

# Grayson College Vocational Nursing Program



VNSG 1230  
Maternal-Neonatal Nursing

Course Syllabus

**Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.**

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These descriptions and timelines are subject to change at the discretion of the Professor.

Grayson College campus-wide student policies may be found at the following URL on the College website:  
<https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>

Reviewed and Revised: November, 2020, AGC

**Grayson College**  
**VNSG 1230 Maternal – Neonatal Nursing**  
**Table of Contents**

Course Information.....	3 – 5
Course Schedule.....	6
Unit I: Introduction to Maternal-Newborn Nursing.....	7
Unit II: Maternal-Newborn Nursing: Conception.....	8
Unit III: Maternal-Newborn Nursing: Prenatal Care.....	9
Unit IV: Maternal-Newborn Nursing: Complications of Pregnancy.....	10
Unit V: Maternal-Newborn Nursing: Labor and Delivery.....	11-12
Unit VI: Maternal-Newborn Nursing: Complications during L&D.....	13
Unit VII: Maternal-Newborn Nursing: The Family after Birth.....	14-15
Unit VIII: Maternal-Newborn Nursing: Complications Following Birth.....	16
Unit IX: Maternal-Newborn Nursing: The Term Newborn.....	17
Unit X: Maternal-Newborn Nursing: Preterm & Postterm Newborns.....	18
Unit XI: Maternal-Newborn Nursing: The Newborn with Congenital Malformation.....	19
Unit XII: The Nurse's Role in Women's Health Care.....	20-21
Appendix A.....	22
SCANS Competencies.....	23-24

**Vocational Nursing Program  
VNSG 1230  
Spring 2019**

**Course Hours:** 2 credit hour course

**Course Level:** Level II, Second Semester Course, Introduction to Maternal/Child Nursing

**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.

**Prerequisites:** All first semester vocational nursing courses must be passed in order to take this course.

**Co-requisites:** All second semester courses must be taken concurrently with this course. If a student does not pass one or more of the second semester courses, all courses for the second semester must be repeated.

**WECM Learning**

**Outcomes:**

1. Discuss human reproduction and fetal development as related to the normal aspects of childbearing; identify common complications of the mother and newborn during prenatal, antenatal, and postnatal periods.
2. Relate characteristics of the normal newborn and associated nursing interventions to meet identified health care needs utilizing the nursing process.

**Differentiated Essential  
Competencies (DEC):**

DEC are defined as competencies determined by the Texas Board of Nursing for each level of nursing education that should typically be achieved by exit from the program. The competencies document the background knowledge which can be used upon exit from the program to progress from beginner to expert. The DEC framework consists of knowledge and clinical judgment and behaviors in the following four nursing roles: Member of the Profession; Provider of Patient-Centered Care; Patient-Safety Advocate; Member of the Health Care Team.

The GC VN Program utilizes the DEC in all clinical course evaluation tools and each level demonstrates progression in the clinical behaviors and judgments.

**Course Outcomes:** At the end of VNSG 1230, the Vocational Nursing Student should be able to:

**Member of the Profession:**

1. Discuss the historical, legal, ethical, social and cultural issues surrounding the holistic nursing care of patients/patients/families that are experiencing childbearing and childbirth processes.
  - a. Determine the resources available to the nurse for policies and procedures surrounding the safe holistic nursing care of assigned patients/patients/families that are experiencing childbearing and childbirth processes.
2. Discuss the vocational nursing scope of practice for patients/patients/families that are experiencing childbearing and childbirth processes in relationship to education, preventative care, nursing care, provision of adequate resources and collaboration with social agencies.

**Provider of Patient Centered Care:**

3. Recall the growth, developmental, social, cultural and nutritional needs of maternal and neonatal patients and families and relate these factors to the holistic nursing care of the patients/patients/families that are experiencing childbearing and childbirth processes.
4. Apply the nursing process as a critical thinking approach when providing basic nursing skills for patients/patients/families that are experiencing childbearing and childbirth processes.
5. Apply basic pharmacologic and nutritional theory to the holistic nursing care of the patients/patients/families that are experiencing childbearing and childbirth processes.

6. Implement specific nursing plans of care for patients/patients/families that are experiencing childbearing and childbirth processes, followed by evaluation of effectiveness.
7. Discuss the nursing care of women who are experiencing changes in homeostasis related to various women's health disorders.

**Patient Safety Advocate:**

8. Discuss the role of patient/patient advocate for patients/patients/families.
9. Identify changes in homeostasis in maternal patients/neonatal patients/families and associated nursing responsibilities.
10. Determine safe nursing practices for patients/patients/families that are experiencing childbearing and childbirth processes by providing careful assessment of physiologic and safety needs, planning, prioritization, implementation, and evaluation.
11. Assess educational needs of patients/patients/families that are experiencing childbearing and childbirth processes and provide/reinforce education as needed.
12. Recognize and report adverse abnormal findings of maternal, neonatal patients and families to the appropriate supervisor.
13. Implement preventative, educational, restorative and holistic nursing care to patients/patients/families experiencing the childbearing and childbirth processes.

**Member of the Health Care Team:**

Determine how the LVN functions as a member of the health care team through provision of care, communication, collaboration, reporting, and delegating.

14. Discuss the role of cost containment when the nurse is administering nursing care.
15. Determine the need for consultation or assistance from others when administering nursing care.
16. Discuss how the nurse works within the health care system to provide care.

**Withdrawal / Drop Date:**

It is the student's responsibility to formally withdraw from this course. Failure to do so will result in an "F" on the student's transcript. Students should refer to the GC policies on withdrawal. The last day to withdraw from this course is [April 02, 2021.](#)

**Required Texts:**

Leifer, G. (2019). *Introduction to Maternity & Pediatric Nursing*. ISBN: 978-0-323-48397-1. Philadelphia, PA, Saunders, 8<sup>th</sup> Edition.

**Methods of Instruction:**

Classroom teaching  
 Student engagement in the classroom  
 Posted Power Point lessons on Canvas  
 Posted notes on Canvas  
 Required readings  
 Videos  
 Internet research as assigned

**Methods of Evaluation:**

3 Unit Exams and Final Exam:

Average of all grades on Unit exams and Final exam: (Final course grade must equal 74.5% or higher)

The grading policy for all theory nursing courses of the Vocational Nursing Program is as follows:

Letter Grade Interpretation Numerical Grade		
A	Excellent	89.5 – 100
B	Good	79.5 – 89.4
C	Satisfactory	74.5 – 79.4
D	Failing	64.5 – 74.4
F	Failing	64.4 and below

**Remediation:** Students are encouraged to seek help and remediation from the instructors as needed.

Extended counseling requires an appointment with the instructor. Remediation assignments are made by the instructor in order to assist a student who has low grades. It is the responsibility of the student to complete and return the assignment when it is due.

**Progression:** Each student must successfully pass this course and all of the Level II, second semester courses in order to progress to the third semester. Please refer to the Grayson College Vocational Nursing Program Student Handbook for further information.

**Course Attendance/Tardies:** All policies on absences/tardies, as stated in the Vocational Nursing Program Handbook will be adhered to for VNSG 1230.

**Special Needs Students:** Students with special needs should contact the Disability Services Coordinator during the first week of class for assistance with disabilities.

## **TITLE IX**

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
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For Any On-campus Emergencies: 911

**Student Rights:** Student rights are described in the GC Policy and Procedures Manual (Policy FL local) located on the college website at [www.grayson.edu](http://www.grayson.edu). A formal grievance procedure (Policy FLD local) is available if a student believes unfair treatment has occurred. The student should first meet with the course professor and then, if unable to resolve the differences, should file a written appeal to the Program Director or Health Sciences Chairperson in accordance with the grievance procedure. Whenever meeting with faculty or administrative personnel, students have the right to waive their privacy rights and request the presence of an additional person of their choice.

**Disclaimer:** Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

**Course Instructor:** Jeannie Bay, BSN, RN bayj@grayson.edu Office hours as posted

### Course Schedule

<b>WEEK 1: Unit I &amp; II</b> (Chapters 1, 2 & 3)	<b>March 8-12: Spring Break</b>
<b>WEEK 2: Unit III</b> (Chapter 4)	<b>WEEK 9: Unit VIII</b> (Chapter 10 continued) <b>(End of content for Exam 2)</b>
<b>WEEK 3: Unit IV</b> (Chapter 5) <b>(End of content for Exam 1)</b>	<b>WEEK 10: Exam 2</b> <b>Unit IX</b> (Chapter 12)
<b>WEEK 4: Exam 1 (over Units I-IV)</b> <b>Unit V</b> (Chapter 6 & 7)	<b>WEEK 11: Unit IX</b> (Chapter 12 continued)
<b>WEEK 5: Unit V</b> (Chapter 6 & 7 continued) <b>Unit VI</b> (Chapter 8)	<b>WEEK 12: Unit X</b> (Chapter 13)
<b>WEEK 6: Unit VI</b> (Chapter 8 continued)	<b>WEEK 13: Unit XI</b> (Chapter 14)
<b>WEEK 7: Unit VII</b> (Chapter 9)	<b>WEEK 14: Exam 3</b> <b>Unit XII</b> (Chapter 11)
	<b>WEEK 15: Unit XII Cont. (Review)</b>
<b>WEEK 8: Unit VIII</b> (Chapter 10)	<b>WEEK 16 - May 5: 0900</b> <b>FINAL COMPREHENSIVE EXAM</b>

**VNSG 1230**  
**Unit I**  
**Introduction to Maternal-Newborn Nursing**

Objective	Content	Learning Activities
<b>Nursing Process:</b> <b>Assessment</b>  1. Identify progress made in the area of maternal/child nursing.  2. Identify normal/abnormal human reproductive anatomy and physiology.	1. Discuss the past and present aspects of maternal-newborn nursing.	<b>Required Readings:</b>  Leifer: Chapter 1 The Past, Present, and Future  Chapter 2 Human Reproductive Anatomy and Physiology
<b>Planning/Implementation</b>  1. Identify nursing interventions specific to the normal processes of the developing reproductive system in both the male and female patients.  2. Identify areas of need in teaching in adolescent patient.  3. Identify the role community awareness plays in educating the public.	1. Describe the physiological development of the human Reproductive system, and the role of the male and female in conception.	

**VNSG 1230**  
**Unit II**  
**Maternal-Newborn Nursing: Conception**

Objective	Content	Learning Activities
<p><b>Nursing Process:</b></p> <p><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. Assessment of prenatal development after conception</li> <li>2. Assessment of maternal patient.</li> <li>3. Assessment of social situation.</li> </ol> <p><b>Diagnosis</b></p> <ol style="list-style-type: none"> <li>1. Identify actual or potential diagnosis for the patient in the first weeks of pregnancy.</li> </ol> <p><b>Planning/Implementation</b></p> <ol style="list-style-type: none"> <li>1. Plan nursing care of the pregnant patient which will accommodate patient over course of entire pregnancy.</li> <li>2. Identify ways to individualize teaching needs to patients.</li> </ol>	<p>Prenatal development</p> <ol style="list-style-type: none"> <li>A. Role of the vocational nurse</li> <li>B. Cell division and gametogenesis</li> <li>C. Fertilization               <ol style="list-style-type: none"> <li>a. Sex determination</li> <li>b. Tubal transport of the Zygote</li> <li>c. Implantation of the zygote</li> </ol> </li> <li>D. Development               <ol style="list-style-type: none"> <li>a. Cell differentiation</li> <li>b. Prenatal developmental milestones</li> </ol> </li> <li>E. Accessory structures of pregnancy               <ol style="list-style-type: none"> <li>a. Placenta</li> <li>b. Umbilical cord</li> <li>c. Fetal circulation</li> </ol> </li> <li>F. Multi-fetal pregnancy</li> </ol>	<p><b>Required Readings:</b></p> <p>Leifer, Chapter 3            Fetal Development</p> <p>Learning Activities  <b>Videos:</b>            Vol. 1 Pregnancy 1<sup>st</sup> Trimester            Vol. 2 Pregnancy 2<sup>nd</sup> Trimester</p>



**VNSG 1230**  
**Unit III**

**Maternal-Newborn Nursing: Prenatal Care and Adaptations to Pregnancy**

Objective	Content	Learning Activities
<p><b>Assessment continued</b></p> <p><b>Planning/ Implementation</b></p> <ol style="list-style-type: none"> <li>1. Plan holistic nursing care that the vocational nurse can implement for the pregnant patient and family.</li> <li>2. Implement the teaching plan of care and provide psychologic support for the pregnant female and the family.</li> </ol> <p><b>Diagnosis</b></p> <ol style="list-style-type: none"> <li>1. Review nursing diagnosis for the pregnant patient and family</li> </ol> <p><b>Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Discuss evaluation of goals and nursing interventions for the pregnant patient and family.</li> </ol>	<p>Common discomforts in pregnancy</p> <p>A. Teaching and psychological support for the pregnant female and the family:</p> <ol style="list-style-type: none"> <li>a. Role of the vocational nurse</li> <li>b. Teaching: <ol style="list-style-type: none"> <li>a. Physiologic changes</li> <li>b. Diagnosis</li> <li>c. Physiologic changes</li> <li>d. Nutrition</li> <li>e. Exercise</li> <li>f. Discomfort</li> <li>g. Prenatal education</li> </ol> </li> <li>c. Psychological support <ol style="list-style-type: none"> <li>a. Impact on mother</li> <li>b. Impact on father</li> <li>c. Impact on adolescent</li> <li>d. Impact on older couple</li> <li>e. Impact on single mother or single father</li> <li>f. Impact on grandparents</li> </ol> </li> </ol> <p>d. Nursing interventions for physiologic and psychologic changes in pregnancy and nursing interventions.</p> <p>A. Nursing diagnoses for the pregnant patient and family.</p> <p>Evaluation</p> <ol style="list-style-type: none"> <li>A. Teaching</li> <li>B. Nursing interventions for physiologic and psychologic changes in pregnancy</li> </ol>	<p>Leifer, Chapter 4 Prenatal Care and Adaptations</p> <p><b>Continue required readings and learning activities.</b></p>

**VNSG 1230**  
**Unit IV**  
**Maternal-Newborn Nursing: Complications of Pregnancy**

Objective	Content	Learning Activities
<p><b>Assessment/Planning</b></p> <p>1. Assess and plan nursing interventions for the patients with common complications that may occur during pregnancy.</p> <p><b>Diagnosis</b></p> <p>1. Identify actual or potential complications associated with pregnancy.</p> <p>2. Identify patients at high risk for complications.</p> <p><b>Evaluation</b></p> <p>2. Evaluate the effectiveness of nursing care for patients with complication of pregnancy.</p>	<p>Assessment of common complications of pregnancy:</p> <ul style="list-style-type: none"> <li>A. Role of the vocational nurse</li> <li>B. Assessment of fetal health <ul style="list-style-type: none"> <li>a. Hyperemesis gravida</li> <li>b. Bleeding disorders</li> <li>c. Hypertension</li> <li>d. Blood incompatibility</li> </ul> </li> <li>C. Pregnancy complicated by medical conditions <ul style="list-style-type: none"> <li>a. Diabetes</li> <li>b. Heart disease</li> <li>c. Anemia</li> <li>d. Infections</li> </ul> </li> <li>D. Environmental hazards during pregnancy <ul style="list-style-type: none"> <li>a. Bioterrorism</li> <li>b. Substance abuse</li> <li>c. Trauma</li> </ul> </li> <li>E. Effects of a high risk pregnancy on the family <ul style="list-style-type: none"> <li>a. Disruption of roles</li> <li>b. Finances</li> <li>c. Delayed attachment</li> <li>d. Loss of birth experience</li> </ul> </li> </ul> <p>Evaluation of nursing care</p> <ul style="list-style-type: none"> <li>A. Goals</li> <li>B. Re-planning</li> </ul>	<p>Required Readings:</p> <p>Leifer, Chapter 5  Nursing Care of Women with Complications During Pregnancy</p>

**VNSG 1230**  
**Unit V**  
**Maternal-Newborn Nursing: Labor and Delivery**

Objective	Content	Learning Activities
<b>Assessment/Planning</b>  1. Assess the maternal patient and family experiencing labor and delivery and plan nursing interventions for the mother, neonate and family.	Nursing care during labor and delivery: Role of the vocational nurse Cultural influences on birth practices Settings for childbirth Components of the birth process Powers Passage Passenger Psyche Nursing care during normal childbirth Signs of impending labor Mechanisms of labor Admission to the hospital When to go to the hospital Admission data collection Admission procedures Nursing care of the women in labor Nursing care before birth Monitoring the fetus Monitoring the woman Assisting with coping Nursing care for the labor process Stages of labor Vaginal birth after Cesarean birth  Continued:     ↓	Required Readings:  Leifer, Chapter 6 Nursing Care During Labor and Birth  Chapter 7 Nursing Management of Pain During Labor and Birth  <u><b>Video:</b></u> Vol. 5 Birth Using Anesthesia

**VNSG 1230**  
**Unit V**  
**Maternal-Newborn Nursing: Labor and Delivery**

Objective	Content	Learning Activities
<p>2. Discuss nursing interventions for management of pain during labor and delivery.</p> <p><b>Evaluation</b></p> <p>1. Evaluate nursing care during labor and delivery.</p> <p>2. Evaluate bonding between mother and infant.</p>	<p>Nursing care during birth  Nursing responsibilities  Role of the RN  Immediate postpartum period</p> <p>Nursing Care immediately after birth  Care of the mother  Care of the infant  Care of the family</p> <p>Nursing interventions for pain management during labor and delivery:  A. Education for childbearing  B. Childbirth and pain <ul style="list-style-type: none"> <li>a. How childbirth differs from other types of pain</li> <li>b. Factors influencing pain</li> <li>c. Non-pharmacologic management</li> <li>d. Pharmacologic management</li> </ul> </p> <p>Evaluation of nursing care during labor and delivery:  Mother  Newborn</p>	<p>Continue required readings and learning activities.</p>

**VNSG 1230**  
**Unit VI**

**Maternal-Newborn Nursing: Complications During Labor and Delivery**

Objective	Content	Learning Activities
<b>Assessment, Planning, Implementation</b> 1. Discuss the role of the nurse when caring for women experiencing complications of labor and birth.	Nursing care of complications of labor and birth: A. Role of the vocational nurse B. Obstetric procedures a. Amniofusion b. Amniotomy c. Inductions of labor d. Version e. Episiotomy, lacerations f. Forceps, vacuum evacuation g. Cesarean birth C. Abnormal labor a. Problems with powers b. Problems with fetus c. Problems with pelvis, soft tissue d. The psyche e. Abnormal duration of labor D. Premature rupture of membranes E. Preterm labor a. Signs of preterm labor b. Tocolytic therapy c. Stopping preterm labor F. Prolonged pregnancy G. Emergencies during childbirth a. Prolapsed umbilical cord b. Uterine rupture c. Uterine eversion d. Amniotic fluid embolism  Evaluation of nursing care: Mother Newborn	Required Readings:  Chapter 8 Nursing Care of Women with Complications During Labor and Birth  <b>Video:</b> Vol. 6 Birth: Prepared Childbirth & C-Section
<b>Evaluation</b>  2. Evaluate the effectiveness of nursing interventions for complications of labor and delivery.		

**VNSG 1230**  
**Unit VII**  
**Maternal-Newborn Nursing: The Family after Birth**

Objective	Content	Learning Activities
<b>Assessment, Planning, Implementation</b>  1. Assess the mother, neonate, and family and plan nursing interventions for the mother and family after birth.	Assessment and planning of nursing interventions for the mother and family after birth: A. Role of the vocational nurse B. Adapting care to specific groups and cultures C. Nursing considerations for specific groups of patients D. Cultural influences E. Postpartum changes in the mother <ul style="list-style-type: none"> <li>a. Reproductive system</li> <li>b. Cardiovascular</li> <li>c. Urinary</li> <li>d. Gastrointestinal</li> <li>e. Integumentary</li> <li>f. Musculoskeletal</li> <li>g. Immune</li> <li>h. Changes after a Cesarean Birth</li> <li>i. Nursing care</li> </ul> F. Emotional Care <ul style="list-style-type: none"> <li>a. Mother</li> <li>b. Father</li> <li>c. Siblings</li> <li>d. Grandparents</li> <li>e. Grieving parents</li> </ul> G. Parenthood H. The Family Care Plan I. Care of the Newborn <ul style="list-style-type: none"> <li>a. Admission to Newborn nursery</li> <li>b. Hypoglycemia</li> <li>c. Screening Tests</li> <li>d. Skin care,</li> <li>e. Security</li> <li>f. Bonding, Attachment</li> <li>g. Daily care</li> </ul> Continued: ↓	Required Readings;  Leifer, Chapter 9 The Family After Birth  <b>Video:</b> Breastfeeding your baby

**VNSG 1230**  
**Unit VII**  
**Maternal-Newborn Nursing: The Family After Birth**

Objective	Content	Learning Activities
<p><b>Evaluation</b></p> <p>1. Evaluate nursing care of mother and infant.</p> <p>2. Evaluate bonding between mother and infant.</p>	<p>J. Breastfeeding</p> <ol style="list-style-type: none"> <li>Choosing whether to breastfeed</li> <li>Physiology of breastfeeding</li> <li>Assisting the mother</li> <li>Preventing problems</li> <li>Special situations</li> <li>Storing, freezing milk</li> <li>Maternal nutrition</li> <li>Weaning</li> </ol> <p>K. Formula Feedings</p> <ol style="list-style-type: none"> <li>Types of formulas</li> <li>Preparation</li> <li>Feeding the infant</li> </ol> <p>L. Discharge planning</p> <ol style="list-style-type: none"> <li>Postpartum self-care teaching</li> <li>Newborn discharge care</li> </ol> <p>Evaluation of nursing care:</p> <ol style="list-style-type: none"> <li>Mother, father, neonate</li> <li>Siblings, grandparents</li> </ol>	<p>Continue required readings and learning activities.</p>

**VNSG 1230**  
**Unit VIII**

**Maternal-Newborn Nursing: Complications Following Childbirth**

Objective	Content	Learning Activities
<b>Assessment, planning, implementation</b>  1. Assess and plan nursing interventions for women experiencing complications following birth.	Assessment and planning of nursing interventions for women experiencing complications following birth: A. Role of the vocational nurse B. Shock C. Hemorrhage D. Thromboembolic disorders E. Puerperal infection F. Subinvolution of the uterus G. Disorders of mood H. The homeless mother and newborn	Required Readings:  Leifer, Chapter 10 Nursing Care of Women with Complications After Birth
<b>Evaluation</b>  2. Evaluate the nursing care for women experiencing complications following birth.	Evaluation of nursing care for women experiencing complications following birth: A. Mother B. Father C. Siblings, grandparents	



**VNSG 1230**  
**Unit IX**  
**Maternal-Newborn Nursing: The Term Newborn**

Objective	Content	Learning Activities
<b>Assessment, planning, implementation</b> 1. Assess and plan nursing interventions for the term newborn.	Assessment and planning for the term newborn: A. Role of the vocational nurse B. Adjustment to extrauterine life C. Physical characteristics and Phase 3 care of the newborn <ul style="list-style-type: none"> <li>a. Nervous system, reflexes</li> <li>b. Head</li> <li>c. Visual, sensory overload</li> <li>d. Hearing</li> <li>e. Sleep</li> <li>f. Pain</li> <li>g. Conditioned responses</li> <li>h. Neonatal behavioral assessment</li> <li>i. Respiratory system</li> <li>j. Apgar score</li> <li>k. Circulatory system</li> <li>l. Providing warmth</li> <li>m. Obtaining TPR</li> <li>n. Musculoskeletal system</li> <li>o. Length and weight</li> <li>p. Genitourinary system</li> <li>q. Integumentary system</li> <li>r. Gastrointestinal system</li> </ul> D. Preventing infection E. Discharge planning F. Home care  Evaluation of nursing care for the term newborn A. Goals and modification of plan of care	Required Readings:  Leifer, Chapter 12 The Term Newborn  Create a pathology window for the normal newborn  <b>Video:</b> Vol. 7: The Newborn Baby
<b>Evaluation</b>  2. Evaluate the nursing care for the term newborn.		

**VNSG 1230**  
**Unit X**  
**Maternal-Newborn Nursing: Preterm and Post Term Newborns**

Objective	Content	Learning Activities
<b>Assessment, Planning, Implementation</b>  1. Discuss assessment and planning of nursing interventions for the preterm and post term newborn.	Assessment and planning of nursing care for the preterm and post term newborn: Role of the vocational nurse The preterm newborn Cause Physical characteristics Related Problems Special Needs Prognosis Family reaction The post term newborn Physical characteristics Nursing care Transporting the high-risk newborn	Required Readings:  Leifer, Chapter 13 Preterm and Post term Newborns
<b>Evaluation</b>  2. Evaluate the nursing care of the preterm and post term newborn.	Evaluation of the nursing care of the preterm and post term newborn. Goals Modifying the plan of care	

**VNSG 1230**  
**Unit XI**  
**Maternal-Newborn Nursing: The Newborn with a Congenital Malformation**

Objective	Content	Learning Activities
<b>Assessment, Planning, Implementation</b>  1. Assess and plan nursing interventions for the newborn with congenital malformation.	Assessment and planning nursing interventions for the newborn with congenital malformation: A. Role of the vocational nurse B. Malformations present at birth C. Metabolic defects Phenylketonuria Maple syrup urine disease Galactosemia Perinatal Damage Hemolytic disease Erythroblastosis Fetalis Intracranial hemorrhage Infant of a diabetic mother  Evaluation of the nursing care of the newborn with congenital malformation; Goals Modifying the plan of care	Required Readings:  Leifer, Chapter 14 The Newborn with a Congenital Abnormality.
<b>Evaluation</b>  1. Evaluate the nursing care of the newborn with congenital malformation.		

**VNSG 1230**  
**Unit XII**  
**The Nurse's Role in Women's Health Care**

Objective	Content	Learning Activities
<b>Assessment, Planning, Implementation</b>  1. Assess and plan nursing interventions for women experiencing common health problems related to the reproductive system.	Assessment, planning of interventions for women with common health problems: Role of the vocational nurse Preventative Health Care for Women Breast care Vulvar self-exam Pelvic exam Menstrual Disorders Amenorrhea Abnormal uterine bleeding Menstrual cycle pain Endometriosis Premenstrual Dysphoric Disorder Gynecological Infections The normal vagina Toxic shock syndrome Sexually transmitted disease Pelvic inflammatory disease Family planning Temporary contraception Permanent contraception Emergency contraception Unreliable contraceptive methods Infertility Care Social and Psychological Implications Factors affecting infertility treatment Continued: <div style="text-align: center;">↓</div>	Required Readings:  Leifer, Chapter 11 The Nurse's Role in Women's Health Care

**VNSG 1230**  
**Unit XII**  
**The Nurse's Role in Women's Health Care**

Objective	Content	Learning Activities
<p><b>Evaluation</b></p> <p>1. Evaluate the nursing care for the women with common health disorders of the reproductive system.</p>	<p>Factors influencing infertility  Therapy for infertility  Outcomes of fertility</p> <p>Hormone replacement therapy  Side effects and contraindications  Complementary Regimens  Therapy for osteoporosis  Menopause  Physical changes  Psychological and cultural variations  Treatment options  Nursing care of the menopausal woman  Pelvic Floor Dysfunction  Vaginal wall prolapse  Uterine prolapse  Management of Pelvic Floor dysfunction  Nursing care of the woman with pelvic floor dysfunction  Urinary incontinence  Other Female Reproductive Tract Disorders  Uterine fibroids  Ovarian cysts  Cultural aspects of pain control</p> <p>Evaluation of nursing care for the woman with common disorders of the reproductive system:  A. Goals  B. Re-planning</p>	<p>Continue required readings and learning activities.</p>

Grayson College  
Vocational Nursing Program  
VNSG 1230

Appendix A:

SCANS Competencies  
Course Outcome Evaluation Tool

## **VNSG 1230 Scans Competencies**

VNSG 1230 assists the VN student to achieve the following competencies in the workforce by providing a scientific basis for clinical nursing practice:

### **Workplace Competencies:**

Allocation of staff, materials: recognizes levels of staffing and uses supplies for patient care in cost effective manner

Interpersonal skills: Works within the health care team; communicates with patients, families, staff

Information: Acquires data on patients, organize data through prioritization, interprets patient data with help of the clinical instructor

Technology: Manages basic health care equipment such as automatic blood pressure cuffs; computerized reports

### **Foundation Skills:**

- Basic skills: Reads information on patients, calculates medication dosages, speaks and listens to patients, families, other members of the health care team
- Thinking skills: Uses the nursing process which is a problem solving model to plan nursing care at a beginning level
- Personal qualities: Assumes responsibility for assigned patients; performs as a member of a profession

### **Resources:**

- Manages time: Sets goals for patients and attempts to reach goals during shift
- Manages materials: Practices cost effectiveness in a health care facility

### **Interpersonal:**

Participates as a member of a team: Works with members of the health care team to provide holistic patient care

Teaches others: Provides basic teaching for patients and families

Serves Patients: Provides holistic nursing care to assigned patient

Exercises leadership: Communicates needs to instructor or primary care nurse during assigned shift; Seeks help when needed

Negotiates to arrive at a decision: Seeks the advice of experienced nurses when a decision needs to be made

Works with cultural diversity: Provides care to men, women, and people of various culture

### **Information:**

Acquires and evaluates data: Gathers data on patients and evaluates data under the supervision of an instructor; evaluates physical assessment data

Organizes data: Completes database and records on required clinical paperwork

Interprets and communicates data: Reports significant findings to registered nurse

Uses a computer to process information: Retrieves patient data from computer

### **Systems:**

- Understands systems: Becomes familiar with long-term and acute health care systems
- Monitors and corrects performance: Distinguishes between the type of care given between long-term and acute care systems

### **Technology:**

- Selects technology: Uses hospital equipment and chooses equipment to use
- Applies technology to task: Operates basic facility equipment such as intercom systems, telephones, oxygen equipment, equipment used for vital signs
- Maintains and troubleshoots technology: Reports malfunctioning equipment

### **Reading:**

- Reads charts, information in texts, prepares pathology window by reviewing pathology of diseases and selecting the most important information

### **Writing:**

- Practices charting techniques, submits to instructor for approval, then writes information in chart using correct terminology

- Records intake and output on assigned patients on the graphic chart
- Correctly spells medical terms for charting
- Prepares paperwork for clinical assignments

#### Arithmetic:

Performs basic ration and proportion calculations for oral medications

#### Listening:

Listens to receive report from off-going nurse; Listens to patient to obtain patient data; Listens to instructor about requirements for clinical.

#### Speaking:

Organizes thoughts to teach patient information on disease or medications; Adapts speech to cultural needs of patient and to level of education and understanding of the patient

Asks questions of instructor or nurse as needed

#### Thinking Skills:

- Creative Thinking: Begins to make connection between data and patient signs and symptoms; Relates pathology to patient
- Mathematics: Calculates intake and output on assigned patients; Able to calculate medications
- Decision-Making: Considers what is best for patient and initiates nursing care
- Problem-Solving: Uses nursing process to determine problems and what nursing care can assist with solving the problems
- Mental Visualization: Pictures disease pathology and correlates it to the symptoms of the patient; Visualizes how disease process works in the body
- Knowing how to learn: Uses laboratory skills in the clinical setting; Is aware of areas that need improvement
- Reasoning: Discovers the relationship between the disease process and the actual patient's signs and symptoms; Comes to a conclusion about patient problems

#### Personal Qualities:

- Responsibility: Demonstrates effort and perseverance to achieve quality patient care; works hard to develop skills in critical thinking, responsibility, and to multitask.
- Self-Esteem: Demonstrates an ability to provide care to multiple types of patients: Is aware of the need for professionalism in manner and dress.
- Sociability: Presents the image of the nurse as open, friendly, empathetic, and polite. Learns to adapt to changing situations with patients and families, and communicates appropriately; Shows interest in the patient.
- Self-management: Assesses own knowledge in patient care situations; acknowledges when further help is needed; monitors progress with self-evaluation at mid-term and at the end of each semester.
- Integrity/honesty: Adjusts nursing care to meet the needs of others who are culturally, spiritually or developmentally different than the nurse; admits to mistakes and errors in judgment in order to protect the patient.