



## VNSG 1230 - Maternal-Neonatal Nursing Course Syllabus

### 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 and clinical judgement model 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.

**Prerequisites** [VNSG 1400](#), [VNSG 1261](#), [VNSG 1323](#)

**Credits** 2

**Lecture Hours** 2

**Lab Hours** 0

**Extended Hours** 0

**Contact Hours** 32

**State Approval Code** 51.3901

**Instructor Name** Lisa Underwood BSN, RN

**Semester/Year** Fall 2024

### Meeting Time and Location

VNSG 1230, T 8:00 am to 10:00 am

### Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

### Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit [panola.edu/resources](http://panola.edu/resources).

### Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

### **Pregnant/Parenting Policy**

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

### **Artificial Intelligence (AI) Course Policy**

**Use of generated AI Permitted under some classroom circumstances with permission.**

There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). In such cases for Option #2, no more than 25% of the student work should be generated by AI. Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

### **Instructional Goals and Purposes**

The purpose of this course is to introduce the student to the study of the biological, psychological, and sociological concepts applicable to basic needs of the family, including child-bearing and neonatal care. The course will utilize the nursing process and the clinical judgement model in the assessment and management of the childbearing family with predictable healthcare needs related to pregnancy, fetal development and basic nursing care of the family during labor, delivery, and the puerperium.

### **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 and clinical judgement model.

### **Specific Course Objectives (includes SCANS)**

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

1. Explain human reproduction and fetal development as related to the normal aspects of childbearing. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)
2. Identify common physical, psychosocial, and social changes of the mother and family unit during prenatal, intranatal, and postnatal periods. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)

3. Recognize common complications for the mother and newborn during prenatal, intranatal and postnatal periods and implement the appropriate nursing responses. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)
4. Relate characteristics of the normal newborn with appropriate supporting nursing interventions for care of the newborn and family unite. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)
5. Utilize the nursing process and clinical judgment model to provide appropriate nursing care for the normal newborns identified health care needs. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)

### **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.

### **Students in all section of this course will learn the following content:**

- Overview maternity
  - Physiologic adaptations to pregnancy
  - Emotional preparedness of pregnancy
  - Support system
- Conception
- Fetal Development
- Assist in prenatal care
  - Nutrition
  - Client nonstress test
- Assist with monitoring a client in labor
- Common complications of mother and newborn during prenatal/antenatal and postnatal periods
- Care of postpartum patient
  - Perineal care
  - Assistance with infant feeding
  - Monitor recovery of stable postpartum client
- Contribute to newborn plan of care
  - Characteristics of normal newborn, preterm, and post term
- Monitor client ability to care for the newborn
- Reinforce client teaching on infant care skills
  - feeding
  - bathing
  - positioning

### **Students in all sections of this course will be required to do the following:**

1. Complete required reading and posted assignments on Canvas prior to the start of the scheduled class or lab.
2. Attend and participate in all classroom, simulation, and lab learning activities.
3. Comply with all rules and regulations as outlined in the current Vocational Nursing Student Handbook, Panola College Catalog and Pathfinder.
4. In the event of an emergency or announced campus closure due to a natural disaster or pandemic and instruction changes to follow alternate operations, students may be required to join and participate in ZOOM classes at scheduled class time for the semester. Students will complete and submit all online assignments as instructed through the Canvas course.

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

The course offered includes face-to-face class, simulation, and learning labs. Methods of instruction include class discussion, simulation, internet resources, computer assistive instruction, independent study, case studies, videos, lecture, group assignments, role-play have quizzes, guest speakers, library and internet research, study guides, written assignments, and exams.

### **Major Assignments/Assessments**

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

### **Assignments**

Weekly assignment will be posted on Canvas and must be completed and submitted by the posted due dates. Assignments can include quizzes, discussions, computer assisted instruction assignments, study guides, case studies, patient reviews, and \*NCLEX question assignments.

#### **\*NCLEX question assignments**

Faculty will assign NCLEX assignments via Elsevier Adaptive Quizzing. All assignments (including but not limited to NCLEX and study guide assignments) must be completed and submitted on time and in their entirety to receive credit. Missing/Incomplete or late assignments will result in a zero for the assignment. This work is intended as individual assignments (not shared answers or group work). Sharing answers will be considered cheating and is grounds for dismissal.

### **Assessments**

- 6 exams

### **Course Grade**

The grading scale for this course is as follows:

A = 90-100; B = 80-89; C = 75-79; F = 74.99 or below

**NO ROUNDING OF GRADES WILL OCCUR**

- 6 content exams (Average of the exams is 90% of the overall course grade.)  
**Students must earn an average of 75% on content exams to pass the course regardless of the overall course grade.**
- Assignment/Quizzes Average (10% of grade)

### **Objectives that must be met for passing VNSG 1230:**

- **Overall course grade is equal to or greater than 75%**
- **6 Content exam average is equal to or greater than 75%**

### **Test Review**

1. Students who achieve less than 75% on an exam are encouraged to schedule an appointment with the instructor to review the exam within one week of distribution of scores. **This is a student responsibility.**
2. A student may make an appointment with the instructor to review the exam prior to taking the next scheduled exam.
3. Exam are constructed from a random sample of the material from the course and will be presented in the form of a NCLEX-Style item. Refer to the National Council of State Boards of Nursing, Inc. website (Next Generation NCLEX) for more information regarding the NCLEX Item Formats.

### **Texts Materials, and Supplies**

- Leifer: Introduction to Maternity & Pediatric Nursing 9E
- Study Guide, Leifer: Introduction to Maternity & Pediatric Nursing 9E
- Simulation Learning System – LPN, Elsevier
- NCLEX-PN Exam EAQ, 4E, Elsevier
- Other materials accessible on the Canvas Course

### **Required Readings**

All required readings and recommended readings will be posted on your CANVAS course each week.

### **Recommended Readings**

All required readings and recommended readings will be posted on your CANVAS course each week.

### **Addendum**

It is your responsibility to keep up with the assignment's due dates. I do NOT accept late work. Your grade will be recorded as a zero

I do not allow cell phones during class. Your attention needs to be focused on the content we are covering. Please keep them turned off and in your backpack. You are welcome to check them while on break.

If you would like to record lectures you will need to place your phone on my desk.

If you make less than a 75 on any exam you are required to make an appointment with me within 7 days to review your exam.

Exam 6 is a semester-long project OB Journal that will replace a computerized content exam. See the assignment and rubric in CANVAS in the Exams module.

Always feel free to ask questions and come by my office. I am here to help you to succeed. My office is 204; my office phone is 903-694-6009. However, your Canvas email is the best way to contact me outside of office hours. I answer all emails within 24 hours on weekdays. On weekends I will answer no later than Monday.

### Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/studentsupport/academic-testing-center>.
- 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 Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/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.
- Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)

### 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 timeline 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 databases 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.