# Northeast Texas Community College



# VNSG 1162

**Clinical Maternal / Neonatal Nursing**

**Classroom Learning Folder**

# Vocational Nursing Program

# Spring 2021

**Tim Elmore, RN**

**Instructor of Nursing**

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|  | **VNSG 1162 Clinical Maternal/Neonatal Nursing**  **Course Syllabus:** Spring 2021 | | | | | |
| “Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”  **Tim Elmore, RN**  **Office:** UHS 204  **Phone:** (903)434-8370  **Email:** [telmore@ntcc.edu](mailto:telmore@ntcc.edu) | | | | | |
|
| **Office Hours** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Online** |
| 1330-1730 | 0800-1200 | 1400-1600 | Clinical | ZOOM by appointment only | As needed |

*The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.*

## Course Description:

1 credit hour.

Lecture/Lab/Clinical: Four hours of clinical experience each week.

Prerequisite(s): VNSG 1260

Co-requisite(s): VNSG 1330 (mandatory)

Detailed education, training and work-based experience, and direct patient/client care. On-site clinical instruction, supervision, evaluation, and placement. Focus is on care of the mother during pregnancy, labor, delivery and postpartum experience and care of the newborn child.

**Required Textbook(s):**

Jarvis, C. (2020). *Pocket Companion for Physical Examination and Health Assessment* (8th ed.). St. Louis, MO: Elsevier.ISBN:978-0-3235-3202-0

Karch, A. M. (2020). *Lippincott Pocket Drug Guide for Nurses* (17th ed.)*.* Philadelphia: Wolters Kluwer.ISBN:978-1-7196-4005-3

Ogden, Sheila J.; Fluharty, Linda K. (2019). *Calculation of Drug Dosages: A Work Text* (11th ed.). St Louis: Elsevier Health Services.ISBN:978-0-3235-5128-1

Silvestri, Linda A.; Silvestri, Angela E. (2019). *Saunders Comprehensive Review for the NCLEX-PN Examination* (7th ed.). St Louis, MO: Elsevier. ISBN: 978-0-3234-8488-6

Williams, L.S, Hopper, P.D. (2019). *Student Workbookd for Understanding Medical Surgical Nursing* (6th ed.). Philadelphia, PA: F.A. Davis.ISBN:978-0-8036-6900-0

Williams, L.S., Hoppper, P.D. (2019). *Understanding Medical Surgical Nursing* (6th ed.). Philadelphia, PA: F.A. Davis.ISBN:978-0-8036-6898-0

Yoost, B.L., Crawford, L.R. (2020). *Fundamentals of Nursing* (2nd ed.). St Louis MO: Elsevier.ISBN:978-0-323-50864-3

Yoost, B.L., Crawford, L.R. (2020). *Study Guide for Fundamentals of Nursing* (2nd ed.). St Louis, MO: Elsevier.ISBN:978-0-3236-2486-2

**Recommended Reading(s):**

Van Leeuwen, A. M. (2019). *Davis' Comprehensive Handbook Lab and Diagnostic Tests with Nursing Implications* (8th ed.). Philadelphia, PA: F.A. Davis.ISBN:978-0-8036-7495-0

Course Objectives:

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 Associate Degree nursing education programs.

1. Use resource person in the clinical areas to add to own knowledge to function within the legal scope of practice as well as in accordance with the policies and procedures of the clinical agency
2. Utilize, with assistance, the four step systematic process and holistic model to provide care for maternal-newborn needs, family planning, pregnancy, pregnancy at risk, childbirth, complications and emergencies during childbirth, postpartum and nursing care of the normal newborn and high risk newborn.
3. Apply concepts of pharmacology, nutrition, health promotion care and rehabilitation for women, families, and newborns.
4. Implement teaching plans for patients and families in the antepartum, postpartum, and newborn settings.
5. Use clinical reasoning and established evidence-based policies as the basis for decision making in the clinical setting.
6. Utilize medical/nursing terminology in reporting data and charting nursing care and patient conditions and responses in the maternal/ newborn setting.
7. Deliberately interact with members of the health care team, using therapeutic communication skills.
8. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes for women and newborns.
9. Demonstrate technical skills commensurate with knowledge in caring for patients with maternal/ newborn needs. Utilize technical skills applicable to child bearing (antepartum, and postpartum).
   1. Utilize technical skills applicable to care of the newborn.
10. Display behaviors that demonstrate belief in the individual’s worth and dignity (kindness, friendliness, patient’s bill of rights).
11. Provide safe, compassionate, basic nursing care to assigned patients in the maternal/ newborn settings with predictable health care needs through a supervised, directed scope of practice.
12. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors for women, newborns, and families in various healthcare settings.
13. Communicate and collaborate with patients, their families, and the interdisciplinary healthcare team to assist in the planning, delivery, and coordination of patient-centered to care.
14. Assist in the coordination of human, information, and material resources in providing care for women, newborns, and their families.

Lectures & Discussions:

Multiple on-campus high fidelity simulation exercises are performed as supplementation of the clinical experience.

Evaluation/Grading Policy:

The performance grade will reflect compliance with clinical requirements and will be compiled in the following manner as specified in the VN Student Handbook:

**Evaluation/Grading Policy:**

**Clinical Assignments 100% of the grade**

All clinical point deductions will be totaled and this total will be deducted from each individual clinical course. For example, if a student has 5 clinical points over the course of the semester, then 5 points will be deducted from the final average of each of the 3 clinical courses.

The final course average will be determined as noted above. This average of the grades, before weighted calculation is performed, must be 78% or above to pass the course. Grades will not be rounded (77.5 – 77.9 is not rounded to 78). Students with an overall average of 78 or higher will have course grades calculated based on the weighted calculation of the other required course work. A minimum grade of 78% is required to receive credit for the nursing course.

A student success plan will be discussed and signed by the student/instructor as points are deducted or if mentoring/coaching is performed.

As noted in the student handbook, an unsatisfactory clinical performance that reflects unethical behavior or places a patient at risk for harm will result in disciplinary action: minimal (probation) with maximal action being dismissal from the program without consideration for re-admission.

Tests/Exams:

No test or exams are given in this course.

Assignments:

The clinical points are deducted based on behavioral infractions and clinical written/electronic submissions. Clinical coaching sheets are used for written documentation. Please refer to the clinical points deductions list to answer specific questions.

Cell/Mobile Phones – Cell phones are strictly prohibited from the classroom. Possession of a cell phone in the classroom will result in point deduction in a progressive manner. For example, first infraction will result in a 5 clinical point deduction. Subsequent infractions will result in 10 clinical point deduction per infraction. There are no exceptions to this policy.

Minimum Technology Requirements:

Laptop computer with sufficient memory to complete course requirements, including testing.

Required Computer Literacy Skills: Students are required to have a working knowledge of Microsoft Word, Excel and e-mail. They should be able to upload and download documents, submit items via Blackboard, and participate in discussion boards (when required). Other requirements may be stated by the course instructor.

Teaching methodologies:

Didactic- Lecture, Power point presentations, discussion, case studies, videos/DVD, worksheets, small group activities, presentations, written assignments, computer based assignments, tutorials, SIM lab scenarios, 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 assignment, tutorials, SIM lab scenarios and assessments.

Communications:

The student is expected to communicate with classmates, instructors, various campus and clinical personnel and campus administration in a professional and respectful manner, upholding the highest degree of consideration and ethical practice in an effort to mirror expectations of the profession of nursing.

•Email: The student is required to utilize their NTCC provided student email account for all written communication. Please check your NTCC email every day. Email is the official form of communication used at NTCC. All emailed questions to the instructor will be responded to within 24 hours, but usually within a few hours when possible.

Text messaging notifications: Communication with the instructor through text messaging is permissible during daytime hours.

Announcements: These can be found in Blackboard under the course link on the BB homepage. Please make sure that you are reading any announcements thoroughly.

Institutional/Course Policy

Please refer to the VN Program Handbook for policies on attendance, tardiness, HIPPA, social media, withdrawals, communication, ethical practice, professionalism, conduct, etc. Those policies are an extension of this course’s requirements and effectively become enforceable under this syllabus as such

Chain of Command – Students are required to follow the Chain of Command policy in the Vocational Nursing Handbook 2020-2021. The following is the chain of command for this course:

Instructor and Program Coordinator: Carie Overstreet, RN

Director of Nursing Programs: Dr. Karen Koerber-Timmons, PhD RN

Dean of Health Science: Dr. Marta Urdaneta PhD

Vice President of Instruction: Dr. Kevin Rose Ed. D

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements

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

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates(face to face, fully online, live remote or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or Blackboard course site.

Student Responsibilities/Expectations:

Dependable transportation, dependable access to internet services and a working knowledge of blackboard. Students are expected to attend all assigned clinical experiences. Refer to NTCC student handbook and VN student handbook 2020-2021 for specific instruction.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

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 arrange an appointment with a College counselor to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

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.

**INTRODUCTION TO CLINICAL EXPERIENCE**

On campus laboratory sessions are conducted on campus prior to beginning hospital based clinical sessions. Time spent in the lab will prepare the student for the obstetrical clinical experience in this course.

**Mandatory Nursing Equipment**

Students are required to bring the following nursing equipment to lab and clinical:

* + Stethoscope- must have following features: Adult/Pediatric diaphragm and bell or dual frequency head.
  + Watch with second hand
  + Pen: permanent black ink
  + Bandage scissors: 5” to 7”
  + Hemostats: 5”
  + Protective Goggles: even if you wear glasses
  + Penlight: disposable or with replaceable batteries
  + Uniform with school logo and shoes as outlined in student handbook
  + Lab coat with school patch
  + Name badge: issued by nursing program
  + Outcomes
  + Skills List

**Clinical Experiences Planned for VNSG 1162**

* Prenatal clinic
* Postpartum unit
* Newborn nursery
* Simulation

**Clinical Preparation**

**The Prep Sheets will be completed as a group and turned in BEFORE your first clinical rotation of Maternal Neonatal Nursing. These are posted in Blackboard. These are also used as grades in this clinical course.**

**Expectations for daily clinical work on assigned hospital care days are as follows:**

***Pre-clinical***

Prior to clinical experience:

Complete assigned prep sheets before first day of OB clinical rotation.

Students should critically analyze the care they are to give the next day. Be prepared to answer questions like these related to the care of your patient:

What is wrong with this patient? How do the symptoms he is having relate to this diagnosis?

What interventions are being done to address the symptoms of this client?

How does the care relate to the pathophysiology of this patient?

What lab/ x-ray, and other diagnostic tests have been done and how do they relate to the diagnosis and status of this patient?

What are this patient’s medications for, how do they work, how do you know they are working, and how will you determine their effectiveness?

What interdisciplinary team members are involved in this patient’s care? How do the nurses interact and relate with this team member? Are additional referrals needed?

How are you measuring the client’s progress toward his goals? What are those goals and are they realistic and appropriate?

What are **you** doing for this patient today that will assist him toward his goals? Be specific.

How are you managing your time and resources today? What are you doing to maintain cost effective and safe care? What medical equipment is in the patient’s room, is it being used and is it necessary?

What educational needs have been met for this client? What needs does the patient still have?

Does your patient have any issues that require advocacy on his behalf? How are you handling these issues?

***Clinical***

Meet with the preceptor or instructor and review assignment for the day. Purposefully seek situations to meet outcomes and apply classroom learning to clinical. Assess your clients and provide care and perform skills with direction from preceptors and instructors. Prior to performing a skill, be sure you have reviewed the agency policy. Document in the client’s chart all clinical findings, any provision of care, and relevant events related to client. Fill in the skills checklist and have Instructor or Preceptor review and verify / sign outcomes and skills.

Have Instructor or Preceptor review your documentation, when you document in the chart of the patient. Prior to leaving the clinical area, have the preceptor discuss your performance and evaluate your performance on assigned forms. You should complete evaluation of the preceptor on agency forms.

Medication

**Student expectations for completion of medication outcomes are as follows:**

Medications may be given with your preceptor or instructor. You must administer medication with your preceptor or instructor at least once in this rotation. Sound knowledge and accurate preparation and administration of medication received by the client must be demonstrated. Texts, pocket references, drug cards, etc., may be used as needed. Proficient understanding of medication used by client will be revealed through the knowledge of each drug. Each day, students are expected to look up and be able to discuss the following areas for drugs the patient is taking.

* classification,
* action specific for assigned client,
* specific major side effects excluding nausea and vomiting,
* specific major nursing implications,
* key safety issues regarding the medication route and client,
* expected client outcomes, and
* food-drug and drug-drug interactions.

***Post-clinical***

Complete the Skill List

Complete Clinical Assignments required for the area

Submit clinical assignment and reflective journal entry for each assigned day at the appropriate link in Blackboard.