****

**VOCATIONAL NURSING**

**CLASS #129**

**Hybrid Courses**

**VNSG 1330, VNSG 1219 and VNSG 2463**

 **3rd Semester SYLLABUS**

**and CLINICAL PACKET**

**HEALTH SCIENCE DIVISION**

**TEXARKANA COLLEGE**

**TEXARKANA, TEXAS**

This packet is the property of Texarkana College and cannot be reproduced without written permission from the college.

TC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Human Resources Director, 2500 N. Robison Rd., Texarkana, TX, 75599,

(903) 823-3017, human.resources@texarkanacollege.edu

 **In Effect: 01/2012 Revised: 03/2021**

**TABLE OF CONTENTS**

  **Page**

**PROGRAM LEARNING OBJECTIVES ........................................................................ 3**

**AWARDS............................................................................................................................ 4**

**ATTENDANCE POLICY................................................................................................. 5**

**WITHDRAWAL/ABSENTEE POLICY ....................................................................... 6**

**CELL PHONE POLICY ………………………………………………………………. 6**

**TESTING CENTER RULES/FINANCIAL AID/DISABILITY ………………….. 7**

**DISHONESTY STATEMENT/SECURITY ………………………………………… 8**

**GRADING ………………………………………………………………………………. 9**

**ASSESSMENT TECHNOLOGY INSTITUTE ............................................................ 10**

**ON CAMPUS LABS………………………………....…………...…………………….. 11**

**CLINICAL EVALUATIONS/LEVELS ……….………………………………….… 12**

**COMPREHENSIVE PREDICTOR AND LIVE REVIEW …………………………… 15**

**REQUIRED TEXTBOOKS............................................................................................... 16**

**VNSG 1330 ……………………………………………………………………………….. 17**

**VNSG 1219 .......................................................................................................................... 38**

**VNSG 2463 ……………………………………………………………………………….. 46**

**SHEET TO SIGN ......…………………………………………………………………… 83**

 **Texarkana College**

**Vocational Nursing**

**Program Learning Outcomes**

Upon completion of the program, the graduate will have the ability to:

1. Utilize the nursing process to assist with identifying the patient’s physical and mental health status, their needs, and the preferences of culturally, ethnically and socially diverse patients and their families based on interpretation of health-related data.
2. Observe, report, and document pertinent nursing information including alterations in patient responses to therapeutic interventions.
3. Safely perform nursing and medical interventions according to the Vocational Nurse level of practice.
4. Implement teaching plans that are based upon accepted scientific principles in order to give direct care with skill and safety.
5. Provide compassionate care which maintains comfort and dignity.
6. Assign nursing care to others for whom the nurse is responsible based upon an analysis of patient and unit needs, continuing to supervise this assignment through its completion.
7. Use psychological principles to demonstrate effective interpersonal relationships with patients and others.
8. Communicate and collaborate with members of the interdisciplinary health care team in order to set goals and outcomes that will aid in reducing patient risks.
9. Practice within legal and ethical nursing standards.
10. Acknowledge the value of continuing education and participating in lifelong learning.

May, 2013

**TEXARKANA COLLEGE**

**VOCATIONAL NURSING AWARDS**

The faculty of the Vocational Nursing Program presents 3 awards at

Candlelighting.

1. **ACADEMIC EXCELLENCE AWARD** – This award is presented to the

student(s) who has/have achieved a GPA of 3.5 or higher in all vocational nursing courses. It does not include any other courses.

1. **ATTENDANCE AWARD** – This award is presented to the student(s) who has/have perfect attendance for all classroom and clinical courses. The students who receive this award have no absences recorded during the entire enrollment in the Vocational Nursing Program.

3. **SPIRIT OF VOCATIONAL NURSING AWARD** – This award is presented to the student who has been and is felt will continue to be a positive role model for the vocational nursing profession. The selection of this student is based upon nominations and then voting by faculty.

The Texarkana College Student handbook and the Health Science Division (HSD)student handbook are online. Each student is encouraged to read those handbooks. Students must abide by the rules of the college and HSD.

The Alternate Operations during Campus Closure policy, the COVID-19 Online/Virtual Environment Instructional Commitment, and the Computer Requirement Policy can be found in the Texarkana College Student handbook.

**TEXARKANA COLLEGE VOCATIONAL NURSING PROGRAM**

**ATTENDANCE POLICY**

According to the Texarkana College Student Handbook, the VN student is in a program that necessitates an absentee policy that is more stringent than the institutional policy. Students are expected to regularly attend all classes for which they are registered. Responsibility for work missed because of illness, school business, or other circumstances is placed on the student.

Exceeding the attendance policy will result in a student being dropped from all courses.

**CLASSROOM ABSENCES**: The number of classroom absences allowed per course is:

 **VNSG 1330 – 3 absences**

 **VNSG 1334 – 3 absences**

 **VNSG 1219 - 3 absences – This does not include the Comprehensive Predictor,**

 **Professional Development Presentations and the three day NCLEX – PN Review.**

 **These days have mandatory attendance and cannot be missed.**

A tardy is defined as being up to 15 minutes late. An absence is defined as any time greater than 15 minutes.

 Being tardy three times will equal one absence.

 An absence will be recorded if the student is not present when roll is called. It is the student’s responsibility to let the instructor know they have arrived for class within the 15 minute time-frame. If the student does not notify the instructor as soon as they enter the classroom, the absence will stand. The instructor may take class roll any time throughout the classroom session.

**VNSG 2463 - CLINICALS:** Clinical experiences are very important in order for the student to apply the knowledge gained in the classroom setting. Therefore, the faculty encourages students not to miss a clinical day. However, we realize there are times in which the student must miss clinicals. Therefore, the student may have up to **3** absences during this course.

 The student must notify the assigned unit at least one hour before the assigned time of duty. The student should secure the name of the person to whom you make the report. Failure to notify the unit at least one hour before the start of the clinical day will result in a deduction of points on the next graded clinical day. The student may also notify the instructor in person before the expected absence.

**Excused absences are given at the discretion of the Dean of the Health Sciences Division or the college president.**

**Withdrawal/Absentee Policy**

**Withdrawal policy:**

Students who withdraw from any VNSG course prior to the last day to drop will be automatically withdrawn from all VNSG courses and a W will be recorded on the transcript.

**Absentee policy:**

Prior to the last day to drop, if a student exceeds absences in any VNSG course, the student will be withdrawn from all other VNSG courses and a W will be recorded on the transcript for all VNSG courses.

After the last day to drop, if a student exceeds absences in any theory course, a failing grade will be recorded (D if the current grade is D or higher and F if the current grade is below 65). Exceeding absences in a clinical course after the last day to drop will result in the student receiving a failing grade in each VNSG course (D if the current grade is D or higher and F if the current grade is below 65).

**1.25 Cell Phone Policy**

1. Cell phones, pagers or other electronic devices are prohibited during class, on campus lab and in the clinical area.
2. Students may not use personal cell phones or pagers while performing patient care in the clinical setting. Cell phones should be kept in the student’s personal bag or backpack in the nursing conference room or left in the student’s car during clinical. Students may check their phone only during lunchtime or break time. Use of cellphones during unapproved times will result in the student receiving a written counseling from the faculty member and a deduction of grade points in the student’s CEB for professionalism. Three incidents of counseling re: Professionalism will result in a referral of the student to the Professional Conduct Committee.
3. When in the classroom or lab setting cell phones should be turned off or on “silent” and are to be used for instructor-guided activities only.

**Students are not to chart medication administration under someone else's name in the computer, nor are you to let someone else chart under your name.**

**Testing Center Policies**

The Testing Center is located in the Palmer Memorial Library.

To Take a Test: Students must arrive on time and present a TC picture ID.

The student must know:

 1. Course Name (VNSG and section number of your class)

 2. The Test or Exam Unit Number

Testing Center Hours: as posted

No exams will be started within one hour of the posted closing time. Check with testing center for a schedule of any weekend openings each semester. The Testing center is not open on College Holidays.

Additional Information: Students are not allowed to have food or drinks in the classroom, lab, or Testing Center. The cost of damage to computer equipment can be significant due to a minor mishap. Students may not bring a cellular phone or pager to class or the Testing Center, without prior written approval from the Dean of Students. If you leave the Testing Center for any reason during an exam, the exam will be **over**. You will not be allowed to come back and complete the exam.

\* **Please see the Texarkana College website for Testing Center hours and policies each semester.**

**Financial Aid**

**Attention!** Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

**Disability Act Statement**

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact the Director of Advisement at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability, which requires academic accommodations, please present it so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations.

**ACADEMIC DISHONESTY STATEMENT**

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature may result in the student being dropped from the class with an “F.” This policy applies campus wide, including the TC Testing Center, as well as off-campus classroom or lab sites.

**Security**

Please keep your vehicle locked whenever you are away from it.  Make sure you don’t leave any valuables in plain sight (purse, phone, laptop).  We want you to be safe.  You must acquire a TC parking permit and display it in your vehicle.  You must also have a TC student ID badge and keep it with you at all times.

**Campus police EMERGENCY line: (903) 823-3330**

**\*Available 24 hours a day/7 days a week**

**Texarkana College Student Counselor: (903) 823-3143**

**Suicide Hotline: 1-800-273-8255**

Basic Needs Security Statement

Any student who has difficulty affording groceries or accessing enough food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in this course or ability to remain in school, is urged to contact Tonja Blase, Director of Student Retention, at 903.823.3349 for support.  Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

**Grading**

**Grades will be posted after sufficient time for the faculty to review the exam. Students are allowed one week after grades are posted to question their grade.**

**Any crediting of exam questions and/or nullification of exam questions is done at the discretion of the faculty. Exam grades may be adjusted after review of the exam by the dean.**

**Grades for homework, quizzes, and any supplemental resources will be posted at the instructor’s discretion.**

**Any student who does not achieve the required grade of 75% or higher in any course will not be allowed to complete the program. Students may apply for re-entry according to the re-entry policy.**

**Any student who is dismissed from the Vocational Nursing (VN) program due to Professional and/or Ethical violations is not eligible for re-entry. In addition, any student who has had a Clinical failure due to unsafe clinical practice is not eligible for re-entry into the VN program.**

**FYI: 1. Actions on campus or in the clinical lab that violates the standards of student conduct or constitutes physical, emotional, or sexual harassment or disruptive classroom behaviors as described in the TEXARKANA COLLEGE STUDENT HANDBOOK will result in a report to the Dean of Students for his disciplinary action.**

 **2. All records of progressive learning behaviors are the property of the Health Sciences Division and will be kept in the student’s file.**

**ATI Resources for Student Success**

Throughout the course, the student will be responsible to completing ATI assessments and modules as assigned by your instructor.

**What is ATI?**

* Assessment Technologies Institute® (ATI) offers an assessment driven review program designed to enhance student NCLEX-RN success.
* The comprehensive program offers multiple assessment and remediation activities. These include assessment indicator for academic success, critical thinking, and learning styles, online tutorials, online practice testing, and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
* Data from student testing and remediation can be used for program’s quality improvement and outcome evaluation.
* ATI information and orientation resources can be accessed from your student home page. It is highly recommended that you spend time navigating through these orientation materials.

 **Some of the assessment and remediation tools used in ATI are:**

* Modular Study: ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work and instructors may assign these during the course and/or as part of active learning/remediation following assessments.
* Tutorials: ATI offers unique Tutorials that teach nursing students how to think like a nurse; how to take a nursing assessment and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.
* Assessments: Standardized Assessments will help the student to identify what they know as well as areas requiring active learning/remediation. There are practice assessments available to the student and standardized proctored assessments that may be scheduled during courses.
* Active Learning/Remediation: Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student’s individual performance profile will contain a listing of the topics to review. The student can remediate, using the Focused Review which contains links to ATI books, media clips and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews, and tutorials. Students can provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required.

**Theory and Clinical Class Meetings:**

Both theory and clinical classes may meet on campus, at other facilities, or virtually through Microsoft Teams or Zoom. Students must be present for the entire length of the class time in order to meet attendance requirements. Attendance guidelines are listed below.

It is the responsibility of the student to make necessary arrangements for childcare, transportation, etc in order to meet attendance requirements.

All students must have a computer with camera, audio capabilities, and reliable internet.

 The following guidelines will be enforced:

1. All students must be logged into the Teams or Zoom classroom 5 minutes before the scheduled time. The absenteeism policy will be followed. Attendance will be taken beginning at prior to class and anytime during assigned class time. The instructor needs to see your face for attendance. Any student who does not respond to the instructor will be considered absent. Student should be available to answer questions throughout the class time. If you do not respond to your instructor during class, you could receive an absence. Students are not “in class” if they are in a vehicle, at a healthcare providers office, or any other place other than at a stationary place with books out and taking notes. Students not in compliance with these rules are absent.

2. You must log into the class using a webcam to be considered ‘present’. Students should mute their audio upon entrance into the class. We may take attendance again at the completion of the class. If you are not present at the end of the class meeting, you will be considered absent. If you must leave the classroom early, you need to notify your instructor via chat. Please do not ‘leave the class’ before the class is over.

3. If you are not going to be ‘in class’, please notify your instructor before class begins.

4. You are responsible for accessing and reviewing resources (recorded power point, handouts, etc). Virtual Class time will be utilized to review content, discuss, and elaborate on content and answer any questions. Please review recorded Power Points or lectures prior to class if they are present.

General Guidelines:

1. Be mindful that when using the webcam, everyone can see everyone else. Proper attire will be expected. You should get up in the mornings and dress and groom as if going to class. Pajamas are not appropriate dress for the classroom.

2. Cell phones should be on silent and no texting or web surfing during class.

3. If you have connection problems, please reach out to your instructor.

**Administration of Exams**

Multiple choice examinations will be given at the conclusion of each unit and are based on objectives listed in the syllabus. The time allotted will be 1 ½ minutes per question for all exams.

**Paper and Pencil Exams:**

Paper/pencil exams are administered using a SCANTRON® Test form which is available in the Texarkana College Bookstore. The test form must be free of wrinkles, tears, or folds as this prevents grading by the machine and delays return of grades to students. Only answers marked on the SCANTRON® form will be considered for grading. Information written in the exam booklet will not be graded.

Students must report to their assigned testing area 10 to 15 minutes early. The only items that should be brought into the testing room are a SCANTRON®, a black pen, pencil, highlighter, and keys.

Students should leave the testing room when they complete the exam.

**Computerized Exams:**

All students must have access to a computer with camera, audio, and reliable internet service. Computerized exams may be administered utilizing Zoom and ATI, Moodle and Respondus Lockdown Browser®, Microsoft Teams® or Proctorio®.

Students should log in to their assigned exams at least 15 minutes prior to start time to allow for resolution of any technical issues.

There should be no cell phones, smart watches, calculators, textbooks or notes in the testing area.

Before beginning the exam, the test proctor(s) may request a 360-degree scan of the testing environment. Exam sessions will be recorded by both audio and video. Accommodations will be allowed for students who have them.

An exam may be paused or stopped at any time by the test proctor(s).

Any significant or conspicuous testing behaviors will be flagged and discussed with the other test proctor(s) and the student. These behaviors include:

a. Taking eyes off the computer screen repeatedly

b. Moving out of view of the camera

c. Having others in the testing room

d. Frequently clicking out of the browser used for testing

e. Covering mouth with hands, clothing, or blankets

Students should log off after submitting their exam.

Exam grades are made available as soon as possible following test administration. The instructor will announce how the grades are to be obtained. A comprehensive final examination is given at the end of select courses determined by faculty.

Students who are unsuccessful on exams are expected to meet with an instructor virtually or face-to-face to review concepts missed on the exam. Specific questions will not be discussed to preserve the integrity of the exams.

Make-up exams will be given per the guidelines in the course syllabi. It is the student’s responsibility to schedule make-up exam arrangements with the instructor.

Quizzes and homework will be given at the discretion of the instructor.

**TEXARKANA COLLEGE VOCATIONAL NURSING PROGRAM**

**ON CAMPUS LABS**

OBJECTIVES OF ON CAMPUS LABS:

1. To provide for varied learning activities through the use of media, special equipment and clinical simulations.
2. To allow for self-paced learning.
3. To provide demonstration for skills and supervised practice of those skills.
4. To provide a setting for interaction with peers and faculty.
5. To provide a one-to-one faculty evaluation of a student’s performance of specific skills prior to caring for patients in the clinical setting.

The Vocational Nursing Faculty believes that the acquisition of nursing skills is a shared responsibility in learning between the educator(s) and the learner(s). The learner’s active participation is the nucleus of all on campus clinical labs. Situations are created that enable the student to apply theory, to problem-solve, and to develop dexterity of psychomotor skills which strengthen actual performance in the clinical setting.

It is the student’s responsibility to devote the necessary time and commitment to assure success with each skill. While practice time does vary, it must be emphasized that no student should present himself/herself for skill evaluation unless he/she has practiced at least once. If practice time is used, every student should be able to master every skill in the course. The students SHOULD NOT present themselves for evaluation until they know they can perform the skill according to the skill evaluation tool.

At no time will one student be allowed to observe the skills evaluation of another student except where two students or a group of students are involved in joint evaluations (Ex.: personal care, administration of medications).

Faculty will demonstrate a given skill during classroom or on campus clinical time. Students may arrange additional assistance by making an appointment with a faculty member. After practice, students will return the demonstration at scheduled times for evaluation by faculty. Students are expected to report at the scheduled time. The classroom or clinical attendance policy applies.

**On campus Lab Evaluation**

Students will have three opportunities for successful completion of a required skill. If the first demonstration is not satisfactory, the student will be given appropriate feedback to correct the problem area(s). The student will then have a second attempt. If they are once again unsuccessful, a written counseling form will be reviewed with the student. This form will describe the remediation recommendations by the faculty. The third demonstration will be observed by an alternate clinical instructor. The ability to successfully perform skills is necessary for safe, competent patient care. If the third demonstration is not satisfactory, the student will not be allowed to continue in the program. The student will receive an “F” for the theory course associated with the skill and a withdrawal in the clinical course. The student will also receive a withdrawal for any other vocational nursing courses in which they are currently enrolled.

TEXARKANA COLLEGE VOCATIONAL NURSING

**CLINICAL EVALUATION**

Clinical evaluation in the Vocational Nursing Program at Texarkana College reflects the program philosophy. Learning is:

1. Comprised of cognitive, affective, and psychomotor components,
2. A continuous process,
3. Demonstrated by a change in behavior,
4. Enhanced by a multisensory approach, and

 5. Individualistic.

While the faculty is accountable for curricular planning and the creation of a learning environment, learning is ultimately the responsibility of the student.

The clinical evaluation process is based upon the program philosophy, the Code of Ethics, and standards of nursing practice. Evaluation of student learning is the responsibility of the faculty. Not all student behaviors and faculty decisions about such behaviors are predictable or quantifiable; therefore, the clinical evaluation tool (CEB) is a reference tool only and not an exhaustive contract. Students should be aware that they are in a vocational nursing program and the faculty has the responsibility to use their collective professional judgment to determine when the student’s clinical, academic, or personal performance and professional accountability are inconsistent with the responsibility for guarding patient safety, and also determine if the student is to be given re-learning opportunity, asked to withdraw from the program, or subject to disciplinary action (Texarkana College Student Handbook).

CLINICAL EVALUATION PROCESS

This time of learning, beginning when the clinical portion of the nursing course starts, provides opportunity for the student to learn and practice cognitive, affective, and psychomotor skills needed for the implementation of safe nursing care. Clinical evaluation is based upon seven categories identified in the Clinical Evaluation Booklet (CEB):

1. Assessment
2. Planning
3. Implementation
4. Interpersonal relations
5. Evaluation
6. Professional behavior and ethics
7. Safety

The Clinical Evaluation Booklet (CEB) identifies the specific clinical objectives and cues in each of the seven categories and the number of actions required for a “Satisfactory” and “Unsatisfactory” determination. Failure to satisfactorily attain the minimum number of objectives to pass any of the seven categories of evaluation in the CEB results in an unsatisfactory evaluation for the entire clinical day.

The student is expected to learn from any errors in judgment or practice and to continuously improve clinical abilities. The student is expected to perform clinical skills based on content from previous courses in the curriculum and from the current nursing course.

The clinical instructor will give verbal feedback to the student regarding satisfactory and unsatisfactory performance. Written feedback is documented in the Clinical Evaluation Booklet (CEB) for each clinical day. While the student has access to the evaluation information for each clinical day, a conference may be initiated by the student or instructor if clarification is necessary.

**LEVELS OF EVALUATION AND PROGRESSION**

**Level I**

Student errors in judgment, issues during practice in the clinical setting, or failure to meet clinical objectives will be addressed by the instructor. If, in the professional judgment of the clinical instructor, these errors do not significantly compromise patient safety, jeopardize clinical environment relationships, or deviate from scope of vocational nursing practice, the student will be placed on a Level I Warning. This level is to make the student aware of issues that are of concern to the instructor and that corrective action is needed to be successful in the program. This level can be in the form of:

1. Documentation in the clinical evaluation booklet

2. A formal Level I written report

3. Or it may be both of these actions

.

**Level II**

When, in the professional judgment of the clinical instructor, the student’s clinical performance does not improve or it compromises patient safety, jeopardizes clinical environment relationships, or deviates from scope of vocational nursing practice, a Level II Learning Contract is indicated. If the student demonstrates that correction of the issues has occurred, the student will be allowed to continue in the nursing course without further counseling. If student continues to fail to meet objectives or issues of concern continue to arise, a Level III One-on-One contract will be initiated.

**Level III**

When, in the professional judgment of the clinical instructor, the student continues to be unable to meet clinical objectives, or issues continue to arise that compromises patient safety, jeopardizes clinical environment relationships, or deviates from scope of vocational nursing practice, the student is placed on a Level III One-on-One contract.

The VN faculty will implement a direct, one-on-one observation of the student’s clinical performance by a chosen faculty member. This faculty member will observe the student throughout the day. If, at any time throughout the observation, actions by the student are deemed to be unsafe or do not meet the requirements of the VN program, the faculty member can dismiss the student and end the observation at that time. The student’s performance will be evaluated by the observing faculty member, other faculty members, and/or the dean of the Health Sciences department for a professional consensus.

If the consensus of the evaluators is that the student’s performance is “Satisfactory”, the student will be allowed to continue in all nursing courses.

If the student’s performance is determined to be “Unsatisfactory”, the student:

1. will not be allowed to continue in their nursing courses.

 2. will not be allowed to progress to the next semester or program completion.

Having earned a clinical failure, an “F” will be recorded as the grade for the clinical course. The student will be withdrawn from all other vocational nursing courses.

**Any student who is dismissed from the Vocational Nursing (VN) program due to Professional and/or Ethical violations is not eligible for re-entry. In addition, any student who has a clinical failure is not eligible for re-entry into the VN program.**

**Unprofessionalism, any compromised patient care, or any issue/behavior that is severe in nature can result in referral to the T. C. Professional Conduct committee.**

**Comprehensive Predictor**

An ATI PN Comprehensive Exam will be administered approximately mid-way through the 3rd semester. The student must score at least 71.3 or higher for the PN Comprehensive Predictor (Percentage Correct) equating to a >90% predicted probability of passing NCLEX-PN. If the required >71.3% is not attained, the student will be required to complete 10 hours of remediation in the Computer lab, logged in time, prior to release of program grades. These 10 hours will be computer programs geared toward the student’s weak area and assigned by the instructors. The student will then take a second ATI – Comprehensive Predictor exam.

**Mandatory NCLEX-PN Review**

In order to take full advantage of every opportunity for students to be successful on their NCLEX-PN licensure exam, the NCLEX-PN Review Course is included as a mandatory component for completion of the Vocational Nursing Program. This review course is incorporated as part of VNSG 1219: Professional Development and VNSG 2463: Clinicals. The cost of the course is incorporated into tuition and fees.

 **REQUIRED RESOURCES**

1. Ackley, B. J. & Ladwig, G. B., (2020), Nursing Diagnosis Handbook: A Guide to Planning Care, 12th Edition, Elsevier, St. Louis, Missouri.

2. Cooper, K. & Gosnell, K., (2019), Foundations and Adult Health Nursing, 8th Edition,

 Elsevier, St. Louis, Missouri.

3. \* Cooper, K. & Gosnell, K., (2019), Study Guide for Foundations and Adult Health

 Nursing, 8th Edition, Elsevier, St. Louis, Missouri.

4. Leifer, Gloria (2019), Introduction to Maternity and Pediatric Nursing, 8th Edition,

 Elsevier, St. Louis, Missouri.

5. \* Morris, Deborah (2018), Calculate with Confidence, 7th Edition, Elsevier, St. Louis,

 Missouri.

6. Sanoski, Cynthia A. & Vallerand, A. H., (2020), Davis’s Drug Guide for Nurses, 17th Edition, F.A. Davis, Philadelphia, PA.

7. Texarkana College, 2020-2021 Health Science Division Student Handbook,

Texarkana College, Texarkana, Texas, Online.

8. Texarkana College Vocational Nursing Syllabi Class 131, Online.

9. \*\* Vocational Nursing Skills Kit.

10. Yoost, B. L. & Crawford, L. R., (2018), Conceptual Care Mapping. Elsevier, Philadelphia.

**OPTIONAL RESOURCESS**

1. Leifer, Gloria (2019), Study Guide for Introduction to Maternity and Pediatric Nursing,

 8th Edition, Elsevier, St. Louis, Missouri.

2. Van Leeuwen, A. M. & Bladh, M. L., (2019). Davis’s Comprehensive Handbook of

 Laboratory and Diagnostic Tests with Nursing Implications, 8th Edition, F. A. Davis,

 Philadelphia, PA.

3. Venes, D. (Ed.) (2021). Taber’s Cyclopedic Medical Dictionary, 24th Edition, F.A.

 Davis, Philadelphia, PA.

\* These two textbooks must be purchased. They cannot be rented. Students will be required to write in these books.

\*\* VN Skills Kit can only be purchased through the Texarkana College bookstore. No other kits are accepted.

**VNSG 1330**

**Maternal/Neonatal Nursing**

**SYLLABUS**

**VOCATIONAL NURSING**

**TEXARKANACOLLEGE**

**TEXARKANA, TEXAS**

 **COURSE NAME: Maternal/Neonatal Nursing**

 **COURSE NUMBER: VNSG 1330**

 **CREDIT HOURS: 3 LECTURE 3**

 **LAB: 0 TOTAL CONTACT HRS: 48**

 **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.

**END-OF-COURSE OUTCOMES:**

 The student will discuss human reproduction and fetal development as related to the normal aspects of childbearing; identify common complications of the mother and newborn during the prenatal, antenatal, and postnatal periods; and relate characteristics of the normal newborn and associated nursing interventions to meet identified health care

needs utilizing the nursing process.

**KEY CONCEPTS AND GENERAL COURSE PLAN:**

 This course is the study and clinical application of Maternal Child Nursing which includes reproduction, the childbearing years, conception, prenatal and postnatal care, the neonate, and infant. Emphasis is placed on the normal as well as abnormal characteristics and includes the physical, emotional, and spiritual needs. A continuation of nutrition, nursing process, pharmacology, professional roles, and ethical decision making are incorporated with this content.

VNSG 1330: MATERNAL/NEONATAL NURSING

STUDENT LEARNING OUTCOMES

After completion of this course, the student will be able to:

1. Discuss the physiology of the male and female reproductive system.
2. Describe pathophysiological processes of the male and female reproductive system and nursing care of individuals with a reproductive disorder.
3. Perform nursing care of the antepartum, intrapartum and postpartum woman by integrating knowledge gained from theoretical content.
4. Recognize the different complications that can occur during the antepartum, intrapartum and postpartum periods and the nursing care of a patient with any of these complications.
5. Care for a neonatal patient within the constraints of a vocational nursing student.
6. Formulate a nursing plan of care for the antepartum, intrapartum, postpartum and neonatal patient.
7. Apply principles of pharmacology and nutrition for the antepartum, intrapartum, postpartum and neonatal patient.
8. Utilize the nursing process in caring for the maternal/neonatal patient.

INTRODUCTION

 The faculty of the Vocational Nursing Section of the Health Science Division of Texarkana College adheres to the belief that the process of learning involves a dual role: teacher and student. The teacher provides and manages an environment conductive to the learning process. This concept also requires that the student assumes responsibility for the instructional process and contributes in a direct and positive manner to the learning sequence.

II. PREREQUISITES/CO-REQUISITES

 PRE-REQUISITES: American Heart Association Basic Life Support, BIOL 2301, BIOL 2302, BIOL 2101, BIOL 2102, VNSG 1304, VNSG 1400, VNSG 1402, VNSG 1461, VNSG 1509, VNSG 2410, and VNSG 2462.

 Co-requisite Courses: VNSG 1334, VNSG 1219, and VNSG 2463.

 “Prerequisites and co-requisites depend on the date of entry into the VN Program

 (January or August start date).”

III. COURSE REQUIREMENTS

 Attendance is essential due to the content presented and the necessity of meeting objectives within a limited time frame. If a lecture is missed, the student is responsible for the material covered (this includes lecture, material given in handouts, film-strips or films). For successful completion of the course, a minimum overall average of C (75%) must be achieved.

 There will be 3 absences allowed in this course. Exceeding the allowance will result in failure to meet course objectives and student will be unable to continue in the course.

IV. TEACHING METHODS

1. Teaching Personnel - Faculty

1. Required Textbooks – Per Required Textbook Page

V. EVALUATION

 The content is divided into four (4) units:

1. Reproduction
2. Antepartum/Intrapartum
3. Postpartum/Newborn
4. Complicated OB

 There will be a unit exam given for each unit. Several chapters may be included on each exam. A comprehensive final exam will be given at the completion of the course.

1. Make-Up Exams

 Arrangements for exam make-ups must be made the day the student returns to class. Make-up exams will be fill-in-the-blank, multiple choice, multiple response, or other forms of questions as the instructor deems necessary to evaluate student learning. It is the responsibility of the student to arrange a time with the instructor for the make-up exam

1. Grades

 Grades are determined in the following manner:

 Average of unit examinations = 70%

 Homework/Quizzes/ATI = 10%

 Comprehensive final examination = 20%

 Grading Scale:

* 1. = 90-100
	2. = 81-89
	3. = 75-80
	4. = 65-74

 F = Below 65

 The student must receive a passing grade (C or better) in this course to be able to continue to the next semester or complete the Vocational Nursing Program.

UNIT I: Care of the Patient with a Reproductive Problem

|  |  |  |  |
| --- | --- | --- | --- |
| OBJECTIVES  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| Upon completion of this unit, the student will be able to:  1. Review functions of the organs of the male and female reproductive tracts.2. Identify important terms in relationship to the genitor- urinary system throughout the lifespan. 3. Demonstrate knowledge of diagnostic tests for problems of the reproductive system. 4. Recognize disorders of the male and female reproductive system. 5. Identify operative procedures utilized in treating reproductive disorders and discharge teaching.  6. Collect data from patient assessment and diagnostic tests to assist in developing nursing diagnoses R/T reproductive disorders.  | Foundations and Adult Health Nursing: Chapter 52   Lecture   | Observation and Care of patients with a reproductive disorder  Study Guide  Class Discussion          Discussion in post-conference   | Clinical Assessment Papers   Clinical Performance   UNIT EXAM  |

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES**  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| 7. Integrate pharmacological and nutritional interventions.  8. Recognize psychosocial factors related to conditions of the reproductive system.  9. Identify needs for and importance of health promotion.  10. Discuss the importance of fertility management including community resources for referral.  11. Discuss risk factors R/T STD’s and the importance of preventive health practices.   |  |  |  |

UNIT II: ANTEPARTUM

|  |  |  |  |
| --- | --- | --- | --- |
| OBJECTIVES  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| Upon completion of this unit, the student will be able to:  1. Discuss the concepts that guide nursing practice in the clinical area.

 1. Define terms related to the reproductive system including A & P of the system.

 1. Define terms related to pregnancy and gestation.

 1. Describe the process of conception, implantation and placental development, and embryonic growth and development.

 1. Describe fetal growth and development which include functions of amniotic fluid, placenta, fetal circulation, and teratogens.

 1. Describe the components and goals of antepartum/ prenatal care.

  | Introduction To Maternity & Pediatric Nursing,   Recommended Reading:  Chapter 1   Required Readings:  Chapters 2, 3, and 4   Lecture   Video: Miracle of Life  VC 5211 Antepartum Care  VC 3374 Two Hearts Beat as One  | Class Discussion   Care of the antepartum patient   Discussion in post-conference   Videos  Computer programs in the Computer Lab  Study Guide: Introduction to Maternity & Pediatric Nursing  | CEBS  Clinical performance  Unit Exam  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Describe general health practices and resources to accomplish healthy habits.

 1. Describe ways to determine

the estimated date of delivery.  1. List the presumptive, probable and positive signs of pregnancy.

 1. Describe the physiological and psychological adaptations and changes during pregnancy.

 1. Identify nutritional needs for pregnancy and lactation.
2. Discuss the importance and limitations of exercise in pregnancy.
3. Describe methods that foster health maintenance and promotion for the family during pregnancy and throughout the lifespan.
4. Discuss some of the major discomforts of pregnancy and how they might be alleviated.
5. Discuss the family in a multicultural society.
 |  |  |  |

UNIT II: INTRAPARTUM

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES**  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| Upon completion of this unit, the student will be able to:  1. Identify important terms in relation to normal labor and delivery

 1. Discuss alternative settings for childbirth and cultural influences on birth process.

 1. Describe the four components (4P’s) of the birth process and how they interrelate to result in the birth of an infant.

 1. Describe signs of approaching labor: true vs.

false labor signs.  1. Describe the mechanisms of labor.

 1. Define the four stages of labor.

 1. Describe nursing care during each stage of labor.

  | Required Readings:  Introduction to Maternity & Pediatric Nursing: Chapters 6 and 7   LECTURE  Video: VC 5212 Intrapartum Care DVD 34 L&D Vaginal Birth  | Classroom discussion  Study Guide: Introduction to Maternity & Pediatric Nursing  Care of the Intrapartum patient  Discussion in post-conference.  Videos  Computer programs in the Computer Lab  | CEBS  Clinical performance   Generic Intrapartum care plan  Unit Exam   |

UNIT II: INTRAPARTUM

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES**  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| 1. Differentiate between internal and external fetal monitoring; purposes, uses, and nurse’s role.
2. Identify proper coping techniques during the three stages of labor, i.e. breathing patterns, massage, position.
3. Describe the major considerations involved in special delivery situations, Explain common nursing responsibilities during the birth.
4. Describe the care of the newborn immediately after birth.
5. Discuss non-pharmacological methods of pain management during labor including the advantages and limitations of each one.
6. Discuss the advantages and limitations of pharmacological methods of pain management.
7. Explain each type of

 pharmacological pain management during labor, including the nursing role each. |   |   |   |

UNIT III: POSTPARTUM CARE

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES**  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| Upon completion of this unit, the student will be able to:  1. Describe specific cultural beliefs that the nurse may encounter when providing postpartum and newborn care.
2. Describe normal physiological changes for each system during the postpartal period and identify important terms.
3. Describe the procedure for observing and massaging the uterine fundus and for giving perineal care.
4. Identify and discuss nursing measures indicated for continual postpartum care.
5. Modify nursing assessments and interventions for the woman who has a cesarean birth.
6. Discuss psychological adaptation and the emotional needs of postpartum women and their families.

  | Required Reading:  Introduction to Maternity & Pediatric Nursing: Chapter 9  VC 5213 Postpartum  DVD 38 Obstetrical Nursing: Caring for Postpartum Patients   | Care of postpartum patient  Post conference discussions  Study Guide for Introduction to Maternity & Pediatric Nursing  Related skills:  Sitz  Episiotomy Care  Breast Feeding  Assists in discharge planning and instructions for home care.  | CEBS  Clinical performance  Generic postpartum/newborn care plan  Unit Exam  |

UNIT III: POSTPARTUM CARE

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES**  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| 1. Describe nursing care to the normal newborn.
2. Describe nursing interventions to promote infant nutrition.
3. Identify signs and symptoms that may indicate a complication in the postpartum mother or infant.

 1. Explain appropriate discharge teaching for the postpartum mother and her infant.
2. Integrate psychosocial factors, patient education, and

health promotion.  |   |   |   |

UNIT III: CARE OF NORMAL AND SPECIAL NEEDS NEWBORN

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES**  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| Upon completion of this unit, the student will be able to:  1. Identify important terms in relations to the normal and special needs newborn.
2. Identify normal reflexes in the newborn and the approximate time they disappear.
3. Review systems of the newborn and identify physical

characteristics of the newborn. 1. Identify causes of neonatal heat loss and methods to maintain body temperature.
2. Identify and describe common skin manifestations of the newborn.
3. State the cause and appearance of physiological jaundice in the newborn.
4. Demonstrate the steps involved in bathing and weighting the neonate, routine daily care, and care of a circumcision.
 | Required Reading:  Introduction to Maternity & Pediatric Nursing, Chapters 12, 13, 14   Lecture  Videos:  DVD 35 Your Baby Knows How to Latch On  DVD 37 Obstetrical Nursing: Newborn    | Study Guide to Introduction to Maternity & Pediatric Nursing  Skills:  Newborn bathing  Feeding  Burping  Ballard Scale  Post Conference Discussion  Speaker: Skills presentation   | Clinical assessment  CEBS  Unit Exam   |

UNIT III: CARE OF NORMAL AND SPECIAL NEEDS NEWBORN

|  |  |  |  |
| --- | --- | --- | --- |
|  **OBJECTIVES**  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| 1. Describe the important information in discharge planning and child health promotion: i.e. well baby care, infection prevention, safety, and immunizations.
2. Differentiate between the preterm and the low-birth- weight newborn. Discuss causes of preterm birth.
3. Describe physical characteristics of the preterm newborn.
4. Describe related problems of the preterm newborn and treatment for each.
5. List the nursing goals for the preterm newborn.
6. Identify characteristics of the post-term newborn and nursing care involved.
7. Define terms related to disorders of the neonate.
8. Define terms related to disorders of the neonate.

  |   |   |   |

UNIT III: CARE OF NORMAL AND SPECIAL NEEDS NEWBORN

|  |  |  |  |
| --- | --- | --- | --- |
|  **OBJECTIVES**  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| 1. Discuss birth defects and describe the classifications of birth defects.
2. List frequently occurring malformations present at birth.
3. Describe metabolic defects of the newborn.
4. Describe chromosomal abnormalities of the newborn.
5. Define hemolytic disease of the newborn, including knowledge of treatment and prevention.
 |   |   |   |

UNIT IV: Complicated OB

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES**  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| Upon completion of this unit, the student will be able to:  1. Identify methods of evaluating fetal growth, maturity, and well-being with related nursing care.

 1. List the danger signs during pregnancy.

 1. Identify pregnancy-related complications.

 1. Describe fetal diagnostic tests and their uses during pregnancy.

 1. Describe the type of bleeding disorders in early and late pregnancy and their nursing interventions.

 1. Discuss the risk factors for, and the major signs of PIH, preeclampsia, and toxemia of pregnancy with nursing interventions.

  | Required Reading:  Introduction to Maternity & Pediatric Nursing, Chapter 5, 8, and 10    Lecture  Videos:  VC 5214 Preterm Labor and  Third Trimester  Bleeding  VC 5215 Diabetes in  Pregnancy  VC 5216 Pregnancy Induced  Hypertension  | Related skills: DTR’s  Post conference discussions   Study Guide for Introduction to Maternity & Pediatric Nursing    | Clinical assessment  CEBS  Unit Exam   |

UNIT IV: Complicated OB

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES**  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| 1. Discuss complications of and treatment for blood incompatibility between mother and fetus.
2. Discuss the management of concurrent medical conditions during pregnancy: i.e. diabetes, heart disease, anemia.
3. Discuss the effects of trauma or domestic violence during pregnancy.
4. Discuss the effects of substance abuse on the pregnancy and the fetus.
5. Describe the effects of a high-risk pregnancy on the family.
6. Integrate pharmacological, patient education, and psychological aspects of care.
7. Identify support resources for grief and loss of a baby.
8. Describe the obstetric procedures involved in special delivery situations.

  |   |   |   |

UNIT IV: Complicated OB

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES**  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| 15. Discuss the indications/risks for labor induction or augmentation.  1. Discuss the risks and contraindications of version and

the nursing care.  1. Distinguish between episiotomy and laceration of the perineum.

 1. Discuss the preparation/ care of the patient with cesarean delivery.

 1. Describe the causes of dysfunctional labor.

 1. Discuss maternal/fetal risks associated with premature rupture of membranes.

 1. Discuss what the pregnant woman should be instructed for preterm labor; risk factors, and methods for stopping preterm labor.
 |   |   |   |

UNIT IV: Complicated OB

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES**  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| 22. Discuss prolonged pregnancy and its risks and nursing care. 1. Identify and describe the care for emergencies during childbirth: i.e. prolapsed cord, uterine rupture, uterine inversion, amniotic fluid embolism.
2. Discuss the major causes of postpartum hemorrhage.
3. Describe different types of thromboembolic disorders and their treatments and nursing care.
4. Identify the risk factors for puerperal infection.
5. Describe the signs and symptoms of puerperal infection.
6. Identify the differences between postpartum blues, depression, and psychosis.
 |   |   |   |

MAGNESIUM SULFATE

Magnesium sulfate is an effective anticonvulsant in seizures associated with the toxemia of pregnancy. It can be given for the treatment of pre-term labor and other situations characterized by abnormally low levels of plasma magnesium.

Mag sulfate may be given IV or IM, depending on the speed of action desired.

Other clinical uses for magnesium are:

 Orally as a laxative (Milk of Magnesia, Mag Citrate)

 Topically as an antipruritic (Epsom Salt)

 Parenterally to control uterine tetany, paroxysmal atrial tachycardia, hypertension, and cerebral edema

Magnesium sulfate is also given as an adjunct in hyperalimentation, and for replacement therapy in acute magnesium deficiency.

Mag sulfate has an immediate onset when given IV. Effects persist about 30 minutes.

Following IM administration, onset is about 1 hour and duration 3-4 hours. Mag sulfate is eliminated almost entirely by the kidneys.

Common side effects: flushing

Significant Adverse Reactions of Hypermagnesemia: (dependent on plasma magnesium levels) Respiratory depression, changes in level of consciousness, decreased urinary output, and decreased deep tendon reflexes are most common. Can also have hypotension, cardiac depression, sedation, hypothermia, and circulatory collapse

Contraindications: Heart block, myocardial insufficiency, and severe renal disease

Important assessment for Mag sulfate toxicity is decreased level of consciousness, decreased respirations, decreased urinary output, and decreased deep tendon reflexes (hyporeflexia). Dosage should be decreased if these occur.

**VNSG 1219**

**PROFESSIONAL DEVELOPMENT**

**SYLLABUS**

**VOCATIONAL NURSING**

**TEXARKANA COLLEGE**

**TEXARKANA, TEXAS**

 **COURSE NAME: Professional Development**

 **COURSE NUMBER: VNSG 1219**

 **CREDIT HOURS: 2 LECTURE: \_\_1\_\_**

 **LAB: 1 TOTAL CONTACT HRS: 48**

**COURSE DESCRIPTION:**

Study of the importance of professional growth. Topics include the role of the licensed vocational nurse in the multi-disciplinary health care team, professional organizations, and continuing education.

**END-OF-COURSE OUTCOMES:**

The student will describe the role of the licensed vocational nurse in multi-disciplinary settings inclusive of basic principles of leadership and management; discuss the role of professional organizations and regulatory agencies; and identify criteria and appropriate resources for continuing education.

**KEY CONCEPTS AND GENERAL COURSE PLAN:**

Special emphasis is placed on the role of the vocational nurse in practice with a continuation of ethical and professional role concepts.

STUDENT LEARNING OUTCOMES

VNSG 1219: PROFESSIONAL DEVELOPMENT

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

 1. Identify and apply ethical principles appropriate for personal and professional growth.

 2. Recognize the relationship between legal aspects and nursing ethics.

3. Compare and contrast different types of communication and how to create a

 positive image.

4. Discuss the importance of and reasons for confidentiality.

5. Understand the requirements for continuing education upon licensure.

6. Clarify duties of leadership vs. management as to purpose and function.

7. Explain the interview process and how to prepare for an interview.

8. Prepare a resume with reference list for the purpose of obtaining employment as a licensed vocational nurse.

9. Explain and apply the Texas Nurse Practice Act to future nursing practice.

10. Discuss responsibility and accountability in delegation, supervision, and collaboration of the LVN.

11. Mandatory attendance of the TC NCLEX-PN Review course.

12. Be able to utilize acquired skills and knowledge for transition from student to graduate vocational nurse.

I. INTRODUCTION

 The faculty of the Vocational Nursing Section of the Health Science Division of Texarkana College adheres to the belief that the process of learning involves a dual role: teacher and student. The teacher provides and manages an environment conductive to the learning process. This concept also requires that the student assumes responsibility for the instructional process and contributes in a direct and positive manner to the learning sequence.

II. PREREQUISITES:

 American Heart BLS, Computer Course, BIOL 2301, BIOL 2302, BIOL 2101, BIOL 2102, VNSG 1304, VNSG 1400, VNSG 1402, VNSG 1509, VNSG 2410, VNSG 1330, VNSG 1334, VNSG 1561, and VNSG 2463.

CO-REQUISITES: VNSG 1330, VNSG 1334, and VNSG 2463

“Prerequisites and co-requisites depend on the date of entry into the VN Program

(January or August start date).”

III. COURSE REQUIREMENTS

Attendance is essential due to the content presented and the necessity of meeting objectives within a limited time frame. If a lecture is missed, the student is responsible for the material covered (this includes lecture, material given in handouts, film-strips or films). For successful completion of the course a minimum overall average of C (75%) must be achieved on written examinations and course work.

 Three absences are allowed in this course. Exceeding the allowance will result in failure to meet course objectives. The student will be unable to continue in the course and will not be successful in the VN program. **This does not include the Comprehensive Predictor exam or the NCLEX – PN Review. These days have mandatory attendance and cannot be missed.**

IV. TEACHING METHODS

1. Teaching Personnel - Faculty
2. Textbooks per list

V. EVALUATION

 Students receive grades in 4 areas:

1. Resume writing
2. Ethics presentations
3. ATI/Homework/Quizzes
4. Professional Development Exam

 Students must take the exam as scheduled. Make-up exam is not allowed.

VI. Grades will be determined in the following manner:

 Resume – 20%

 Ethics Presentation – 20%

 Homework/Quizzes/Other ATI – 30%

 Professional Development Exam – 30%

 Grading Scale:

 A = 90-100

B = 81-89

C = 75-80

D = 65-74

F = Below 65

 The student must receive a passing grade of “C” (75 or better) in this course to be able to complete the VN program.

 This course carries three mandatory assignments. They cannot be missed. Those are:

 1. NCLEX – PN three day review

 2. Professional Development presentations

 3. Comprehensive Predictor exam

PROFESSIONAL DEVELOPMENT

|  |  |  |  |
| --- | --- | --- | --- |
| OBJECTIVES  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| Upon completion of this unit, the student will be able to:  1. Define ethics and apply principles that are appropriate to personal and professional growth.
2. Describe the relationship between legal aspects and nursing ethics.
3. Compare and contrast assertive, unassertive, aggressive, and passive- aggressive communication and how to create a positive image.
4. Discuss the importance and reasons for confidentiality.
5. Discuss continuing education and certification opportunities for the

LVN/LPN. 1. Discuss nurse burnout and strategies for prevention.

  | **Required Readings:**   Foundations and Adult Health Nursing, Chapter 58 Review of Chapter 2 VC 10063 – Delegating Care to UAPs: Professional Accountability & Legal Liability VC 10064 - Delegating Care to UAPs: Principles of Delegation VC 10065 - Delegating Care to UAPs: Strategies for Successful Delegation    | Lecture  Group Discussions  Research project/ presentation on LVN/LPN Scope of Practice  Résumé  NCLEX-PN Test Plan  ATI – Capstone  NCLEX - PN Review Course  | Management skills in clinicals  Clinical Evaluation Booklet  Presentation  Résumé  Exam  ATI activities  Homework   |

PROFESSIONAL DEVELOPMENT

|  |  |  |  |
| --- | --- | --- | --- |
| OBJECTIVES  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| 1. Clarify the difference between leadership and management as to purpose and function.

 1. Discuss the responsibility and accountability in delegation, supervision, and collaboration of the LVN.

 1. Follow written instructions for writing a resumé.

 1. Explain the interview process and how to prepare for it.

 1. Identify areas of employment in the community.

 1. Recognize the importance of an active role in an LVN nursing organization.

   |   |   |   |

PROFESSIONAL DEVELOPMENT

|  |  |  |  |
| --- | --- | --- | --- |
| OBJECTIVES  | THEORETICAL CONTENT  | LEARNING ACTIVITIES  | EVALUATION  |
| 1. Organize a plan to prepare for successful completion of the NCLEX-PN.

 1. Explain and apply the Texas Vocational Nurse Act to future nursing practice.

 1. Discuss how nursing research improves and validates nursing

 care to the patient.  1. Complete a research project/presentation on the selected topic

 assigned.  |   |   |   |

**VNSG 2463**

**Clinical – Licensed Practical/ Vocational Nurse**

**SYLLABUS**

**VOCATIONAL NURSING**

**TEXARKANACOLLEGE**

**TEXARKANA, TEXAS**

 **COURSE NAME: Clinical Practical Nurse**

 **COURSE NUMBER: VNSG 2463**

 **CREDIT HOURS: 4 LECTURE: 0**

 **LAB: 16 TOTAL CONTACT HRS: 256**

 **COURSE DESCRIPTION:**

A health-related work based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

**END-OF-COURSE OUTCOMES:**

 As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the particular occupation and the business/industry; and demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation and the business or industry.

**KEY CONCEPTS AND GENERAL COURSE PLAN:**

This course provides clinical experience for application of skills related to assessment, planning, implementation, interpersonal skills, evaluation, professional behavior and ethics, and safety.

 **COURSE LEARNING OUTCOMEs**

At the completion of the course, the student will be able to:

 1. Contribute to the development of a database for the patient.

 2. Develop a plan of care based on database using appropriate rationale.

 3. Implement the plan of care to meet the patient’s psychosocial and

 physiological needs.

 4. Exhibit effective written, verbal/nonverbal communication.

 5. Participate in patient’s evaluation process.

 6. Demonstrate professional growth.

 7. Practice techniques that promote physiological and psychological safety.

**VNSG 2463**

**STUDENT LEARNING OUTCOMES**

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

1. Demonstrate performance of acquired skills with exhibition of increased confidence.

2. Administer medications with instructor or designated nursing staff

 utilizing theory, clinical experience, and reference material to demonstrate competency.

3. Prepare and implement a daily plan of care for assigned patients.

4. Define and discuss patient diagnoses, treatment plan, lab, and diagnostic test results as related to patient care.

5. The student will work with the healthcare team to provide the patient with competent care.

6. Integrate long-term goals into the nursing care plan.

7. Complete the steps of the Nursing Process.

8. Discuss care of assigned patients during post conference.

COURSE REQUIREMENTS

Attendance is essential due to the content presented and the necessity of meeting objectives within a limited time frame. Absences result in lost clinical experiences. For this reason, the expectation is that the student will attend every day. For emergencies, there are three (3) absences allowed. Exceeding the allowance will result in failure to meet requirements and the student will be unable to continue in the program.

I. PRE-REQUISITES/CO-REQUISITES

PRE-REQUISITES: American Heart Association Basic Life Support, BIOL 2301, BIOL 2302, BIOL 2101, BIOL 2102, VNSG 1304, VNSG 1400, VNSG 1402, VNSG 1561, VNSG 1509, VNSG 2410, and VNSG 2463.

Co-requisite Courses: VNSG 1330, VNSG 1334, and VNSG 1219.

“Prerequisites and co-requisites depend on the date of entry into the VN Program

 (January or August start date).”

 II. TEACHING METHODS

1. Clinical Faculty
2. Textbooks per the Required Textbook list

III. OBJECTIVES

See attached Clinical Evaluation Booklet (CEB) from VNSG 2463/VNSG 2463.

IV. EVALUATION

The student will be evaluated daily according to the Clinical Objectives.

Performance will be graded according to the numerical scale as attached. At the end of the course, the student will be given the earned grade according to the numerical grading scale. Students who fail VNSG 2463 or 2463 due to unsafe clinical practice are not eligible for re-entry into the Vocational Nursing Program. The student must receive a passing grade of C or better in order to continue and progress in the program.

Grading Scale: A = 90-100

 B = 81-89

 C = 75-80

 D = 65-74

 F = Below 65

The student must receive a passing grade (C or better) in order to continue and progress in the program.

Dosage Calculation Exam

A dosage calculations exam will be administered at the beginning of VNSG 2463. A minimum grade of 92% must be attained in order to progress in the program. If the student does not pass the first exam, the student must retake a second test within the week. If the student does not pass the second exam, they must go to the Computer Lab within the next week for remediation. After remediation, a third exam will be given. If unsuccessful on the third attempt, the student will be unsuccessful on this requirement, and will not be able to continue in the program.

COMMUNITY-BASED SERVICES CLINICAL OBJECTIVES

After completion of the Community-Based clinical activity/health fair the student will:

1. Identify community services available for pediatric and/or adult populations in our area.

1. Document participation in a community service project/activity.

1. Report participation in various screening activities for pediatric/adult populations in the community setting.

1. Interact with pediatric/adult populations to determine services utilized.

 K.I.D.S. DAY CAMP

 Upon completion of clinical rotation to K.I.D.S. Day Camp, the student will have:

1. Attended a 2-hour in-service staff training session.

1. Observed/performed accuchecks.

1. Assisted with patient nutritional teaching.

1. Interviewed a camper and compare child’s disease process with textbook.

1. Assisted staff with implementation of coping strategies used to develop a more positive view of disease process in camper.

1. Participated in all activities required of camp staff.

VNSG 2462/2463

CLINICAL LEARNING OBJECTIVES

BEHAVIORAL HEALTH UNIT

WADLEY REGIONAL MEDICAL CENTER

Upon completion of the Behavior Health rotation, the student will be able to:

Be able to describe the role and scope of practice for a licensed vocational/ practical nurse in a multidisciplinary team setting.

Participate in the treatment program specific for a geriatric psychiatric unit.

Interact with the geriatric psychiatric patient using therapeutic communication skills.

Upon completion of the Behavior Health rotation, the student will have completed the following assignments:

Day 1 – Head-to-toe assessment, a list of 5 Nursing Diagnosis problems, and a completed Medication Administration Record.

Day 2 – Write up top 2 diagnoses with S&O data and 3 interventions (No rationale needed).

Day 3 – Evaluate plan of care.

Wadley Behavioral Health Center – 6th floor Wadley Hospital

 903-798-7300

This is a locked unit – you must push the intercom to enter

**Clinical Objectives for Wound Care Rotation**

During this rotation, the student will:

1. Learn the admission process for patients who are to receive treatment.

1. Become acquainted with the different types of wound care treatments, including length of treatments.

1. Provide patient-centered nursing care using current evidence-based outcomes to patients with wound care needs according to the VN Scope of Practice.

1. Provide assessment of the patient’s current health status and response to therapy.

1. Use therapeutic communication skills to interact effectively with patients, family and members of the healthcare team.

1. Maintain an environment that promotes physical and psychological safety of the patient.

1. Evaluate patient responses to wound/skin therapies to promote healing.

VNSG 2463

Student’s Name

**Record of Clinical Experiences, Skills, and Evaluation**

|  |  |  |
| --- | --- | --- |
| **Date**  | **Student Comments**  | **Faculty Comments**  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**TEXARKANA COLLEGE**

**VOCATIONAL NURSING**

**OBJECTIVES FOR CLINICAL EVALUATION BOOKLET- VNSG 2462 and VNSG 2463**

**1. ASSESSMENT:** Contributes to the development of a database that includes the following:

 1) Collects information from the patient, family, healthcare team and chart.

 2) Determines the patient’s ability to perform or participate in ADL’s.

 3) Identifies basic health related needs of patients.

 4) Uses references to define the disease process.

 5) States reasons for use of a therapeutic/modified diet.

 6) Identifies actions and side effects of medications.

 7) Identifies four or five actual or potential problems and /or nursing diagnosis.

 8) Records head-to-toe assessment on chart legibly, accurately, and in a timely manner.

 9) Reports pertinent information to clinical instructor and/or appropriate staff member.

10) Assists in identifying priorities and judgments for basic care of multiple patients.

MEANS OF EVALUATION: Patient history form; patient chart; oral reporting and

 discussion by student; post-conference participation by

 student.

**2. PLANNING**: Develops a plan of care based on appropriate rationale through the following:

 11) Formulates one or more goals for problem identified during data gathering.

 12) Selects three or more nursing actions for each problem identified.

13) Establishes priorities of care.

14) Communicates with the patient, family, and/or healthcare team in planning care.

15) Considers the psychosocial needs of the patient when planning care.

16) Contributes to the plan for health teaching with members of the healthcare team.

17) Assists in the discharge planning of selected patients.

18) Assists in identifying community resources that can assist in meeting patient needs.

19) Reports pertinent information related to the plan of care to the clinical instructor and/or appropriate staff member.

20) Accurately records the nursing plan of care.

21) Uses time management effectively.

MEANS OF EVALUATION: Oral reporting and discussion by student, post-conference

 participation by student.

**3.** **IMPLEMENTATION:** Implements the plan of care to meet the patient’s physiological needs by the following:

22) Makes observations related to the patient’s diagnosis, treatment, and observes and communicates patient’s Bill of Rights.

23) Provides organized care in an efficient manner.

24) Displays behavior that reflects belief in patient’s dignity.

25) Implements nursing actions within the student’s capabilities.

26) Implements aspects of an established teaching plan within the student’s capabilities.

27) Involves patient/family in the care when appropriate.

28) Performs nursing skills with competence.

29) Assists the patient/family to understand the plan of care.

30) Reports pertinent information related to nursing measures to clinical instructor and/or staff members.

31) Records observations and nursing measures appropriately and in a timely manner.

32) Accurately records the patient’s medications on the Medication Administration Record.

33) Assists in plans of care for multiple patients.

MEANS OF EVALUATION: Procedure checklist; discussion with the patient, family,

 and staff; direct supervision of student and chart review.

**4.** **INTERPERSONAL RELATIONS:** Exhibits effective written, verbal/nonverbal communication skills by the following:

34) Uses correct terminology and correct spelling.

35) Presents oral and/or required written documentation that is accurate, on time, organized and grammatically correct.

36) Deliberately interacts with others using therapeutic communication skills.

37) Identifies roles and works with other healthcare professionals.

38) Spends time with patients rather than personnel.

39) Selects appropriate topics of conversation with patients and staff.

40) Uses language the patient/family understands.

41) Answers the unit telephone and/or patient call lights promptly and correctly.

42) Reports on and off duty accurately, including in the case of absenteeism.

43) Distinguishes professional from social behaviors and the appropriate setting for each.

44) Is assistive when called upon.

MEANS OF EVALUATION: Direct observation of student and feedback from patients

 and staff.

**5. EVALUATION:** With assistance, the student will participate in the evaluation process by the following:

45) Evaluates own ability to implement the plan of care.

46) Reports patients’ response to nursing care provided.

47) Evaluates patient’s and family’s response to nursing interventions and revises care appropriately.

48) Accurately describes and records the patient’s response to therapy and/or care.

49) Revises nursing care as needed with changes documented in the patient’s chart.

50) Evaluates own effectiveness with communication skills.

51) Assists in evaluating the patient's learning outcomes using structured patient education tools.

52) Participates in discussions relating to evaluation of patient care with members of the health care team.

MEANS OF EVALUATION: Discussion with patient/family, student and staff; review of patient chart; and patient education tools.

**6. PROFESSIONAL and ETHICAL BEHAVIOR:** The student will demonstrate professional and ethical behaviors by the following:

53) Functions well in the role of the advanced vocational nursing student.

 \*54) Reports mistakes honestly and promptly to the staff and faculty even if the mistake would have been otherwise unnoticed.

55) Accepts responsibility for his/her own behavior.

56) Adheres to the dress code for clinical sites and on-campus activities.

57) Performs in a consistently dependable manner.

58) Accepts guidance in learning.

59) Meets attendance requirements and is punctual in arrival.

60) Seeks learning opportunities after assigned learning objectives are under control.

61) Follows directions. Asks question for clarity, not for argumentativeness.

 \*62) Adheres to ethical standards as outlined in THE CODE OF ETHICS FOR NURSES.

 \*63) Maintains classroom and clinical information with strict confidentiality.

64) Adapts positively to stressful situations.

65) Respects the property of others. No stealing or borrowing of articles from patients, staff or peers.

66) Refrains from exploitation of others to achieve personal aims.

67) Refuses any fee or tips, and limits other considerations from patient/family.

 \*68) Adheres to the policies of Texarkana College and external agencies.

MEANS OF EVALUATION: Direct observation of student; discussion with student,

 clinical staff and/or peers.

**7. SAFETY:** The student will practice techniques that promote physiological and psychological safety through the following:

\*69) Performs nursing measures safely.

\*70) Alters the physical environment to promote safety.

\*71) Implements nursing actions designed to prevent complications.

\*72) Reports changes in the patient’s condition to the clinical instructor or appropriate staff person.

\*73) Records changes in the patient’s condition in a timely manner.

\*74) Refrains from statements or behaviors that jeopardize a patient’s emotional safety.

\*75) Recognizes when care is beyond his/her ability and seeks assistance.

\*76) Assesses, plans and communicates care in a timely manner.

MEANS OF EVALUATION: Review of patient chart and nursing care plan; direct

 observation of student; discussion with patient, family,

 staff, and/or student

\* **CRITICAL CLINICAL BEHAVIORS:** The failure to meet any ONE of these objectives will result in an unsatisfactory rating for that category, which constitutes an unsatisfactory clinical day. In addition, actions or omissions of actions by the student that place the patient’s life or welfare in danger may result in referral the Professional Conduct Committee and/or initiation of Level III of the evaluation process.

**The Vocational Nursing Student does NOT:**

Remove vaginal packs

Perform vaginal or rectal examinations

Perform any central line procedures or give medications by central line, including PICC lines.

Administer any specialty medications (Dopamine, Nitroglycerine, Chemo, Potassium Boluses, etc.)

Administer medications by IV push

**Call the instructor for procedures that require supervision. The student may, under direct supervision of instructor or designee:**

Administer medications

Perform catheterizations

Remove drains from wounds (J.P., Penrose, etc)

Remove sutures and staples

Perform trach care

Perform bladder irrigations

Flush saline locks

Change sterile dressings

Perform any sterile procedures

Perform blood draws

Start IV’s

Hang primary IV solutions

Administer antibiotics by IV piggyback In effect: 08/1998

Insert NG tubes Updated: 03/2021

The Clinical Evaluation Booklet Supplement (CEB-S) identifies the specific clinical objectives and cues in each of the seven categories for determination of a clinical grade.

 Each student will be evaluated each clinical day on the basis of the 7 categories.

1. A scale of 1-5 will be used:

 5 – Independent

 4 – Supervised

 3 – Assisted

 2 – Marginal

 1 – Dependent

1. The maximum score each day is 35.

1. Clinical grade will be based on total points divided by the number of days present in clinical and the major care plan grade.

1. Absences: If you do not call in per the policy, you will have points deducted from the Professional Conduct and Interpersonal Relations categories for the next day. An absence that is called in correctly will not be counted against the student.

1. The grading scale will be:

 A = 31.5-35 (90-100)

 B = 28.4-31.4 (81-89)

 C = 26.3-28.3 (75-80)

 D = 22.8-26.2 (65-74)

 F = Below 22.8 (<65)

 Students must achieve a grade of 26.3 or higher to be successful in the course. Any\ grade less than this will result in clinical failure.

1. If a student’s grade is marginal or failing, the student will not be assigned to an alternate experience from the assigned clinical unit.

 As learning is additive, the student is expected to learn from any errors in judgment or practice and to continuously improve clinical abilities. The student is expected to perform clinical skills based on content from previous courses in the curriculum and from the current nursing course.

 The clinical instructor will give verbal feedback to the student regarding clinical performance. Written feedback is documented in the Clinical Evaluation Booklet (CEB) for each clinical day. While the student has access to the evaluation information for each clinical day, a conference may be initiated by the student or instructor, if clarification is necessary. Failure to show progression in any of the seven categories of evaluation each clinical day may result in the student being placed in a level of evaluation and progression as outlined in the Clinical Evaluation Process.

 Criteria for Clinical Evaluation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Scale  | Scale Label  | Professional Standards  | Quality of Performance  | Assistance  |
| Definition of the Criteria  |   | Display of knowledge base, therapeutic and interpersonal skills, values, and attitudes that characterize the nursing profession, are safe for the public, and reflect the philosophy of the program. Can be applied to behavior in three domains: Cognitive, Affective, and Psychomotor.  | Based upon degrees of skill development which encompass the use of time, space, equipment, and the utilization or expenditure of energy  | The type and amount of instructor assistance or cues needed to demonstrate the behavior  |
| 5   | Independent  | Safe and Accurate in Effect and Affect Each Time  | Proficient; Coordinated; Confident; Occasional Expenditure of Excess Energy Within an Expedient Time Period  | Without Supporting Cues  |
| 4   | Supervised  | Safe and Accurate in Effect and Affect Each Time  | Efficient; Coordinated; Confident; Some Expenditure of Excess Energy Within an Expedient Time Period  | Occasional Supporting Cues  |
| 3   | Did not meet one objective in a category  | Safe and Accurate in Effect and Affect Each Time  | Skillful in Parts of Behavior; Inefficient; Uncoordinated. Expends Excess Energy Within a Delayed Time Period  | Frequent Verbal and Occasional Physical Directive Cues in Addition to Supportive Cues  |
| 2   | Did not meet two objectives in a category  | Safe and Accurate in Effect and Affect Each Time  | Unskilled; Inefficient; Expends Considerable Excess Energy Within a Prolonged Time Period  | Continuous Verbal and Frequent Physical Cues  |
| 1   | Did not meet 3 or more objectives in a category  | Unsafe- Unable to Demonstrate Behavior  | Unable to Demonstrate Procedure/Behavior; Lacks Confidence, Coordination, Efficiency  | Continuous Verbal and Physical Cues  |

Effect- Achieve the intended purpose of the behavior Affect- Manner in which the behavior is performed and the demeanor of the student

**Labor and Delivery Assessment Sheet**

Students Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_

Pt Age: \_\_\_\_\_\_\_\_ Race: \_\_\_\_\_\_\_\_\_\_\_ Marital Status: \_\_\_\_\_\_

Did Pt receive Prenatal Care: \_\_\_\_\_\_\_\_ EDD: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Gestational Age: \_\_\_\_\_\_\_\_\_\_\_\_

What are the numbers for her GPTPAL?

Gravida: \_\_\_\_\_ Para: \_\_\_\_\_ Term: \_\_\_\_\_ Preterm: \_\_\_\_\_ Abortion: \_\_\_\_\_ Living: \_\_\_\_

Allergies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Coach/Partner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Patient’s General Physical Appearance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group B Strep: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Treated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Blood Type: \_\_\_\_\_\_\_\_\_\_\_\_

Onset of Labor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Frequency of Contractions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Membranes Ruptured: Time: \_\_\_\_\_\_\_\_\_\_\_ Spontaneous: \_\_\_\_\_\_\_\_\_\_\_\_ Artificial: \_\_\_\_\_\_\_\_\_\_\_

Complications with Previous Pregnancies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did pt take a Prenatal Vitamin: \_\_\_\_\_\_\_\_ Other Meds: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tobacco: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Alcohol: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Drugs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vital Signs: Temp: \_\_\_\_\_\_\_\_\_\_ Pulse: \_\_\_\_\_\_\_\_\_\_\_ Resp: \_\_\_\_\_\_\_\_\_\_\_\_\_ BP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary IV Fluid: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Appearance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Heart: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lungs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Abdomen: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Bowel Sounds: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Voiding: \_\_\_\_\_\_\_\_\_\_\_\_\_ Foley: \_\_\_\_\_\_\_\_\_\_\_ Urine: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Edema: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Deep Tendon Reflexes: \_\_\_\_\_\_\_\_\_

Course of Labor or Prep for C/S

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Time  | Dilation  | Effacement  | Station  | Fetal Heart Rate  | Medications  |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |

**Type of Anesthesia given**: Epidural: \_\_\_\_\_\_ Spinal: \_\_\_\_\_\_\_ General: \_\_\_\_\_\_\_\_ None \_\_\_\_\_\_\_\_\_\_

**Time Infant was delivered:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Type of Delivery**

 Vaginal: \_\_\_\_\_\_\_\_\_VBAC: \_\_\_\_\_\_\_\_\_\_\_Vacuum Extraction: \_\_\_\_\_\_\_\_\_\_\_Forceps: \_\_\_\_\_\_\_\_\_\_

 C-Section: Primary (reason): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Repeat: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Complications\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time Transferred to Postpartum: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Updated: 07/2017

**Normal Newborn Physical Assessment Tool**

**Student’s Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_

Newborns Date of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Race: \_\_\_\_\_\_\_\_ Gender: \_\_\_\_\_\_ Vag or C/S: \_\_\_\_\_\_\_\_\_\_ Gestation: \_\_\_\_\_\_\_\_\_\_\_\_\_

Birth weight: \_\_\_\_# \_\_\_oz Length: \_\_\_\_\_\_\_inches APGAR: 1 min: \_\_\_\_\_\_ 5 min: \_\_\_\_\_

Any Complications at birth? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vital Signs: Temp: \_\_\_\_\_\_\_\_\_\_ Pulse: \_\_\_\_\_\_\_\_\_ Resp: \_\_\_\_\_\_\_\_\_\_\_ Pulse Ox: \_\_\_\_\_\_\_\_\_

If patient is on Oxygen, tell device and amount: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skin: Color: \_\_\_\_\_\_\_\_\_\_\_ Acrocyanosis: \_\_\_\_\_\_\_ Jaundice: \_\_\_\_\_ Amount of Lanugo: \_\_\_\_\_\_\_\_\_

 Milia: \_\_\_\_\_\_\_\_ Moist or Dry: \_\_\_\_\_\_\_\_\_\_\_\_ Turgor: \_\_\_\_\_\_\_\_\_\_\_ Birthmarks: \_\_\_\_\_\_\_\_\_\_\_\_\_

Head: Circumference: \_\_\_\_\_\_\_ inches; Molding: \_\_\_\_\_\_\_\_\_\_\_

Fontanels: Flat \_\_\_\_\_\_\_\_\_\_ Depressed\_\_\_\_\_\_\_\_ Bulging\_\_\_\_\_\_\_\_

Facial features symmetrical: \_\_\_\_\_\_\_\_

Eyes: Any Abnormalities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ears: Pinna even with outer canthus of eyes: \_\_\_\_\_\_\_\_\_\_\_\_\_ Responds to sound\_\_\_\_\_\_\_\_\_\_\_\_

Nose: Patent nares: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Discharge: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mouth: Moist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Suck reflex: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rooting reflex: \_\_\_\_\_\_\_\_\_\_\_\_

 Gag reflex: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Swallow reflex: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chest: Chest circumference: \_\_\_\_\_\_\_\_\_\_\_\_ (inches) Breast buds: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Heart sounds: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Murmur: \_\_\_\_\_\_

 Resp Pattern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chest Movement Symmetrical: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Lung sounds: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Grunting: \_\_\_\_\_\_\_\_\_ Retractions: \_\_\_\_\_\_\_\_ Apnea: \_\_\_\_\_\_\_\_\_\_\_\_ Nasal Flaring: \_\_\_\_\_\_\_\_\_

Abdomen: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Bowel Sounds: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Umbilical cord: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Has the newborn had a bowel movement? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Genitourinary

 Female genitalia: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Male genitalia: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Testes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Circumcised: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Voiding without difficulty? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IV Device: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Appearance and Dressing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IV Meds:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Extremities: Symmetrical Movement: \_\_\_\_\_\_\_ Abnormalities: \_\_\_\_\_\_\_\_\_\_\_\_ Hips: \_\_\_\_\_\_\_\_\_

Muscle Tone: Resting Posture: Extension\_\_\_\_\_\_ Flexed\_\_\_\_\_\_\_ Flaccid\_\_\_\_\_\_\_\_\_\_ Reflexes: Moro: \_\_\_\_\_\_\_\_ Grasp: \_\_\_\_\_\_ Babinski: \_\_\_\_\_\_\_\_\_

Type of feeding:

 Bottle:

 Number of ml’s per feeding\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Calories per ounce\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Total calories per feeding\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Breast:

 Minutes per feeding \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours between feeding\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 One or both breast\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Appears to be satisfied\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Behavior

 Quiets to soothing, cuddling, wrapping: \_\_\_\_\_\_\_ High-pitched cry: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Excessive crying, fretfulness, unable to quiet: \_\_\_\_\_\_\_\_

CSM Tips: Listen and take good notes in report.

 There is a delivery assessment in the front of the chart. There is a “Newborn Exam” under the green tab. These documents have valuable information for you. The orange tab has the mother’s medical record and should have their admission information from Labor and Delivery.

**Assessment of the Postpartum Woman**

Students Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Assessment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time of assessment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pts Age: \_\_\_\_\_\_\_ Marital status: \_\_\_\_\_\_\_\_\_ Race: \_\_\_\_\_\_\_\_\_ EDD: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Give numbers for the patients GPTPAL

Gravida \_\_\_\_\_ Para\_\_\_\_\_\_ Term \_\_\_\_\_Preterm\_\_\_\_\_ Abortion \_\_\_\_\_ Living \_\_\_\_\_

Blood Type: \_\_\_\_\_\_\_\_\_\_\_ Rubella Status: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group B Strep: \_\_\_\_\_\_\_\_\_\_

Allergies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Delivery Date/Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of delivery: Vaginal: \_\_\_\_\_ VBAC: \_\_\_\_\_\_ Vacuum extraction: \_\_\_\_\_\_\_\_ Forceps: \_\_\_\_\_\_\_

Onset of labor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length of labor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C-Section: Repeat: \_\_\_\_\_\_\_\_ or Primary(reason)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any complications: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PHYSICAL ASSESSMENT

Vital Signs: Temp: \_\_\_\_\_\_\_\_\_ Pulse: \_\_\_\_\_\_\_ Resp: \_\_\_\_\_\_\_ BP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pain: Is patient c/o pain? \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rating: \_\_\_\_\_\_\_\_\_

 Pain meds received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Time Last received: \_\_\_\_\_\_\_\_\_\_\_\_\_ Effectiveness\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Neurological Status: Awake: \_\_\_\_\_\_\_\_\_\_ Alert: \_\_\_\_\_\_\_\_\_\_\_ Ox3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skin warm and dry: \_\_\_\_\_\_\_ Turgor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

IV: Fluid: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rate: \_\_\_\_\_\_\_\_\_\_\_\_\_

 Saline lock: \_\_\_\_\_\_\_\_\_\_\_\_\_ Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cardiovascular: Heart sounds\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Murmurs\_\_\_\_\_\_\_

Respiratory: Pulse Ox\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Oxygen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lungs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cough\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Color of skin: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mucous membranes moist: \_\_\_\_\_\_\_\_\_\_\_

Breasts: Warmth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tenderness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Red: \_\_\_\_\_\_\_\_\_\_\_\_\_

Shape of nipple: Projects \_\_\_\_ Flat \_\_\_\_\_ Inverted \_\_\_\_\_\_ Nipple: Intact: \_\_\_\_\_ Cracked: \_\_\_\_\_

Preferred method of infant feeding: Breast\_\_\_\_\_\_\_\_\_\_\_\_\_ Bottle\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Abdomen

 Soft: \_\_\_\_\_\_\_ Firm: \_\_\_\_\_\_ Distended: \_\_\_\_\_\_\_\_\_ Non-distended: \_\_\_\_\_\_\_\_\_\_\_\_\_

Uterine Consistency: (circle) Boggy Firm Location: Midline Right Left

 Fundal Height \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Is an intervention required? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C/S Incision: Type/location\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe Incision: Redness\_\_\_\_\_\_\_\_\_ Edema\_\_\_\_\_\_\_\_\_ Ecchymosis\_\_\_\_\_\_\_\_\_ Drainage \_\_\_\_\_\_\_\_\_\_\_

Edges Approximated \_\_\_\_\_ Dressing: \_\_\_\_\_\_\_\_\_\_\_ Staples: \_\_\_\_\_\_\_\_ Sutures: \_\_\_\_\_\_\_\_\_

 Bladder

 Urine: Source: Voiding or Foley Color: \_\_\_\_\_\_\_\_\_\_\_\_Character: \_\_\_\_\_\_\_\_ Odor: \_\_\_\_\_\_\_

 Difficulty or discomfort with voiding? \_\_\_\_\_\_\_\_\_\_\_\_\_

Bowels

 Bowel Sound\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Flatus\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hemorrhoids: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 When was last BM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Color/consistency/amount: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lochia: First few days after delivery, lochia is described as rubra

Amount\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Abnormal Odor? \_\_\_\_\_\_\_

Is patient saturating more than a pad an hour? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Any clots? \_\_\_\_\_\_\_\_\_\_\_\_\_

Has patient been instructed on Pericare? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Perineum: Episiotomy or Lacerations: \_\_\_\_\_ Degree and position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Redness\_\_\_\_\_ Edema\_\_\_\_\_\_ Ecchymosis\_\_\_\_\_\_ Drainage\_\_\_\_\_\_\_ Edges Approximated\_\_\_\_\_\_

Any lesions, venereal warts, condylomas: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pulses: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cap refill: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Edema: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emotional State: Family Interaction/Support \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Independent/Dependent\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signs of Depressions/Elated/Despondent\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attachment

Interest in newborn\_\_\_\_\_\_\_\_\_\_\_ Eye contact\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Touch contact\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Responds to cries\_\_\_\_\_\_\_\_\_\_ Evidence of bonding \_\_\_\_\_\_\_\_

Have parents made any negative comments about the newborn \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any areas of concern \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cultural Variations:

 Cultural practices\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any other important issues: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**When assigned to Pediatrics, student will complete the following:**

1. Head-to-toe written assessment
2. Concept Map on primary diagnosis
3. Pediatric MAR
4. Labs

**Pediatric Medication Administration Record**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pts age: \_\_\_\_\_\_\_\_\_\_\_\_\_ Allergies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weight: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Drug  | Dose  | Route  | Frequency  | Classification  | Safe Dose in mg/kg/day  | Total of safe dosage  | Based on the information from the book, is the ordered dose considered safe for the patient and what interventions does the nurse need to know  |
|    |   |   |   |   |   |   |   |
|    |   |   |   |   |   |   |   |
|    |   |   |   |   |   |   |   |
|    |   |   |   |   |   |   |   |
|    |   |   |   |   |   |   |   |
|    |   |   |   |   |   |   |   |
|    |   |   |   |   |   |   |   |

Students Name: Pathophysiology:

Patient’s Health History:

|  |
| --- |
| Diagnosis |

Diagnostic tests Active Orders (not meds)

with results (including labs)

Signs and Symptoms

(not patient specific)

\* Indicate the ones that apply to your patient

**Important Guidelines for Weekly Medical/Surgical Care Plans**

The student’s name should be written at the top of each sheet of paper

Care plan should include:

1. Head-to-toe written Assessment
2. Concept map
3. MAR
4. Lab sheet
5. Problem list with 5 problems identified in priority order

Write nursing diagnoses per instructor directions with only one dx per sheet of paper.

 Try to write “actual” (current) problems at this time. Use “risk for” only when the problem could be a priority or you have difficulty finding actual problems.

 The “related to” portion of the nursing diagnosis seems to be very difficult for students. Focus on using words for this part of the diagnosis statement that the nursing interventions may be able to change.

 Subjective and Objective data are required to “prove” why the patient issue exists. If patient is non-verbal, this should be written for the clinical instructor, so we will not think the information was omitted. If subjective information was given by a family member, write this on the care plan as well.

 No rationales required on weekly care plans unless the instructor feels the student needs to increase understanding of why interventions are being done.

The goal statement should be measurable (are numbers included in the statement?), should reflect a patient behavior- “the patient (patient) will...” and tell us **when** we expect to see the patient reach the goal. For example: will the patient have a bowel movement over the **next 8 hours** or in the **next three** **days**? If the evidence of the goal is not written within the statement, then the student should add “AEB” to clarify what behavior the nurse will see as evidence of the goal being met. (Read this paragraph a few times until it makes sense to you!)

 For example: It may say Fluid volume deficit related to chronic illness. We can not change the fact that the pt. has a chronic illness, but we can perhaps change **the effects** of the illness on the patient. If you cannot find other words that fit, then using the phrase **the effects** will be acceptable.

Fluid volume deficit related to inadequate oral intake (we can help by

increasing oral intake).

 Pain (acute) related to surgical incision AEB C/S or

 Pain (acute) related to surgical incision AEB CABG

 The important point is to learn what the problem is related to...the etiology

 (cause) of the problem. We recommended that you try to simplify at this time...less words-better understanding.

1. At least 3 interventions required on each diagnosis. These should tell “**how often**” and “**when**” the student nurse will do the interventions. This is one of the most common mistakes made by students. It makes a big difference whether you are going to check vitals signs “q 2 hours” as opposed to “q 24 hours”. It makes a difference (and should coincide with the Dr.’s order) whether you are going to change a dressing once a shift or every third day. Please include **how often** you are going to do a particular nursing action.
2. Evaluation for weekly care plans but will be expected per instructor request.

**Medication Administration Record**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pt Allergies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Drug  | Dose  | Route  | Frequency  | Classification  | Nsg Interventions  |
|   |   |   |   |   |    |
|   |   |   |   |   |    |
|   |   |   |   |   |    |
|   |   |   |   |   |    |
|   |   |   |   |   |    |
|   |   |   |   |   |    |
|   |   |   |   |   |    |
|   |   |   |   |   |    |
|   |   |   |   |   |   |
|   |   |   |   |   |   |

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Room #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Lab | Patient Results | Normal Value | Indications |
| WBC |  | 5,000 – 10,000/mm3 |  |
| RBC |  | 4 million – 6 million/mm3 |  |
| Hgb |  | Women – 12 – 16 g/dLMen – 14 – 18 g/dL |  |
| Hct |  | Women – 37 – 47%Men – 42 – 52% |  |
| Plts |  | 150,000 – 400,000/mm3 |  |
| Sodium |  | 135 – 145 mEq/L |  |
| Potassium |  | 3.5 – 5 mEq/L |  |
| Chloride |  | 96 – 106 mEq/L |  |
| Carbon dioxide |  | 22 to 28 mEq/L |  |
| BUN |  | 10 – 20 mg/dL |  |
| Creatinine |  | 0.5 – 1.2 mg/dL |  |
| Glucose |  | 70 – 110 mg/dL |  |
| Calcium |  | 4.5 – 5.5 mEq/L or8.5 – 10.5 mg/dL |  |
| Total protein |  | 6 – 8.3 gm/dL |  |
| Albumin |  | 3.5 – 5 grams/dL |  |
| Alk Phos |  | 30 -120 units/L |  |
| AST |  | 0 – 35 units/L |  |
| ALT |  | 4 – 36 units/L |  |
| Total bilirubin |  | 0.3 – 1.2 mg/dL |  |

Students Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Lab  | Patient Results  | Normal Value  | Indications  |
|    |   |   |   |
|    |   |   |   |
|    |   |   |   |
|    |   |   |   |
|    |   |   |   |
|    |   |   |   |
|    |   |   |   |
|    |   |   |   |
|    |   |   |   |
|    |   |   |   |
|    |   |   |   |
|    |   |   |   |
|  |  |  |  |
|  |  |  |  |
|    |   |   |   |
|    |   |   |   |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

TEXARKANA COLLEGE

VOCATIONAL NURSING PROGRAM

PROBLEM LIST

 Place your problems in the appropriate NANDA format (Nursing diagnosis with “Related To” statement)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Nursing Diagnosis**

|  |  |  |  |
| --- | --- | --- | --- |
| Nursing Diagnosis  | Goal  | Interventions  | Evaluation  |
| **Subjective:****Objective:** |  |  |  |

Texarkana College

Vocational Nursing Program

I have read the Texarkana College Vocational Nursing program 3rd Semester syllabus for VNSG 1330, VNSG 1219 and VNSG 2463. All questions have been answered to my satisfaction. I understand the syllabus and agree to abide by the policies of the syllabus and the VN Program.

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

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_