

HOUSTON COMMUNITY COLLEGE SYSTEM
JOHN B. COLEMAN HEALTH SCIENCE CENTER

RNSG 1412
CRN 30640

**NURSING CARE OF THE CHILDBEARING AND
CHILDREARING FAMILY**

SYLLABUS

Spring 2013

**HOUSTON COMMUNITY COLLEGE SYSTEM
JOHN B. COLEMAN HEALTH SCIENCE CENTER**

**RNSG 1412
NURSING CARE OF THE CHILDBEARING AND CHILDREARING FAMILY**

FACULTY

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I. COURSE DESCRIPTION

Study of the concepts related to the provision of nursing care for childbearing and childrearing families; application of systematic problem-solving processes and critical thinking skills, including a focus on the childbearing family during preconception, prenatal, antepartum, neonatal, and postpartum periods and the childbearing family from birth to adolescence; and competency in knowledge, judgment, skill, and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

II. PRE-REQUISITES: ENGL 1301, ENGL 1302, BIOL 1406, BIOL 2401, BIOL 2402, BIOL 2420, PSYC 2301, PSYC 2314, RNSG1301, RNSG 1115, RNSG 1360, RNSG 1513, RNSG 1441, RNSG 1105, RNSG 2360.

III. CO-REQUISITES: RNSG 1460

IV. COURSE LEARNING OUTCOMES:

The student will first identify changes which may be experienced by the childbearing client, infant, child, adolescent and family; then utilize critical thinking and a systematic problem-solving process for providing nursing care and explain the roles of the associate degree nurse in the provision of care to those clients.

At the completion of the course, the students will have been provided with opportunities and resources to:

1. Determine the basic health care needs of childbearing and childrearing clients and their families.
2. Identify physiological and psychological changes experienced during antepartum, intrapartum and postpartum periods.
3. Identify developmental milestones and common deviations from normal development of children from newborn through adolescence.
4. Explain adaptive behaviors of childbearing and childrearing clients and their families with selected health problems.
5. List short, intermediate and long-term goals for childbearing and childrearing clients and their families with selected problems.
6. Use critical thinking skills as a framework for nursing interventions based on an understanding of physiological, developmental, socio-cultural, psychological and spiritual variables for childbearing and childrearing clients and their families.
7. Discuss principles of the teaching-learning process in promoting, maintaining and/or restoring health to childbearing and childrearing clients and their families.
8. Modify treatment modalities used as they pertain to childbearing and childrearing clients and their families, with emphasis on legal-ethical aspects of nursing, communication, nutrition and pharmacology.
9. Relate evidence-based research from nursing literature pertinent to planning and implementing nursing care for childbearing and childrearing clients and their families.
10. Recognize the rights of childbearing and childrearing clients and their families within an ethical/legal framework.

V. METHODS OF ACCOMPLISHING LEARNING OUTCOMES

1. Classroom lecture and discussion
2. Multimedia: Computer Aided Instruction, videos, and PowerPoint presentations
3. Current nursing literature
4. Instruction: Eagle Online learning management system

VI. EVALUATION

1. Two (2) unit examinations in each module will be administered as scheduled in the course calendar. One hour will be allowed for the exam. On-line computer testing will be given during the semester at scheduled dates and times. Refer to class schedule for date and time of exams.
2. A comprehensive final examination in each module will be administered as scheduled in the course calendar.
3. Examination content will be constructed from lecture, student presentation, textbooks, videos, and nursing literature.
4. ADN policy requires that each student report for the examinations on time. No student will be admitted to the classroom if s/he arrives **after** the scheduled exam time.

5.	Theory Grading:		Grading Scale:
	Unit Exams (4)	60% (15% each)	A = 90-100
	Final Exam (2)	30% (15% each)	B = 80-89
	Project (2)	10% (5% each)	C = 75-79
			D = 60-74
			F = 59 or below

6. A missed exam will result in a Make-up Exam. The Make-up exam will cover the same content areas as the missed exam. Make-up Exam will be administered during the week of final for each module.

***In order to pass the theory component** of a course with an RNSG prefix, a minimum **Grade of "C" must be achieved.**

7. Reviews
 - a) A faculty member will remain after each class to answer questions.
 - b) There will be no scheduled review before examinations.
 - c) A test blueprint for each exam will be provided.
 - d) There will be a scheduled review after each unit examination.
 - e) There will be no review after the final examination.

8. Project: For a group project, the entire group will receive one grade on the project. A student who does not contribute and or has minimal contribution to the group project will receive individual point deductions from the final project grade. (See project topic and criteria for each module.)
9. Virtual Clinical Excursion (VCE): Completion of VCE is recommended for all students to enhance learning of concepts covered in RNSG 1412 and 1460 courses.

VII. ATTENDANCE AND TARDINESS

A student is expected to attend all classes and skills laboratory experiences in order to meet course objectives. Absences exceeding this number of 12.5% of scheduled class time will result in the administrative withdrawal of the student from the course. Daily classroom attendance records will be maintained. A student, in order to be counted as present, must sign the attendance sheet or indicate presence when roll is called. Failure to sign the attendance roster or indicate presence when roll is called will result in being marked absent for the day. The student may be marked absent if not present after the first thirty minutes of class. A student signs only his/her own name and never signs the attendance sheet for another student. Signing for another student is a form of academic dishonesty and grounds for dismissal.

IX. POLICIES:

All students will adhere to HCCS policies as delineated in the HCCS and ADN handbooks. Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving a passing grade.

X. SPECIAL NEEDS:

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office of their respective college* at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. For questions, contact the Disability Counselor at your college. To visit the ADA Web site, log on to www.hccs.edu, click Future Students, scroll down the page and click on the words Disability Information.

EARLY ALERT PROGRAM:

The Houston Community College Early Alert program has been established to assist in the overall effort to retain students who are at risk of failing, withdrawing, or dropping a course. This process requires instructional faculty and student support staff to identify students who are performing poorly as early as possible and provide relevant support services to help students overcome their deficiencies. A student is identified when an instructor notices academic or personal difficulties that affect student's academic performance. The possible problem(s) could be tardiness, missed/failed test scores, excessive absences, or a number of other circumstances.

Once a referral is made counselors will then contact students to discuss the issues and possible solutions to their academic difficulties.

Remediation: Students who fail to achieve 75% or higher on a unit exam must complete in writing the correlating Virtual Clinical Excursion (VCE) chapters/activities for the topics covered for that exam (see VCE pages ix & x). The completed material must be submitted to the course advisor prior to next unit exam. It is essential that students complete practice questions from Evolve website and Maternal Newborn Nursing Reviews and Rationales. Also, student must meet with the ADN counselor and Academic Success Center. ‘Student Remediation Confirmation Form’ of confirmation of student activities of remediation must be submitted to advisor prior to next exam.

EGLS3 – Evaluation for Greater Learning Student Survey System:

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the EGLS3 as part of the Houston Community College Student System online near the end of the term.

XI. CLASS MEETING TIMES:

Day program: Thursdays 9am-1pm

XII. LEARNING ACTIVITIES

A. Contemporary Technology

1. Computer Assisted Instruction (explanatory and interactive)
2. Classroom Instructional Software
3. Internet access and Medline access

B. Concept Reinforcement

1. Critical thinking scenarios and study guide exercises
2. Current research findings and literature discussion
3. Individual faculty-student conferences.

(Any electronic device use in the classroom is at the discretion of the individual instructor)

XIII. TUITION/FEE INCREASES

Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grade.

XIV. SCANS AREAS OF COMPETENCY

The U.S. Department of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS) to enter the workplace has determined that a total of 43 competencies must be addressed and

method(s) of determining competency listed:

One SCANS competency is addressed:

Apply Thinking Skills:

#37. Use appropriate learning techniques

Students will incorporate the learning style inventory that was formally introduced in the first nursing course. They will have the opportunity to further refine and apply appropriate learning techniques. Students who have difficulty with learning are encouraged to meet with an instructor or the ADN counselor for assistance in trying alternative learning approaches. This skill is evaluated per written examinations.

XV. METHODS OF EVALUATION

Online computer testing for the unit exams and final exam will be scheduled in the computer laboratory. Each exam and the final exam will be multiple-choice questions. Students who are absent during the scheduled unit exams and final exam will be required to take a Makeup exam. Makeup exams maybe short answer and essay, based on computer space availability.

XVI. REFERENCES

1. Required textbooks
2. Current nursing professional journals/periodicals (within the last five years).

XVII. COURSE OUTLINE: Childbearing Lectures (OB Module)

1. Nursing role in preparing families for reproductive planning.
2. Nursing role in preparing families for childbearing: The infertile family.
3. Nursing role in preparing families for childbearing: Genetic assessment and counseling.
4. Nursing role in caring for the healthy pregnant family: The growing fetus.
5. Nursing role in caring for the healthy pregnant family: Healthy adaptation to pregnancy.
6. Nursing role in caring for the healthy pregnant family: Promoting maternal and fetal health.
7. Nursing role in caring for the healthy pregnant family: Promoting nutritional health during pregnancy.
8. Nursing role in caring for the healthy pregnant family: Preparation for childbirth and parenting.
9. Nursing role in caring for the family during labor and birth: The labor process.
10. Nursing role in caring for the family during labor and birth: Providing comfort during labor and birth.
11. Nursing role in caring for the family during the postpartum period.
12. Nursing care of the newborn and the family.
13. Nursing care of the newborn and the family: Nutritional needs of the newborn
14. Nursing role in caring for the high risk pregnant family: The woman with special needs.
15. Nursing role in caring for the high risk pregnant family: The woman who develops complications of pregnancy.
16. Nursing role in caring for the high risk pregnant family: Complications during labor and birth.
17. Nursing role in caring for the high risk pregnant family: Complications during the postpartum period.
18. Nursing role in caring for the high risk newborn and family.

II. COURSE OUTLINE: Childrearing lectures (Pediatric Module)

1. Overview of Pediatric Nursing
2. Communication / Assessment of the childrearing clients and their families
3. Nursing care of the Infant and family
4. Nursing care of the Toddler and family
5. Nursing care of the Preschooler and family
6. Nursing care of the School-age and family
7. Nursing care of the Adolescent and family
8. Nursing care of the Child with Special needs and their family
9. Nursing care of the Hospitalized child and their family
10. Nursing care of the child with Cardiovascular Dysfunctions
11. Nursing care of the child with Gastrointestinal Dysfunctions
12. Nursing care of the child with Genitourinary Dysfunctions
13. Nursing care of the child with Hematological Dysfunctions
14. Nursing care of the child with Immunologic Dysfunctions
15. Nursing care of the child with Endocrine Dysfunctions
16. Nursing care of the child with Musculoskeletal/Neuromuscular Dysfunctions
17. Nursing care of the child with Integumentary Dysfunctions
18. Nursing care of the child with Cerebral Dysfunctions

REQUIRED TEXTBOOKS:

Perry, S., Hockenberry, M., Lowdermilk, D., David, W., (2010) Maternal Child Nursing Care, 4th ed. St. Louis: Elseiver/Mosby Co.
ISBN 978-0-323-05720-2

Perry, S., Hockenberry, M., Lowdermilk, D., David, W., (2010) Maternal Child Nursing Care: Virtual Clinical Excursion, 4th ed. St. Louis: Elseiver/Mosby Co.
ISBN 978-0-323-07237

Gray-Morris, Debra, (2006) Calculate with Confidence, 4th ed. St. Louis: C.V. Mosby.
ISBN0-323-01349-X.

RECOMMENDED:

Hogan, M.A. and Glazebrook, R.S. (2008) Maternal-Newborn Nursing: Reviews & Rationales. Upper Saddle River, NJ: Prentice Hall.
ISBN 0-13-119599-9

Hockenberry, M. J. (2004). Wong's Clinical Manual of Pediatric Nursing, 6th ed. St. Louis: C.V. Mosby. ISBN 0-323-01958-7.

OB Module

Unit 1: Nursing role in preparing families for reproductive planning

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 2.1 Describe common methods for reproductive life planning.
- 2.2 State the advantages and disadvantages of commonly used methods of contraception.
- 2.3 Explain the common nursing interventions that facilitate contraceptive use.
- 2.4 Identify nursing diagnoses related to reproductive life planning concerns.
- 2.5 Discuss areas related to reproductive life planning that could benefit from additional nursing research.
- 2.6 Identify principles of the teaching/learning process related to reproductive life planning.
- 2.7 Examine the roles of the multidisciplinary team in promoting reproductive health.
- 2.8 Explore the legal and ethical issues related to the nursing care of the client with reproductive planning needs.

Content

Nursing process overview for reproductive health.

Reproductive development

Anatomy and physiology of the reproductive system

Menstruation

Contraceptives: oral, subcutaneous implants, subcutaneous injections, intrauterine devices, barrier methods, periodic abstinence, permanent methods

Elective termination of pregnancy

Psychological aspects of elective termination of pregnancy

Legal-ethical issues related to reproductive planning

Unit 2: Nursing role in preparing families for childbearing: The infertile family

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 2.1 List common causes of infertility in men and women.
- 2.2 Describe common assessments necessary to detect infertility.
- 2.3 Identify nursing diagnoses and treatments for infertility.
- 2.4 Discuss the psychological impact of infertility.
- 2.5 Discuss areas of nursing care related to fertility that could benefit from additional nursing research.
- 2.6 Explore the roles of the multidisciplinary team in caring for the infertile client.
- 2.7 Give examples of legal and ethical issues related to the treatment of infertility.
- 2.8 Identify principles of the teaching-learning process related to infertility management.
- 2.9 Discuss common nursing interventions that facilitate infertility management.

Content

Male infertility factors
Female infertility factors
Unexplained infertility
Fertility assessment
Infertility management
Alternatives to childbirth
Legal-ethical issues related to infertility

Unit 3: Nursing role in preparing families for childbearing: Genetic assessment and counseling

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 3.1 Describe the Human Genome Project.
- 3.2 Explain basic principles of genetics.
- 3.3 Describe the nature of inheritance, patterns of recessive and dominant Mendelian inheritance, and common chromosomal aberrations.
- 3.4 Identify nursing diagnoses related to genetic disorders.
- 3.5 Discuss areas related to genetic assessment that could benefit from additional nursing research.
- 3.6 Examine the roles of the multidisciplinary team in caring for the client/family with a genetic disorder.
- 3.7 Explore the legal and ethical issues related to clients with genetic disorders.

Content

Cell division

Gametogenesis

The nature of inheritance

Mendelian inheritance: dominant and recessive patterns

Inheritance of Disease

Chromosomal abnormalities

Common chromosomal disorders resulting in physical or cognitive disorders

Nursing process overview for genetic counseling

Genetic counseling

 Responsibilities of the nurse

 Assessment for the presence of genetic disorders

 Legal and ethical aspects of genetic screening & counseling

Unit 4: Nursing role in caring for the healthy pregnant family: The growing fetus

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 4.1 Summarize the process of fertilization.
- 4.2 Describe the composition and functions of the amniotic fluid.
- 4.3 Identify three organs or tissues arising from each of the primary germ layers.
- 4.4 Summarize the significant changes in growth and development of the embryo and fetus.
- 4.5 Assess fetal growth and development through maternal and pregnancy landmarks.
- 4.6 Identify the potential effects of teratogens during vulnerable periods of embryonic and fetal development.
- 4.7 Identify nursing diagnoses related to the needs of the pregnant woman and developing baby.
- 4.8 Discuss areas of fetal health that could benefit from additional nursing research.

Content

Nursing process overview for teaching families about fetal growth and development

Stages of fetal development

Fertilization

Implantation

The decidua

Chorionic villi

The placenta

The umbilical cord

The membranes and amniotic fluid

Origin and development of organ systems

Milestones of fetal growth and development

Assessment of fetal growth and development

 Estimating fetal growth

 Assessing fetal well being

Unit 5: Nursing role in caring for the healthy pregnant family: Healthy adaptation of pregnancy

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 5.1 Recognize sociocultural practices that might influence the way families respond to childbearing.
- 5.2 Describe the psychological and physiologic changes that occur with pregnancy, the underlying principles for the changes, and the relationship of the changes to pregnancy diagnosis.
- 5.3 Identify nursing diagnoses related to psychological and physiologic changes of pregnancy.
- 5.4 Describe the various types of pregnancy tests.
- 5.5 Differentiate among presumptive, probable, and positive signs of pregnancy.
- 5.6 Discuss current literature that relates to the psychological and physiologic changes of pregnancy.
- 5.7 Identify areas related to the psychological and physiologic changes of pregnancy that could benefit from additional nursing research.

Content

Nursing process overview for healthy adaptation to pregnancy
Psychological changes of pregnancy
Psychological tasks of pregnancy
Physiologic changes in pregnancy
The diagnosis of pregnancy

Unit 6: Nursing role in caring for the healthy pregnant family: Promoting maternal and fetal health

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 6.1 Describe health practices important for a positive pregnancy outcome.
- 6.2 Describe gravidity and parity using the four- and five-digit systems.
- 6.3 Describe the process of confirming pregnancy and estimating the date of birth.
- 6.4 Outline the patterns of health care provided to assess maternal and fetal health status at the initial and follow-up visits during pregnancy.
- 6.5 Identify health promotion measures, such as ways to reduce the minor symptoms of pregnancy.
- 6.6 Describe the nursing assessments, diagnoses, interventions, and methods of evaluation that are typical when providing care for the pregnant woman.
- 6.7 Discuss education needed by pregnant women to understand physical discomforts related to pregnancy and to recognize signs and symptoms of potential complications.
- 6.8 Explain the impact of culture, age, parity, and number of fetuses on the response of the family to the pregnancy and on prenatal care.
- 6.9 Discuss the purpose of childbirth education and strategies used to provide appropriate information.
- 6.10 Discuss areas of prenatal care that could benefit from additional nursing research.
- 6.11 Explore ways that prenatal care can be individualized.
- 6.12 Explore the roles of the multidisciplinary team in promoting maternal and fetal health.

Content

Pregnancy confirmation, EDD using Naegle's Rule
Nursing process overview for health promotion of the fetus and mother
Self care needs
Discomforts of early pregnancy by trimester
Preparation for labor
Prevention of fetal exposure to teratogens
Impact of culture, age, parity & number of fetuses

Unit 7: Nursing role in caring for the healthy pregnant family: Promoting nutritional health during pregnancy

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 7.1 Identify the requirements of healthy pregnancy nutrition.
- 7.2 Explain recommended maternal weight gain during pregnancy, based on prepregnancy weight for height.
- 7.3 Identify key vitamins and minerals needed for pregnancy and lactation.
- 7.4 Give examples of the food sources that provide the nutrients required for optimal maternal nutrition during pregnancy and lactation.
- 7.5 Discuss strategies to assess a woman's nutritional intake during pregnancy.
- 7.6 Identify nursing diagnoses related to nutritional concerns during pregnancy.
- 7.7 Discuss areas related to nutrition and pregnancy that could benefit from additional nursing research.
- 7.8 Explore the effects of different life situations and cultural practices on nutrition patterns and ways nutritional health can be improved.
- 7.9 Explore the roles of the multidisciplinary team in promoting nutritional health during pregnancy.

Content

Nursing process overview for promoting nutritional health in the pregnant woman
Relationship of maternal diet to infant health
Recommended weight gain during pregnancy
Components of health nutrition for the pregnant woman
Foods to avoid in pregnancy
Assessment of nutritional health
Promotion of nutritional health during pregnancy
Managing common problems affecting nutritional health
Promoting nutritional health in women with special needs

Unit 8: Nursing role in caring for the healthy pregnant family: Preparation for childbirth and parenting

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 8.1 Describe common alternative settings for birth and preparation necessary for childbirth and parenting.
- 8.2 Discuss readiness for childbirth in regard to choice of birth attendant, preparation for labor and setting.
- 8.3 Discuss current literature related to preparation for childbirth and parenting.
- 8.4 Identify areas related to preparation for childbirth that could benefit from additional nursing research.
- 8.5 Identify the roles of the multidisciplinary team in preparing clients for childbirth and parenting.
- 8.6 Discuss the efficacy of childbirth education courses.

Content

Nursing process overview for childbirth and parenting education
Childbirth educators and methods of teaching
Efficacy of childbirth education courses
Perineal and abdominal exercises
Methods for pain management
Preparation for cesarean birth
Expectant parenting classes
The birth setting
Alternative methods of birth

Unit 9: Nursing role in caring for the family during labor and birth: The labor process

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 9.1 Describe the common theories explaining the onset, continuation of labor.
- 9.2 Explain the five factors that affect the labor process.
- 9.3 Recognize the normal measurements of the diameters of the pelvic inlet, cavity, and outlet.
- 9.4 Explain the significance of molding of the fetal head during labor.
- 9.5 Describe the cardinal movements of the mechanism of labor.
- 9.6 Assess the maternal anatomic and physiologic adaptations to labor.
- 9.7 Describe the initial and ongoing assessment of maternal progress during the first, second and third stages of labor.
- 9.8 Identify signs of developing complications during the first, second and third stages of labor.
- 9.9 Identify nursing diagnoses related to both the physiologic and psychologic aspects of each stage of labor.
- 9.10 Discuss the nurse's role in managing care for the woman and her significant others during each stage of labor.
- 9.11 Describe the role and responsibilities of the nurse in an emergency childbirth situation.
- 9.12 Discuss the nurse's role in fetal assessment during each stage of labor.
- 9.13 Explain baseline fetal heart rate and variability and periodic and episodic changes.
- 9.14 Differentiate between reassuring and non-reassuring fetal heart rate patterns, and identify appropriate nursing interventions
- 9.15 Describe the care of the woman with electronic fetal heart rate monitoring.
- 9.16 Identify areas related to labor and birth that could benefit from additional nursing research.
- 9.17 Explore the roles of the multidisciplinary team in caring for the client/family during labor.
- 9.18 Discuss the legal and ethical issues related to nursing care of clients during labor.

Content

Nursing process overview for the woman in labor
Theories of labor onset
Signs of labor
Forces of labor
Stages of labor
Maternal and fetal responses to labor
Maternal and fetal assessment during labor
Electronic monitoring
Other assessment techniques
Care of the woman during each stage of labor
Danger signs of labor: fetal/maternal

Unit 10: Nursing role in caring for the family during labor and birth: Providing comfort during labor and birth

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 10.1 Describe the physiologic basis of pain in labor and birth and relative theories of pain relief.
- 10.2 Compare and contrast the types of local, regional, and general anesthesia as used during labor and birth.
- 10.3 Identify effective coping strategies for the client during labor and birth.
- 10.4 State nursing diagnoses related to the effect of pain in labor.
- 10.5 Discuss nursing intervention to relieve pain in each stage of labor, such as breathing or relaxation techniques.
- 10.6 Describe the nursing responsibilities appropriate for a woman receiving analgesia or anesthesia during labor and birth.
- 10.7 Identify areas related to comfort in labor that could benefit from additional nursing research.
- 10.8 Explore the roles of the multidisciplinary team in providing comfort to the client/family during labor and birth.
- 10.9 Discuss the legal and ethical issues related to pain relief measures provided to clients during labor and birth.

Content

Nursing process overview for pain relief during childbirth
Etiology of pain during labor and birth
Physiology of pain
Perception of pain
Nursing interventions for pain relief during labor
Medication for pain relief during labor and birth
Nerve block analgesia and anesthesia
Legal-ethical issues related to childbirth

Unit 11: Nursing role in caring for the family during the postpartum period

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 11.1 Describe the physiologic and psychological changes that occur during the postpartum period.
- 11.2 Examine characteristics and measurement of uterine involution and lochial flow.
- 11.3 Evaluate expected values for vital signs and blood pressure, deviations from normal findings, and probable causes of the deviations.
- 11.4 Identify the priorities of maternal care given during the postpartum period.
- 11.5 Give examples of physical and psychosocial nursing diagnoses pertaining to women in the postpartum period.
- 11.6 Summarize nursing interventions to prevent excessive bleeding, promote normal bladder and bowel patterns, and care for the breasts of women who are breastfeeding or bottle-feeding.
- 11.7 Identify behaviors of the three phases of maternal adjustment.
- 11.8 Explain the influence of cultural expectations on postpartum adjustment.
- 11.9 Discuss ways to facilitate parent-infant attachment.
- 11.10 Identify areas related to the care of the postpartum family that could benefit from additional nursing research.
- 11.11 Identify the roles of the multidisciplinary team in caring for the postpartum client/family.
- 11.12 Explore the legal and ethical issues related to nursing care of the postpartum client.

Content

Nursing process overview for the postpartum woman and her family
Psychological changes of the postpartum period
Phases of the puerperium
Development of parental love/family relationships
Maternal concerns and feelings in the postpartum period
Physiologic changes of the postpartum period
Reproductive systems changes
Systemic changes
Vital Signs
Progressive changes
Nursing care of the woman and family in the first 24 hours postpartum
Adaptation to parenthood
Nursing care of the woman and family following hospital discharge
Legal-ethical issues related to postpartum.

Unit 12: Nursing care of the newborn and the family

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 12.1 Describe the characteristics of the term newborn.
- 12.2 Describe the biologic and behavioral adaptations of the newborn, including sleep-wake states and periods of reactivity.
- 12.3 Describe the components of the initial newborn assessment.
- 12.4 Discuss methods to maintain a newborn's temperature.
- 12.5 Discuss interventions that promote safety of the newborn immediately after birth.
- 12.6 Discuss phototherapy and the guidelines for teaching parents about this treatment.
- 12.7 Explain the purposes for and methods of circumcision, the postoperative care of the circumcised infant, and parent teaching information regarding circumcision.
- 12.8 Review the anticipatory guidance nurses provide for parents before discharge.
- 12.9 Identify areas of newborn assessment and care that could benefit from additional nursing research.
- 12.10 Explore legal and ethical issues related to nursing care of the newborn.

Content

Nursing process overview for health promotion of the term newborn

Profile of the newborn

Vital statistics

Vital signs

Physiologic function

Physiologic adjustment to extra-uterine life

Biologic & behavioral adaptations

Appearance of the newborn

Assessment for well-being

Nursing care of the newborn

Treatment modalities

Assessment of family's readiness to care for newborn at home

Unit 13: Nursing care of the newborn and the family: Nutritional needs of the newborn

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 13.1 Describe nutritional requirements of the term newborn.
- 13.2 State nursing diagnoses related to newborn nutrition.
- 13.3 Identify nursing interventions to facilitate and promote successful breastfeeding.
- 13.4 List signs of adequate intake in the breastfed infant.
- 13.5 Identify common problems associated with breastfeeding and nursing interventions to help resolve them.
- 13.6 Discuss patient teaching for the formula-feeding family.
- 13.7 Identify areas related to newborn nutrition that could benefit from additional nursing research.
- 13.8 Explore the roles of the multidisciplinary team in promoting nutritional health of newborns.

Content

Nursing process overview for promotion of nutritional health in the term of newborn.

Nutritional allowances for the newborn

Breastfeeding

 Physiology of breast milk production

 Advantages of breastfeeding

 Beginning breastfeeding

 Patient teaching

Formula feeding

 Commercial Formulas

 Calculating a formula's adequacy

Unit 14: Nursing role in caring for the high risk pregnant family: The woman with special needs

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 14.1 Describe the risks of pregnancy in the woman with special needs, such as the adolescent, the woman over age 35, the woman with a drug dependency and the woman with a disability.
- 14.2 Identify safe health practices during pregnancy for the client with special needs.
- 14.3 Explore current literature related to clients with special needs.
- 14.4 Identify areas related to care of the woman with special needs during pregnancy that could benefit from additional nursing research.
- 14.5 Identify the legal and ethical issues related to nursing of childbearing clients with special needs.

Content

Nursing process overview for care of the pregnant woman with special needs.

The pregnant adolescent

 Developmental crises of adolescence

 Prenatal assessment

 Complications of adolescents during pregnancy, labor, birth and the postpartum period

The pregnant woman over 35

 Developmental tasks and pregnancy

 Prenatal assessment

 Complications of pregnancy, labor, birth and the postpartum period for clients over 35

The pregnant woman with a physical disability

 Rights of the physically disabled

 The woman with spinal cord injury, mental retardation, sensori-neural impairment

The woman who is chemically dependent

Unit 15: Nursing role in caring for the high risk pregnant family: The woman who develops complications of pregnancy

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 15.1 Identify various complications of pregnancy.
- 15.2 Describe the pathophysiology of selected complications.
- 15.3 Differentiate among causes, signs and symptoms of selected pregnancy complications and their effects on pregnancy and the fetus.
- 15.4 Identify nursing diagnoses that address the needs of the woman with a complication of pregnancy as well as the needs of her family.
- 15.5 Identify both short-term and long-term goals that allow the woman to feel a measure of control in her daily life.
- 15.6 Compare the assessment and care management of women with pre-term labor carried out at home and in the hospital setting.
- 15.7 Discuss care management for the pregnant woman with pre-existing or gestational high-risk conditions.
- 15.8 Explore current literature related to clients with pregnancy complications.
- 15.9 Identify areas of nursing related to high risk pregnancy that could benefit from additional nursing research.
- 15.10 Analyze ways that nurses can help prevent complications of pregnancy through health teaching and risk assessment as well as keep nursing care family centered in the midst of a pregnancy complication.
- 15.11 Explore the roles of the multidisciplinary team in caring for clients with complications.
- 15.12 Identify the legal and ethical issues related to nursing care of clients who develop complications during pregnancy.

Content

Nursing process overview for the care of the woman who develops a complication of pregnancy.
Identifying the high risk pregnancy
Bleeding during pregnancy
Conditions associated with bleeding each trimester
Other causes of bleeding during pregnancy
Pregnancy induced hypertension
HELLP syndrome
Infections
Endocrine disorders
Cardiovascular disorders
Multiple pregnancy
Postterm pregnancy
Rh Incompatibility (Isoimmunization)
Fetal Death

Unit 16: Nursing role in caring for the high risk pregnant family: Complications during labor and birth

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 16.1 Define the general term dystocia and the common deviations in the force of labor, the passage or the passenger that can cause dystocia.
- 16.2 Identify the assessments for women experiencing different types of abnormal labor.
- 16.3 Identify nursing diagnoses based on the assessment of abnormal labor.
- 16.4 Describe nursing interventions for a trial of labor, induction of labor, forceps and vacuum assisted birth, cesarean birth, vaginal birth after a cesarean birth, & pre-term labor
- 16.5 Identify care related to potential complications in labor or birth, such as those caused by breech presentation, multiple gestation, fetal distress, prolapsed cord & pre-term labor.
- 16.6 Discuss possible obstetric emergencies and their appropriate management.
- 16.7 Identify areas related to complications of labor that could benefit from additional nursing research.
- 16.8 Identify ways that nursing care can be kept family centered when deviations from the normal in labor and birth occur.
- 16.9 Identify the roles of the multidisciplinary team in caring for clients with complications.
- 16.10 State the legal and ethical issues related to nursing care of clients who develop complications during labor and birth.

Content

Nursing process overview for care of the woman with a labor complication
Problems with the force of labor
Problems with the passenger
Problems with the passage
Therapeutic management of problems or potential problems in labor and delivery
 Induction and augmentation of labor
 Forceps delivery
 Vacuum extraction
Anomalies of the placenta and cord

Unit 17: Nursing role in caring for the high risk pregnant family: Complications during the postpartum period

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 17.1 Describe common deviations from the normal that can occur during the puerperium.
- 17.2 Describe hemorrhagic shock, including management and hazards of therapy
- 17.3 Discuss causes of postpartum infection.
- 17.4 Summarize assessment and care of women with postpartum infection.
- 17.5 Describe sequelae of childbirth trauma.
- 17.6 Discuss postpartum emotional complications.
- 17.7 State nursing diagnoses pertaining to deviations from normal during the puerperium.
- 17.8 Discuss care management for the pregnant woman with postpartum complications.
- 17.9 Discuss current literature related to clients with complications during postpartum.
- 17.10 Identify areas related to the care of women/families with postpartum complications that could benefit from additional nursing research.
- 17.11 Identify the roles of the multidisciplinary team in caring for clients with complications that occur during postpartum.
- 17.12 Explore the legal and ethical issues related to nursing care of clients who develop complications during postpartum.

Content

Nursing process overview for care of the woman experiencing a postpartum complication.

Postpartum hemorrhage

Puerperal Infection

Thrombophlebitis

Urinary system disorders

Cardiovascular system disorders

Emotional and psychological complications of the puerperium

Legal-ethical issues

Unit 18: Nursing role in caring for the high risk newborn and family

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

- 18.1 Describe the assessment of a newborn in the early neonatal period to determine if the infant has completed a safe transition to extrauterine live.
- 18.2 Review techniques for assessing the gestational age of newborns.
- 18.3 Compare & contrast gestational age and weight as indicators for neonatal complications.
- 18.4 Discuss the pathophysiology of selected problems related to gestational age and selected problems of the newborn.
- 18.5 Assess neonates with complications resulting from pre and post-maturity.
- 18.6 Compare and contrast the characteristics of preterm, term, postterm, and postmature neonates.
- 18.7 Establish plans of care for the neonate with dysfunction related to respiration, circulation, thermo-regulation and metabolic disturbances.
- 18.8 Identify characteristics of infants of mothers who are substance abusers
- 18.9 Describe the plan of care for infants of mothers who are substance abusers.
- 18.10 List nursing diagnoses related to the newborn at risk.
- 18.11 Identify areas related to the care of high-risk newborns that could benefit from additional nursing research.
- 18.12 Discuss the special crisis imposed on families when alterations of newborn development, length of pregnancy, or neonatal illness occur.
- 18.13 Identify the roles of the multidisciplinary team in caring for the high-risk newborn.
- 18.14 Explore the legal and ethical issues related to nursing care of the high-risk newborn.

Content

The newborn at risk because of altered gestational age or birth weight

RDS, ROP, BPD, MAS, Perinatal asphyxia, Hypoglycemia, Heat loss

Nursing process overview for care of the family with a newborn of altered gestational age or weight.

Newborn priorities in the first hours and days of life

Newborn illness (acquired conditions)

Hyperbilirubinemia, Kernicterus, Rh/ABO incompatibility, Birth trauma

Newborn at risk because of maternal infection or illness

Diabetic mother, Neonatal infections, Substance-abusing mothers

Pediatric Module

Unit 1: Overview of Pediatric Nursing

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

1. State the role of the pediatric nurse and future trends.
2. Identify the impact of culture practices of the child and family.
3. Discuss parenting behaviors, such as parenting styles, disciplinary patterns and communication styles.
4. State the function of play and safety from birth to adolescence.
5. Use the nursing process to design nursing care to promote will child health maintenance.
6. Discuss the development and relationships of personality, cognition, language, moral, spiritual and self-concept.

Content

Health during childhood

Pediatric nursing

 Role of the pediatric nurse

 Future trends

Nursing process in the care of the child and family

Culture/Social roles

 Subcultural/religious influences on health care

Parenting behaviors

 Special parenting situations

 Parenting the adopted child

 Parenting and divorce

 Single parenting

 Parenting in dual-earner families

 Accommodating contemporary parenting situations

Theoretical foundations of development

 Cognitive, language, moral and spiritual and self-concept development

Role of play in development

Functions of play and toy safety

Selected factors that influence development

 Heredity

 Socioeconomic level

 Mass media

UNIT 2: Communication / Assessment of the Childrearing Clients and Their Families

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

1. Describe the differences in nutritional needs of children during the infancy, toddler, preschool, school age and adolescent periods.
2. Describe principles of growth and developmental stages according to major theorists.
3. Describe principles of teaching and learning and their specific application to health teaching with children.
4. Describe the differences in communication and interviewing techniques of children during the infancy, toddler, preschool, school age and adolescent periods.
5. Describe common assessments of the child's eating patterns and determining nutritional needs.
6. Identify nursing diagnoses regarding nutritional needs of the well child.
7. Discuss areas of nursing care related to the nutritional needs of the well child.
8. Give examples of legal and ethical issues related to the nutritional concerns of the well child.

Content

Guidelines for communication and interviewing children

History taking

Nutritional assessment

Physical assessment of the child

Developmental assessment

Health teaching with children

Nursing diagnoses of the well-child

Nursing planning and implementation of the well child

Expected outcomes of the well-child

Legal and ethical issues

UNIT 3: Nursing care of the Infant and Family

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

1. State normal infant growth and development and associated parental concerns.
2. Identify common assessments necessary to detect normal growth and developmental milestones.
3. Identify the nurse's role in promoting optimum health during infancy.
4. Identify selected health problems of infancy.
5. Identify nursing diagnoses related to infant's growth and development and associated parental concerns.
6. Discuss areas of nursing care related to the infant's growth and developmental needs.
7. Review the anticipatory guidance nurses provides for the family with an infant.
8. Identify areas of infant assessment and care that could benefit from additional nursing research.
9. Describe the legal and ethical issues relating to nursing care of the family with an infant.

Content

Growth and development of the infant

Parental concerns related to normal growth and development

The nursing role in health promotion of the infant and family

 Infant safety

 Safety stimulation

 Activities of daily living

 Nutrition

 Immunizations

 Injury prevention

Healthy people 2010

Anticipatory guidance for the family with an infant

Health problems of infants

 Nutritional disturbances

 Feeding difficulties

 SIDS

 Apnea of infancy

Legal and ethical issues

Unit 4: Nursing care of the Toddler and family

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

1. State normal growth and development of the toddler period and common parental concerns.
2. Identify the toddler's normal growth and developmental milestones.
3. Identify common assessments necessary to detect normal growth and developmental.
4. Identify the nurse's role in promoting optimum health during the toddler period.
5. Identify selected health problems of the toddler.
6. State nursing diagnoses related to toddler growth and development, parental concerns and selected health problems.
7. Identify nursing interventions to facilitate the toddler's growth and developmental needs.
8. Explain care management of the toddler with selected health problems.
9. Review the anticipatory guidance nurses provides for the family with a toddler.
10. State goal outcomes established for care to be certain nursing goals associated with growth and developments have been achieved.
11. Identify areas of toddler assessment and care that could benefit from additional nursing research.
12. Discuss current literature related to the nursing care of the toddler.
13. State legal and ethical issues related to the toddler and family.

Content

Growth and development of the toddler

Parental concerns related to normal growth and development

The nursing role in health promotion of the toddler and family

 Toddler safety

 Activities of daily living

 Nutrition

 Immunizations

 Injury prevention

Healthy people 2010

Anticipatory guidance for the family with a toddler

Health problems of the toddler

 Infectious disorders

 Intestinal Parasitic Diseases

 Ingestion of Injurious Agents

 Child Maltreatment

Legal and ethical issues

Unit 5: Nursing care of the Preschooler and Family

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

1. State the normal growth and development of the preschool-age child and common parental concerns.
2. Identify the preschool-age child's normal growth and developmental milestones.
3. Identify common assessments necessary to detect normal growth and developmental.
4. Identify the nurse's role in promoting optimum health during the preschool-age period.
5. Identify selected health problems of the preschool-age child.
6. State nursing diagnoses related to preschool-age child's growth and development, parental concerns and selected health problems.
7. Identify nursing interventions to facilitate the preschool-age child's growth and developmental needs.
8. Explain care management of the preschool-age child with selected health problems.
9. Review the anticipatory guidance nurses provides for the family with a preschool-age child.
10. State goal outcomes established for care to be certain nursing goals associated with growth and developments have been achieved.
11. Identify areas of preschool-age child's assessment and care that could benefit from additional nursing research.
12. Discuss current literature related to the nursing care of the preschool-age child.
13. State legal and ethical issues related to the preschool-age child and family.

Content

Growth and development of the preschool-age child

Parental concerns related to normal growth and development

The nursing role in health promotion of the preschool-age child

Preschool-age child safety

Safety stimulation

Activities of daily living

Nutrition

Immunizations

Injury prevention

Health people 2010

Anticipatory guidance for the family with a preschool-age child

Health problems of the preschool-age child

Infectious disorders

Intestinal Parasitic Diseases

Ingestion of Injurious Agents

Child Maltreatment

Legal and ethical concern

Unit 6: Nursing care of the School-age and Family

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

1. State the normal growth and development of the school-age child and common parental concerns.
2. Identify the school-age child's normal growth and developmental milestones.
3. Identify common assessments necessary to detect normal growth and developmental.
4. Identify the nurse's role in promoting optimum health during the school-age period.
5. Identify selected health problems of the school-age child.
6. State nursing diagnoses related to school-age child's growth and development, parental concerns and selected health problems.
7. Identify nursing interventions to facilitate the school-age child's growth and developmental needs.
8. Explain care management of the school-age child with selected health problems.
9. Review the anticipatory guidance nurses provides for the family with a school-age child.
10. State goal outcomes established for care to be certain nursing goals associated with growth and developments have been achieved.
11. Identify areas of school-age child's assessment and care that could benefit from additional nursing research.
12. Discuss current literature related to the nursing care of the school-age child.
13. State legal and ethical issues related to the school-age child and family.

Content

Growth and Development of the school-age child

Parental concerns related to normal growth and development

The nursing role in health promotion of the school-age child and family

School-age child safety

Activities of daily living

Nutrition

Immunizations

Injury prevention

Healthy people 2010

Anticipatory guidance for the family with a school-age child

Health problems of the school-age child

Legal and ethical issues

Unit 7: Nursing care of the Adolescent and Family

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

1. State the normal growth and development of the adolescent child and common parental concerns.
2. Identify the adolescent child's normal growth and developmental milestones.
3. Identify common assessments necessary to detect normal growth and developmental.
4. Identify the nurse's role in promoting optimum health during the adolescent period.
5. Identify selected health problems of the adolescent child.
6. State nursing diagnoses related to adolescent child's growth and development, parental concerns and selected health problems.
7. Identify nursing interventions to facilitate the adolescent child's growth and developmental needs.
8. Explain care management of the adolescent child with selected health problems.
9. Review the anticipatory guidance nurses provides for the family with adolescent child.
10. State goal outcomes established for care to be certain nursing goals associated with growth and developments have been achieved.
11. Identify areas of adolescent child's assessment and care that could benefit from additional nursing research.
12. Discuss current literature related to the nursing care of the adolescent child.
13. State legal and ethical issues related to the adolescent child and family.

Content

Growth and development of the adolescent

Parental concerns related to normal growth and development

The nursing role in health promotion of the adolescent and family

Safety

Activities of daily living

Nutrition

Immunizations

Sexuality education and guidance

Injury prevention

Healthy people 2020

Anticipatory guidance for the family with an adolescent

Health problems of the adolescent

Legal and ethical issues

Unit 8: Nursing care of the child with Special Needs and Their Family

Learning Outcomes

At the completion of this unit, the student will have been provided with the learning activities to:

1. Describe common cognitive health disorders in children.
2. Describe the impact of chronic illness, disability or death on the child and family.
3. Identify the stages of adjustment to the diagnosis of a chronic condition.
4. Identify the major reactions of and effects on the family with a child with a special need.
5. List the impact of the illness or disability on the developmental stages of childhood.
6. Describe the pathophysiology of the child with selected special needs.
7. Identify nursing diagnoses that address the needs of the child with special needs.
8. Identify both short-term and long-term goals for a child with special needs.
9. Discuss care management for the child with special needs.
10. List the expected outcomes of the child with special needs.
11. Explore current literature related to children with special needs.
12. Identify areas of nursing related to special needs that could benefit from additional nursing research.
13. State the legal and ethical issues related to nursing care of the child who has special needs.

Content

Nursing assessment of the child with special needs

Impact of chronic illness, disability of death on the child and family

Nursing care of the family and child who is terminally ill or dying

Impact of cognitive or sensory impairment on the child and family

 Cognitive impairment

 Sensory Impairment –Hearing, vision

Nursing diagnoses of children with special needs

Nursing planning and care of the child with sensory and/or cognitive impairment

Expected outcomes of the child with special needs

Legal and ethical issues related to the child with special needs

Unit 9: Nursing care of the Hospitalized Child and Their Family

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

1. State the meaning of ambulatory and in-hospital experiences to children.
2. Describe common nursing interventions used in the healthcare of children to aid diagnosis and therapy.
3. Identify the impact of health care visit or hospital stay on a child.
4. Discuss the nursing interventions that minimize the fear of bodily injury during hospitalization.
5. Describe methods of assessing and managing pain in children.
6. Identify nursing interventions that support parents and sibling during a child's illness and hospitalization.
7. Identify the stressors of illness and hospitalization for children during each developmental stage.
8. State the nursing interventions that prevent or minimize the stress of separation during hospitalization.
9. Identify the nursing interventions that minimize the stress of loss of control during hospitalization.
10. State the general guidelines for preparing children for procedures, including surgery.
11. Describe safe methods of administering oral, parenteral, rectal, optic, otic and nasal medications to children.
12. List methods of reducing temperature in a child with fever or hyperthermia.
13. State the legal and ethical concerns of the hospitalized child and family.

Content

Meaning of illness to children

Differences in responses of children and adults to illness

Effects of separation on children

Value of play to the hospitalized child

Diagnostic techniques

 Nursing responsibilities

 Modifying procedures according to the child's developmental age

 Common diagnostic procedures

Medication Administration and responsibilities

Providing comfort

 Pain management and assessment

 Administering analgesia

 Hot and cold therapy

 Reducing elevated temperature in children

Nursing care of the surgical pediatric client

Legal and ethical issues

Unit 10: Nursing Care of the Child with Respiratory Dysfunction

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

1. Describe common respiratory disorders in children.
2. Identify respiratory tract differences in children.
3. Identify the factors that lead to respiratory tract infection in the child
4. Compare the effects of various respiratory infections observed in infants and children.
5. Describe the pathophysiology of selected respiratory disorders.
6. Differentiate among causes, signs and symptoms of selected respiratory disorders and their effects on the child.
7. Identify components of a respiratory assessment on a child with a respiratory disorder.
8. Identify nursing diagnoses that address the needs of the child with a respiratory disorder.
9. Identify both short-term and long-term goals for a child with a respiratory disorder.
10. Discuss care management for the child with a selected respiratory disorder.
11. List the expected outcomes of the child with a selected respiratory disorder.
12. Explore current literature related to children with a respiratory disorder.
13. Identify areas of nursing related to respiratory disorders that could benefit from additional nursing research.
14. Identify the legal and ethical issues related to nursing care of children who develop complications from respiratory disorders.

Content

Nursing assessment of the child with a respiratory disorder

Respiratory tract differences in children

Respiratory assessment

Laboratory tests

Diagnostic procedures

Therapeutic techniques used in the treatment of respiratory disorders in children

Acute upper respiratory infections

Infections of the lower airways

Croup syndromes

Disorders of the upper respiratory tract

Disorders of the lower respiratory tract

Nursing diagnoses of children with respiratory disorders

Nursing planning and implementation of the child with respiratory disorders

Expected outcomes of the child with respiratory disorder

Legal and ethical issues of children with respiratory disorders

Unit 11: Nursing Care of the Child with Gastrointestinal Dysfunction

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

1. Describe the common gastrointestinal disorders in children.
2. Identify gastrointestinal differences in children.
3. Identify the factors that lead to a gastrointestinal disorder in children.
4. Describe the characteristics of infants that affect their ability to adapt to fluid loss or gain.
5. State the plan of care of an infant with acute diarrhea.
6. Compare the inflammatory disease of the gastrointestinal tract.
7. Describe the pathophysiology of selected gastrointestinal disorders.
8. Differentiate among causes, signs and symptoms of selected gastrointestinal disorders and their effects on the child.
9. Identify components of an assessment of a child with a selected gastrointestinal disorder.
10. Identify nursing diagnoses that address the needs of the child with a selected gastrointestinal disorder.
11. Identify both short-term and long-term goals for a child with a gastrointestinal disorder.
12. Discuss care management for the child with a selected gastrointestinal disorder.
13. List the expected outcomes of the child with a selected gastrointestinal disorder.
14. Explore current literature related to children with a gastrointestinal disorder.
15. Identify areas of nursing related to gastrointestinal disorders that could benefit from additional nursing research.
16. Identify the legal and ethical issues related to nursing care of children who develop complications from gastrointestinal disorders.

Content

Nursing assessment of the child with gastrointestinal disorder

 Fluid and electrolyte balance

 Gastrointestinal symptoms of illness in children

 Bacterial infections

 Diagnostic procedures

 Laboratory tests

Disorders of motility

Inflammatory disorders

Hepatic disorders

Structural defects

Obstructive disorders

Malabsorption syndromes

Nursing diagnoses of the child with gastrointestinal disorders

Nursing planning and implementation of the child with gastrointestinal disorders

Expected outcomes of the child with gastrointestinal disorders

Legal and ethical issues

Unit 12: Nursing Care of the Child with Cardiovascular Dysfunction

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

1. Describe common cardiovascular disorders in children.
2. Identify cardiovascular differences in children.
3. Compare the effects of various cardiovascular disorders observed in children.
4. Describe the pathophysiology of selected cardiovascular disorders.
5. Differentiate among causes, signs and symptoms of selected cardiovascular disorders and their effects on the child.
6. Describe the clinical consequences of a child with a congenital heart disorder.
7. Identify components of a cardiac assessment.
8. Identify nursing diagnoses that address the needs of the child with a cardiovascular disorder.
9. Identify short-term and long-term goals for a child with a cardiovascular disorder.
10. Discuss care management for the child with a selected cardiovascular disorder.
11. List the expected outcome of the child with a selected cardiovascular disorder.
12. Explore current literature related to children with a cardiovascular disorder.
13. Identify areas of nursing related to cardiovascular disorders that could benefit from additional nursing research.
14. Identify the legal and ethical issues related to nursing care of children who develop complications from cardiovascular disorders.

Content

Cardiac development and function

Nursing assessment of the child with heart disorders

 Assessment of Cardiac Function

 Diagnostic tests and procedures

 History

Nursing care of the child with a heart disorder

 Cardiac catheterization/ Cardiac surgery

 Congenital heart disease

 Circulatory changes at birth

 Defects with Increased pulmonary blood flow

 Defects with Decreased pulmonary blood flow

 Obstructive defects

 Mixed defects

 Vascular dysfunction

Clinical consequences of congenital heart disease

 Congestive heart failure

 Hypoxemia

Nursing diagnoses of the child with cardiovascular disorders

Expected outcomes of the child with cardiovascular disorders

Legal and ethical issues

Unit 13: Nursing Care of the Child with Hematologic Dysfunction

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

1. Compare the differences between the various categories of anemia.
2. Describe the common hematological disorders in children.
3. Discuss the prevention of and care of the child with iron deficiency anemia.
4. Compare sickle-cell anemia and beta-Thalassemia major in relation to the pathophysiology and nursing care.
5. Identify the mechanism of inheritance and nursing care of the child with hemophilia.
6. State the pathophysiology and clinical manifestations of leukemia.
7. Identify the components of an assessment of a child with a hematological disorder.
8. Identify nursing diagnoses that address the needs of the child with a hematological disorder.
9. Identify both short-term and long-term goals for a child with a hematological disorder.
10. Discuss care management for the child with a selected hematological disorder.
11. List the expected outcomes of the child with a selected hematological disorder.
12. Explore current literature related to children with a selected hematological disorder.
13. Identify areas of nursing related to hematological disorders that could benefit from additional nursing research.
14. Identify the legal and ethical issues related to nursing care of children who develop complications from hematological disorders.

Content

Nursing assessment of the child with hematological disorders

 Structure and function of blood system

 Diagnostic procedures

 Laboratory tests

Red blood cell disorders

Defects in hemostasis

Technologic management of Hematologic disorders

Neoplastic disorders

Expected outcomes of the child with hematological disorders

Legal and ethical issues related to the child with hematological disorders

Unit 14: Nursing Care of the Child with Immunologic Dysfunction

Learning Outcomes

At the completion of the unit the student will have been provided with the learning activities to:

1. Compare the differences between the various categories of anemia.
2. Describe the common immunological disorders in children.
3. Describe the pathophysiology and management of the immunodeficiency disorders.
4. Identify the components of an assessment of a child with an immunological disorder.
5. Identify nursing diagnoses that address the needs of the child with an immunological disorder.
6. Identify both short-term and long-term goals for a child with an immunological disorder.
7. Discuss care management for the child with a selected immunological disorder.
8. List the expected outcomes of the child with a selected immunological disorder.
9. Explore current literature related to children with a selected immunological disorder.
10. Identify areas of nursing related to immunological disorders that could benefit from additional nursing research.
11. Identify the legal and ethical issues related to nursing care of children who develop complications from immunological disorders.

Content

Nursing assessment of the child with hematological/immunological disorders

 Structure and function of the immunity system

 Diagnostic procedures

 Laboratory tests

Neoplastic disorders

Immunological deficiency disorders- human immunodeficiency virus and acquired immunodeficiency syndrome

Severe combined immunodeficiency disease

Nursing care of the child with immunological disorders

Expected outcomes of the child with immunological disorders

Legal and ethical issues related to the child with immunological disorders

Unit 15: Nursing Care of the Child with Genitourinary Dysfunction

Learning Outcomes

At the completion of this unit, the student will have been provided with the learning activities to:

1. Describe the renal development and function in children.
2. Describe the common renal and urinary disorders that occur in children.
3. Describe the various factors that contribute to urinary tract infections in children.
4. Compare the child with minimal-change Nephrotic syndrome and the child with acute glomerulonephritis in terms of clinical manifestations and nursing care
5. Discuss the causes, complications and management of acute and chronic renal failure.
6. Compare the effects of various genitourinary disorders observed in children.
7. Describe the pathophysiology of selected genitourinary disorders.
8. Differentiate among causes, signs and symptoms of selected genitourinary disorders and their effects on the child.
9. Identify components of a genitourinary assessment of a child with a genitourinary disorder.
10. Identify nursing diagnoses that address the needs of the child with a genitourinary disorder.
11. Discuss care management for the child with a selected genitourinary disorder.
12. List the expected outcomes of the child with a selected genitourinary disorder.
13. Identify areas of nursing related to genitourinary disorders that could benefit from additional nursing research.
14. Identify the legal and ethical issues related to nursing care of children who develop complications from genitourinary disorders.

Content

Nursing assessment of the child with renal or urinary tract disorders.

 Renal development and function in children

 Laboratory tests

 Diagnostic tests

Structural abnormalities of the GU tract

Infections of the urinary system and related disorders

Disorders of altered kidney function

 Glomerular disease

 Wilms tumor

 Nephrotic syndrome

 Renal insufficiency (acute and chronic)

Nursing diagnoses for the child with genitourinary disorders

Nursing planning and implementation for the management of the child with genitourinary disorders

Expected outcomes of the child with genitourinary disorders

Legal and ethical issues of the child with genitourinary disorders

Unit 16: Nursing Care of the Child with Cerebral Dysfunction

Learning Outcomes

At the completion of this unit, the student will have been provided with the learning activities to:

1. Describe common cerebral disorders in children.
2. Describe the various modalities for assessment of cerebral function.
3. Differentiate between the stages of consciousness.
4. Identify the major components of a neurological examination.
5. State the different types of head injuries and the serious complications in children.
6. Differentiate between the various types of seizure disorders.
7. Describe the manifestations of a seizure disorder and the management of a child with such a disorder.
8. Describe the preoperative and postoperative care of a child with hydrocephalus.
9. Describe the pathophysiology of selected cerebral disorders.
10. Identify nursing diagnoses that address the needs of the child with a cerebral disorder.
11. Identify both short-term and long-term goals for a child with a cerebral or disorder.
12. Discuss care management for the child with a cerebral disorder.
13. List the expected outcomes of the child with a cerebral disorder.
14. Explore current literature related to children with a cerebral disorder.
15. Identify areas of nursing related to cerebral disorders that could benefit from additional nursing research.
16. Identify the legal and ethical issues related to nursing care of children who develop complications from cerebral disorders.

Content

Assessing a child with cerebral disorder

 Structure and function of the neurological system in children

 Health history

 Neurological examination

 Diagnostic testing

 Clinical laboratory testing

 Increased intracranial pressure monitoring

Nursing diagnoses of the child with cerebral disorders

Nursing planning and implementation of the child with cerebral disorders

 Cerebral trauma

 CNS tumors

 Intracranial infections

 Seizure disorders

 Cerebral malformations

Expected outcomes of the child with cerebral disorders

Legal and ethical issues of the child with cerebral disorders

Unit 17: Nursing Care of the Child with Endocrine Dysfunction

Learning Outcomes

At the completion of this unit, the student will have been provided with the learning activities to:

1. Describe the different endocrine glands and their function.
2. Differentiate between the disorders caused by hypopituitary and hyperpituitary dysfunction.
3. Describe the manifestations of thyroid hypofunction and hyperfunction and the management of children with the disorders.
4. Discuss the differences between the manifestations of adrenal hypofunction and hyperfunction.
5. State the various categories of diabetes mellitus.
6. Discuss the management and nursing care of the child with diabetes mellitus.
7. List the differences between a hypoglycemic and a hyperglycemic reaction.
8. Describe the pathophysiology of selected endocrine disorders.
9. Differentiate among causes, signs and symptoms of selected endocrine disorders.
10. State the major components of an assessment of a child with an endocrine disorder.
11. Identify nursing diagnoses that address the needs of the child with an endocrine disorder.
12. Identify both short-term and long-term goals for a child with an endocrine disorder.
13. Discuss care management for the child with a selected endocrine disorder.
14. List the expected outcomes of the child with a selected endocrine disorder.
15. Explore current literature related to children with an endocrine disorder.
16. Identify areas of nursing related to endocrine disorders that could benefit from additional nursing research.
17. Identify the legal and ethical issues related to nursing care of children who develop complications from endocrine disorders.

Content

Nursing assessment of the child with endocrine disorders

Nursing diagnoses of the child with endocrine disorders

Nursing planning and implementation of the child with endocrine disorders

 Disorders of pituitary function

 Disorders of thyroid function

 Disorders of the parathyroid function

 Disorders of the adrenal function

 Disorders of the pancreatic hormone function

Expected outcomes of the child with endocrine disorders

Legal and ethical issues of children with endocrine disorders

Unit 18: Nursing Care of the Child with Integumentary Dysfunction

Learning Outcomes

At the completion of this unit, the student will have been provided with the learning activities to:

1. Describe common integumentary disorders in children.
2. Describe the distribution and configuration of the various skin lesions.
3. Compare the manifestations of and therapies for bacterial, viral, and fungal infections of the skin.
4. Compare the skin manifestations related to age in children.
5. Describe methods for assessing a burn wound.
6. Discuss the physical and emotional care of a child with a severe burn wound.
7. Describe the pathophysiology of selected integumentary disorders.
8. Differentiate among causes, signs and symptoms of selected integumentary disorders and their effects on the child.
9. Identify components of an integumentary assessment of a child with an integumentary disorder.
10. Identify nursing diagnoses that address the needs of the child with an integumentary disorder.
11. Identify both short-term and long-term goals for a child with an integumentary disorder.
12. Discuss care management for the child with a selected integumentary disorder.
13. List the expected outcomes of the child with a selected integumentary disorder.
14. Explore current literature related to children with a selected integumentary disorder.
15. Identify areas of nursing related to integumentary disorders that could benefit from additional nursing research.
16. Identify the legal and ethical issues related to nursing care of children who develop complications from integumentary disorders.

Content

Nursing assessment of the child with integumentary disorders

 Skin lesions

 Infections

 Skin disorders related to insect or animal contacts

 Skin disorders associated with specific age groups

 Thermal injury

Nursing diagnoses of children with integumentary disorders

Nursing planning and implementation of the child with integumentary disorders

Expected outcomes of the child with integumentary disorders

Legal and ethical issues related to the child with an integumentary disorder

Unit 19: Nursing Care of the Child with Musculoskeletal Dysfunction

Learning Outcomes

At the completion of this unit, the student will have been provided with the learning activities to:

1. Describe the common musculoskeletal disorders in children.
2. State the physiologic and psychologic effects of immobilization on the child and family.
3. Discuss the care management of the child immobilized with an injury or a degenerative disease.
4. State the functions of the various types of traction.
5. Identify the plan of care for a child in traction.
6. Differentiate among the various congenital skeletal defects.
7. Describe the therapies and nursing care of a child with scoliosis
8. State the difference between osteosarcoma and Ewing sarcoma.
9. Describe the pathophysiology of selected musculoskeletal disorders.
10. Differentiate among causes, signs and symptoms of selected musculoskeletal disorders.
11. Identify components of an assessment of a child with a musculoskeletal disorder.
12. Identify nursing diagnoses that address the needs of the child with a musculoskeletal disorder.
13. Identify both short-term and long-term goals for a child with a musculoskeletal disorder.
14. Discuss care management for the child with a selected musculoskeletal disorder.
15. List the expected outcomes of the child with a selected musculoskeletal disorder.
16. Explore current literature related to children with a musculoskeletal disorder.
17. Identify areas of nursing related to musculoskeletal disorders that could benefit from additional nursing research.
18. Identify the legal and ethical issues related to nursing care of children who develop complications from musculoskeletal disorders.

Content

Nursing assessment of the child with a musculoskeletal disorder

Musculoskeletal function

Diagnostic testing

Clinical laboratory testing

Casting

Traction

Nursing diagnoses of the child with musculoskeletal disorders

Nursing planning and implementation of the child with a musculoskeletal disorder

Traumatic injury

Infectious and inflammatory disorders of bones and joints

Disorders of skeletal structure

Disorders of joints and tendons

Bone and soft tumors

Expected outcomes of the child with musculoskeletal disorder

Legal and ethical issues of children with musculoskeletal disorders

Unit 20: Nursing Care of the Child with Neuromuscular Dysfunction

Learning Outcomes

At the completion of this unit, the student will have been provided with the learning activities to:

1. Describe common cerebral or neuromuscular disorders in children.
2. Describe the various modalities for assessment of neuromuscular function.
3. Identify the major components of a neuromuscular examination.
4. Describe the pathophysiology of selected neuromuscular disorders.
5. Identify nursing diagnoses that address the needs of the child with a neuromuscular disorder.
6. Identify both short-term and long-term goals for a child with a neuromuscular disorder.
7. Discuss care management for the child with a neuromuscular disorder.
8. List the expected outcomes of the child with a neuromuscular disorder.
9. Explore current literature related to children with a neuromuscular disorder.
10. Identify areas of nursing related to neuromuscular disorders that could benefit from additional nursing research.
11. Identify the legal and ethical issues related to nursing care of children who develop complications from neuromuscular disorders.

Content

Assessing a child with cerebral or neuromuscular disorder

 Structure and function of the neuromuscular system in children

 Health history

 Neuromuscular examination

 Diagnostic testing

 Clinical laboratory testing

Nursing diagnoses of the child with neuromuscular disorders

Nursing planning and implementation of the child with neuromuscular disorders

 Congenital neuromuscular disorders

 Acquired neuromuscular disorders

Expected outcomes of the child with neuromuscular disorders

Legal and ethical issues of the child with neuromuscular disorders

Student Remediation Confirmation Form
(Confirmation of student activities for remediation)
RNSG 1412

Student NAME: _____

Remediation Activity:	Date:	Signature:	Comments:
Visit ADN Counselor			
Academic Success Center			
Workshops:			
-Study Skills			
-Time Management			
-Test Taking Skills			
-Peer Tutor			
Completion of VCE (Submit completed VCE with Remediation form)			
Visit Faculty Advisor			
Practice Questions from Evolve website			
Practice Questions from Maternal Child Health Reviews and Rationales			
Other:			
-			
-			

Please read, sign and return this form to your instructor

RNSG 1412
NURSING CARE OF THE CHILDBEARING AND CHILDREARING FAMILY
COURSE EXPECTATIONS CONTRACTUAL AGREEMENT
Spring 2013

I, _____, have read the syllabus and fully understand the expectations of me as a student in this course.

I acknowledge that I am aware that the A.D.N. Student Handbook is on the RNSG 1412 website and I am accountable for following the policies and procedures discussed in the handbook.

In addition, I agree to neither give nor receive any information about test content in this course.

My signature below signifies my willingness to comply with the course requirements. I also understand that the syllabus is online and it is my responsibility to obtain a printed copy.

Printed name

Signature

Date

In addition to the course expectations, I agree to neither give nor receive any information about test content in this course.

Signature

Date

RNSG 1412: Nursing Care of the Childbearing and Childrearing Family

Student Name (print): _____
Last First

Scale:

A = 90-100

B = 80-89

C = 75-79

D = 60-64

F = below 60

(OB module):

Unit Exam:

1. _____ X 0.15 = _____

2. _____ X 0.15 = _____

Project: _____ X 0.05 = _____

Final Exam: _____ X 0.15 = _____

(Pedi module):

Unit Exam

1. _____ X 0.15 = _____

2. _____ X 0.15 = _____

Project: _____ X 0.05 = _____

Final Exam: _____ X 0.15 = _____

Final Course Grade: _____ (OB and Pedi modules)