



Maternal/Neonatal Nursing-VNSG 1330

Course Syllabus: Spring 2020

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*"Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed."*

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Hours	By Appointment	2:00-7:00 pm	4:00-6:00 pm	4:00-7:00 pm	By Appt.	By Appt.

***This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.***

*Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.*

### **Course Description:**

Course Number: VNSG 1330

Course Title: Maternal/Newborn Nursing

Credit Hours: 3

Lecture Hours: 3 hours per week

Lab Hours: 1 hour per week

**Catalog Description:** Three hours of lecture and one hour of lab each week. 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.

**Prerequisite(s):** Completion of [VNSG 1304](#), [VNSG 1502](#), [VNSG 1429](#), [VNSG 1260](#).

Mandatory co-requisite: [VNSG 1162](#).

**Student Learning Outcomes:** The Texas State Board of Nurses (BON) provides differentiated essential competencies (DECs) (2010) to guide nursing education programs in developing a curriculum which prepares graduates to provide safe, competent, compassionate care. The competencies from the BON show the expected level of performance, integrating knowledge, skills, abilities, and judgment based upon the preparation in the program of study. The differentiation is based upon the level of the nursing education program which the student is enrolled.

The NTCC nursing program director and faculty incorporate the Differentiated Essential Competencies (DECs) (2010) into the student learning outcomes of each course, based on the level of the nursing educational program. The learning outcomes of this course are based on the essential competencies of graduates of Texas Vocational Nursing education programs.

Upon successful completion of this course, the student should be able to:

1. Use the problem solving process in the assessment and management of the childbearing family.
2. Demonstrate understanding of the holistic and cultural care of the family during the phases of pregnancy, childbirth, and the neonatal period.
3. Utilize principles of safety to act as a patient advocate in the maternal child setting.

4. Apply the curricular threads of pharmacology, nutrition, culture, communication, ethical/legal concerns, and clinical reasoning/problem solving to the care of childbearing women and neonates with normal and abnormal processes.
5. Collaborate with the patient and interdisciplinary team to provide for health promotion and risk reduction for childbearing women and neonates.
6. Use Human and material resources to care for patients and families within the health care system.
7. Assist in the development and implementation of teaching concepts for childbearing women and families.
8. Apply concepts from class to provide patient centered care to childbearing women and neonates.

**Evaluation/Grading Policy:**

**The grade earned in this course will be based on the following criteria:**

<b>Module Exams (6).....</b>	<b>75%</b>
<b>Comprehensive Final Exam.....</b>	<b>15%</b>
<b>Daily assignments, ATI &amp; Kaplan Exams.....</b>	<b>10%</b>
<b>TOTAL.....</b>	<b>100%</b>

All class examinations are considered to be a major part of the course work upon which a major portion of your final grade will be based. If the total average of the module exams is below 75 percent the student will not qualify to sit for the final examination and will fail this course.

A	90 – 100
B	80 – 89
C	75 – 79
F	below 74.9

**\*\*A grade of “C” or higher is required to pass the course.**

All class examinations are considered to be a major part of the course work upon which a major portion of your final grade will be based. If the total average of the module exams is below 75 percent the student will not qualify to sit for the final examination and will fail this course.

Refer to the Current Academic Year Northeast Vocational Nursing Student Handbook policy and grading system.

## **Required Instructional Materials:**

### **Textbooks:**

Leifer, G. (2019). *Introduction to Maternity and Pediatric Nursing* (8<sup>th</sup> Edition). Elsevier: Saint Louis, Missouri.

**Publisher:** Elsevier

**ISBN Number:** 978-0-323-48397-1

Leifer, G. (2019). *Introduction to Maternity and Pediatric Nursing Study Guide* (8<sup>th</sup> Edition). Elsevier: Saint Louis, Missouri.

**Publisher:** Elsevier

**ISBN Number:** 978-0-323-56754-1

**Optional Instructional Materials:** See Recommended Readings below

### **Recommended Reading(s):**

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (Sixth ed.). American Psychological Association.

Current Nursing Dictionary/Encyclopedia

Texas Nurse Practice Act

Board of Nurse Scope of Practice

Healthy People 2030

American Nurse Association Code of Ethics

Students may also use Nursing/Medical Websites to gather information as long as the sites are quality sources.

Minimum Technology Requirements: Laptop computer with sufficient memory to complete course requirements including testing. Note: Chromebooks and Streaming devices are not compatible with the Examsoft testing platform.

**Required Computer Literacy Skills:** Students are required to have a working knowledge of Microsoft Word, Excel, and e-mail, be able to upload and download documents, submit items via Blackboard and participate in discussion postings. Other requirements as stated by course instructor.

### **Course Structure and Overview:**

Course meeting time is Monday: Lecture 1:30-4:30pm and Lab 4:30-5:30pm Refer to course calendars for details.

Teaching Methodologies:

Didactic: Lecture, Power Point Presentations, Discussion, Case Studies, Videos/DVDs, Worksheets, Small Group Activities, Presentations, Written Assignments, Computer-based Assignments, Tutorials, and Assessments.

Laboratory: Clinical conferences, Verbal and Written Feedback, Care Plans, Written Clinical Assignments, Case Studies, Demonstration/Return Demonstration, Observations, Evaluation Conferences 1:1 Feedback, Presentations, Role Play, Small Group Activities, Computer-based Assignments, Tutorials, SIM Lab Scenarios, and Assessments.

## **Communications:**

### **Communication with your Classmates**

Each student is expected to interact with others in the class, develop and share ideas, share experiences, and receive feedback. In order to maintain a “therapeutic milieu” and environment conducive of learning, this communication is to be respectful, considerate, and courteous at all times and without fail. Should communication be deemed disrespectful by the instructor or perceived to be disrespectful by students, there will be disciplinary intervention of at least being asked to leave the class in which the student will expect to receive an absence; but may include intervention at the maximum of being dismissed from the program.

Methods of communications may include class face-to-face discussion, Blackboard discussions, school provided email, and any other route acceptable to all students involved in interaction.

**Communication with the Instructor (outside of classroom)**

College email will be utilized for all communications outside of the classroom or clinical environments, except as noted below. Additionally, the student will be expected to send all communications from their school provided email address. Please remember, that while the internet is available 24 hours a day, your instructor and other students are not. In this course, you can expect that your instructor will respond to messages within 48 hours, except for weekends, college breaks between semesters, and college recognized holidays when response times will be at the instructor's discretion.

**Classroom/Clinical "call-offs" and urgent/emergent matters are the only appropriate communications that should be directed to the instructor's personal cell phone.** It is important to use your best judgement in regard to utilizing the instructor's personal cell phone number for communications. To help you make this determination, the following examples are provided:

Email Instructor:

- Computer problems experienced after normal business hours
- Questions regarding expectations, assignments, etc. after normal business hours
- Questions regarding the schedule after normal business hours (remember, a calendar is provided to you; and you are to expect to be on campus from 0900-1600 every single day – no exceptions. Any unexpected start time will be communication to the student as soon as decision is made. Any early release is a perk for that day.)
- Uniform questions after normal business hours.
- Volunteer opportunity approval.

**Call/Text Instructor:**

- Urgent situation experienced on way to school/clinical (flat tire, witness wreck, etc.)
- Emergency experienced that will prevent participation in classroom or clinical.
- Any of the above noted examples (email) occurring between the hours of 0900-1800 Monday-Thursday.
- Change in clinical assignment as provided by preceptor.
- Experiencing some sort of trouble in clinical.
- Early release from clinical.
- You had an overwhelmingly amazing day in clinical and want to share.

It is reasonable to expect there are situations outside of these examples, however, the student is asked to use their best judgement in choosing how to notify instructor.

Communication with Instructor (on campus):

Face to face conversations are welcome. Your instructor will have available office hours posted. Students may request a meeting by sending an email or making a call to the office number to arrange for a conversation during the instructor's posted office hours. Any meetings outside of these timeframes is at the instructor's discretion.

Unless otherwise noted, students are asked to be respectful of breaks provided during lecture hours and recognized lunch hours.

**Institutional/Course Policy:****Attendance and Tardy Policy**

It is the policy of the nursing programs at Northeast Texas Community College that students are expected to be in attendance at all classroom, lab, and clinical meetings. It is also expected that students present to meetings on time and prepared to participate.

An absence is defined as any time missed by the student, and includes time the student misses by leaving class, lab, or clinical early. Should a student intend to be absent for a scheduled classroom, lab, or clinical day, it is their responsibility to notify the involved instructor via email prior to the absence or tardy. The student understands that there are not any recognized "excused" absences, and it is the policy of the programs that all absences and tardies are deemed "unexcused". Failure to notify an instructor demonstrates a lack of responsibility and may result in disciplinary action, loss of clinical points, and up to and including dismissal from the program.

Additional policies regarding absences and tardies:

1. If a student receives a total of 3 tardies, the student will automatically receive an absence equaling a classroom absence. This day will count towards total absences in consideration for probationary status.
2. The student missing 24 hours of classroom, lab, or clinical time will automatically be placed on probationary status. Any tardy or absence after being placed on probation will result in automatic dismissal from the program.
3. All missed time through absences or tardies will have to be made up by the student. The student will make up required time in clinical facilities or other areas and is at the discretion of program faculty.
4. Any student who fails to make up all missed hours will receive a failing grade for their clinical course(s).
5. All tardies and absences are subject to clinical point deductions at the discretion of program faculty.

**NTCC Academic Honesty/Ethics Statement:**

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

**ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

**Family Educational Rights and Privacy Act (FERPA):**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

**Tentative Course Timeline (\*note\* instructor reserves the right to make adjustments to this timeline at any point in the term):**

**Exam Schedule: Dates listed in the Calendar**

Exam I            Module 1

Exam 2            Module 2

Exam 3            Module 3

Exam 4            Module 4

Exam 5            Module 5

Exam 6            Module 6

**Course Outline:**

Module 1- Overview of Maternity and Pediatric Nursing, and Women's Health (Leifer, Chapters 1, 2 & 11)

Module 2- Pregnancy, Labor, and Birth (Leifer, Chapters 3, 4, & 6)

Module 3- Birth & Family (Leifer, Chapters 6, 7, 9)

Module 4- The Newborn, Postpartum Assessment (Leifer, Chapters 12 & 5)

Module 5- Complications of Childbearing (Leifer, Chapters 8 & 10)

Module 6- Complications of Postpartum and Newborns at Risk (Leifer, Chapters 13 & 14)

**Course outline, course calendar, and policies are subject to change.  
Students will be notified of all changes.**