



NURSING III
COURSE SYLLABUS
NUR 2261

TABLE OF CONTENTS

GENERAL CLASS AND COURSE INFORMATION..... 1
PROFESSOR’S CONTACT INFORMATION 4
CLASS REQUIREMENTS 4
CLASS POLICIES & METHODOLOGY 6
COLLEGE POLICIES AND WEB INFORMATION 8
DEPARTMENT CONTACT INFORMATION: 9
GETTING STARTED 10
COURSE CONTENT OUTLINES BY CONCEPT 11

Course Syllabus – Classroom Course

GENERAL CLASS AND COURSE INFORMATION

Course Number: NUR 2261

Class Reference Number: Multiple

Term: Spring 2012

Course Title: Nursing III

Credit/Contact Hours: 6 Credits/6 Lecture Hours

Course Description:

Using the concepts of oxygenation, cellular integrity, regulation, perception/sensory/cognition and mobility, the theories of holism and goal attainment will be differentiated across the lifespan related to less commonly occurring human responses to health challenges. The focus is on the application and analysis of these concepts to assist individuals to achieve their goals.

Course Learning Outcomes: As a result of taking this course, the student will be able to:

1	Apply the nursing process utilizing critical thinking skills when planning the care of individuals and their families.
2	Explain the theory of goal attainment as a conceptual framework to implement holistic nursing in the care of individuals and their families.
3	Integrate the principles of growth and development to the personal, interpersonal and social needs of the individual and the family as a unit.
4	Incorporate the principles of nutrition and diet therapy as they apply to the health needs of the individual within their culture and the family unit as a whole.
5	Integrate ethical, legal and economic concepts essential to professional nursing practice and the delivery of care in diverse clinical settings.
6	Integrate awareness of cultural diversity among client groups and interrelationships between and among personal, interpersonal and social system transactions as they apply to the individual and the family.
7	Assimilate knowledge of principles for safe administration of pharmacologic agents routinely used for individuals and their families.
8	Implement plan care utilizing critical thinking abilities when applying the five concepts basic to the care of individuals and their families.
9	Assimilate safe and accurate technical skills in both the clinical setting and simulation by applying the basic components of theory.
10	Incorporate the plan of care in all clinical settings, to assist the individual and their family to attain and maintain wellness.
11	Incorporate and prioritize health care teaching to assist individuals and their families to attain wellness.
12	Synthesize and assimilate the various roles of the nurse in diverse settings as a member of the health care team.
13	Assimilate personal and professional growth through selected classroom and clinical experiences.

[Course Outline for NUR2261 – Nursing 3](#)

Course Syllabus – Classroom Course

Class Schedules: The class schedule will be posted on the web component.

Full-time: on campus students meet Monday and Tuesday from 9:30 am to 12:30 pm.

Evening-Weekend: students meet Tuesdays, Wednesday or Thursday evenings and Saturday days as designated by instructor.

Online Students are expected to access the course web site daily, Monday through Friday.

All attempts will be made to maintain this schedule. However, please note that in the event of an unforeseen emergency or circumstances beyond our control, we reserve the right to schedule exams and/or instructional activities on other days as a means to ensure every opportunity for students to successfully complete the course.

Textbooks Information: Textbooks are listed as Required and Recommended.

Required:

- 1 Ward, Susan L. and Hisley, Shelton M., (2011); *Maternal-Child Nursing Care: Optimizing Outcomes for Mothers, Children, & Families*. Philadelphia: F.A. Davis. ISBN-13: 978-0-8036-2813-7.
Hisley, Shelton M., (2011); *Women's Health Companion to Maternal-Child Nursing Care: Optimizing Outcomes for Mothers, Children, & Families*. Philadelphia: F.A. Davis. ISBN-13: 978-0-8036-2814-4.
- 2 Holloway, B., Moredich, C., Aduddell, K., Ward, S., (2009). *Maternal Child Nursing Care: Optimizing Outcomes for Mothers, Children & Families & OB, Peds, and Women's Health Notes: Nurse's Clinical Pocket Guide*. Philadelphia: F.A. Davis. ISBN:-13:978-0-8036-2137-4 ISBN-10: 0-8036-2137-X
- 3 Mohr, Wanda K. (2008). *Psychiatric-Mental Health Nursing evidence-based concepts, skills and practices* (7TH Ed.). Philadelphia: Lippincott, Williams, & Wilkins. ISBN-10: 0-7817-9097-2 OR ISBN-13: 978-0-7817- 9097-0
- 4 *Evolve Case Studies & Practice Tests*. Author: Elsevier.
ISBN:-13: 9781437771107.
For Students who purchased the Case Studies in the previous semester, please purchase the **Practice Tests only**. ISBN:-13: 9780323068673.
- 5 Palm Beach State College Syllabus for NUR 2261 is posted online.
- 6 Palm Beach State College [Nursing Student Handbook](#) is posted online.
- 7 **ALL PRIOR SEMESTER TEXTBOOKS MAY HAVE ASSIGNMENTS AND BE UTILIZED**

Recommended:

- 1 Desevo, M. (2009). *Maternity and Newborn Success: A Course Review Applying Critical Thinking to Test Taking*. Philadelphia: FA Davis Publishers.
ISBN-13: 978-0-8036-1906-7 / ISBN-13: 0-8036-1906-5

You may purchase your textbook(s) at any one of Palm Beach State College's campus bookstores or [online](#)

The Electronic [Essential Nursing Resources](#) Video list is recommended & available in [MTIS](#) (Media Technology and Instructional Services) located on the first floor of the LLRC.

All students enrolled in a Nursing course are required to obtain and read the current [Nursing Student Handbook](#) and the **Palm Beach State College Student Handbook**. All Nursing students are responsible for the information contained in these publications. Both of these publications are published on the Palm Beach State College web site.

Course Syllabus – Classroom Course

Web Content Information: This course has an [Internet Component](#).

To pass the course, you must be able to access this web site. The course web site will be available three days prior to the start of the semester. Your password will not work until that time.

It is the student's responsibility to have accessed this site no later than the semester start date.

The web site has a security system which requires a *Sign on* and a *Password*. Only registered students will be able to access the course.

To login to the course web site:

User Name: Use your Palm Beach State College Student ID Number (no hyphens). Your Palm Beach State College Student ID Number can be found on the back of your student ID card. If you do not have a student ID card, you can obtain one in the bookstore at Lake Worth campus. For obtaining a student ID card on other campuses, check with the campus directly.

Password: The student's Blackboard password will be the student's **Palm Beach State College Pin Number**>

What do I do if I forget my password or need assistance with Blackboard?

E-mail the [Blackboard administrator](#). You can also contact the Palm Beach State College by emailing the [Student Helpdesk](#) or contacting them by phone at (561)868-4000. Be sure you have the following information available:

- your full name
- your Palm Beach State College Student ID number
- course with the reference number
- details of the assistance needed and any error messages

The [Student Help Desk](#) Hours of Operation are posted on the web page: On hours and days that the Help Desk is closed, the student may leave a voice message or an e-mail and the issue will be addressed the next business day.

"[Netiquette Rule](#)" requirements

The faculty expectation is for student adherence to the same standards of behavior online that you follow in real life.

Course Syllabus – Classroom Course

PROFESSOR'S CONTACT INFORMATION

<p><u>Valerie Bickings MSN, ARNP</u> Associate Professor AH215 (561) 868-3448 Lake Worth campus <u>bickingv@palmbeachstate.edu</u></p>	<p><u>Adina DiFederico-Amicone Yates, MSN, RN</u> Professor I AH 221, Phone: (561) 868-3442 Lake Worth campus <u>difedera@palmbeachstate.edu</u></p>
<p><u>Cindy Goegelman MSN, ARNP, CNM</u> Associate Professor VL105, Phone: (561) 868-3447 Lake Worth campus <u>goegelmac@palmbeachstate.edu</u></p>	<p><u>Peggy Holmes-DeGraw MSN, ARNP, CNM</u> Professor I AH306, Phone: (561) 868-3438 Lake Worth campus <u>holmesm@palmbeachstate.edu</u></p>
<p><u>June Osavio, MSN, RN</u> Associate Professor CRB 218.4, Phone: 561 993-3041 Belle Glade campus <u>osavioj@palmbeachstate.edu</u></p>	<p><u>Ann Sipes, MSN, RN</u> Professor I AH 307, Phone (561)868-3444 Lake Worth campus <u>sipesa@palmbeachstate.edu</u></p>
<p>Office Hours are Posted on the Faculty Web Pages and Outside Offices</p>	

CLASS REQUIREMENTS

Assignments: Each student is required to **read, print, and sign** the *Ethical Agreement* contained in the [Nursing Student Handbook](#), and submit it to the instructor at the first class meeting.

NUR 2261 will have six exams, a cumulative final exam, 2 specialty exams and class participation. See grading scale for details. All students are encouraged to participate fully in classroom activities. All readings, classroom discussions, AV material, and guest speakers are testable material.

Students who are actively involved in their learning are more successful. Students are expected to complete all assigned class work; participate in structured class discussion; and attend all scheduled exams.

Class participation grade (10%) will be determined as follows:

1. Evolve/ Apply (5%):
 - a. Complete all Semester III Pediatric and Maternity Case Studies and all Semester III Practice Exams. Students must achieve a minimum passing grade of 75% on all Case Studies and all Practice Exams.
 - b. Submit proof of completion of 7 Pediatric Case Studies and Pediatric Practice Exams prior to sitting for Exam #3.
 - c. Submit proof of completion of 6 Maternity Case Studies and Maternity Practice Exams prior to sitting for Exam # 6.
 - d. These reports are necessary for you to gain access to Tests # 3 & # 6.

Course Syllabus – Classroom Course

2. Attendance (5%): As stated within this syllabus.
 - a. On campus students are required to sign in on the record provided by the instructor prior to lecture. If a student signature is missing, they are considered absent for that class.
 - b. Signing on to BB web site component **daily** to access updates & announcements. This can be easily tracked and verified by instructor.
 - c. Case studies to be completed weekly as assigned. Please refer to Discussion Area “Additional Course Information” for specific instructions.

3. Please refer to the current Nursing Student Handbook for directions on how to complete a **written assignment** for submission in the Nursing Program. Written assignments are posted as attachments to the course Assignment Tool in .doc or .rtf format, only, unless otherwise directed by the instructor.

Recommended weekly activities: Read the textbook chapters first; then review the online handouts, and review NCLEX questions available on line (use the link for the textbook provided by the publisher) at the end of each assigned chapter. Utilize the course email or discussion board for communication of questions and clarifications.

Late Assignment Policy: Late assignments are not accepted unless prior arrangements have been approved by the instructor.

Grading Scale & Policy: All students must receive a passing grade in each of the Semester 3 Nursing Courses in order to proceed to the fourth semester. The following courses are considered Semester 3 courses:

- NUR 2261
- NUR2261L

Nursing Department Grading Scale and Policy: for Theory/Lecture Classes

90-100	= A
83-89	= B
75-82	= C
Below 75	= F

Standardized testing administered in each course will count as part of the total grade for that course.

In order to pass the course the student must complete the following requirements:

Achieve a combined average of 75% on course exams including the comprehensive final and HESI Specialty Exams **prior** to adding in class work, participation, and attendance.

If the student fails the course, remediation will be accomplished through course repetition.

Course Syllabus – Classroom Course

Test, Quizzes & Final Examination Schedule: Grades will be computed as follows:

Exam 1	10%
Exam 2	10%
Exam 3	10%
Exam 4	10%
Exam 5	10%
Exam 6	10%
FINAL EXAM	20%
Specialty Exam - Pediatrics	5%
Specialty Exam –Women’s Health	5%
<u>Participation: (Evolve/ Attendance)</u>	<u>10%</u>
Total:	100%

All Exams will be administered on campus, in the designated Testing Center at the home campus for each course.

Make-up Exam Policy: Please refer to the current Nursing Student Handbook for standard policy related to Essay Make-up Exams.

CLASS POLICIES & METHODOLOGY

Attendance: Professors are required to take attendance. Online students are expected to sign on to the course web site daily, Monday through Friday, as this is easily tracked by the instructor(s). On campus students are required to sign into each lecture, on the record provided, as they enter the classroom to verify their attendance. If the student does not sign the record they are considered absent for that class.

All students are expected to attend all classes and clinicals/labs. In the event of an absence due to extenuating circumstances, the student is expected to notify the appropriate faculty member.

Electronic Device Use: The use of Hand-held devices that are iPod capable are encouraged to facilitate downloadable information as learning strategies and study tools. **Cell phones must be turned off in class and are prohibited in the campus Testing Centers.**

Email Policy: All students have access to a college email account. It is the responsibility of the student to activate this account in order to be kept current with college, program and course information. College email must be checked weekly, at least. This is an Internet course and has email within the course. Course email should be used for all course-related communications with faculty. Faculty will contact students via college and course email, so be certain to check course email daily, Monday through Friday, for any updates or changes to coursework.

Equipment & Supplies: Required text books; access to a computer with active Internet service; word processing and printing capabilities are essential to be successful in this class.

Professor’s Expectations: Students are expected to access the course web site at least twice weekly to check the discussion board and course e-mail for updated information. The student will participate in discussions as assigned by the instructor; will observe “Netiquette”; will read the assigned chapters; will

Course Syllabus – Classroom Course

make an appointment with the faculty member at the first indication of a test grade below 75%, for faculty mentoring and remediation plans.

Faculty Mentoring:

Mandatory face-to-face appointments must be made with your assigned Faculty Advisor **PRIOR** to the fourth (4th) exam. During this appointment your progress and portfolio will be evaluated and suggestions made to enhance your success in the course/program. Please bring a current copy of your Unofficial Transcript, your Graduation Audit and your Portfolio to the appointment. **Specialty** exam results from the previous semester and a remediation plan will be reviewed during this required appointment.

“At risk” students, those students who do not meet the recommended HESI Composite Score of 850 for the Specialty Exam, will be required to make an appointment with their assigned Faculty Advisor/Mentor **before** Exam #2. Assigned faculty mentors will review the remediation plan with the student and complete a Performance Improvement Plan (PIP) to include a timeline for completion and a follow-up appointment to ascertain the student’s progress.

Methods of Instruction:

- | | | | |
|---|-------------------------------------|-----|---------------------------------------|
| 1 | Selected reading | 9 | Student group/team work |
| 2 | Lectures & Handouts | 10 | Journal Articles |
| 3 | Demonstrations | 11 | Study Guides |
| 4 | Discussions | 12 | Interactive Educational Activities |
| 5 | Audiovisuals | 13 | Internet – Blackboard Learning System |
| 6 | Interactive video software programs | 14 | Critical Thinking Exercises |
| 7 | Computer-Assisted Instruction | 15 | Simulations |
| 8 | Student lead presentations | 16. | Essential Nursing Resources |

Classroom Strategies: All health challenges pertinent to NUR 2261 will be presented using the following format when covered in the classroom:

- A. Physiology/Pathophysiology
- B. Nursing Management
 - a. Assessment (History/Clinical Manifestations/ Findings/ Diagnostic Evaluation)
 - b. Diagnosis/ Identification and Naming of the Problem
 - c. Planning/ Goal setting
 - d. Implementation/ Intervention
 - e. Evaluation/ Outcomes
- C. Health Promotion and Disease Prevention (HP/DP)

Course Syllabus – Classroom Course

Evaluation Methods

1. NCLEX formatted computer exams designed to measure knowledge, application, nursing judgment and critical thinking.
2. Written papers, as assigned
3. Class participation, as defined previously
4. Total Curriculum Support Tools (ProCalc and Evolve/HESI).

Unique Requirements of the Class: This course has [a component web site](#)

To pass the course, you must be able to access this component web site. **The web site will be available the first day of class of the start of the semester. Your password will not work until that time.** It is the student's responsibility to access the site as soon as access is available.

The web site has a security system which requires a *Sign on* and a *Password*. Only registered students will be able to access the course.

All Nursing students are required to obtain and read the current Nursing Student Handbook; the Palm Beach State College Student Handbook; the PantherWeb Student Information; and are responsible for the information contained therein. Nursing students are required to review the current Nursing Student Handbook with focused attention on the following policies:

1. Student Preparedness
2. Examinations
3. Make-up examinations
4. Medication Administration Calculation Test (ProCalc)
5. Medical/CPR Requirements
6. Computer Competency Component
7. Written assignments
8. Organization of Nursing Curriculum at Palm Beach State College

Furthermore, each student is required to **read, print, and sign** the **Ethics** Agreement and **submit** it to the instructor on the first day of class as previously stated.

Please refer to: The [Nursing Student Handbook](#):

COLLEGE POLICIES AND WEB INFORMATION

Academic Dishonesty

Academic dishonesty includes the following actions, as well as other similar conduct aimed at making false representation with respect to the student's academic performance:

(1) Cheating on an exam, (2) Collaborating with others on work to be presented, if contrary to the stated rules of the course, (3) Submitting, if contrary to the rules of the course, work previously submitted in another course, (4) Knowingly and intentionally assisting another student in any of the above actions, including assistance in an arrangement whereby work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed, (5) Plagiarism.

Course Syllabus – Classroom Course

Please refer to the **Palm Beach State** [College Student Handbook](#) for further information.

Classroom Etiquette and Student Behavior Guidelines

Students will demonstrate respect for professors and fellow students. Behavior that is disruptive to a positive learning environment reported by the professor will result in a warning on the first instance; the second instance might result in expulsion from the course or campus.

Computer Competency Component

Each student will, to the satisfaction of the instructor, demonstrate a fundamental understanding of basic computer operations through various instructor-determined exercises and/or assignments. These exercises/assignments are included in this syllabus.

Disability Support Services

Students with disabilities are advised, in compliance with federal and state laws, that accommodations and services are available through the office of [Disability Support Services](#) (DSS). It is the student's responsibility to contact [Disabled Student Services Advisors](#) and to submit appropriate documentation prior to receiving services..

Eating, Drinking and Smoking

Eating and drinking are confined to areas designated on the campus. Smoking is not permitted in any College building and only in areas designated at each campus.

Student Responsibility Policy

When a student attends the College, s/he becomes subject to its jurisdiction. Students are expected to conduct themselves in a responsible manner, in all areas of campus life. By enrolling, they pledge to obey the rules and regulations of the College and are responsible for observing all College policies and procedures as published in the student handbook, the College catalog and other College publications. The student will be responsible for preparing for class, participating in class, and completing assignments on time.

Palm Beach State [College Websites of Interest](#)

Withdrawal Policy for Individual Courses: The last day to withdraw from a College course with a "W" grade in this course is in accordance with the current Academic Calendar. It is the responsibility of the student to use the PantherWeb system or visit a campus Registrar's office to withdraw. An official withdrawal entitles the student to a grade of "W" in the class.

DEPARTMENT CONTACT INFORMATION:

Kellie Bassell, MSN, EdS, RN
Nursing Program Director
AH 110 (561) 868-3412
Fax (561) 868-3452

[E-mail](#)

bassellk@palmbeachstate.edu

Course Syllabus – Classroom Course

GETTING STARTED

1. Make sure you have all the computer system requirements as listed in the Computer Requirements section of this syllabus.
2. E-Mail the professor with your name and phone number. The professor will communicate with you through Blackboard or your Palm Beach State College-issued email address.
3. Obtain course materials. The textbook(s) can be purchased at the Palm Beach State College campus bookstore or [online](#).
4. **Log onto the [Online Learning - Blackboard Campus](#) course web site.** Use your PantherWeb login information.
5. Once inside the course website, read the "Mandatory Online Orientation" and complete the *Orientation Quiz*.
6. Explore the different parts of the web page. Be sure you print the syllabus, course calendar, and assignment sheet so that you know what is expected of you during the semester.
7. Read the instructor's *Welcome* message on the discussion board and post a reply to it introducing yourself to the class.
8. Print the course worksheets and content outlines that follow this section of the syllabus.
9. Begin completing your assignments as listed on the course calendar and/or class schedule.

Have fun!

Disclaimer

Changes may be made to the syllabus at any time during the term by announcement of the professor. It is the responsibility of the student to make any adjustments as announced.

COURSE CONTENT OUTLINES BY CONCEPT

Course Syllabus – Classroom Course

CONCEPT I: OXYGENATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Using anticipatory guidance discuss immediate and ongoing assessment of the healthy newborn. 2. Educate regarding immediate as well as ongoing nursing care of the healthy newborn to prevent complications. 3. Educate regarding thermoregulation and modes of heat loss in relation to the normal neonate and their relationship in prevention of complications. 4. Discuss normal newborn reflexes. 5. Discuss the nutritional requirements of the normal newborn. 6. Provide a plan of care for a breastfeeding mother incorporating interventions, rationales, and expected outcomes to ensure a positive experience. 7. Provide a plan of care for a bottle feeding mother incorporating interventions, rationales, and expected outcomes to ensure a positive experience. 8. Incorporate the nursing process to enhance teaching and provision of nursing care to normal newborns during the neonatal period; including interventions, rationales, and expected outcomes. 9. Discuss anticipatory guidance relevant to a healthy newborn’s discharge. 10. Apply critical thinking to individualize newborn care incorporating cultural and holistic approaches. 	<p>A. Caring for the Family with a Normal Newborn</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Assessment for well being b. Care of the newborn at birth c. Laboratory studies d. Assessment of gestational age e. Assessment of behavioral capacity f. Profile of the newborn (neonate 1st 28 days of life) 2. Content: <ol style="list-style-type: none"> a. Physiology / pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapters 17 & 18</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT I: OXYGENATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Using anticipatory guidance discuss components of abnormal findings in a newborn assessment. 2. Discuss the necessary equipment for a newborn resuscitation. 3. Discuss gestational age risk factors and meconium aspiration and factors that may aid in prevention. 4. Discuss Rh and ABO incompatibility and their effects on the newborn. 5. Discuss risks associated with birth injuries as well as preventative measures. 6. Discuss regulation & metabolic dysfunction of the newborn as well as preventative measures. 7. Discuss the impact of substance abuse on the newborn. 8. Incorporate the nursing process to enhance teaching and provision of nursing care to newborns experiencing complications; including interventions, rationales, and expected outcomes. 9. Apply critical thinking to individualize complicated newborn care incorporating cultural and holistic approaches. 10. Apply the nursing process utilizing critical thinking skills to plan the care of care for an infant with neonatal sepsis. 11. Differentiate between physiologic and pathologic jaundice based on onset, cause, possible sequelae, and specific management. 	<p>B. Caring for the Family with a Complex Newborn</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Newborn priorities in first days of life b. Initiating & maintaining respirations c. The newborn at risk because of altered gestational age or birth weight d. Delivery of the infant at risk: <ol style="list-style-type: none"> (1) SGA and LGA newborn (2) Brachial plexus injury (3) Preterm and post-term newborn (4) Meconium aspiration syndrome (5) Hyperbilirubinemia (6) Neonatal sepsis (7) Drug exposed neonate 2. Content <ol style="list-style-type: none"> a. Physiology / pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings: Ward, et al text: Chapters 17, 18, 19</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites: Congenital anomalies http://www.childrenshospital.org/az/Site479/mainpageS479P0.html</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT I: OXYGENATION

UNIT LEARNING OUTCOMES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Apply the information to the care of the child with a respiratory condition. 2. Describe the different respiratory conditions and injuries that can cause respiratory distress in infants and children. 3. Assess the child’s respiratory signs and symptoms to distinguish between moderate and severe respiratory distress and describe the appropriate nursing care for each level of severity. 4. Develop a nursing care plan for a child with common acute respiratory conditions. 5. Develop a nursing care plan for a child with a chronic respiratory condition 6. Demonstrate an understanding of the ways in which inhalation of non-infectious agents produce pulmonary dysfunction. 7. Describe the physiologic effects Describe the unique characteristics of the pediatric respiratory system anatomy and physiology and of cystic fibrosis on the gastrointestinal and pulmonary systems. 8. Describe the post-operative care of the child with a tonsillectomy 	<p>C. Caring for the Child and Family with a Respiratory Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Upper respiratory infections <ol style="list-style-type: none"> (1) Tonsillitis (2) Croup syndrome b. Laryngotracheobronchitis c. Epiglottitis d. Asthma e. Cystic Fibrosis f. RSV - Respiratory syncytial virus (bronchiolitis) g. Otitis media h. Otitis externa i. Nasopharyngitis j. Sinusitis k. Tonsillitis 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text:</p> <p>Chapter 24</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT I: OXYGENATION

UNIT LEARNING OUTCOMES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Recognize the signs and symptoms of congestive heart failure in an infant/child. 2. Develop a care plan for the child with congestive heart failure, including medications, labs and teaching for the family 3. Describe the pathophysiology of heart lesions with increased pulmonary pressure. 4. Describe the pathophysiology of heart lesions with decreased pulmonary pressure (Tetralogy of Fallot). 5. Describe the pathophysiology in heart lesions with obstructive blood flow. 6. Describe the pathophysiology of the heart with mixed lesions. 7. Describe the clinical management of hypertension in children. 8. Outline a holistic plan of care for a child with Kawasaki Disease. 9. Outline a holistic plan of care for a child with rheumatic heart disease. 	<p>D. Caring for the Child and Family with a Cardiovascular Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Congenital cardiac disease <ol style="list-style-type: none"> (1) Lesions of Increased Pulmonary Pressure <ol style="list-style-type: none"> (a) Patent ductus arteriosus (b) Septal defects (c) Ventricular Septal Defect (d) Atrial Septal Defect (2) Lesions of Decreased Pulmonary Pressure <ol style="list-style-type: none"> (a) Tetralogy of Fallot (3) Mixed Cardiac Lesions <ol style="list-style-type: none"> (a) Transposition of the great arteries (b) Truncus arteriosus (c) Total Anomalous Pulmonary Return (4) Obstructive Lesions <ol style="list-style-type: none"> (a) Aortic Stenosis (b) Coarctation of the Aorta (c) Hypoplastic Left heart b. Acquired heart disease <ol style="list-style-type: none"> (1) Rheumatic heart disease (2) Kawasaki’s disease (3) Congestive heart failure 	<p>Required Text Readings: Ward, et al text: Chapter 27</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT I: OXYGENATION

UNIT LEARNING OUTCOMES	TOPICS	LEARNING ACTIVITIES
	<ul style="list-style-type: none">2. Content<ul style="list-style-type: none">a. Pathophysiologyb. Nursing Management<ul style="list-style-type: none">(1) Assessment (History, Clinical Findings, Diagnostic Evaluation)(2) Diagnosis(3) Planning(4) Implementation(5) Evaluationc. Health Promotion & Disease Prevention	

Course Syllabus – Classroom Course

CONCEPT I: OXYGENATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Discuss the physical and emotional complexities of infertility. 2. Discuss complexities of pregnancy associated with bleeding during each of the three trimesters including diagnostics and treatment modalities. 3. Discuss complexities of pregnancy that affect nutritional status or requirements including diagnostics and treatment modalities. 4. Discuss pathophysiology, screening for Diabetes in pregnancy (Gestational Diabetes) implications and nursing care for the gestational diabetic and fetus to prevent complications. 5. Understand clinical management for the complex pregnant client diagnosed with Gestational Diabetes. 6. Discuss complexities that place the pregnancy at risk due to preterm labor or premature rupture of the membranes including diagnostics and treatment modalities. 7. Discuss complexities of pregnancy that affect perfusion including diagnostics and treatment modalities. 8. Discuss the impact of trauma/abuse on the pregnant client and fetus. 9. Discuss fetal demise or death and appropriate nursing interventions. 	<p>E. Caring for the Complex Antepartal Family</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Infertility b. Bleeding during pregnancy c. Conditions associated with 1st trimester bleeding d. Conditions associated with 2nd trimester bleeding e. Conditions associated with 3rd trimester bleeding f. Hyperemesis gravidarum g. Diabetes Mellitus-Gestational diabetes h. Preterm labor i. Premature & preterm pre-mature rupture of membranes j. Pregnancy induced hypertension k. Maternal Cardiac Disease l. Multiple pregnancy m. Hydramnios n. Post term pregnancy o. Isoimmunization-RH disease /ABO incompatibility p. Trauma/abuse q. Fetal death r. HIV/AIDS in pregnancy 2. Content <ol style="list-style-type: none"> a. Physiology / Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapters 6, 7, 11</p> <p>Brunner, et al text: Chapter 46</p> <p>Required Professional Journal Articles:</p> <p>Hagl-Fenton, D. (2008). Beyond preeclampsia: HELLP syndrome. <i>RN</i>, 71(3), 22-26.</p> <p>Companion Websites:</p> <p>Recommended Viewing: http://palmbeachstate.libguides.com/content.php?pid=28521 Media: Semester 3 OB 1-21278 Obstetrical Nursing: Obstetrical Complications of Pregnancy 1-80171 Obstetrical Nursing: Obstetrical Complications of Pregnancy</p> <p>Recommended Viewing:</p> <p>VT 1-04278 – Innocent Addicts: Women, Drugs and the Unborn Child (27") VT 1-20315 – F.A.S.: When the Children Grow Up (40") VT 1-12893 – Babies Can't Say "No":</p>

Course Syllabus – Classroom Course

CONCEPT I: OXYGENATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<p>10. Discuss the HIV + pregnant woman, understand maternal/fetal risks and pregnancy concerns associated with HIV.</p> <p>11. Identify therapies and nursing care specific to the HIV + pregnant client and her fetus.</p> <p>12. Understand the significance of proper education and information to prevent the transmission of the HIV virus to the fetus.</p> <p>13. Incorporate the nursing process to utilize teaching and provision of nursing care to the above complexities of pregnancy; including interventions, rationales, and expected outcomes.</p> <p>14. Apply critical thinking to individualize complex antepartal care incorporating cultural and holistic approaches.</p> <p>15. Discuss areas of complex antepartal care that would benefit from scientific inquiry.</p> <p>16. Understand the impact of these antepartal complexities on the family unit.</p>	<p>(3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention</p>	<p>Substance Abuse During Pregnancy (25") VT 1-11012 – Fetal Abuse: The Effects of Drugs and Alcoholism. (18")</p>

Course Syllabus – Classroom Course

CONCEPT I: OXYGENATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Discuss the anatomic structures of the bony pelvis, fetal skull and their impact on the birth process. 2. State and explain the 4 factors which impact the labor process. 3. Describe the 5 cardinal movement of labor. 4. Discuss maternal physiologic adaptations to labor. 5. Discuss components of labor including onset and stages. 6. Discuss amniotomy, ruptured membranes, indications, prerequisites, and nursing responsibilities during this procedure. 7. Understand utero-placental fetal circulation and factors affecting outcomes. 8. Discuss assessment techniques for evaluating fetal heart rate and uterine activity and compare their advantages and disadvantages. 9. Differentiate between external and internal fetal monitoring modalities and discuss reassuring versus non-reassuring findings. 10. Identify the nurse's role to assist the family to cope with complex intrapartal conditions. 11. Understand the nurse's role in assessing the need for non-pharmacologic and pharmacologic intervention in labor. 12. Incorporate the nursing process to enhance teaching and the provision of comfort during the intrapartal period; including interventions, rationales, and expected outcomes. 13. Apply critical thinking to individualize intrapartal care incorporating cultural and holistic approaches. 	<p>F. Caring for the Intrapartal Family</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Labor b. Maternal & fetal assessment during labor c. Pain during labor d. Electronic fetal monitoring e. Providing comfort & care during labor & birth f. Amniotomy g. Unique concerns of the woman in labor 2. Content <ol style="list-style-type: none"> a. Physiology / pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapter 12 Chapter 13</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

Course Syllabus – Classroom Course

CONCEPT I: OXYGENATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Educate regarding assessment of the woman in labor using anticipatory guidance in the prevention of complication development. 2. Discuss dysfunctional labor or labor dystocia. 3. Discuss cephalopelvic disproportion, malpresentation and engagement in relation to complications as well as preventative measures. 4. Discuss common anomalies of the placenta and umbilical cord and their inferences. 5. Demonstrate anticipatory guidance regarding nonreassuring fetal heart rate patterns. 6. Discuss indications for a Cesarean birth, including types of anesthesia currently used and postoperative care in the prevention of complications. 7. Incorporate the nursing process to enhance teaching and provision of nursing care to a client experiencing an intrapartal complication; including interventions, rationales, and expected outcomes. 8. Apply critical thinking to individualize complicated intrapartal care incorporating cultural and holistic approaches. 9. Identify the nurse’s role to assist the family to cope with complex intrapartal conditions. 	<p>G. Caring for the Complex Intrapartal Family</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Problems with the power (the force of labor) b. Problems with the passenger c. Problems with the passageway d. Anomalies of the placenta & cord e. Fetal distress f. Delivery of the high risk newborn g. Cesarean birth 2. Content <ol style="list-style-type: none"> a. Physiology / pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required:</p> <p>Ward, et al text: Chapter 14</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT II: CELLULAR INTEGRITY

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Identify major social and environmental factors that influence the health of infants, children, and adolescents 2. Describe how health promotion and health maintenance are addressed by partnering with families during health supervision visits. 3. Apply the nursing process in assessment, diagnosis, goal setting, intervention, and evaluation of health promotion and health maintenance activities for infants, children, and adolescents. 4. Discuss the main causes of injuries to children of various age groups. 5. Use knowledge of the major injury risks of, infants, children, and adolescents to plan nursing interventions that contribute to their prevention. 6. Identify the principles in the emergency treatment of poisoning. 7. Describe the screening and management of lead poisoning. 8. Describe the nursing care of the child with who has ingested a poison. 9. Develop a family teaching plan for the prevention of poisoning. 10. Describe the process to measure the extent of burns and burn severity in children 11. Develop a nursing care plan for the child with a full thickness burn injury. 	<p>A. Caring for the Child and Family with a Preventable Injury</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Burns b. Ingestion of Injurious Agents; Poisoning <ol style="list-style-type: none"> (1) Lead Poisoning (2) acetaminophen overdose c. Motor Vehicle Crashes d. Aspiration e. Falls f. Near Drowning 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text:</p> <p>Chapters 4, 21, 29, 31</p> <p>Required Professional Journal Articles:</p> <p>Baby Boomers – Keep Your Home Safe for Youngsters with Proper Use and Storage of Household Products http://www.poisonprevention.org/pdf/CSPA_press_release.pdf</p> <p>Companion Websites:</p> <p>Pediatric trauma and injury http://stokes.chop.edu/programs/injury/</p> <p>Office of Disease Prevention and Health Promotion http://odphp.osophs.dhhs.gov/</p> <p>Toddler CPR http://www.youtube.com/watch?v=Z0JRh5RHklY</p> <p>American Burn Association http://www.ameriburn.org/</p> <p>Burns in Children http://www.youtube.com/watch?v=TnHx9y4UjGM</p>

Course Syllabus – Classroom Course

CONCEPT II: CELLULAR INTEGRITY

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<p>12. Identify suspected child abuse.</p> <p>13. Outline appropriate nursing diagnoses & interventions as well as reporting responsibilities.</p>		<p>World Health Organization http://www.who.int/mediacentre/news/releases/2008/pr46/en/index.html</p> <p>Recommended Viewing:</p> <p>VT 1-12815– Child Maltreatment – Part I: Neglect & Sexual Abuse (29’’)</p> <p>VT 1-12816– Child Maltreatment – Part II: Psychological & Physical Abuse (26’’) </p>

Course Syllabus – Classroom Course

CONCEPT II: CELLULAR INTEGRITY

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Identify the characteristics of different skin lesions by their cause, including those caused by irritants, drug reactions, mites, infection, and injury. 2. Describe a nursing care plan for alterations in skin integrity related to any infectious or inflammatory disorders. 3. Develop an education plan for adolescents with acne to promote self –care. 	<p>B. Caring for the Child and Family with an Infectious / Inflammatory Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges <ol style="list-style-type: none"> a. Acne b. Eczema (Atopic Dermatitis) c. Contact Dermatitis d. Cellulitis e. Impetigo f. Pediculosis capitis h. Dermatophytoses (Ringworm) i. Diaper rash j. Frostbite k. Pressure ulcers 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text:</p> <p>Chapters 26 & 31</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Integumentary Topics http://www.aap.org/healthtopics/skinhealth.cfm</p> <p>Mayo Clinic http://www.bing.com/health/article/mayo-126163/Impetigo?q=impetigo&qpvt=impetigo</p> <p>KidsHealth http://kidshealth.org/parent/general/index.html</p> <p>Medicine Net http://www.medicinenet.com/cellulitis/article.htm</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT II: CELLULAR INTEGRITY

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Discuss the pathophysiology and clinical manifestations of the major blood dyscrasias affecting the pediatric population. 2. Describe the nursing management and collaborative care of a child with a hematologic disorder. 3. Discuss factors that cause deviations in normal laboratory values. 4. State common signs and symptoms associated with hematologic conditions in children. 5. Discuss nursing care of children with hematologic conditions. 	<p>C. Caring for the Child and Family with a Hematologic Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Disorders of red blood cells in pediatric population <ol style="list-style-type: none"> (1) Anemia (2) Sickle-Cell (3) Thalassemias b. Disorders of white blood cells in pediatric population <ol style="list-style-type: none"> (1) Aplastic anemia c. Disorders of platelets in pediatric population <ol style="list-style-type: none"> (1) Hemophilia (2) Idiopathic Thrombocytopenic Purpura (ITP) (3) Epistaxis 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text:</p> <p>Chapter 33</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT II: CELLULAR INTEGRITY

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Describe the reasons why infants and young children are more at risk for infectious and communicable diseases than older children and adults. 2. Develop a nursing care plan for a child/family with human immunodeficiency virus (HIV). 	<p>D. Caring for the Child and Family with an Immune Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. HIV b. Mouth ulcers 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text:</p> <p>Chapter 26</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Vaccinations http://www.cdc.gov/vaccines/ http://www.nvic.org/</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT II: CELLULAR INTEGRITY

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Describe the incidence, known etiologies, and common clinical manifestations of pediatric cancer. 2. Synthesize information about diagnostic tests and clinical therapy for cancer to plan comprehensive care for children undergoing these procedures. 3. Plan care for children and adolescents who have a diagnosis of leukemia. 4. Recognize the most common soft tissue tumors in children, describe their treatment, and plan comprehensive care. 5. Describe the impact of cancer survival on children and use this information to plan for ongoing physiological and psychosocial care for children. 6. Differentiate between Osteosarcoma and Ewing sarcoma. 7. Recognize the most common solid tumors in children; describe their treatment, and develop a comprehensive nursing care plan. 	<p>E. Caring for the Child and Family with a Malignant Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Pediatric cancers <ol style="list-style-type: none"> (1) Leukemias (2) Ewings Sarcoma (3) Osteosarcoma (4) Malignancy of the eye b. Oncologic emergencies 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text:</p> <p>Chapter 34</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites: Saint Jude’s Children’s Hospital http://www.stjude.org/ (type in the subject that you would like to search)</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT II: CELLULAR INTEGRITY

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Describe normal pubertal changes associated with adolescence. 2. Demonstrate an understanding of the thought processes and risky behaviors displayed by adolescents. 3. Demonstrate an understanding of various contraceptive choices along with their risks and benefits. 4. Incorporate the nursing process to utilize teaching and provision of nursing care to the client with a sexually transmitted disease: including interventions, rationales, and expected outcomes. 5. Apply critical thinking to individualize adolescent care incorporating cultural and holistic approaches. 6. Discuss areas of adolescent care that would benefit from scientific inquiry. 7. Understand the impact of risk taking behavior on the family unit. 	<p>F. Sexually Transmitted Diseases and Their Impact on the Family</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Independence vs. dependence b. Risk taking behaviors c. Impact of disease on life d. Contraception 2. Content <ol style="list-style-type: none"> a. Physiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapter 6</p> <p>Hisley, Text Companion: Chapter 5</p> <p>Brunner, et al text: Chapter 47</p> <p>Required Professional Journal Articles:</p> <p>Wasik, M., & Kachlic, M. (2009). A review of common sexually transmitted diseases. <i>Formulary</i>, 44(3), 78-85.</p> <p>Companion Websites:</p> <p>CDC – Sexually Transmitted Diseases CDC – STD Prevention CDC - Contraception</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT II: CELLULAR INTEGRITY

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Utilize the nursing process to identify predisposing factors for postpartum complications both physiologic and psychological occurring as a result of the childbirth process. 2. Discuss hemorrhagic conditions of the postpartum period including etiology and nursing interventions. 3. Identify the more commonly occurring infections of the postpartum period to prevent complications. 4. Discuss physiologic disorders occurring as a result of childbirth. 5. Incorporate the nursing process to enhance teaching and provision of nursing care to clients during the complicated postpartal period; including interventions, rationales, and expected outcomes. 6. Apply critical thinking to enhance care of the complicated postpartal client incorporating cultural and holistic approaches. 7. Describe three signs and symptoms of postpartum depression. 8. Differentiate between postpartum blues, postpartum depression, and postpartum psychosis 	<p>G. Caring for the Complex Postpartal Family</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges <ol style="list-style-type: none"> a. Assessment, Management and Nursing considerations for the following postpartum events. <ol style="list-style-type: none"> (1) Uterine Inversion (2) Postpartum hemorrhage (3) Uterine atony (4) Lacerations (5) Retained placenta (6) Subinvolution (7) Hematomas (8) Postpartum infections (9) Mastitis (10) Thrombus formation b. Reproductive system disorders <ol style="list-style-type: none"> (1) Reproductive tract displacement (2) Separation of the symphysis pubis c. Emotional & psychological complications of the puerperium: 2. Content <ol style="list-style-type: none"> a. Physiology - Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapter 16</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT II: CELLULAR INTEGRITY

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Review the procedures for self breast exam and gynecologic exam. 2. Compare the common benign and malignant breast disorders. 3. Identify risk factors associated with breast disorders. 4. Discuss screening methods and treatment modalities for women with breast disorders. 5. Understand the effects of breast cancer on women and the impact on the family. 6. Identify methods of prevention through lifestyle changes and early screening methods. 	<p>H. Caring for the Family with a Breast Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Responses to Health Challenges <ol style="list-style-type: none"> a. Fibrocystic Breast Disease b. Fibroadenoma c. Breast Cancer 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> 1) Assessment (History, Clinical findings and Diagnostic evaluation) 2) Diagnosis 3) Planning 4) Implementation 5) Evaluation c. Health Promotion and Disease Prevention 	<p>Required Text Readings: Hisley, Text Companion: Chapter 3</p> <p>Brunner, et al text: Chapter 48</p> <p>Kozier, et al text: Chapter 22</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT II: CELLULAR INTEGRITY

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Identify the implications of abnormal findings on gynecologic exam, and pap smear. 2. Discuss the signs & symptoms, treatments and implications of endometriosis. 3. Discuss abnormal uterine bleeding, pelvic, abdominal or vulvar masses and/or gynecologic disorders 4. Discuss nursing care and management of the woman following gynecologic surgery and the effects on the family. 	<ol style="list-style-type: none"> I. Caring for the Family with a Reproductive Disorder <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Abnormal Paps b. Endometriosis c. Abnormal Uterine Bleeding d. Abnormal Masses e. Gyn Surgery 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings: Brunner, et al text: Chapters 46 & 47</p> <p>Hisley, Text Companion: Chapters 4 & 6</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT III: REGULATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Describe the characteristics of infants that affect their ability to adapt to fluid loss or gain. 2. Outline a plan of care for the infant with acute diarrhea. 3. Outline a plan for teaching the parents pre- and post-operative care of a child with a cleft lip and/or palate. 4. Compare the pre- and post-operative care of an infant with a structural defect of the gastrointestinal tract. 5. Outline a plan of care for a child with an obstructive disorder. 6. Compare and contrast the inflammatory diseases of the gastrointestinal tract. 7. Outline a holistic plan for teaching the parents pre- and post-operative care of a child with a cleft lip and/or palate. 8. Compare the pre- and post-operative nursing care of an infant with a structural defect of the gastrointestinal tract. 9. Outline a holistic plan of care for a child with an obstructive disorder. 10. Utilize critical thinking to formulate a plan of care for the individual with Hirschsprungs, G.E.R.D., celiac disease, biliary atresia. 11. Discuss the nutritional and pharmacological strategies for individuals with the human responses: Hirschsprung’s, G.E.R., cleft lip and palate, pyloric stenosis, celiac, biliary atresia, and poisoning. 	<p>A. Caring for the Child and Family with a Gastrointestinal Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Hirschsprung’s, (See High Risk Newborn Lecture) b. G.E.R. c. Intussusception d. Structural defects (1) Cleft lip (2) Cleft palate e. Obstructive disorders (1) hypertrophic pyloric stenosis (2) malabsorption 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings: Ward, et al text: Chapter 25</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites: http://www.Kidshealth.org (cleft lip and palate)</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT III: REGULATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Describe the nursing assessment process and tools utilized for infants and children with altered levels of consciousness and other neurologic dysfunction. 2. Formulate a plan of care for the unconscious child. 3. Describe the preoperative and postoperative nursing care of a child with hydrocephalus and myelodysplasia. 4. Develop a teaching plan for the family of a child with neurologic dysfunction. 5. Differentiate between the manifestations of epilepsy and status epilepticus and describe appropriate nursing management for each condition. 6. Utilize the nursing process as a framework for physiological, psycho, socio-cultural care of clients with a seizure. 7. Develop an education plan for clients who are taking anticonvulsive medications. 8. Differentiate between the signs of bacterial meningitis, viral meningitis, encephalitis and Reye Syndrome in infants and children. 9. Discuss the nurse’s role in the management of suspected meningitis in an infant or child 10. Describe the focus of community based nursing care for the child with cerebral palsy. 11. Describe exposure prevention measures for the child with or at risk for latex allergies 12. Differentiate between the various types of muscular dystrophy and develop a holistic plan of care, taking into consideration the chronic nature of this health challenge 	<p>B. Caring for the Child and Family with a Neurologic Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Head injury b. Structural abnormalities <ol style="list-style-type: none"> (1) Hydrocephalus c. Infectious processes <ol style="list-style-type: none"> (1) Meningitis (2) Reye’s Syndrome d. Electrical dysfunction: Seizure Disorders <ol style="list-style-type: none"> (1) Epilepsy (2) Febrile seizures e. Congenital abnormalities <ol style="list-style-type: none"> (1) Cerebral palsy (2) Muscular Dystrophy 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text:</p> <p>Chapters 23, 29, 30</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Hydrocephalus Foundation http://www.hydrocephalus.org/</p> <p>Hopkins Children’s PICU Help Ben Recover from a Traumatic Brain Injury http://www.youtube.com/watch?v=LuxuKVKem78</p> <p>Center for Disease Control and Prevention http://www.cdc.gov/meningitis/index.html</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT III: REGULATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Differentiate between the various categories of diabetes mellitus. 2. Discuss the characteristics of the three major types of insulin. 3. Discuss the management and nursing care of the child with diabetes mellitus in the acute care setting. 4. Distinguish between a hypo- and hyperglycemic reaction. 5. Design a teaching plan for a child with diabetes mellitus. 6. Formulate a teaching plan for the parents of a child with diabetes mellitus. 7. Describe the etiology, clinical manifestation and therapeutic management of adrenogenital syndrome, and precocious puberty 8. Distinguish between type I and type II diabetes 9. Devise a care plan for a family with a child who has congenital adrenal hyperplasia 	<p>C. Caring for the Child and Family with an Endocrine Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges <ol style="list-style-type: none"> a. Diabetes mellitus b. Congenital adrenal hyperplasia c. Precocious Puberty 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapter 28</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT III: REGULATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Describe normal fluid and electrolyte status for children at various ages 2. Identify regulatory mechanisms for fluid and electrolyte balance 3. Recognize threats to fluid and electrolyte balance in children. 4. Describe acid/base balance and recognize disruptions common in children 	<p>D. Caring for the Child and Family with a Fluid and Electrolyte Imbalance</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Fluid volume overload b. Fluid volume deficit c. Hypo & hyponatremia d. Hypo & hyperkalemia e. Other electrolyte imbalances 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text:</p> <p>Chapter 32</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT III: REGULATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Describe the various factors that contribute to urinary tract infections in infants and children. 2. Demonstrate an understanding of the etiologies and the mechanism of edema formation in nephrotic syndrome. 3. Outline a nursing care plan for a child with nephrotic syndrome. 4. Compare the manifestations and nursing care of the child with minimal change nephrotic syndrome and a child with acute glomerulonephritis. 5. Discuss the preoperative preparation of the parents of the child with a structural defect of the genitourinary tract. 	<p>E. Caring for the Child and Family with a Genitourinary Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Urinary Tract Infections b. Nephrotic Syndrome <ol style="list-style-type: none"> (1) Idiopathic (2) Childhood Nephrosis (3) Acute glomerulonephritis c. Miscellaneous Renal Disorders <ol style="list-style-type: none"> (1) Hemolytic-Uremic Syndrome d. Wilm’s tumor e. Defects of Genitourinary Tract <ol style="list-style-type: none"> (1) Obstructive Uropathy 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text:</p> <p>Chapter 32</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT III: REGULATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Describe normal pubertal changes associated with adolescence. 2. Demonstrate an understanding of the menstrual cycle along with hormonal influences. 3. Understand the thought processes and risky behaviors displayed by adolescents. 4. Incorporate the nursing process to utilize teaching and provision of nursing care to the above complexities of adolescence; including interventions, rationales, and expected outcomes. 5. Apply critical thinking to individualize adolescent care incorporating cultural and holistic approaches. 6. Discuss areas of adolescent behavior that would benefit from scientific inquiry. 7. Understand the impact of adolescent complexities on the family unit. 	<p>F. Caring for the Adolescent Family</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Puberty b. Menstrual Cycle c. Risk taking behaviors 2. Content <ol style="list-style-type: none"> a. Physiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapters 4, 5, 6</p> <p>Hisley, Text Companion: Chapters 1 & 2</p> <p>Kozier, et al text: Chapters 21 & 40</p> <p>Brunner, et al text: Chapter 46</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing: http://palmbeachstate.libguides.com/content.php?pid=28521</p> <p>Media:</p> <p>Semester 3 OB 1-20458 Anatomy & Physiology: The Reproductive System</p>

Course Syllabus – Classroom Course

CONCEPT III: REGULATION

UNIT LEARNING OUTCOMES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Review the processes of fertilization, conception, fetal growth and development. 2. Identify anatomic and physiologic changes during pregnancy, recognizing it as a wellness adaptation during the childbearing years. 3. Discuss and understand the importance of antepartal physical assessment diagnostic / screening tests to identify and reduce pregnancy related risks. 4. Apply critical thinking to individualize the antepartal history, physical exam, and diagnostic testing incorporating a culturally sensitive holistic approach. 5. Discuss the emotional/psychological changes impacting the pregnant family. 6. Consider cultural influences which impact pregnancy , preparation for childbirth, and educational information given to the pregnant client. 7. Understand the scope and problem of adolescent pregnancy, it's physiologic and psychological risks, factors contributing to and prevention of complications to reduce risks to the pregnant teen, fetus and family. 8. Incorporate the nursing process to utilize teaching and provision of nursing care to antepartal client ; including interventions, rationales, and expected outcomes. 9. Discuss areas of antepartal care that would benefit from scientific inquiry. 10. Understand the impact of the antepartal period on the family unit. 	<p>G. Caring for the Antepartal Family</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Anatomy & physiology b. Preconceptual counseling c. Pregnancy d. The embryo & fetus e. Health assessment and diagnostic testing f. Adaptations to pregnancy g. Discomforts of pregnancy and relief measures h. Maternal & fetal nutrition i. The pregnant adolescent j. Childbirth education k. Childbirth preparation l. Expectant parenting classes m. The childbirth plan n. The birth setting o. Health care provider options 2. Content <ol style="list-style-type: none"> a. Physiology - Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapters 7, 8, 9, 10</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing: http://palmbeachstate.libguides.com/content.php?pid=28521 Media: Semester 3 OB 1-21276 Obstetrical Nursing: Caring for the Antepartum Patient 1-80169 Obstetrical Nursing: Caring for the Antepartum Patient</p>

Course Syllabus – Classroom Course

CONCEPT III: REGULATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Discuss the inheritance of genetic disorders. 2. Discuss candidates for genetic counseling. 3. Discuss assessment of the client for genetic counseling. 4. Discuss the more commonly occurring chromosomal anomalies. 5. Discuss the legal & ethical implications of genetic screening & counseling. 6. Incorporate the nursing process to utilize teaching and provision of nursing care to clients requiring genetic counseling; including interventions, rationales, and expected outcomes. 7. Apply critical thinking to individualize care for clients receiving genetic counseling. 8. Understand the impact of genetic disorders on the family unit. 	<p>H. Caring for the Genetically Complex Antepartal Family</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Genetic disorders b. Inheritance of disease c. Chromosomal abnormalities 2. Content <ol style="list-style-type: none"> a. Physiology - Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapter 7</p> <p>Brunner, et al text: Chapter 9</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT III: REGULATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Discuss the physiologic and psychological changes that occur in the postpartum period and their affect on the family. 2. Discuss nutritional needs of the postpartum woman, differentiating breast and bottle-feeding. 3. Educate postpartum women on contraceptive modalities to promote wellness. 4. Discuss contraceptive modalities available, being cognizant of infant feeding method. 5. Discuss a plan of care relevant to postpartum discharge to promote family wellness. 6. Incorporate the nursing process to utilize teaching and provision of nursing care to clients during the postpartum period, (vaginal and caesarean sections): interventions, rationales, and expected outcomes. 7. Apply critical thinking to individualize postpartal care incorporating cultural and holistic approaches. 	<ol style="list-style-type: none"> I. Caring for the Postpartal Family <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Psychological changes of the postpartal period <ol style="list-style-type: none"> (1) Bonding (2) Maternal developmental tasks (3) Self esteem needs (4) Mood changes b. Physiologic changes of the postpartal period c. Postpartum nutritional needs <ol style="list-style-type: none"> (1) Breast feeding women (2) Non-breast feeding women d. Fertility Control 2. Content <ol style="list-style-type: none"> a. Physiology - Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapter 15</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT III: REGULATION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Describe normal physiologic changes associated with aging. 2. Demonstrate an understanding of the cognitive and emotional challenges associated with the aging process. 3. Incorporate the nursing process to utilize teaching and provision of nursing care to the aging; including interventions, rationales, and expected outcomes. 4. Apply critical thinking to individualize care of the aging client; incorporating cultural and holistic approaches. 5. Discuss areas of the aging process that would benefit from scientific inquiry. 6. Understand the impact of the complexities of aging on the family unit. 	<p>J. Caring for the Aging Family</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Oxygenation b. Cellular Integrity c. Regulation d. Mobility e. S/P/C 2. Content <ol style="list-style-type: none"> a. Physiologic changes b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapters 4</p> <p>Hisley, Text Companion: Chapter 7</p> <p>Kozier, et al text: Chapter 23</p> <p>Brunner, et al text: Chapters 46 & 49</p> <p>Required Professional Journal Articles:</p> <p>Bingham, R. (2008). Annotated bibliography of NINR findings on women's health across the lifespan, 2008 update. <i>JOGNN: Journal of Obstetric, Gynecologic & Neonatal Nursing</i>, 37(6), 702-704.</p> <p>Kudzma, E. (1999). Culturally competent drug administration: are one-size-fits-all prescriptions becoming a thing of the past?. <i>American Journal of Nursing</i>, 99(8), 46-52.</p> <p>Companion Websites:</p> <p>www.consultgerirn.org</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT IV: SENSORY/PERCEPTION/COGNITION: THREAD: PROFESSIONALISM

CONCEPT IV: SENSORY/PERCEPTION/COGNITION

UNIT LEARNING OUTCOMES	CONTENT	LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Identify the nursing roles available to pediatric nurses 2. Explore significant legal and ethical issues that influence the practice of pediatric nursing. 3. Discuss the role of evidence-based practice in improving the quality of nursing care for the pediatric patient and family. 4. Discuss the scope of practice and standards of nursing care that guide the practice of the pediatric nurse 5. Outline the process for obtaining informed consent for the pediatric patient 6. Evaluate principles of effective communication with pediatric clients, families, and health care team members 	<p>A. Family Centered Standards of Care</p> <ol style="list-style-type: none"> 1. Standards of Pediatric Clinical Nursing Practice <ol style="list-style-type: none"> a. Assessment b. Diagnosis c. Outcome identification d. Planning e. Implementation f. Evaluation 2. Scope of Pediatric Clinical Nursing Practice <ol style="list-style-type: none"> a. Basic b. Advanced 3. Standards of Professional Performance <ol style="list-style-type: none"> a. Quality of care b. Performance appraisal c. Education d. Collegiality e. Ethics f. Collaboration g. Research h. Resource Utilization 4. Contemporary Issues & Trends 5. Pediatric professional nursing organizations 	<p>Required Text Readings:</p> <p>Ward, et al text:</p> <p>Chapters 1, 2, 3</p> <p>Required Professional Journal Articles:</p> <p>Recommended:</p> <p>Review: Statement on the Scope and Standards of Pediatric Clinical Nursing Practice ANA</p> <p>Companion Websites:</p> <p>Pediatric nurse practice http://www.pediatricnursing.com</p> <p>American Academy of Pediatrics (AAP) http://www.aap.org</p> <p>Healthy People 2020 http://www.healthypeople.gov/</p> <p>Child Welfare Information Gateway http://www.childwelfare.gov/famcentered/overview/elements.cfm</p> <p>A guide for Advancing Centered and Culturally and Linguistically Competent Care http://nccc.georgetown.edu/documents/fcclcg_uide.pdf</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT IV: SENSORY/PERCEPTION/COGNITION

UNIT LEARNING OUTCOMES	TOPICS	RELATED LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Discuss the goals and standards of maternal child nursing. 2. Discuss statistics used in maternal child nursing. 3. Discuss various family structures, including stages, and tasks to be accomplished. 4. Incorporate the nursing process in teaching families about maternal child nursing, including interventions, rationales, and expected outcomes. 5. Apply critical thinking to individualize teaching of the family unit, incorporating social, cultural and holistic approaches. 6. Discuss the role of evidence based nursing practice to improve outcomes of care for childbearing families. 	<p>B. Family Centered Care</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Current issues in maternal-newborn care b. Trends in maternal & child health care & implications for nurses c. Trends in health care environment d. Health care attitudes e. Today’s family structure f. Social, cultural & religious influences on the family. g. Standards of professional performance AWHONN h. Statistics related to families mortality & morbidity i. Legal aspects j. Ethical aspects 2. Content <ol style="list-style-type: none"> a. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation b. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapters 1, 2, 3</p> <p>Kozier, et al text: Chapter 21</p> <p>Required Professional Journal Articles:</p> <p>Required Websites:</p> <p>http://www.hsd.state.nm.us/mad/pdf/epsdtAnticGuidTbl</p> <p>http://www.delawarephysicianscare.com/pdf/PreHealthGuideline.pdf</p> <p>http://www.brightfutures.org/anticipatory/index.html</p> <p>Companion Websites:</p> <p>Association for Women's Health, Obstetrical and Neonatal Nurses (AWHONN) http://www.awhonn.org</p> <p>Toward Developing Standards & Measurements for Family Centered Practice in Family Support Programs. http://www.beachcenter.org/Research%5CFullArticles%5CPDF%5CP1_TOWARD%20DEVELOPING%20STANDARDS.pdf</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT IV: SENSORY/PERCEPTION/COGNITION

UNIT LEARNING OUTCOMES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Describe the physiologic and behavioral consequences of pain in children. 2. Select an appropriate tool to assess the pain in infants and children in each age group. 3. Describe the nursing assessment and management for a child receiving an opioid analgesic. 4. Explain the rationale for the effectiveness for non-pharmacologic (complementary) methods of pain control. 5. Assess children of different ages with acute pain and apply the nursing process utilizing critical thinking to develop a nursing care plan that integrates pharmacologic interventions and developmentally appropriate non-pharmacologic therapies. 6. Develop a nursing care plan for assessing and monitoring the child having sedation and analgesia for a medical procedure. 7. Discuss the nurse’s role in pediatric pain management. 8. Evaluate principles of effective communication with pediatric patients in pain, their families, and the health care team 	<p>C. Caring for the Child and Family with Physical Pain</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Loss of control b. Bodily injury and pain c. Reactions of parents and siblings 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text:</p> <p>Chapter 21</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Pediatric Pain Sourcebook of Protocols, Policies, & Pamphlets http://painsourcebook.ca/</p> <p>Prepare for Procedures http://www.kidshealth.org/</p> <p>Presurgical Tour http://www.youtube.com/watch?v=uMjfkU2sM1Q&feature=related</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT IV: SENSORY/PERCEPTION/COGNITION

UNIT LEARNING OUTCOMES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Discuss the nurse’s role in various settings where care is given to ill children and the emerging trends in pediatric nursing that influence this role. 2. List common stressor affecting hospitalized children. 3. Describe the child’s response to illness. 4. Discuss the stages of separation anxiety. 5. Describe the factors that affect the child’s response to hospitalization and treatment. 6. Describe methods of assessing and managing pain in children. 7. Provide a holistic plan of care that supports the needs of the child, siblings, and parents during the child’s illness. 8. Describe needs of the child who is admitted to a pediatric ICU. 9. Describe the preparation of children and families for selected procedures. 10. Relate the theories of Erickson and Piaget and their application when giving care to children. 11. Discuss why and how play is incorporated into therapeutic procedures. 	<p>D. Caring for the Ill Child and Family</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Separation anxiety b. Loss of control c. Bodily injury and pain 2. Content <ol style="list-style-type: none"> a. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation b. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapters 20, 21, 22</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT IV: SENSORY/PERCEPTION/COGNITION

UNIT LEARNING OUTCOMES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Describe response to sudden and unexpected death. 2. Discuss the experience of loss understanding of the grieving process and identify 3 predictors of complicated grieving. 3. Differentiate between normal grieving and maladaptive grieving. 4. Discuss nursing interventions that are helpful for griever and why they are helpful. 5. Understand the impact of grief on the family unit. 	<p>E. Caring for the Complex / Grieving Child and Family</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges <ol style="list-style-type: none"> a. Process of grieving and family issues, and psychodynamics. b. Definitions and descriptions c. Problem identification 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Kozier, et al text: Chapter 43</p> <p>Brunner, et al text: Chapter 7</p> <p>Required Professional Journal Articles:</p> <p>Spearman Rank, JE. The Definition and Measurement of Social Support. Journal of Counseling and Development. 1986; 64: 390-5.</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT IV: SENSORY/PERCEPTION/COGNITION

UNIT LEARNING OUTCOMES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Identify the major biologic and cognitive characteristics of the child with Down’s Syndrome. 2. Outline nursing interventions for the child with Down’s Syndrome, Fragile X, & Pervasive Developmental Disorders. 3. Identify the major characteristics associated with Down Syndrome. 4. Create a holistic plan of care which addresses the needs of the family unit that is challenged when one of their members has a cognitive impairment. 5. Prioritize health care teaching to assist clients and their families to attain wellness. 6. Outline nursing interventions for the child with cognitive impairment that promotes optimal development. 7. Relate the principles of growth and development to the personal, interpersonal, and social needs of the client with a cognitive impairment and/or sensory impairments. 8. Discusses the role of the family/school/ community in health promotion and illness prevention with children & adolescents 9. Addresses the needs of the family when a child has a developmental disability including anticipatory guidance 	<p>F. Caring for the Child and Family with a Cognitive Sensory Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Down’s Syndrome b. Fragile X c. Developmental Disabilities d. Learning Disorders e. Pervasive Developmental Disorders: <ol style="list-style-type: none"> (1) Autism Spectrum Disorder (2) Attention-Deficit / Hyperactivity Disorder 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapters 21, 23, 29</p> <p>Required Professional Journal Articles:</p> <p>U.S. Department of Health & Human Services. (2010) Attention deficit hyperactivity disorder. National Institute of Health. 1-28.</p> <p>Companion Websites:</p> <p>Mayo Clinic http://www.mayoclinic.com/health/DiseasesIndex/DiseasesIndex</p> <p>National Institute of Mental Health http://www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder/complete-index.shtml</p> <p>The National Fragile X Foundation http://www.fragilex.org/html/home.shtml</p> <p>View video: VT 1-11737 – World of Psychology: Behavior Disorders of Childhood (59")</p>

Course Syllabus – Classroom Course

CONCEPT IV: SENSORY/PERCEPTION/COGNITION

UNIT LEARNING OUTCOMES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Identify and differentiate among the various eating disorders 2. Discuss symptomatology associated with anorexia nervosa, bulimia nervosa and obesity disorder. 3. Describe three appropriate nursing interventions when caring for a patient and family with an eating disorder. 	<p>G. Caring for the Child and Family with an Eating Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges <ol style="list-style-type: none"> a. Etiology, developmental and family issues, and psychodynamics. b. Definitions and descriptions c. Psychopharmacology r/t eating disorders. d. Problem identification 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Mohr text: Chapter 26</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>View video: "Understanding Eating Disorders" (1-20327) will be viewed in class.</p>

Course Syllabus – Classroom Course

CONCEPT IV: SENSORY/PERCEPTION/COGNITION

UNIT LEARNING OUTCOMES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Identify parenting styles and skills pertinent to child relationship and development outcomes. 2. Through discussion, describe how a caring approach can be employed in an optimal manner. 3. Identify critical stages of growth in the lifespan. Discuss how episodic care would emphasize the stage’s needs, for a partnering, nurturing impact. 4. Develop insight of the special needs and psychiatric illnesses of children/adolescents and their family in our global community. 5. Demonstrate proactive ways to begin implementing “Healthy People” pediatric objectives in family, nursing and community roles as individuals. 	<p>H. Parenting & the Family (Styles and Skills)</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges <ol style="list-style-type: none"> a. Assessment, diagnosis and dynamic interventions. b. A family-centered, partnering approach to caring. c. Across the lifespan, episodic to end of life care for children and families. d. Overview of pediatric/adolescent mental illness. e. Review “ Healthy People 2020“ Objectives related to mental health for pediatric populations. 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text: Chapter 3</p> <p>Mohr text: Chapter 15</p> <p>Required Professional Journal Articles:</p> <p>Companion Websites:</p> <p>Recommended Viewing:</p>

Course Syllabus – Classroom Course

CONCEPT V: MOBILITY

UNIT LEARNING OUTCOMES	TOPICS	LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Describe pediatric variations in the musculoskeletal system. 2. Plan nursing care for children with structural deformities of extremity, hip and spine. 3. Recognize signs and symptoms of infectious musculoskeletal disorders and refer for appropriate care. 4. Plan care or children/families with musculoskeletal conditions that are chronic or require long term care. 5. Plan nursing interventions to promote safety and developmental progression in children who require braces, casts, traction, and surgery. 6. Plan nursing care for fractures, including teaching for injury prevention and nursing implementations for the child who has sustained the fracture. 7. Understand the impact of musculoskeletal disorders on the family unit. 8. Plan nursing care for children with chronic and long term care conditions. 	<p>A. Caring for the Child and Family with a Musculoskeletal Disorder</p> <ol style="list-style-type: none"> 1. Selected Human Response to Health Challenges: <ol style="list-style-type: none"> a. Pediatric Variations b. Structural deformities <ol style="list-style-type: none"> (1) Extremity (2) Hip (3) Spine c. Infectious musculoskeletal disorders <ol style="list-style-type: none"> (1) Osteomyelitis (2) Septic Arthritis d. Chronic and Long term care conditions <ol style="list-style-type: none"> (1) Osteogenesis Imperfecta (2) Juvenile Rheumatoid Arthritis e. Safety and developmental progression in children with braces, casts, traction and surgery 2. Content <ol style="list-style-type: none"> a. Pathophysiology b. Nursing Management <ol style="list-style-type: none"> (1) Assessment (History, Clinical Findings, Diagnostic Evaluation) (2) Diagnosis (3) Planning (4) Implementation (5) Evaluation c. Health Promotion & Disease Prevention 	<p>Required Text Readings:</p> <p>Ward, et al text:</p> <p>Chapter 30</p> <p>Required Professional Journal Articles:</p> <p>Zeller,J., Lym,C., Glass,R.(2007). Septic arthritis. The Journal of the American Medical Association. (13)1510-1511. doi:10.1001/jama.297.13.1510 http://jama.ama-assn.org/cgi/reprint/297/13/1510</p> <p>Companion Websites:</p> <p>Pediatric-Fractures http://www.youtube.com/watch?v=HBrHAM-Oshc</p> <p>Pediatric-Scoliosis http://www.youtube.com/watch?v=elly7axuT2A</p> <p>Children’s Hospital Boston http://www.childrenshospital.org/az/Site1390/mainpageS1390P0.html</p> <p>Mayo Clinic http://www.bing.com/health/article/mayo-125141/Juvenile-rheumatoid-arthritis?q=juvenile+rheumatoid+arthritis+foundation&FORM=FFF</p> <p>Recommended Viewing:</p>