

# COURSE SYLLABUS

VNSG 1330.501 (3:3:0)

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MATERNAL-NEONATAL NURSING

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Vocational Nursing Program

Health Sciences Division

Technical Education Division

Plainview Campus

SOUTH PLAINS COLLEGE

Spring 2022

**SOUTH PLAINS COLLEGE - PLAINVIEW  
SPRING 2022  
COURSE SYLLABUS**

**COURSE TITLE:** VNSG 1330.501 (3:3:0)  
MATERNAL-NEONATAL NURSING

**INSTRUCTOR:** Tina Lopez-Wilsey, MSN, RN  
Instructor of Vocational Nursing

**OFFICE LOCATION:** SPC - Plainview Center PC104E

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**OFFICE HOURS:** M-T 0800- 1200  
W-TR-F By appointment

**COURSE DESCRIPTION:**

This course addresses the utilization of the nursing process in the assessment and management of the childbearing family. This course places emphasis on the bio-psycho-socio-cultural needs of the family during the phases of pregnancy, childbirth, and the neonatal period. This course also includes the study of abnormal conditions that might be found in each phase.

**LEARNING OUTCOMES:**

The student will discuss the bio-psycho-socio-cultural needs of the childbearing family, and utilize the nursing process to assist in planning the care of the childbearing family.

**COURSE OBJECTIVES:** Upon completion of this course, the student is prepared to:

1. Identify basic anatomy and physiology of the male/female reproductive systems.
2. Describe the process of conception, implantation, fetal development and associated maternal changes in a given time frame.
3. Discuss physical and emotional demands of pregnancy and childbirth, including possible complications and related nursing management.
4. Assess psychosocial implications of parenthood for individuals, families, and society.
5. Identify methods of family planning.
6. Discuss the necessity for family education, available programs and nurse-oriented teaching.

**ACADEMIC INTEGRITY:**

Refer to (Plainview) Student Handbook and the SPC College Catalog.

**SCANS & FOUNDATION SKILLS:**

C- 1, 5, 6, 7, 10, 11, 14, 15, 16, 17, 18, 19  
F- 1, 2, 5, 6, 8, 9, 10, 11, 12, 13, 15, 17

**VERIFICATION OF WORKPLACE COMPETENCIES:**

NCLEX-PN Licensure Exam eligibility following successful completion of the one-year Vocational Nursing Program.

## TEXTBOOK:

Linnard-Palmer, L., & Coats, G.H. (2021). *Safe Maternity and Nursing Care* (2<sup>nd</sup> ed.). F.A. Davis Company.

Study Guide to accompany text

ATI PN Maternal Newborn Nursing Review Module Edition 11

ATI Skills Modules (online) under “Video Case Studies”

*Apgar Scoring*

*Breastfeeding*

*Complications of Pregnancy*

*Cultural Diversity*

*Fundal Assessment*

*Growth & Development*

PN Maternal Newborn Online Practice 2020 A & B (online)

## ATTENDANCE POLICY:

- Refer to College Catalog and Student Handbook  
**This course is three credit hours with six hours of allowable absence.**
- Daily attendance will be taken. Three tardies will be equivalent to one absence. A single tardy is 15 minutes or later to class or leaving 15 minutes or more before class ends. A one-hour absence is given for missing more than 15 minutes of a one- hour length of lecture.

## CELL PHONE POLICY/ EMERGENCY MESSAGES:

- Cells phones must be placed on silent mode. The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Plainview Vocational Nursing Office at (806) 716-4406. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action.

## Dropping a class

Students should submit a [Student Initiated Drop Form](#) online.

**Students will not be required to obtain an instructor signature to drop**, however, we do encourage students to communicate with instructors or advisors prior to dropping a course when they are able. **There will be no charge for drops for the fall or spring semesters.**

## Withdrawing from all classes

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php> or by calling 806-716-2366.

## Schedule Change (after late registration and before census date)

To make a schedule change after late registration (August 28) and before the census date (September 9), students should submit a [Schedule Change Form](#).

After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email [registrar@southplainscollege.edu](mailto:registrar@southplainscollege.edu) with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

For additional information regarding schedule changes, drops and withdrawals, [click here](#).

**COURSE REQUIREMENTS:**

1. Chapter reading completed for preparation and participation in class discussion and critical thinking exercises, chapter study guide completed, all assigned ATI course material completed.
2. Four unit exams and a comprehensive final exam.
3. Quizzes (announced and unannounced)
4. Care Planning Assignment with concurrent clinical rotation  
Labor/Delivery patient  
Post-partum patient  
Neonate
5. Assignments (in class and on Blackboard).
6. To meet course requirements a final course grade of 77% is needed.
7. Student is expected to follow all guidelines on any and all electronics and cellular devices while in class. (Student Handbook)

**Documentation Guidelines and APA Formatting (7<sup>th</sup> ed.):**

Information to be reviewed in a class session at the beginning of the semester. Details of presentations, discussions, or handouts to be provided.

**GRADING:**

Content Exams	50%
Assignments	10%
ATI	5%
Quizzes	5%
Class Participation	10%
Final Exam	20%

A=93-100

B=84-92

C=\*77-83

D= 70-76

F= 69 or below

**\*passing for all nursing courses**

Final grades will not be rounded up from a remaining decimal. Your grade will reflect the whole number achieved. (Student Handbook)

**The syllabus, including all assignments, lectures, or exams, are subject to change per instructor's discretion. The use of index cards for testing will be determined by instructor. All index cards will be checked prior to Exam.**

**Due dates for assignments and exams will be listed in the syllabus schedule.**

**LATE WORK:**

Requests to submit assignments late must be submitted **prior** to the assignments due date and granted only when illness or emergencies occur. Due dates for assignments and activities are listed in the course syllabus. **Students are expected to submit all assignments on or before 11:59 PM on the scheduled due dates.** Assignments submitted after the scheduled due date and time will receive a 10-point deduction per 24 hours and a zero after 72 hours (i.e. 72 hours and 1 minute).

## **EXPECTATIONS FOR COMMUNICATION WITH COURSE FACILITATORS**

Contact your course faculty as soon as possible by the Remind app or Blackboard email for urgent issues such as absences, emergencies, or difficulties with projects or assignments. All non-urgent messages must be sent via Blackboard emails. Faculty will check the course email daily. **All faculty responses (urgent and non-urgent) will be responded to during working hours (8:00 AM- 4:00 PM).** Please check course email and announcements at least once daily for important information and updates.

## COURSE SCHEDULE

- 1-18-22      Orientation/Review of Syllabi, textbook, & course requirement  
Chapter 1      Introduction to Maternity & Pediatric Nursing  
Chapter 2      Culture  
**Due by 1/16/22 by 11:59 PM-PN Maternal Newborn Online Practice 2020 A** \*\* (if completed by the due date and time, grade will be submitted as an 100% in the ATI grading schema. If not completed, grade deductions will occur (See "Late work") & will be counted as a zero after 72 hrs. from the due date\*\*
- 1-25-22      Chapter 3      Women's Health Promotion Across the Life Span  
Video      *The Miracle of Life*  
ATI Chaps. 1, 7
- 2-1-22  
Chapter 4      Human Reproduction & Fetal Development  
Chapter 5      Physical & Psychological Changes of Pregnancy  
ATI Chaps. 2, 3, 4
- 2-8-21      **EXAM 1 (Chapts. 1-5)**  
**ATI Completion Check**  
Chapter 6      Nursing Care During Pregnancy
- 2-15-21      Chapter 7      Promoting a Healthy Pregnancy  
Chapter 8      Nursing Care of the Woman With Complications  
ATI Chaps. 5, 6, 8
- 2-22-22      Chapter 9      Nursing Care During Labor and Childbirth
- 3-1-22      Chapter 10      Nursing Care of the Woman with Complications During Labor  
& Birth  
Chapter 11      Birth-Related Procedures  
ATI Chaps. 9, 10, 11
- 3-8-22      **EXAM 2 (Chapts. 6-10)**  
**ATI Completion Check**
- 3-14-21      SPRING BREAK BEGINS**
- 3-15-21      STUDENT HOLIDAY
- 3-22-21      Chapter 12      Postpartum Nursing Care  
Chapter 13      Postpartum Complications  
ATI Chaps. 12, 13
- 3-29-21      Chapter 14      Physiological & Behavioral Adaptations of the Newborn  
Chapter 15      Nursing Care of the Newborn  
ATI Chaps. 14, 15
- 4-5-22      **EXAM 3 (Chapts. 11-14)**  
Video *Your Healthy Baby*

## **ATI Completion Check**

- 4-12-21 Chapter 16 Newborn Nutrition  
Chapter 17 Nursing Care of the Newborn at Risk  
ATI Chapt. 16-17
- 4-19-22 Chapter 18 Health Promotion of the Infant: Birth to One Year
- 4-26-22 **EXAM 4 (Chapts. 15-18)**  
**ATI Completion Check**
- 5-3-22 Review for Final
- 5-10-22 **FINAL EXAM**

PN Maternal Newborn Online Practice 2020 B due by 11:59 PM on 5-10-22. \*\*\*The grade you receive on this will count towards ATI grading schema\*\*\*

ATI Chapt. 5, 6, 8

ATI Chapt. 14,15

## COURSE OUTLINE

### UNIT I: Introduction to Maternity and Pediatric Nursing

#### Objectives:

1. Define the key terms.
2. Write a personal definition of *quality health care*.
3. Compare the roles of the licensed practical/vocational nurse (LPN/ LVN), registered nurse (RN), nurse practitioner (NP), clinical nurse specialist (CNS), and certified nurse midwife (CNM).
4. Explain the ethical principles of autonomy, beneficence, nonmaleficence, and justice as related to maternity and pediatric nursing.
5. Identify possible ethical dilemmas in maternity and pediatric nursing.
6. Discuss common fears of nursing students related to maternity and pediatric nursing.
7. Apply principles of family-centered care to families receiving care in a hospital or home setting.
8. Describe the anatomical, physiological, social, and emotional differences between adults and children, emphasizing the critical components that are pertinent to safe, emergent care of children across health-care settings.
9. Analyze the purposes for and essential elements of informed consent, including the concept of assent for those school-aged children older than 7.
10. Differentiate the various types of medical and medication errors currently happening in contemporary newborn and pediatric health-care settings.
11. Discuss the importance of cultural awareness when providing safe and effective nursing care.
12. Examine health-care quality and disparities in care across population groups in the community.
13. Examine the factors (social, environmental, economic, and political) that contribute to one's worldview, health beliefs, and health behaviors.
14. Identify and describe cultural-assessment tools and their usefulness and limitations in planning care.
15. Demonstrate sensitivity to cultural beliefs, values, and practices when providing care by seeking and giving feedback, listening, and observing.
16. Ensure the use of appropriate and acceptable resources and materials in promoting health teaching and illness prevention with patients and families.
17. Locate community resources that facilitate continuity of care in a culturally sensitive and effective manner for patients and their families.
18. Summarize preventive health screenings suggested for women.
19. Explain the two types of amenorrhea and the possible causes of amenorrhea.
20. Outline medical and nursing interventions for dysmenorrhea.
21. Compare and contrast premenstrual syndrome (PMS) and premenstrual dysphoric disorder (PMDD).
22. Plan nursing interventions for the patient with PMS.
23. Explain endometriosis and list the signs and symptoms.
24. Describe the barrier methods of contraception.
25. Discuss the different types of hormonal contraceptives.
26. Explain permanent contraception options.
27. Define *infertility* and discuss risk factors, causes, and possible treatment options.
28. Define *menopause* and describe physical changes that occur during perimenopause.
29. Plan patient-centered nursing care for a menopausal woman.
30. Summarize treatment options for women who experience severe vasomotor symptoms.
31. Define *uterine fibroids* and list the symptoms of fibroids.
32. Explain how an ovarian cyst forms and list the symptoms of an ovarian cyst.
33. List the characteristics of polycystic ovary syndrome.
34. Discuss the symptoms and treatment for sexually transmitted infections (STIs).
35. Plan nursing interventions for a woman with a vulvovaginal infection.
36. Define the different types of pelvic floor disorders and the treatment options.
- 37.

#### Content Outline:

##### I. Introduction to Maternity and Pediatric Nursing

Roles In Maternal-Child and Pediatric Nursing

Legalities and Ethics

Evidence-Based Practice

Informed Consent

Family-Centered Care

Special Considerations in Pediatric Nursing

The Maternal-Child and Pediatric Nursing Student

##### II. Culture

Encountering Diversity

The Importance of Cultural Awareness and Knowledge in Nursing and Health-Care Delivery

- Culturally Appropriate Assessment
- III. Women's Health Promotion Across the Life Span
  - Preventive Health Care for Women
  - Menstrual Disorders
  - Family Planning
  - Infertility Care
  - Menopause
  - Female Reproductive Tract Disorders
  - Infectious Disorders of the Reproductive Tract
  - Pelvic Floor Disorders

## **UNIT II: Pregnancy and the Family**

### Objectives:

1. Define the key terms.
2. Identify the structures and functions of the female reproductive system.
3. Identify the structures and functions of the male reproductive system.
4. Summarize the actions of the hormones that affect reproductive functioning.
5. Discuss the female and male reproductive cycles.
6. Describe the fertilization process.
7. Discuss the stages of embryonic development.
8. Describe fetal circulation.
9. Identify significant developmental changes of the fetus at various gestations.
10. Describe the functions of the placenta, umbilical cord, amniotic membranes, and amniotic fluid.
11. Contrast the differences between monozygotic twins and dizygotic twins.
12. Discuss TORCH infections and risks to the mother and fetus.
13. Discuss possible risks to safe fetal development due to possible teratogens in medications, street drugs, foods, and environment.
14. Differentiate presumptive, probable, and positive signs of pregnancy.
15. Describe the physiological changes in each body system occurring during pregnancy.
16. Plan safe and effective nursing interventions that address the common physiological discomforts of pregnancy.
17. Identify physiological discomfort symptoms that should be reported to the health-care provider.
18. Identify normal laboratory values for the pregnant woman.
19. Discuss Reva Rubin's four maternal tasks that the woman accomplishes during pregnancy.
20. Discuss the psychosocial changes occurring during pregnancy for the woman, her partner, and family.
21. Identify psychosocial issues of the pregnant adolescent.
22. Discuss diagnostic testing to confirm pregnancy.
23. Explain the GTPAL system.
24. Explain scopes of practice and roles of the family practice physician, the obstetrician, and the certified nurse midwife on the health-care team.
25. Determine the estimated date of delivery using Naegele's rule.
26. Describe how patient-centered care is dependent on a thorough past medical history, cultural history, social history, and pregnancy history.
27. Explain the purpose and procedure of the complete physical examination and pelvic examination.
28. Define the common laboratory tests utilized during pregnancy.
29. Explain the commonly used screening tests and diagnostic tests for fetal health.
30. List the usual pattern of prenatal visits to the health-care provider.
31. Discuss nursing care provided during subsequent visits to the health-care provider.
32. Communicate effectively with the patient regarding intimate partner violence.
33. Discuss the monitoring of fetal growth and development.
34. 2. Provide guidance to the pregnant patient on managing the common discomforts of pregnancy.
35. 3. Promote safe and effective self-care practices during pregnancy.
36. 4. Discuss the nutritional needs of the pregnant patient.
37. 5. Define *pica* and its dangers for the pregnant patient.
38. Discuss the dangers and prevention of viral infections in pregnancy.
39. Teach the pregnant patient about the recommended weight gain in pregnancy.
40. Plan appropriate prenatal care for the pregnant adolescent.
41. Discuss the additional nutritional needs of the pregnant adolescent.
42. Discuss culturally competent care of the lesbian couple.
43. Identify risks for the pregnant patient over the age of 35.
44. Explain the tests used to monitor fetal well-being during the pregnancy.
45. Compare and contrast the Bradley method and Lamaze method of childbirth education.
46. Discuss the components of a birth plan.
47. 2. Discuss the nursing care of a patient experiencing hyperemesis gravidarum.
48. 3. Identify bleeding complications of early and late pregnancy.
49. 4. Recognize signs of complications following a spontaneous abortion.
50. 5. Discuss the nursing care for the patient following a ruptured ectopic pregnancy.
51. Compare and contrast the abnormalities of placenta abruptio, placenta accreta, and placenta previa.
52. Define *hydatidiform mole* and explain usual medical treatment and nursing care.

53. Provide safe and effective nursing care for patients experiencing a placental abnormality such as placenta abruptio, placenta accreta, or placenta previa.
54. Identify signs of hypovolemic shock caused by blood loss from bleeding complications of pregnancy.
55. Discuss the medical interventions and nursing care for the patient with an incompetent cervix.
56. Summarize the management of patients with Rh incompatibility.
57. Develop a plan of care for women with multiple gestation pregnancy.
58. Develop a plan of care for a patient experiencing pregnancy-related hypertensive disorders.
59. Outline the nurse's role in assessment, managing care, and patient teaching for a patient with gestational diabetes

Content outline:

- IV. Human Reproduction and Fetal Development
  - Female Reproductive System
  - Male Reproductive System
  - Fertilization
  - Stages of Fetal Development
  - Accessory Structures of Pregnancy 61
  - Multiple Pregnancy
  - Effects of Teratogens on Fetal Development
- V. Physical and Psychological Changes of Pregnancy
  - Diagnosis of Pregnancy
  - Normal Physiological Changes in Pregnancy
  - Psychological Adaptation to Pregnancy
- VI. Nursing Care During Pregnancy
  - Initial Prenatal Assessment
  - Prenatal Assessment and Care
- VII. Promoting a Healthy Pregnancy
  - Focus on the Patient
  - Promotion of Self-Care During Pregnancy
  - Avoiding Infections
  - Nutrition in Pregnancy
  - Care of the Pregnant Adolescent
  - Care of Lesbian Patients
  - Care of the Expectant Woman Older Than Age 35
  - Focus on the Fetus
  - Focus on the Growing Family
- VIII. Nursing Care of the Woman With Complications During Pregnancy
  - Care of the Woman With Hyperemesis Gravidarum
  - Care of the Woman With Bleeding Disorders of Early Pregnancy
  - Care of the Woman With Bleeding Disorders of Late Pregnancy
  - Care of the Woman With Incompetent Cervix
  - Care of the Woman With Rh Incompatibility Between Maternal and Fetal Blood
  - Care of the Woman With a Multiple Gestation Pregnancy
  - Care of the Woman With Hypertension Disorders
  - Care of the Woman With Gestational Diabetes

### **UNIT III: Birth and the Family**

Objectives:

1. Define the key terms.
2. Discuss the theories related to the factors that cause the onset of labor.
3. List the signs of labor.
4. Describe the process of effacement and dilation that occurs in the cervix during labor.
5. Distinguish between true and false labor.
6. List and describe the "Seven Ps" of labor.
7. Distinguish between fetal lie, presentation, and position.
8. Teach a patient how to time uterine contractions.
9. Recognize the characteristics of a normal labor so as to provide knowledgeable care to the laboring patient.
10. Outline the stages and phases of labor.
11. Compare and contrast the advantages and disadvantages of a hospital birth, birthing center birth, and home birth.
12. Review the initial maternal care in the labor and delivery unit.
13. Describe the process of a cervical examination and discuss the information obtained during the cervical examination.
14. Demonstrate Leopold's maneuvers and discuss the purpose of the maneuvers.
15. Explain medical interventions that may occur during each stage of labor.
16. Plan safe and effective patient-centered nursing care for each stage of labor.
17. Identify nursing responsibilities and safety issues that may arise when the patient receives analgesic and anesthetic drugs for pain control in labor.
18. Analyze a fetal-monitor strip.

19. Identify unsafe or nonreassuring fetal heart decelerations and choose appropriate nursing interventions for nonreassuring fetal heart patterns.
20. Complete an Apgar score on a newborn.
21. Explain the immediate needs and goals of care for the newborn.
22. Discuss immediate post-delivery care for the woman.
23. Identify 10 risk factors associated with preterm labor.
24. Discuss nursing care and the common tocolytic medications used to manage preterm labor.
25. Identify the major complication of PROM.
26. Define *post-term pregnancy* and the possible fetal consequences of post-term pregnancy.
27. Differentiate between oligohydramnios and polyhydramnios and describe potential complications of each.
28. Describe the variations in the passage, passenger, powers, position, psyche, pain management, or patience that can contribute to complications in labor.
29. Discuss the risks of a vaginal breech delivery.
30. Define *macrosomia* and describe nursing care for the patient and fetus.
31. Describe umbilical cord prolapse and the potential risk to the fetus.
32. Define *precipitous labor* and delivery and state nursing care that promotes safety for the woman and her fetus.
33. Identify risk factors for shoulder dystocia.
34. Formulate an emergency nursing care plan for a patient experiencing uterine rupture.
35. Discuss the causes of a uterine inversion.
36. Identify signs and symptoms of amniotic fluid embolism (AFE) and discuss medical interventions.
37. Using the nursing process, formulate a plan of care with appropriate nursing diagnoses for a patient experiencing a complication of labor and birth.
38. Discuss the grieving process and patient-centered nursing care of the family experiencing perinatal loss.
39. Describe the amniotomy procedure and discuss nursing responsibilities.
40. Explain the purpose of an amnioinfusion.
41. Prepare patient teaching for the patient undergoing an external cephalic version.
42. Describe how a Bishop's score is calculated and explain the significance of the score.
43. Discuss methods used to ripen a cervix and induce contractions.
44. Prepare a patient-centered nursing care plan for the woman undergoing labor induction or augmentation.
45. Differentiate between vacuum extractor-assisted and forceps-assisted vaginal delivery.
46. List common indications for a cesarean delivery.
47. Discuss nursing responsibilities when preparing a patient for a cesarean birth.
48. Plan patient teaching for a cesarean birth.
49. Identify the factors that indicate a patient is a good candidate for a VBAC.
50. Plan nursing care for the patient undergoing a TOLAC.

Content outline:

- IX. Nursing Care During Labor and Childbirth
  - The Physiology of Labor
  - Critical Factors in Labor
  - Maternal Systemic Response to Labor
  - Fetal Response to Labor
  - Stages of Labor and Birth
  - Settings for Childbirth
  - Admission to the Hospital or Birthing Center
  - Fetal Monitoring
  - Pain Management in Labor and Birth
- X. Nursing Care of the Woman With Complications During Labor and Birth
  - Care of the Woman at Risk of Preterm Labor
  - Care of the Woman With Premature Rupture of Membranes
  - Care of the Woman With a Post-Term Pregnancy
  - Care of the Woman With Abnormal Amniotic Fluid Volume
  - Labor-Related Complications
  - Emergencies and Complications During Birth
  - Care of the Family Experiencing Perinatal Loss
- XI. Birth-Related Procedures
  - Amniotomy
  - Amnioinfusion
  - External Cephalic Version
  - Care of the Woman Undergoing Induction or the Augmentation of Labor
  - Assisted Vaginal Birth
  - Cesarean Birth

## **UNIT IV: Postpartum Period and the Family**

### Objectives:

1. Define the key terms.
2. Identify the normal physiological changes following childbirth in the mother's reproductive, integumentary, gastrointestinal, cardiovascular, respiratory, urinary, and musculoskeletal systems.
3. Explain the process of involution of the uterus after delivery.
4. Discuss the effect of a full bladder on uterine involution.
5. Explain afterpains to a multiparous patient.
6. Describe the phases of lochia progression.
7. Demonstrate the correct method of uterine massage for postpartum assessment.
8. Outline postpartum care in the first hour after delivery.
9. Demonstrate a focal postpartum assessment using the BUBBLE LE mnemonic.
10. Plan patient-centered care that addresses the special needs of the adolescent postpartum patient.
11. Describe a therapeutic approach for managing the psychosocial needs of a patient who is relinquishing her infant for adoption.
12. Plan discharge teaching for the postpartum patient.
13. Describe the postpartum psychological adaptations including the taking-in phase, the taking-hold phase, and the letting-go phase.
14. Identify signs that the mother is bonding with her newborn.
15. Distinguish between bonding and attachment.
16. Plan nursing interventions that can facilitate family-centered care and family attachment.
17. Discuss possible causes of uterine atony.
18. Identify the signs and symptoms of postpartum hemorrhage (PPH).
19. Discuss appropriate management of PPH.
20. Discuss the causes, signs and symptoms, and management of a patient with a hematoma.
21. Recognize signs and symptoms of a postpartum infection.
22. Discuss appropriate management of the infection.
23. Identify women at risk for thrombophlebitis as well as nursing interventions to prevent thromboembolism in the postpartum patient.
24. Differentiate between postpartum depression and postpartum psychosis.
25. Identify appropriate nursing interventions for each disorder.

### Content outline:

#### XII. Postpartum Nursing Care

- Postpartum Physical Adaptations
- Nursing Care During the Early Postpartum Period
- Postpartum Psychological Adaptations
- Development of Family Attachment

#### XIII. Postpartum Complications

- Care of the Woman With Postpartum Hemorrhage
- Care of the Woman With a Hematoma
- Care of the Woman With a Uterine Infection
- Care of the Woman With a Wound Infection
- Care of the Woman With a Urinary Tract Infection (UTI)
- Care of the Woman With Mastitis
- Care of the Woman With Postpartum Thromboembolic Disease
- Care of the Woman With Postpartum Depression
- Care of the Woman With a Postpartum Psychiatric Disorder

## **UNIT V: The Newborn**

### Objectives:

1. Define the key terms.
2. Identify ways in which heat loss occurs in infants.
3. Describe how infants can produce body heat.
4. List nursing interventions that support thermoregulation in the newborn.
5. Discuss the role of external and internal stimuli in the initiation of breathing in the newborn.
6. Identify the changes that occur as fetal circulation transitions into newborn circulation after birth.
7. Plan appropriate nursing interventions to assist with the transitions of the renal and gastrointestinal systems after birth.
8. Discuss the role of the liver in conjugating bilirubin.
9. Differentiate between indirect (unconjugated) and direct (conjugated) bilirubin.
10. Define normal physiological jaundice.
11. Provide family-centered care by teaching parents about the behavioral changes and wake-sleep cycles of the newborn.
12. Define *physical assessment*.
13. Identify normal newborn vital signs.
14. Demonstrate a head-to-toe assessment of the newborn.
15. Summarize abnormal findings from the head-to-toe assessment that must be reported.
16. Identify normal newborn skin variations.
17. Differentiate between cephalohematoma and caput succedaneum.
18. Explain the effects of maternal hormones on the newborn's physical characteristics.
19. Identify the normal newborn reflexes.
20. Discuss nursing care of the newborn.
21. Summarize the usual newborn screenings that are completed for health promotion.
22. Discuss Ballard's tool, which is used to determine gestational age.
23. Demonstrate the correct technique for an infant heel stick.
24. Demonstrate the correct technique for a newborn's bath.
25. Develop a discharge teaching plan on newborn care basics.
26. Plan family-centered care by including the family in discharge teaching.
27. Instruct the parents on newborn safety.
28. Discuss infant nutritional needs.
29. Describe the process of human milk production.
30. Describe the stages of milk production.
31. List the advantages and disadvantages of breastfeeding.
32. Identify contraindications for breastfeeding.
33. Identify cues of infant readiness to nurse.
34. Teach a mother how to correctly latch-on a baby for breastfeeding.
35. Discuss common breastfeeding problems and how to manage those problems.
36. Identify warning signs of inadequate breastfeeding in the newborn.
37. List the advantages and disadvantages of bottle feeding.
38. Teach bottle-feeding parents how to prepare formula.
39. Discuss bottle feeding and safety issues for parents.
40. Identify signs of bottle-feeding problems.
41. Provide patient-centered care when assisting parents to implement their choice of feeding method for their newborn.
42. Identify factors present at birth that can help identify a high-risk newborn.
43. Identify possible causes of birth asphyxia.
44. Recognize signs of respiratory distress in a newborn.
45. Plan nursing care for transient tachypnea of the newborn (TTN).
46. Identify physical signs of a newborn with meconium aspiration syndrome.
47. Discuss the underlying pathophysiology of persistent pulmonary hypertension of the newborn (PPHN).
48. Plan nursing interventions to manage cold stress in the newborn.
49. Recognize signs of hypoglycemia in the newborn.
50. Discuss nursing interventions for the newborn with hypoglycemia.
51. Plan nursing interventions for a newborn with a brachial plexus injury.
52. Discuss the nursing interventions for the jaundiced newborn undergoing phototherapy.
53. Summarize the risk factors, medical management, and nursing interventions for the newborn with sepsis.
54. List risk factors that can lead to an SGA newborn.
55. Compare and contrast the SGA newborn and the premature newborn.
56. Discuss possible complications that can occur at birth for the LGA newborn.
57. Discuss potential complications of prematurity.
58. Describe the physical characteristics of a post-term newborn.
59. Explain possible complications for the infant of a diabetic mother.
60. Discuss nursing interventions for a chemically exposed infant.

61. Discuss medical management and nursing interventions for the newborn exposed to HIV.
62. Formulate a plan to provide family-centered care in the neonatal intensive care unit (NICU).

Content outline:

- XIV. Physiological and Behavioral Adaptations of the Newborn
  - Physiological Adaptations
  - Behavioral Adjustment to Extrauterine Life
- XV. Nursing Care of the Newborn
  - Physical Examination of the Newborn
  - Nursing Care of the Newborn
  - Discharge Teaching for Newborn Care
- XVI. Newborn Nutrition
  - Recommended Infant Nutrition
  - The Breastfeeding Mother and Infant
  - The Formula-Feeding Parents and Infant
- XVII. Nursing Care of the Newborn at Risk
  - Identification of the At-Risk Newborn
  - Care of the Newborn at Risk Because of Birth Asphyxia
  - Care of the Newborn with Respiratory Distress
  - Care of the Newborn with Cold Stress
  - Neonatal Hypoglycemia
  - Care of the Newborn with Birth Injuries
  - Hyperbilirubinemia
  - Care of the Newborn with an Infection
  - Sepsis
  - Care of Newborns With Problems Related to Gestational Age and Development
  - Care of the Infant of a Diabetic Mother
  - Care of Chemically Exposed Infants
  - Care of the Newborn Exposed to HIV
  - Care of the Family of an At-Risk Newborn

## **UNIT VI: Growth and Development**

Objectives:

1. Define the key terms.
2. Evaluate the unique needs of the newborn and infant as compared to older children in relation to safety, bonding, communication, and development.
3. Describe the differences between infants, older children, and adults in relation to body systems, rapid growth, anatomy, and physiology.
4. Compare the nutritional needs and eating patterns of the infant, including accurate kilocalorie and fluid maintenance calculations.
5. Discuss the elimination patterns of the newborn, young infant, and older infant.
6. Describe the need infants have for stimulation, play, and sleep to promote normal growth and development.
7. Differentiate the various schedules, infectious diseases, and care required for infants undergoing immunizations.
8. Differentiate various nutritional disorders that can be found during infancy, including organic and nonorganic FTT.
9. Describe respiratory distress in the infant, including assessment and interventions.
10. Describe the phenomenon of sudden infant death syndrome (SIDS) and the needs of the family immediately after the infant's death through the period of grief and loss.
11. Discuss the interventions that can assist a caregiver who is caring for an infant experiencing colic.
12. Describe key assessments and interventions for an infant demonstrating dehydration.
13. Understand the importance of discussing safety issues for infants with parents, including maintaining a clear airway and preventing severe injuries such as shaken baby syndrome.

Content outline:

- XVIII. Health Promotion of the Infant: Birth to One Year
  - Growth and Development of the Infant
  - Anticipatory Guidance for New Parents of an Infant
  - Screening and Health Promotion for the Infant
  - Safety and the Hospitalized Infant
  - Disease and Injury Prevention for the Infant
  - Disorders of the Infant

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## SCANS COMPETENCIES

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- C-1 **TIME** - Selects goals - relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 **MATERIALS & FACILITIES - Acquires**, stores, allocates and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES** - Assess skills and distributes work accordingly, evaluates performances and provides feedback.

### **INFORMATION - Acquires and Uses Information**

- C-5 Acquires and evaluates information. C-
- 6 Organizes and maintains information .
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

### **INTERPERSONAL - Works With Others**

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers- works to satisfy customer's expectations.
- C-12 Exercise Leadership - Communicates ideas to justify position, persuades and convinces others responsibility challenges existing procedures and policies.
- C-13 Negotiates - works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works With Diversity - Works well with men and women from diverse backgrounds.

### **SYSTEMS - Understands Complex Interrelationships**

- C-15 Understands Systems -Knows how social, organizational, and technological systems work and operate effectively with them.
- C-16 Monitors and Corrects Performance - Distinguishes trends, predicts impacts in system operations.
- C-17 Improves Designs Systems - Suggests modifications to existing systems and develops new or alternative systems to improve performance.

### **TECHNOLOGY - Works With a Variety of Technologies**

- C-18 Selects Technology - Chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task- Understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment.

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## FOUNDATION SKILLS

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### **BASIC SKILLS - Reads, Writes, Performs Arithmetic and Mathematical Operations.**

#### **Listens and Speaks**

- F-1 Reading - Locates, understands and interprets written information in prose and in documents such as manuals, graphs and schedules.
- F-2 Writing - Communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs and flow charts.
- F-3 Arithmetic - Performs basic computations; uses numerical concepts such as whole numbers, etc.
- F-4 Mathematics - Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-6 Speaking - Organizes ideas and communicates orally.

### **THINKING SKILLS - Thinks Creatively. Makes Decisions. Solves Problems.**

#### **Visualizes and Knows How to Learn and Reason**

- F-7 Creative Thinking - Generates new ideas.
- F-8 Decision Making - Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving - Recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind's Eye - Organizes and processes symbols, pictures, graphs, objects and other information .
- F-11 Knowing How to Learn - Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning - Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

### **PERSONAL QUALITIES - Displays Responsibility, Self-Esteem, Sociability,**

#### **Self-Management, Integrity and Honesty**

- F-13 Responsibility - Exerts a high level of effort and perseveres toward goal attainment.
- F-14 Self-Esteem - Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability- Demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management-Assesses self-accuracy, sets personal goals, monitors progress and exhibits self-control.
- F-17 Integrity / Honesty - Chooses ethical courses of action.

**SCANS FOUNDATION AND COMPETENCY SKILLS (by course)**

**Foundations: (F) Competencies: (C)**

ECON 230:	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 17, 15	
ENGL 1301	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7, 8
1302	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7
GOVT2301	1, 2, 10, 11, 12, 17	15
HIST 1302	1, 2, 5, 10, 11, 12, 17	15
MATH1314	3, 4, 9, 10, 11, 12	
PSYC 2301	1, 2, 10, 11, 12, 15, 16, 17	4, 14
READ 1314	1, 2, 5, 7, 8, 9, 10, 11, 12, 15, 17 12, 13, 14, 15	1, 5, 6, 7, 8, 9, 10,
SPCH 1321	2, 4, 5, 6, 7, 8, 9, 10, 13, 14	1, 5, 6, 7, 14
SOC 1301	1, 2, 5, 8, 9, 10, 11, 12, 15, 16, 17	4, 14
PHYS 1315	1,2,4,10,11,12	

**Example for PSYC: Scans:** Foundation Skills: 1, 2, 10, 11  
Competencies: 4, 13

## **4.11 Syllabus Statements:**

### **4.1.1.1. Diversity Statement**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### **4.1.1.2. Disabilities Statement**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

### **4.1.1.3 Non-Discrimination Statement**

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

### **4.1.1.4 Title IX Pregnancy Accommodations Statement**

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To [activate](#) accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or [email cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

### **4.1.1.5- Campus Concealed Carry Statement (Rev. 7/28/2021)**

Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2).

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy. Individuals may not carry a concealed handgun in restricted locations.

For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Report violations to the College Police Department at 806-716-2396 or 9-1-1.

**FACE COVERING COURSE SYLLABUS STATEMENT:**

In compliance with GA-38, SPC will not require any person to wear a face covering. However, we support anyone who chooses to wear a face covering to maintain safety as greater numbers of students, employees, and visitors come to our different campuses. This policy is subject to change. If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or get tested for COVID-19. • Cough, shortness of breath, difficulty breathing • Fever or chills • Muscles or body aches • Vomiting or diarrhea • New loss of taste and smell Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) or 806-716-2376.

Consistent with the latest CDC recommendations, we have revised our guidance for students, faculty, and staff who have a known exposure or have tested positive. Anyone with a known exposure should wear a mask for 10 days and should seek a COVID-19 test on day five after exposure. If you test positive or develop symptoms, you should immediately self-isolate and seek a COVID-19 test. **Please immediately notify your instructor, supervisor, and DeEtte Edens, Associate Director of Health and Wellness, any time you test positive for COVID-19.** Anyone who tests positive is required to self-isolate for five days. Following the five-day isolation period, if you are asymptomatic or your symptoms are resolving, you may return to work or class but should wear a mask for five additional days. If you are still symptomatic, please contact DeEtte Edens at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) or 806-716-2376 prior to your return date.

**Student is responsible in following all clinical affiliate facility policies and procedures.**

**Plagiarism Declaration**  
**Department of Nursing**  
**South Plains College**  
**(VNSG 1330.501)**

By signing this plagiarism declaration I acknowledge that I have received a copy of the honesty policy and been made aware that the penalty for plagiarism is dismissal from the program.

Examples of student plagiarism<sup>1</sup>

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

1. Smith, L. Conquering plagiarism in nursing education. *Nursing 2016*. 2016; 46(7):17-199