking**: generate new ideas.
      ii) **Decision Making**: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) **Problem Solving**: recognize problems and devise and implement plan of action.
      iv) **Visualize ("Seeing Things in the Mind's Eye")**: organize and process symbols, pictures, graphs, objects, and other information.
      v) **Knowing How to Learn**: use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) **Reasoning**: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities**: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) **Responsibility**: exert a high level of effort and persevere toward goal attainment.
      ii) **Self-Esteem**: believe in one’s own self-worth and maintain a positive view of oneself.
      iii) **Sociability**: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) **Self-Management**: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) **Integrity and Honesty**: choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
   i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
   iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
   Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

b) **Interpersonal Skills**: A worker must work with others effectively.
   i) Participate as a Member of a Team: contribute to group effort.
   ii) Teach Others New Skills.
   iii) Serve Clients/Customers: work to satisfy customer’s expectations.
   iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
   v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
   vi) Work with Diversity: work well with men and women from diverse backgrounds.
   Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information**: A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.
   Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems**: A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems’ performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
   Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
   Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.