

VNSG 1230 – Maternal Neonatal Nursing

Frank Phillips College

General Course Information

Credit Hours: 2

Career/Technical Education Course

Prerequisite

Admission into Licensed Vocational Nursing Program

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.

THECB Approval Number51.3901.0000

End-of-Course 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.

Differentiated Essential Competencies (DEC)

ROLE: MEMBER OF THE PROFESSION

1. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Expected Outcomes:

- A. Become knowledgeable of the TX. BON Standards of Practice, the National standards of vocational nursing practice and care, the National Federation of Licensed Practical Nurses Code of Ethics, and the Advocacy Process.
- B. Understand the legal parameters of vocational nursing practice and the Texas Nursing Practice Act, including Safe Harbor.
- C. Understands issues affecting the vocational nurse role and the delivery of culturally-sensitive care to patients and their families.

- D. Understands the need for continuing competency and professional development.
- E. Becomes familiar with the techniques for self-evaluation, staff evaluation, and peer evaluation processes.
- F. Demonstrates understanding of employment setting policies and procedures.
- G. Demonstrates knowledge of and accountability for aspects of professionalism including attention to appearance and demeanor.
- H. Becomes aware of communication techniques to maintain professional boundaries.

ROLE: PROVIDER OF PATIENT- CENTERED CARE

1. Use clinical reasoning and established evidence-based policies as the basis for decision-making in nursing practice.

Expected Outcomes:

- A. Identify the steps in a systemic process (i.e. nursing process), which include assessment, planning, implementation, and evaluation.
- B. Become familiar with the basic components of nursing diagnosis (e.g. North American Nursing Diagnosis Association)
- C. Demonstrate priority setting based on patient health status and individual characteristics.
- D. Recognize the characteristics, concepts, and processes related to clients, including gross anatomy; basic psychology; psychosocial growth and development; gross psychopathology; ethical reasoning; and major cultural and spiritual beliefs and practices related to health, illness, birth, death, and dying.
- E. Recognize the basic characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventative health practices.
- F. Develop an understanding of common medical diagnoses, drug and other therapies and treatments.
- G. Organize care for assigned patients based upon problem-solving and identified priorities.
- H. Proactively manage priorities in patient care and follow-up on clinical problems that warrant investigation with consideration of anticipated risks.
- I. Apply relevant, current nursing practice journal articles to practice and clinical decisions.

2. 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...

Expected Outcomes:

- A. Develop an understanding of the steps of a systematic process in clinical decision making that includes VN scope of practice in focused assessment,

planning, implementation, and evaluation...

- B. Recognize written, verbal, and non-verbal modes of communication including information technologies.
- C. Become aware of the components of focused nursing assessment.
- D. Become aware of structured data collection tools and techniques of assessment of patients including interviewing.
- E. Understand characteristics, concepts, and processes related to patients, including: gross anatomy; basic physiology and pathophysiology; psychosocial growth and development; basic psychopathology; ethical reasoning and major cultural and spiritual belief and practices related to maternal and child health, illness, birth, death, and dying.
- F. Understand family processes that impact maternal/neonate health.
- G. Understand the application of clinical technology in the delivery of sage patient care and documentation.
- H. Use structured assessment tools to obtain patient history.
- I. Report and document focused patient assessment
- J. Identify predictable and multiple health needs of patients.
- K. Differentiate abnormal from normal maternal health data of patients.
- L. Recognize that economic and family processes affect the health of patients.
- M. Develop criteria for setting priorities in planning and evaluating care for the client.
- N. Understand the steps and procedures of discharge planning.

3. 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.

Expected Outcomes:

- A. Recognize the process to establish the nurse-patient/family relationship including cultural aspects of care.
- B. Understand written, verbal, and non-verbal modes of communication including Information technologies...
- C. Understand fundamental principles of disease prevention and health promotion/restoration for patients.
- D. Recognize the interventions to support patients and their families during life stages, including birth and end-of-life care.
- E. Demonstrate an understanding of the relationships among the nursing plan of care, the therapeutic regimen, the plan of care of other interdisciplinary health care team members, and basic cost factors.
- F. Demonstrate an understanding of the criteria needed for setting priorities in planning and evaluation care.
- G. Understand the steps for procedures in discharge planning process.

- H Identify short-term goals and outcomes, select interventions considering cultural aspects, and establish priorities for care in collaboration with patients, their families and the interdisciplinary team.
 - I Contribute to the plan of care by collaborating with interdisciplinary team members.
 - J Demonstrate fiscal accountability in providing patient care.
 - K Become familiar with the available resources within the employment setting.
 - L Understand the key federal and state statutes and institutional policies regarding patient confidentiality.
 - M Become competent in performing nursing skills/procedures.
4. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice...
Expected Outcomes:
- A Identify components of compassionate, patient-centered care...
 - B Identify standards of Care, Standards of Practice, Institutional Policies and procedures for delivery of nursing care.
 - C Understand Professional ethics
 - D Demonstrate professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and ethics..
 - E Demonstrate understanding for determining nursing care priorities in patient care and principles of decision-making.
5. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.
Expected Outcomes:
- A. Recognize common health practices and behaviors of patients and their families related to developmental level, gender, culture, belief system, and the environment..
 - B. Recognize methods of therapeutic communication.
 - C. Understand principles and factors that contribute to the maintenance or restoration of health and prevention of illness.
 - D. Demonstrate an understanding of properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents, including patients' responses.
 - E. Demonstrate an understanding of effects of misuse of prescription and non- prescription medications and other substances.
 - F. Understand the code of vocational nurse ethics and patient's rights.
 - G. Recognize the legal parameters of vocational nursing practice and health care.
 - H. Understand key federal and state statutes and institutional policies regarding patient confidentiality.
 - I. Demonstrate understanding of the clinical reasoning in the delivery of care to patients with predictable health care needs using knowledge from the vocational nursing program of study.
 - J. Implement individual plans of care to assist patients to meet basic physical

and psychosocial needs.

- K. Initiate interventions in rapidly changing and emergency patient situations.
 - L. Communicate accurately and completely and document responses of patients to prescription and nonprescription medications, treatments, and procedures to other health care professional clearly and in a timely manner.
 - M. Assist interdisciplinary health care team members with examinations and procedures and seek clarification as needed.
 - N. Provide accurate and pertinent communication when transferring patient care to another provider.
 - O. Communicate ethical and legal concerns through established channels of communication.
 - P. Inform patient of Patient's Bill of Rights and encourage active engagement of patients and their families in care.
 - Q. Communicate ethical and legal concerns through established channels of communications.
 - R. Apply current technology and information to enhance direct patient care while maintaining patient confidentiality and promoting safety.
6. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes...
- Expected Outcomes:
- A. Become aware mechanisms to evaluate specific nursing interventions and patient outcomes...
 - B. Become aware of factors indicating changes that have potential for life-threatening consequences based on knowledge of life sciences.
 - C. Report changes in assessment data.
 - D. Use standard references to compare expected and achieved outcomes of nursing care.
 - E. .Communicate reasons for deviations from plan of care to supervisory health care team member.
 - F. Report and document patient's responses to nursing interventions.
 - G. Assist in evaluating patient care delivery based on expected outcomes in plan of care and participate in revision of plan of care.
7. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs...
- Expected Outcomes:
- A. Recognize basic principles of the teaching/learning process.
 - B. Become aware of resources that support patient health care knowledge, decision-making, and self-advocacy.
 - C. Contribute to the development of an individualized teaching plan.
 - D. Implement aspects of an established teaching plan for patients and their families.
 - E. Assist in evaluation of learning outcomes using structured evaluation tools.
 - F. Provide patients with the information needed to make choices regarding

health.

G. Provide patients and their families with basic sources of health information.

ROLE: PATIENT SAFETY ADVOCATE

1. Implement measures to promote quality and a safe environment for patients, self, and others.
 - A. Become aware of the principles of patient safety including safe patient handling.
 - B. Understand methods for promoting safety in the patient care environment consistent with current standards and guidelines.
 - C. Understand principles of a culture of safety including safe disposal of medications and hazardous materials.
 - D. Recognize Texas BON Rules related to mandatory reporting, Safe Harbor, and Whistleblower protection
 - E. Promote a safe, effective care environment conducive to the optimal health and dignity of patients and their families.
 - F. Accurately identify patients.
 - G. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling. And safely administer medications and treatments.
 - H. Clarify any order or treatment regimen believed to be inaccurate, non-efficacious, contraindicated, or otherwise harmful to the patient.
 - I. Document and report reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicate the same to other health care professionals.
 - J. Use evidence-based information to contribute to development of interdisciplinary policies and procedures related to a safe environment including safe disposal of medications and hazardous materials.
3. Assist in the formulation of goals and outcomes to reduce patient risks.
 - Expected Outcomes
 - A. Understand the principles of disaster preparedness and fundamental principles of communicable disease prevention for patients and their families.

ROLE: MEMBER OF THE HEALTH CARE TEAM:

1. 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...

Expected Outcome:

- A. Understand the function of the health care delivery system and roles of interdisciplinary health care team members.
- B. Demonstrate understanding of effective communication and cooperation.
- C. Understand principles of patient advocacy and consumer rights and responsibilities as well as the legal and ethical processes related to health care.
- D. Contribute to the evidence-based practice in development of health care and quality improvement...
- E. Understand strategies to deal with situational change and recognize roles of all levels of nursing and other health care professionals...
- F. Involve patients and their families with other interdisciplinary health care team members in patient care across the lifespan.
- G. Cooperate and communicate to assist in planning and delivering interdisciplinary health care.

2. Participate as an advocate in activities that focus on improving the health care of patients

and families.

Expected Outcome:

- A. Understand rights and responsibilities of patients regarding health care, including self-determination and right to refusal.
- B. Understand current legal factors relating to safeguarding patient rights.
- C. Demonstrate individual responsibility for quality of nursing care and understand the role of the nurse as patient advocate for patients and their families.
- D. Become aware of the role of the nurse in quality improvement process and peer review.
- E. Respect the privacy and dignity of the patient
- F. Act as an advocate for patient's basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.
- G. Refer patients and their families to community resources.

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

Expected Outcome:

- A. Become aware of the work setting and major community resources, the role of the case manager, and roles of the family and significant others in providing support to the patient...
- B. Become aware of the functions of members of the interdisciplinary health care team and demonstrate an understanding of confidentiality regulations (e.g., HIPPA).
- C. Recognize the need for patient referrals to promote continuity of care.

- D. Identify support systems of patients and their families and identify major community resources that can assist in meeting these needs.
 - E. Communicate patient needs to the family and members of the health care team while maintaining confidentiality according to HIPPA guidelines.
 - F. Advocate with other members of the interdisciplinary health care team on behalf of patients and families to procure resources for care.
 - G. Assist patients to communicate needs to their support systems and to other health care professionals.
4. 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.
- A. Understand principles of communication with patients, their families, and the interdisciplinary health care team.
 - B. Communicate changes in patient status and/or negative outcomes in patient responses to care with members of the interdisciplinary health care team.
 - C. Follow legal guidelines in communicating changes in patient status including chain of command and the Texas Nursing Practice Act.
 - D. Use evidence-based clinical practice guidelines to guide critical team communications during transitions in care between providers
 - E. Identify and report need for nursing or interdisciplinary team meetings and participate in interdisciplinary team meetings.

Methods of Evaluation

Category	Percentage
Assignments	10%
Major Exam Grades	50%
Final Exam Grade	20%
HESI	20%
Total	100%

In order to be eligible to take the FINAL-HESI, the student must have an EXAM average of 75 or higher.

In order to continue in the nursing program, a FINAL grade average of 75 must be obtained.

**Frank Phillips College Vocational Nursing Program Grade Scale: A - 92-100
 B - 83-91
 C - 75-82
 D - 60-74**

F - Below 60

Note: Daily grades may be pop-quizzes, article summaries, or any other assignment deemed fit to enhance your understanding, education, and respect of administering drugs.

*If you miss a class period in which a daily grade is collected, you will automatically receive a grade "O" for that day. It is imperative you attend class regularly in order to grasp mathematical concepts, and adhere to the rules of attendance according to the Frank Phillips College Vocational Nursing Handbook and Guidelines.

Academic Honesty and Integrity

Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor's permission), utilizing resources such as books and notes for a test without the professor's permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:

- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension
- Notation of the student's transcript of "Academic Dishonesty."
- ***Faculty members have the right to assign a failing grade to a student who is guilty of academic dishonesty at any point during a semester. Faculty members may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

Class Attendance

Nursing students must refer to the Vocational Nursing Student Policy Handbook for attendance requirements specific requirements for nursing students.

Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must

be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Cell Phones and Other Electronic Devices Procedure:

Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. **First Offense:** the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. **Second Offense:** the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. **Third Offense:** the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college's main number with an appropriate contact in case of an emergency.

Borger: (806) 457-4200, ext. 0 or 886-5047 after hours

Dalhart: (806) 244-7669

Perryton: (806) 648-1450

Grievance Policy

If you have a dispute concerning your grade or policies in this class, it is your responsibility to **FIRST** contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalog. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information

Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.

Scans/Or Core Competencies That Will Be Addressed in the Class

Resources:

Allocates Time
Allocates Money
Allocates Material & Facility Resources

Information:

Acquires & Evaluates Information
Organizes & Maintains Information
Uses Computers to Process Information

Interpersonal:

Participates as a Member of a Team
Teaches Others
Serves Clients/Customers
Exercises Leadership
Negotiates to Arrive at a Decision
Works with Cultural Diversity

Thinking Skills:

Creative Thinking
Decision Making
Problem Solving
Seeing Things in the Mind's Eye
Knowing How to Learn
Reasoning

Technology:

Selects Technology
Applies Technology
Maintains & Troubleshoots Technology

Systems:

Understands Systems
Monitors & Corrects Performance
Improves & Designs Systems

Basic Skills:

Reading
Writing
Arithmetic
Mathematics
Listening & Speaking

Personal Qualities:

Responsibility
Self-Esteem
Sociability
Self-Management
Integrity/Honesty