

**The University of Texas at Tyler
College of Nursing**

**FAMILY HEALTH
NURS 4823
SPRING 2008**

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The content of this syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs.

Approved by FO: 10/02

TABLE OF CONTENTS

COURSE CONTENT 3

- I. Title of Course3
- II. Credit Hours of Course3
- III. Prerequisites 3
- IV. Course Description 3
- V. Course Objectives 3
- VI. Required Textbooks and Support Materials 3
- VII. American Disabilities Act Statement 4
- VIII. Examination and Examination Review Policy.....4-5
 - A. Grading Policy
 - B. Grade Replacement
 - C. Paper/Assignment Re-grading Policy
 - D. Examination and Examination Review Policy
 - E. Academic Integrity
- IX. Student Dress Code for the University of Texas, College of Nursing 6-8
 - A. General
 - B. Classroom
 - C. Professional Presentations, Ceremonies/ Graduation
 - D. Items to be avoided in all School-related Functions
 - E. Laboratory
 - F. Pre or Post-clinical Experiences in the Health Care Setting
 - G. Clinical Experience
- X. Course Information 8
 - A. General
- XI. CLINICAL COMPONENT (Refer to Additional Clinical Component Handout)... 8-10
 - A. Clinical Hours
 - B. Medication Calculation Policy
 - C. Unsafe Clinical Practice
 - D. Student Clinical Evaluations
- XII. THEORY COMPONENT10
 - Class Calendar 11
 - Unit Objectives12-34
- IX. Attached Forms to be Read, Signed and Submitted the First Day of Class 35
 - A. Student Affirmation Form 36
 - B. Audio/Video-Recording Agreement 37

Course Content

I. **Title:** NURS 4823 Family Health Nursing

II. **Credit Hours:** Eight Credit Hours (5 theory and 3 clinical)

III. **Prerequisites:** Successful completion of all courses through Semester II

IV. Course Description:

Theories and concepts related to childbearing and childrearing families are presented within a framework of critical thinking and caring. Emphasis is on patient/family assessment, communication skills, clinical judgment, and decision-making skills when implementing nursing interventions and evaluating patient/family care outcomes. Students promote family health with a focus on major health alterations during pregnancy and in children from birth through adolescence in selected structured and unstructured settings.

V. **Course Objectives:** Upon successful completion of the course, students will have demonstrated the ability to:

- a. Utilize critical thinking to provide comprehensive care to the family during the childbearing and childrearing experience.
- b. Synthesize research findings and knowledge from nursing and other scientific and humanistic disciplines as they relate to family nursing.
- c. Coordinate care for the family by collaborating with members of the interdisciplinary health care team to promote health, reduce risk, and manage disease.
- d. Explore the roles of the nurse in delivery of family-centered care in a variety of selected structured and unstructured settings.
- e. Display interpersonal caring by assuming responsibility and accountability for professional interactions.
- f. Exemplify professional values that employ ethical, legal, and moral standards in caring for families.

Approved: Faculty Organization 11/99
Texas Board of Nurse Examiner

VI. Required and recommended Texts

Required:

Hockenberry, M. & Wilson, D. (2007). *Wong's Nursing Care of Infant and Children* (8th ed.). St. Louis: Mosby.

Lowdermilk, D. L., & Perry, S. E. (2006). *Maternity Nursing* (7th ed.). St. Louis: Mosby.

Current NURS 4823 Syllabus - needed for the first day of class and clinical orientation

NCLEX 3500

Scantrons to be used for examinations: Look for the correct form which includes F-17255-PAR-L (there are 2 of the same color so make sure to look at the form)

Optional:

Melnky, Bernadette Mazurek & Fineout-Overhold, Ellen. (2005). *Evidence-based practice in nursing & healthcare*. New York. Lippincott Williams & Wilkins.

Current copy of the College of Nursing BSN/MSN guide for nursing students. Tyler: The University of Texas at Tyler

Current copy of ANA, Foundation of Nursing, Code of Ethics

All textbooks from previous courses including Drug Book, Lab Book, Med-Surg Textbook and Psych Textbook are to be utilized.

General Links:

[American Academy of Pediatrics](#) This complex and informative site has extensive information for the public and health providers; frequently updated.

[Band-Aides and Blackboards: When Chronic Illness...Or Some Other Medical Problem...Goes To School](#) An award winning site by Joan Fleitas, Ed.D., R.N.

[Harriet Lane WWW Links](#) Formerly Pediatric Points of Interest; provides "an edited collection of pediatric resources (5198 links) on the World Wide Web. Maintained and edited by physicians at the Johns Hopkins University".

[Journal of Pediatric Health Care](#) Includes the tables of contents and selected full-text articles.

[National Association of Pediatric Nurse Associates and Practitioners](#)
[Society of Pediatric Nurses](#) Includes full text online the [Standards and Guidelines for Pre-licensure and Early Professional Education for the Nursing Care of Children and Their Families](#).

[The Virtual PNP](#) [Pediatric Nurse Practitioner] "This web site is designed and maintained by Eric M. Goodman, MSN, CPNP, and Lisa A. Profetto, MSN, CPNP"; contains case studies, job listings, resource links, and much more.

[Wong on Web](#) Contains a variety of information related to pediatric nursing care

VII. Disability Statement

"If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)." Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

VIII. Examinations/Assignments and Grading Policy-

Completion of NURS 4823 is based on satisfactory attainment of didactic and clinical criteria. Any student who fails to meet the course objectives and expectations in either the classroom or clinical area must repeat the entire courses and may not progress to the next level.

A. Grading Policy

The simple average of the exam grades, before weighted calculation is performed, must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5 -74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.

Theory Component-

6 Exams	86 %
Comprehensive Final Exam	<u>14 %</u>
**All exams are weighted equal	100%

Clinical Component-

Medication Administration Quiz (See details below)	P/F
Clinical Experience and Assignments (See Clinical Component)	P/F
Denver Developmental Quiz (See details below)	P/F
Case Presentation (See details below)	P/F

Letter grade assigned according to the following scale:

A	90-100
B	80-89
C	75-79
D	60-74
F	60 and below

(Approved FO Fall 1999)

Denver Developmental Quiz:

- The student is required to view the Denver Developmental Screening video prior to the quiz.
- The student may not perform the Denver Developmental Screen until a score of 80% or better is achieved.
- Student will review and repeat quiz until successful.

Case Study Presentation

- The Case Study will be presented as a Case Presentation at the end of each clinical rotation according to the course calendar and will be graded according to the criteria specified on the Grading Sheet found in the Clinical Syllabus.
- The Case study will be an oral presentation of a patient (OB or Pediatric) that the student had cared for during their Family Clinical experience. A PICO question will be integrated into the presentation. Two research articles will be used to validate PICO question. Article and written PICO question will need to be submitted to your instructor when other clinical paperwork is due.
- The Case Study presentation is to be presented without visual aides.

B. Grade Replacement Policy

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) repeats during his/her career at UT Tyler. (2006-08 Catalog)

C. Paper/Assignment Re-grading Policy

Student assignments will not be re-graded. At the instructor's discretion, a draft may be written for review.

D. Examination and Examination Review Policy

1. Attendance for exams is mandatory
2. If absence for an exam is necessary, the student is responsible for notifying the faculty prior to the exam with an acceptable reason.

3. Students will be allowed entry to the classroom after an exam has been started ONLY with faculty discretion.
4. Exams will be distributed at the time class is scheduled to begin.
5. All hats/caps must be removed during exam time. All personal items such as purses, books, backpacks, notebooks, and briefcases must be left in the front of the room during testing.
6. Silence will be enforced during the exam time. In order to avoid distraction during the exam, no one will be permitted to leave the room during the exam.
7. Make-up exams will only be given at the discretion of the faculty member and may be in a different format than the original exam.
8. Students will not share calculators during exams. Students will not bring their own calculators, cell phones, or any communicating devices into an examination
9. Exam reviews will be conducted at the discretion of the faculty. Test review may be scheduled with the faculty during office hours and within 10 school days from the return of the exam grades.
10. Any student achieving an examination grade less than 75%, must schedule an appointment with the faculty within 10 school days from the return of the exam grades.

E. Academic Integrity

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. Students are advised to review the UT Tyler Academic Dishonesty Policy and Academic Integrity Policy in the Current College of Nursing Student Handbook and Academic Integrity Policy for UT Tyler students at www.uttyler.edu; click on current students, then Vice-President for Student Affairs, then Student Guide for Conduct and Discipline at UT Tyler. These policies are fully endorsed and enforced by all faculty members within the College of Nursing.
3. Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (See BSN/MSN Nursing Student Guide for definitions).
4. The College of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the *Regent's Rules*.

IX. Student Dress Code for the University of Texas, College of Nursing:

A. General

It is the philosophy of the College of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn at the direction of the nursing instructor for special events.

B. Classroom

Casual or every day business wear is recommended. This includes but is not limited to the following: Slacks or skirt; sweater, blouse, and shirt. Jeans as well as conservative shorts (mid-thigh or longer) may be worn, but avoid overly frayed or soiled. Shoes must be worn. See items to be avoided below.

C. Professional Presentations, Ceremonies/ Graduation

Business or dressy day social: suit, dress, dressy separates, jacket, ties, nice fabrics. Dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, business attire will be worn.

D. Items to be avoided in all School-related Functions (including but not limited to)

Overly frayed, worn or soiled garments. Costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual, gang colors or logos, facial or body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

E. Laboratory

The school clinical laboratory setting is designed to simulate the health care clinical area. Students will wear clean white lab coats with name tag and UT Tyler school patch on the front left uniform jacket. Classroom attire will be worn under the lab coat.

F. Pre or Post-clinical Experiences in the Health Care Setting

Students may be required to attend conferences or visit the clinical areas as part of their course requirements. Students should wear lab coat with name tag and UTT school patch. The following items will be avoided in the clinical areas: jeans, shorts, sandals, jogging/athletic suits, t-shirts, ball-caps, etc.

G. Clinical Experience

1. When attending any clinical experience students are required to wear the standardized student uniform and white uniform jacket with name badge and school patch. Street clothes will be worn in appropriate clinical settings as directed by the clinical faculty with the white uniform jacket, nametag and school patch (see items above to be avoided in clinical areas). Students are to remember that whenever they are visiting a clinical agency or any clinical site, they represent UT Tyler and the College of Nursing and are expected to be professional in appearance and behavior at all times.
2. When student uniforms are required for clinical experiences, as specified by the course, the following guidelines must be adhered to:
 - a) School patch on the front left of the uniform jacket and the top of the standardized uniform.
 - b) The UTT name badge will be worn in all clinical setting. Name tag must be worn above the waist, so name and title are clearly visible.
 - c) White or neutral nylon hose are worn with dress/skirt; nylon hose, knee-highs or white socks with pants. Socks must cover ankle.
 - d) Clean, white clinical shoes or white leather athletic shoes should be worn (shoes may be mostly white and if stripes or logos are on shoes, these must be minimal and light colored). No canvas shoes or athletic shoes with colored stripes or large logos.
 - e) Jewelry: wedding or engagement rings only; single stud earrings and only 1 in each lobe (no dangling or hoops); no rings or studs in the nose, tongue, lip or any other facial or body piercing (other body piercing must be covered or removed); and, no necklaces or bracelets (only Medic Alert). Must have a watch with a second hand.
 - f) Make-up, hair, and grooming should be conservative. Hair shoulder length or longer must be pulled neatly back in a ponytail or bun. Hair clips, bands, etc. shall be functional, not decorative (no bows). Mustaches and beards will be neatly groomed, clean and trimmed.
 - g) Tattoos must be covered and not visible.
 - h) Nails are to be clean and neatly trimmed to no more than fingertip length, with clear or no polish. No artificial nails in OR or L & D.

- i) No perfume, after-shave or other strong scents since this causes nausea and /or difficulty in breathing for many patients.
 - j) Gum chewing is not allowed
 - k) Any question concerning adherence to the dress code should be directed toward the clinical instructor.
3. Failure to comply with the above requirements may result in an unexcused clinical absence and/or negative clinical evaluation.
 4. If the dress code rules are broken and a change of clothes is not available, the student may be removed from the school-related function for the remainder of the day. **Appropriate disciplinary action will be taken for repeated violations of this code.**

X. Course Information

A. General

1. If lecture outlines are used, they will be posted on Blackboard a minimum of two (2) working days prior to class and will be removed at midnight prior class.
2. The clinical portion of the course syllabus, handouts, and any other required course materials will to be placed on blackboard.
3. All submitted written material (papers, assignments, examinations, etc.) are the property of the College of Nursing. They will be maintained in an archived file in the College of Nursing.
4. Each student will be required to take 25 NCLEX style questions each week, for a total of 350 questions. You must present proof of completion of these questions with a 75% or better to your clinical instructor (assignments to be made at the beginning of the semester). These questions should come from either the NCLEX 3500 or from Evolve Internet Instructor Led course site. This is a school requirement and you will not pass NURS 4823 if this is not completed. Please note if you are taking this course simultaneously with NURS 4623 you will complete 7 weeks for that course and 7 weeks for this course. If you are only taking NURS 4823 you will complete all 14 weeks of questions in Family Health content.
5. ERI testing is a mandatory activity. A two week time period will be scheduled prior to the final exam for student to take the ERI from any internet computer. The student may retake the ERI exam as often as needed to achieve a score at /or above the national average. The passing result page will then be used to gain admittance to the final exam. If the student has not fulfilled this requirement, he/she will not be allowed to take the final exam. A grade of F will be recorded for the final exam for this student.
6. All nursing students are required to use their student email accounts for all correspondence

(Approved FO: 2/03)

XI. Clinical Component

A. Clinical Hours

1. Clinical Hours: Total of **112 required**.
 - 36 hrs. Preceptored Pediatric assignment
 - 48 hrs. Preceptored Maternal/newborn assignment
 - 4 hrs. Community hours (Participate in Equine therapy for children with special needs or attend a Prepared Childbirth class or an original suggestion by faculty or student)
 - 2 hrs. Perform a Denver Development Screen
 - 18 hrs. Clinical orientation/skills/trainings
 - 4 hours post conference (includes case presentation)

2. To pass the clinical component, the student must:
 - Perform correctly all mastery skills assigned in the learning laboratory or clinical area
 - Pass the clinical skills check off practicum
 - Pass clinical quiz as specified
 - Participate in all clinical conferences (including case presentation)
 - Complete all written assignments:
 - ❑ PICO question as part of case presentation
 - ❑ Clinical log for preceptored clinical activities
 - ❑ Anecdotal note for Community hours
 - ❑ Denver Developmental Screening
 - Achieve a score of 2 or 3 in all areas of the Clinical Evaluation Tool (refer to Clinical Objectives, Clinical Evaluation Tool and Guidelines for Clinical Evaluation).
 - All evaluation forms are attached at the end of the Clinical Syllabus.

B. Medication Calculation Policy

1. Students are required to achieve a 90 or higher on the medication calculation exam prior to the first clinical day. Students are permitted two (2) attempts for success on the exam.
2. Students who are unsuccessful on the first attempt of the medication calculation exam must provide written evidence that remediation has taken place before being permitted second attempt.
3. If a student fails to achieve the required 90% or higher on the second attempt, the student will be required to withdraw from the course for the semester. A grade of W will be posted on the student's transcript, but will be regarded as a nursing course failure in the College of Nursing.
4. Medication calculation is a component of medication administration. Master of medication administration must be demonstrated in the clinical and classroom settings for successful completion of all clinical courses. In addition to the initial medication calculation exam (above), medication questions on unit exams and observation in the clinical setting will be used to assess and evaluate the clinical safety of students on an individual basis. Serious or repetitive medication and/or calculation errors may indicate unsafe clinical practice (See Unsafe Clinical Practice Below)

C. Unsafe Clinical Practice

1. Any act of omission or commission, which may result in harm to the patient, is considered unsafe clinical practice, and may result in removal from the clinical setting, disciplinary action according to the discretion of the course faculty, a negative clinical evaluation, a course failure, and/or dismissal from the program.
2. During the clinical practicum, unsafe clinical practice is defined as any one of the following: When the student:
 - a. Commits repetitive and/or a single, serious medication error.
 - b. Violates or threatens the physical, psychological, microbiological, chemical, or thermal safety of the patient.
 - c. Violates previously mastered principles/learning objectives in carrying our nursing care skills and/or delegated medical functions.
 - d. Assumes inappropriate independence in action or decisions.
 - e. Does not adhere to current CDC guidelines for infection control.
 - f. Fails to recognize own limitations, incompetence, and/or legal responsibilities.
 - g. Fails to accept moral and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the Code of Ethics for Nurses.
 - h. Arrives at clinical settings in an impaired condition as determined by the clinical instructor.

3. Failure to comply with any of the above requirements may result in an unexcused clinical and/or negative clinical evaluation.

(Policy Revision and approval: Spring 2006)

D. Student Clinical Evaluations:

1. Clinical student evaluations will be placed in the student's file at the end of the semester for each clinical course.

X. THEORY COMPONENT

- A. Calendar (see attached calendar for lecture and clinical assignments and dates)

Date	Week	Tuesday		Instructor	Wednesday		Thursday	Friday	
		0930 – 1230 -	1330 - 1520		Adult II	Older A			
1/14-1/18	1	9:30-10:00 Math Review 11-5 Clinical Overview	Classes Start Introduction & Unit 1- Contemporary Nursing & Culture	Unit 15- G & D	JK/JH	Classes Start	Classes Start	9-12 Older Adult 1-2 Math Exam 2-5 Clinical Orientation	9:00 -12- Skills Practice I (BRB- 2435) 1-4 Hospital Orientation Clinical Group I only-
1/21-1/25	2		Unit 2-Conception &Fetal Development	Unit-16 Cardiac	JK/MK			9:00 -12 S Check off Group 1 only 1-4 S Check Off Group 2 only	1st Rotation Clinical Day
1/28-2/1	3		Unit 3- Genetics	U 16 & 17	JK/LJK/ MK		Exam		
2/4-2/8	4		Unit 4-Antepartum	Unit 17 - Respiratory	SC/JAK	Exam			
2/11-2/15	5		EXAM I (Units 1-3 , Unit 15) Unit 5 - Antepartum Complications	Unit 18 Special Needs	SS/JK/ JAK				
2/18-2/22	6		Unit 6 Pregnancy Comp/Co morbidity	Unit 19 - Integ. System	JK/LS		Exam		
2/25-2/29	7		Unit 7 Fetal Assessment	Unit 20- Newborn	JK/MK	Exam			1st Rotation Written work due
3/3-3/7	8	10-12: 1st group Case Presentations 1-4 Group 2 Hospital Orientation	EXAM II (16-19) Unit 8- Intrapartum	Unit 21 Newborn Complications	JH/MK			2nd Rotation 1st Clinical Day	
3/10-3/14	9	-----Spring Break----- No Classes -----							
3/17-3/21	10		Exam III (4-7) Unit 9 - Labor Assessment	Unit 21 Newborn needs	JH/MK	Exam			
3/24-3/28	11		Unit 10 High Risk Intrapartum	Unit 22 - Endo. System	JH/ JAK		Exam		
3/31-4/4	12		Exam IV (8-10) Unit 11 - Pregnancy Issues	Unit 23 - Neuro System	JH/JAK				
4/7-4/11	13		Unit 12 Post Partum & Contraception	Unit 24 - Hemo/Immune Systems	LS/JK/ LS	Exam			
4/14-4/18	14		Exam V (20-24) Unit 13- Newborn Nutrition	Unit 25 -GI/GU	JK/LS			ERI Start	
4/21-4/25	15		Unit 14 - PP Complications	Unit 26 - Physical Mobility	LS/MK		Final Exam		2nd Group-Written work due
4/28-5/1	16	10-12: Presentations 2nd group	EXAM VI (U 10-14 & 25-26)		MK /JA			ERI DUE	
		Final Week							

B. Unit Objectives

UNIT 1: CONTEMPORARY FAMILY NURSING FRAMEWORK AND CULTURE

Unit Objectives:

Upon successful completion of the course, the student will:

1. Describe the scope of family nursing.
2. Evaluate contemporary issues and trends in Family nursing.
3. Relate the impact of culture on childbearing families.
4. Identify international concerns affecting women and children such as female circumcision.
5. Describe sociopolitical issues affecting the care of women, infants, and children.
6. Compare selected biostatistical data among races and countries related to Family Issues.
7. Identify ethical issues associated with Maternal-Child Nursing.
8. Discuss the role of midwifery as it is currently used in Family Nursing.
9. Describe three religious groups whose beliefs affect Family Nursing.
10. Discuss cultural competence in relation to one's own nursing practice

Topics:

Family
Ethics
Culture
Stats
Options/Trends
Midwifery

Pre-Class Assignment: Lowdermilk, Chapter 1-2 and Wong, Chapter 4

Suggested: Blackboard Web sites

Evaluation: Exams

UNIT 2: CONCEPTION & FETAL DEVELOPMENT

Unit Objectives:

Upon successful completion of the course, the student will:

1. Review physiology of menstruation, conception, nidation, fetal circulation and placental development.
2. Identify changes in hormone production and cervical mucus development and pregnancy changes.
3. Summarize significant changes in growth and development of the fetus in utero at 4, 6, 12, 16, 20, 24, 28, 36, and 40 weeks' gestation.
4. Compare and contrast development during the pre-embryonic, embryonic and fetal periods.
5. Estimate fetal length using Haase's rule at various fetal ages.
6. Calculate expected delivery due date according to Naagle's rule with adjustments related to a woman's unique physiology.
7. Define teratogens and relate how they can affect the growing embryo/fetus.
8. Summarize effects of alcohol, smoking and illicit drugs on a fetus/newborn.
9. Identify drugs of choice and drugs that are contraindicated during pregnancy.
10. Discuss "Drug Categories" in relation to recommendation for taking during pregnancy
11. Identify the differing processes by which multiple gestation is formed.
12. Differentiate between gestation age and post conception (post fertilization)/embryonic age.

Topics:

Menstruation, Ovulation and Fertilization
Multiples
EDC/EDD
Haase's Rule
Fetal Development/Stages
Teratogens

Pre-class Assignment: Read - Lowdermilk Chapter 7

Evaluation: Exams

UNIT 3: GENETICS

Unit Objectives:

Upon successful completion of the course, the student will:

1. Review basic principles of genetics and highlighted terms in textbook.
2. Compare prenatal and postnatal diagnostic procedures used to determine the presence of genetic disorders
3. Identify at risk couples that may benefit from prenatal and postnatal diagnosis.
4. Explore the possible benefits and risks of pharmacogenomics.
5. Describe expanded roles for nurses in genetics and genetic counseling.
6. Identify and compare genetic defects caused by autosomal and sex linked abnormalities of chromosome number and chromosome structure.
7. Discuss chromosomal structure and numeric aberrations in relation to location of defects in genetic mapping.
8. Identify characteristics of autosomal dominant, autosomal recessive, X-linked recessive, x-linked dominant, and multifactoral disorders.
9. Identify specific populations (including ethnic groups and age groups) at high risk for genetic disorders.
10. Identify various ways to diagnose genetic problems and explain nurse's role in genetic counseling.
11. Discuss the different types of genetic testing.
12. Identify genetic disorders commonly tested for in maternity and pediatric health nursing.
13. Discuss the education and counseling needs of individuals and families who undergo genetic testing.
14. Identify genetic resources for nurses and other health care professionals.

Topics:

Terms
Chromosomal Abnormalities
Gene Mutations
Sex-linked disorders
Multifactoral disorders
Genetic Diagnosis
Screening, Counseling, and Referral

Pre-class Assignment: Read –Wong, Chapter 5

Evaluation: Exams

UNIT 4: ANTEPARTUM ASSESSMENT

Unit Objectives:

Upon successful completion of the course, the student will:

1. Recall previous learning of the female reproductive system and functions.
2. Explain the expected anatomic and physiologic adaptations to pregnancy.
3. Compute gravida, para using 5-digit method and estimated date of delivery.
4. Differentiate between presumptive, probable, and positive signs of pregnancy.
5. Describe initial and subsequent antepartum assessments in terms of history, physical examination and risk assessment.
6. Identify danger signs during pregnancy.
7. Describe common discomforts of pregnancy: causes and measures to prevent or relieve them.
8. Describe psychological responses of the expectant mother, father, and siblings to the pregnancy.
9. Describe and discuss nursing management during pregnancy including current laboratory tests and medication use during pregnancy.
10. Explain the importance of adequate nutrition and weight gain during pregnancy.
11. State recommended caloric intake and nutrients during pregnancy and lactation.
12. Discuss pathophysiology, treatment and sequella of endometriosis.
13. Relate pathophysiology of endometriosis to associated symptoms.

Pre-class Assignment: Read Lowdermilk, Chapters 4 (64-68), 5 (101-110), 8, 9, 10, 23(737-755)

Evaluation: Exams

UNIT 5: ANTEPARTUM COMPLICATIONS

Unit Objectives:

Upon successful completion of the course, the student will:

1. Describe the pathophysiology of preeclampsia and eclampsia.
2. Differentiate the management of the woman with mild preeclampsia from that of the woman with severe preeclampsia.
3. Identify the priorities for management of eclamptic seizures.
4. Describe HELLP syndrome, including appropriate nursing actions.
5. Explain the effects of hyperemesis gravidarum on maternal and fetal well-being.
6. Discuss the management of the woman with hyperemesis gravidarum in the hospital and at home.
7. Differentiate signs and symptoms, effects on pregnancy and the fetus, and management during pregnancy of common sexually transmitted infections and other infections.
8. Explain the basic principles of care for a pregnant woman undergoing abdominal surgery.
9. Discuss implications of trauma on mother and fetus during pregnancy.
10. Identify priorities in assessment and stabilization measures for the pregnant trauma victim.
11. Discuss causes of early antenatal loss including abortion, ectopic pregnancy and hydatidiform Mole
12. Differentiate between threatened, inevitable, incomplete, missed, complete and septic abortion.
13. Discuss current methods of abortion and nursing implications for each.
14. Describe physiology of GTD and a Blighted Ovum and patient teaching involved.
15. Discuss nursing care associated with identifying, interventions needed, and patient teaching associated with ectopic pregnancy.
16. Explain nursing management of a pregnancy complicated with an Incompetent Cervix.

Topics:

Gestational Hypertension
Hyperemesis gravidarum
Sexually Transmitted diseases
Surgery during pregnancy
Trauma during pregnancy
Early Antenatal Loss/ hemorrhagic complications
Abortion/Miscarriage, Ectopic Pregnancy and Hydatidiform Mole
Incompetent Cervix

Pre-class Assignment: Read – Lowdermilk Chapters 6 (pp. 156-160) & 23

Suggested: Look on Blackboard

Evaluation: Exams

UNIT 6: PREGNANCY CO-MORBIDITY

Unit Objectives:

Upon successful completion of the course, the student will:

1. Differentiate the types of diabetes mellitus and respective risk factors in pregnancy.
2. Compare insulin requirements during pregnancy, at postpartum, and during lactation.
3. Identify maternal and fetal risks/complications associated with diabetes in pregnancy.
4. Develop a plan of care for the pregnant woman with pregestational or gestational diabetes.
5. Explain the effects of thyroid disorders on pregnancy.
6. Differentiate the management for pregnant women with class I to class IV cardiac disease.
7. Describe the different types of anemia and their effects during pregnancy.
8. Explain the care of pregnant women with pulmonary disorders.
9. Discuss the effects of gastrointestinal disorders on pregnancy.
10. Describe the effects of neurological disorders on pregnancy.
11. Outline the care of women whose pregnancies are complicated by autoimmune disorders.
12. Explain the effects on and management of pregnant women who have human immunodeficiency virus (HIV) infection.
13. Discuss the care of pregnant women who use, abuse, or are dependent on alcohol or illicit or prescription drugs.

Topics:

Diabetes

Cardiac Disorders

Anemia

HIV

Drug and Alcohol use during pregnancy

Co-morbid disorders of Thyroid, GI/GU, Respiratory, Neurological and autoimmune disorders

Pre-class assignment: Read Lowdermilk Chapter 22.

Suggested: Web sites listed on Blackboard

Evaluation: Exams

UNIT 7: FETAL ASSESSMENT

Unit Objectives:

Upon successful completion of the course, the student will:

1. Identify causes of fetal problems that can be assessed during pregnancy.
2. Outline pertinent information to be discussed with the woman regarding her own assessment of fetal activity and methods of recording fetal activity.
3. List indications and risk for fetal assessment via of daily fetal movement counts, ultrasonic examination, fundal height, Doppler (velocimetry) blood flow analysis, placental studies, nonstress test, contraction stress test, and biophysical profile tests.
4. Compare and contrast procedures, test and resulting values for Biochemical assessments such as: amniocentesis, MSAFP screen, Indirect Coombs test, PUBS, and chorionic villus sampling (CVS) and interventions related to these procedures.
5. When given a fetal monitor strip used to assess fetal well being, evaluate the strip in relation to a NST or a CST and discuss intervention based on your evaluation.
6. Describe nurse's role in fetal assessment.
7. Discuss results of Cord Blood Gasses and Implications for nursing intervention.
8. Discuss current trends in fetal surgery.

Topics:

- Causes of Fetal Problems
- Fetal Screening/ Assessment
 - MSAFP, progesterone levels
 - Triple and Quad screens, Indirect Coombs, and Kleihauer-Betke test
- Fundal Height
- Ultrasound (2, 3 and 4D)
 - Doppler Blood Flow Studies
- Fetal Monitor Stimulation test
- Daily Fetal Movement Counts
- PUBS
- Amniocentesis/CVS
- Biophysical profile
- Cord Blood Gasses
- Intrauterine Surgery

Pre-class Assignment: Read- Lowdermilk, Chapter 21

Suggested: Association of Women's Health, Obstetric and Neonatal Nurses at <http://www.awhonn.org>,

www.obgyn.net,

(click on Medical Professionals Section, then fetal monitoring in the left hand column),

www.med.umich.edu (click on Health topics then Women's Health, childbirth and then

Tests and

Procedures)

Evaluation: Exams

UNIT 8: INTRAPARTUM

Unit Objectives:

Upon successful completion of the course, the student will:

1. Review the factors included in the initial assessment of the woman in labor.
2. Describe the ongoing assessment of maternal progress during the first, second, and third stages of labor.
3. Recognize the physical and psychosocial findings indicative of maternal progress during labor.
4. Describe physiologic and psychologic changes occurring during each phase and stage of labor and the needs of patients during each phase and stage of labor.
5. Delineate procedure for performing Leopold's maneuvers and information that can be obtained.
6. Describe fetal assessment during labor.
7. Identify reassuring and nonreassuring fetal heart rate patterns and uterine contraction patterns and nursing interventions that should be carried out in the management.
8. Summarize immediate needs of the newborn following birth.
9. Delineate management of a precipitous birth.
10. Identify nursing responsibilities in specific obstetric procedures: amniotomy, nitrazine test, amnioinfusion, and episiotomy.
11. Identify various cultural needs and responses to the laboring process.
12. Describe use of systemic drugs to promote pain relief during labor.
13. Compare methods of promoting comfort during the first and second stages of labor.
14. Compare the major types of regional analgesia and anesthesia, including area affected advantages, disadvantages, techniques, and nursing implications.
15. Describe nursing care related to general and regional anesthesia and its effects and/or potential complications in mother and fetus/newborn.
16. Identify nonpharmacologic methods used for pain management as they apply to women in labor/delivery.

Pre-class Assignment: Read – Lowdermilk, Chapter 12, 14

Suggested: M/S MM: CS Maternity Nursing I, 4E VI.5 (Normal Labor, Birth and Postpartum)
www.childbirth.org; www.birthcenters.org; www.gentlebirth.org; www.virtualbirth.com
www.csection.com;

Evaluation: Exams

UNIT 9: LABOR ASSESSMENT

Unit Objectives:

Upon successful completion of the course, the student will:

1. Identify typical signs of nonreassuring FHR (fetal heart rate) patterns.
2. Compare FHR monitoring done by intermittent auscultation with external and internal electronic methods.
3. Explain the baseline FHR and evaluate periodic changes.
4. Describe nursing measures that can be used to maintain FHR patterns within normal limits.
5. Differentiate among nursing interventions used for managing specific FHR patterns, including tachycardia and bradycardia, increased and decreased variability, and late and variable decelerations.
6. Review the application of the monitor.
7. Review documentation of the monitoring process necessary during labor.

Pre-class Assignment: Read – Lowdermilk, Chapter 13

Student Fetal Monitor Handout (Provided in class)

Evaluation: Exams

UNIT 10: INTRAPARTUM COMPLICATIONS

Unit Objectives:

Upon successful completion of the course, the student will:

1. Analyze factors/conditions that contribute to complications during labor and delivery and its effects on nursing management of the patient as it relates to:
 - a. dysfunctional labor patterns
 - b. pre & post term labor
 - c. malpresentations and positions
 - d. meconium stained fluids
 - e. amniotic fluid embolus, hydramnios, and oligohydramnios.
 - f. versions
 - g. forceps or vacuum extraction deliveries
 - h. placental/bleeding conditions: abruptio placentae and placenta previa
2. Explain indications, methods and demonstrate knowledge of nursing management for a trial of labor, the induction and augmentation of labor, cesarean birth, and vaginal birth after a cesarean birth.
3. Discuss obstetric emergencies and their appropriate nursing management.

Pre-class Assignment: Read – Lowdermilk, Chapter 24

Evaluation: Exams

UNIT 11: PREGNANCY ISSUES

Unit Objectives:

Upon successful completion of the course, the student will:

1. Identify common causes, diagnoses and treatments for infertility.
2. Examine the various ethical and legal considerations of assisted reproductive therapies for infertility.
3. Discuss the physiologic impact of infertility.
4. Discuss the alternative options to infertility, i.e. Adoption.
4. Examine the role of the nurse when the parent relinquishes the neonate/infant for adoption
5. Define scope of the problem of adolescent pregnancy.
6. Discuss physical, psychological and sociologic risks a pregnant adolescent faces.
7. Outline the care of an adolescent during pregnancy, labor & delivery and postpartum
8. Contrast etiology, medical therapy, and nursing care for various bleeding problems associated with pregnancy.

Pre-class Assignment: Read – Lowdermilk, Chapters 4 (75), 6 (pg 160-170), 23 (737-748)

Evaluation: Exams

UNIT12: POSTPARTUM AND CONTRACEPTION

Unit Objectives:

Upon successful completion of the course, the student will:

1. Describe physiologic changes in women that occur during the postpartal period
2. Discuss psychological adjustment based on the evidenced based research of Rubin's Theory.
3. Discuss the psychological changes that occur in the new mother.
4. Describe nursing care designed to promote safety and self-care during the postpartal experience of the maternity client.
5. List expected values for vital signs, deviations from normal findings, and probable causes of the deviations.
6. Identify the priorities of maternal care given during the fourth stage of labor.
7. Summarize nursing interventions to prevent infection and excessive bleeding, to promote normal bladder and bowel patterns, and to care for the breast of women who are breastfeeding.
8. Identify the psychosocial needs of the postpartal woman.
9. Compare the different methods of contraception.
10. Identify the advantages and disadvantages of frequently used methods of contraception.
11. Explain the common nursing interventions that facilitate contraceptive use.
12. Describe Emergency Contraception..
13. Explain the various social, religious, ethical and legal considerations associated with various birth control methods.

Topics:

Assessment of Postpartal physiology/ physiological changes in the post partum period

Fourth Stage of Labor

Care and Interventions

Rubin's theory/ Postpartum adjustment

Psychosocial needs

Parent/family - infant adjustment

Discharge teaching

Methods of Contraception

Emergency Contraception

Pre-class Assignment: Read – Lowdermilk, Chapters, 6 (pp. 134-156), 15, 16, & 17

Suggested: www.babycenter.com (click on pregnancy); www.parenthood.org;

www.fatherhood.org;

CD:ROM on Breast-feeding www.psycom.net (click on depression central, then PPD);

www.epregnancy.com

Evaluation: Exams

UNIT 13: NEWBORN NUTRITION

Unit Objectives:

Upon successful completion of the course, the student will:

1. Describe current recommendations for feeding infants.
2. Discuss cultural influences on infant feeding.
3. Explain the nurse's role in helping families choose an infant feeding method.
4. Describe nutritional needs of infants.
5. List newborn feeding readiness cues and indicators of effective feeding.
6. Review physiology of lactation.
7. Describe nursing assessments and interventions for common breast feeding problems.
8. Compare composition of breast milk with that of formula.
9. Discuss benefits of breastfeeding for infants, mothers, families, and society.
10. Describe the anatomy and physiology of lactation and teaching needs of a new breastfeeding mother.
11. Identify nursing interventions to facilitate and promote successful breastfeeding.
12. Identify common problems associated with breastfeeding and nursing interventions to resolve them.
13. Develop a teaching plan for the formula-feeding family.

Topics:

Nutrient needs
Physiology of Breastfeeding/Lactation
Benefits of Breastfeeding- Mother, Baby, Society and Environment
Drugs and Breastfeeding
Feeding techniques and positions
Milk Expression, Supplementation, Banking and Storage
Problems and interventions
Legal, Social, and Cultural Interventions
Contraindications for Breastfeeding

Pre-class Assignment: Read – Lowdermilk, Chapter 20

Evaluation: Exams

UNIT 14: POST PARTUM COMPLICATIONS

Unit Objectives:

Upon successful completion of the course, the student will:

1. Summarize preventive measures for various complications of the postpartum period and incorporate into holistic nursing care.
2. Describe nursing assessments that identify the high-risk postpartal client.
3. Discuss nursing interventions for the client with postpartal complications related to hemorrhage.
4. Describe the nursing care of a client experiencing a puerperal infection.
5. Identify the symptoms and management of Thromboembolic disorders.
6. Identify the symptoms exhibited in a client experiencing a postpartal psychiatric disorder.

Pre-class Assignment: Read – Lowdermilk, Chapter 25

Evaluation: Exams

UNIT 15: GROWTH AND DEVELOPMENT

Unit Objectives:

Upon successful completion of the course, the student will:

1. Describe major theories of development as formulated by social learning theorists, and behaviorists.
2. Plan nursing interventions for children that are appropriate for the child's developmental state, based on theoretical frameworks.
3. Recognize major developmental milestones for infants, toddlers, preschoolers, school-age children, and adolescents.
4. Describe the role of play in the growth and development of children.
5. Implement activities that promote development of children and adolescents using data collected during developmental assessments.
6. Discuss nutritional needs and related teaching for infants, toddlers, and preschoolers and their parents.
7. Identify major stages of psychosocial and cognitive developmental for children at various age groups.
8. Discuss reactions to illness and hospitalization for children at various stages of development.
9. Discuss clinical manifestations, the etiology and psychopathology, clinical therapy and holistic nursing management of child violence.
10. Identify warning signs of the Munchausen syndrome by proxy.

Pre-class Assignment: Read – Wong, Chapter 12 (499 – 534), Chapter 14, 15, 17 & 19
Complete Growth and Development Milestones chart (provided on Blackboard)

Suggested: M/S MM: CS Maternity Nursing II

Evaluation: Exams

UNIT 16: CARDIOVASCULAR

Unit Objectives:

Upon successful completion of the course, the student will:

1. Compare differences in vital signs between the different age groups of children and the adult.
2. Outline holistic therapeutic nursing measures for the care of a child following a cardiac diagnostic procedure or surgery.
3. Differentiate symptoms of right-and left-sided heart failure in the child.
4. Identify holistic nursing interventions that decrease the workload of the myocardium in children with heart failure.
5. Discuss pathophysiology, clinical manifestations, diagnostic procedures, and therapeutic management of congenital heart diseases, acquired heart diseases, vascular diseases, and shock.
6. Discuss holistic nursing management of a child with congenital heart diseases, acquired heart diseases, vascular diseases, and shock.
7. Critique medications that play a crucial role in managing alterations of the cardiac system.
8. Devise a holistic plan of care for a child that has hypoxia associated with a cardiac disorder.
9. Differentiate between rheumatic fever and rheumatic heart disease.
10. Outline a plan of care for a child with Kawasaki disease.

Pre-class Assignment: Read – Wong, pg – 1436-1500

Suggested: M/S MM: CS Pediatric Nursing II; Journal of Neonatal Nursing at www.bizjet.com/jnn; Children's

Health Information Network at www.tchin.org; Congenital Heart Research Center at Oregon Health Sciences

at www.ohsu.edu

Evaluations: Exams

UNIT 17: RESPIRATORY

Unit Objectives:

Upon successful completion of the course, the student will:

1. Describe differences in the anatomy and physiology of the infant/child's respiratory system that increase the risk for respiratory disease.
2. Outline holistic nursing care for a child during respiratory emergencies such as airway obstruction and respiratory failure.
3. Describe Pathophysiology, clinical manifestations, and therapeutic management of upper and lower respiratory tract infections, croup syndromes, asthma, and cystic fibrosis
4. Discuss holistic nursing management of a child with upper and lower respiratory tract infections, croup syndromes, asthma, and cystic fibrosis.
5. Critique medications that play a crucial role in managing alterations of the respiratory system.
6. Identify the factors leading to respiratory tract infection in the infant or young child.
7. Contrast the effects of various respiratory infections observed in infants and children.
8. Describe the postoperative nursing care of the child with a tonsillectomy.
9. Describe the ways in which the various therapeutic measures relieve the symptoms of asthma
10. Describe the physiologic effects of cystic fibrosis on the gastrointestinal and pulmonary systems.
11. List the major signs of respiratory distress in infants and children.

Pre-class Assignments: Read – Wong, Chapter 32, pgs.1325-1348 & 1355-1382

Evaluation: Exams

UNIT 18: SPECIAL NEEDS

Unit Objectives:

Upon successful completion of the course, the student will:

1. Identify the scope of and changing trends in care of children with special needs.
2. Identify the major reactions of and effects on the family with a child with a special need.
3. Define the stages of adjustment to the diagnosis of a chronic condition.
4. Recognize the impact of the illness or disability on the developmental stages of childhood.
5. Outline nursing interventions that promote the family's optimum adjustment to the child's chronic disorder.
6. Outline nursing interventions that support the family at the time of death.
7. Define the usual symptoms of normal grief.
8. Identify the scope of and changing trends in care of children with special needs.
9. Identify the major reactions of and effects on the family with a child with a special need.
10. Define the stages of adjustment to the diagnosis of a chronic condition.
11. Recognize the impact of the illness or disability on the developmental stages of childhood.
12. Outline nursing interventions that promote the family's optimum adjustment to the child's chronic disorder.
13. Outline nursing interventions that support the family at the time of death.
14. Define the usual symptoms of normal grief.
15. Discuss the manifestations and nursing management of selected emotional and/or behavioral problems including eating disorders in children, ADHD, and substance abuse.
16. List the general classifications of hearing impairment and the effect on speech.
17. Outline nursing interventions for the child with hearing impairment, including those used during hospitalization.
18. List the common types of visual disorders in children.
19. Outline nursing interventions for the child with visual impairment, including those used during hospitalization.
20. Outline nursing interventions for the child with autism.

Pre-class Assignment: Read – Wong, Chapter 22, pgs. 922-989 & Chapter 24, pg 989-1027

Evaluation: Exams

UNIT 19: INTEGUMENTARY

Unit Objectives:

Upon successful completion of the course, the student will:

1. Identify common etiologic factors related to skin disorders of infants and children.
2. Contrast the manifestations of and therapies for bacterial viral and fungal infections of the skin.
3. Outline a plan of care to prevent and treat diaper dermatitis.
4. Discuss common causes of burns in children and the prevention of burn injuries.
5. Describe implications of burn injuries in children.
6. Describe therapeutic nursing care of children with minor and major burns.
7. Identify data essential to the assessment of alterations in health of the Integumentary system in a child.
8. Discuss the clinical manifestations, pathophysiology, therapeutic management and nursing management of a child with alterations of the Integumentary system.
9. Describe the distribution and configuration of the various skin lesions.
10. List the benefits of the moist environment for wound healing.
11. Discuss the nursing care related to therapies for skin disorders.
12. Contrast the manifestations of and therapies for bacterial, viral, and fungal infections of the skin.
13. Compare the skin manifestations related to age in children.
14. Outline a plan of care to prevent and treat diaper dermatitis.
15. Outline a plan of care for a child with atopic dermatitis.
16. Formulate a teaching plan for an adolescent with acne.
17. Describe the methods for assessing a burn wound.
18. Discuss the physical and emotional care for a child with a severe burn wound.

Pre-class Assignments: Read – Wong, Chapter 13 (593-602) Chapter 16 (664-681) Chapter 18 (753-777), Chapter 29 (1202-1226)

Suggested: University of Iowa on Burn Injuries at www.vch.org/

Evaluation: Exams

UNIT 20: NEWBORN

Unit Objectives:

Upon successful completion of the course, the student will:

1. Review physiologic changes that occur in respiratory and cardiovascular systems during transition from fetal to neonatal life.
2. Identify thermal environment and nursing interventions that prevents heat loss from the newborn.
3. Explain commonly elicited newborn reflexes.
4. Describe variations in skin and skin changes that occur during the newborn period.
5. Describe normal physical and behavioral characteristics of the newborn.
6. Describe purpose and use of routine prophylactic medications for the normal newborn.
7. Critique newborn behavioral abilities including habituation, orientation to visual and auditory stimuli, motor activity, cuddliness, and self-quieting activity.
8. Describe indications for circumcision and care of circumcised and uncircumcised male infants.
9. Explain importance of newborn screening tests.
10. Summarize components of a complete newborn assessment including the significance of normal variations and abnormal findings.
11. Explain components of the neurologic and reflex assessment of the newborn.
12. Perform a newborn physical assessment based on recognition of expected normal findings.

Pre-class Assignment: Read – Lowdermilk, Chapter 18, 19 and Wong, pgs 310-342

Evaluation: Exams

UNIT 21: NEWBORN COMPLICATIONS

Unit Objectives:

Upon successful completion of the course, the student will:

1. Describe and identify causes of variations in a newborn.
2. Identify nutritional and fluid needs of the infant.
3. Identify the newborn classification based on gestational age and on size.
4. Distinguish between physical characteristics of mature and premature and post mature infants.
5. Discuss physiologic characteristics and various complications of alterations in gestational age.
6. Describe impact of maternal high risk conditions on the newborn.
7. Define ROP/RLP and relate to premature birth.
8. Explain effects of intrauterine growth restriction (IUGR).
9. Describe nursing care needed for drug and alcohol dependent newborns.
10. Discuss how to identify infants in need of resuscitation.
11. Differentiate between the various types of respiratory distress.
12. Discuss cold stress and hypoglycemia, their effects on newborn and nursing implications.
13. Differentiate between physiologic and pathologic jaundice based on onset, cause, possible sequelae, and specific management.
14. Discuss anemia and polycythemia and nursing implications associated with them.
15. Describe nursing assessment that would lead the nurse to suspect newborn sepsis.
16. Relate the consequences of specific maternally transmitted infections (syphilis, gonorrhea, herpes virus, and Chlamydia) to management of the infant.
17. Perform a systematic assessment of a high-risk newborn.
18. Outline a general plan of care for a high-risk infant.
19. Recognize the physiologic factors that compromise the preterm infant's health status.
20. Discuss the role of the nurse in facilitating positive parent-child relationships.
21. Recognize common deviations from normal in the newborn.
22. Contrast physical characteristics of premature and full-term infants.
23. Discuss the basis for screening newborns for health problems.
24. Discuss the rationale for performing newborn screening and genetic counseling when a newborn has a hereditary condition.

Pre-class Assignment: Read – Lowdermilk: Chapters 26, 27 and Wong, pgs 344-415

Suggested: M/S MM: CS Maternity Nursing I, 4E V 1.5 and M/S MM: CS Maternity Nursing II, 4E V 1.5;

Phoenix Perinatal Associates at www.perinatal.com

Evaluation: Exams

UNIT 22: ENDOCRINE

Unit Objectives:

Upon successful completion of the course, the student will:

1. Compare difference between the child and adult endocrine system.
2. Describe pathophysiology, clinical manifestations, diagnostic procedures, and therapeutic management of a child with disorders of pituitary function, thyroid function, and adrenal function
3. Discuss holistic nursing management of a child with disorders of pituitary function, thyroid function, and adrenal function
4. Distinguish between a hypoglycemic and a hyperglycemic reaction.
5. Review types of insulin and the rate of action (peak effect)
6. Design a holistic nursing plan of care for a child with diabetes mellitus.
7. Formulate a teaching plan for instructing the child and parents of the child with diabetes mellitus.
8. Discuss the need for parents to work with the school system in following therapeutic management of diabetes in their child
9. Differentiate between the disorders caused by hypopituitary and hyperpituitary dysfunction.
10. Describe the manifestations of thyroid hypofunction and hyperfunction and the management of children with these disorders.
11. Distinguish between the manifestations of adrenal hypofunction and hyperfunction.
12. Differentiate among the various categories of diabetes mellitus.
13. Discuss the management and nursing care of the child with diabetes mellitus in the acute care setting.
14. Distinguish between a hypoglycemic and a hyperglycemic reaction.
15. Design a teaching plan for a child with diabetes mellitus.
16. Formulate a teaching plan for instructing parents of a child with diabetes mellitus.

Pre-class Assignments: Read – Wong, Chapter 38, pgs 1676-1703 & 1705-1727.

Suggested: Juvenile Diabetes Foundation at www.jdf.org/index.html

Vanderbilt Pediatric Interactive Digital Library at
www.mc.vanderbilt.edu/peds/pidl/indexhtm

Evaluation: Exams

UNIT 23: NEUROLOGICAL

Unit Objectives:

Upon successful completion of the course, the student will:

1. Identify pediatric differences in cerebral function.
2. Describe pathophysiology, clinical manifestations, clinical therapy and holistic nursing care of :
 - a. Unconscious child
 - b. Cerebral injury
 - c. Intracranial infections
 - d. Seizure disorders
 - e. Cerebral malformations
3. Identify data essential to the assessment, and nursing management of alterations in health of the neurologic system of a child.
4. Outline a plan of care for the child with bacterial meningitis.
5. Demonstrate an understanding of the manifestations of a seizure disorder and the management of a child with such a disorder.
6. Describe the preoperative and postoperative care of a child with hydrocephalus.
7. Discuss the nursing management of a child with cerebral palsy and nurse's role in helping parents cope with the disorder.
8. Formulate a nursing care plan for the preoperative and postoperative care of a child with myelomeningocele.
9. Outline a plan of care for a child with Duchene muscular dystrophy.

Pre-class Assignments: Read – Wong, Chapter 38, pg 1676-1703 & 1705-1727.

Suggested: Epilepsy Foundation of America at www.efa.org

Evaluation: Exams

UNIT 24: HEMATOLOGICAL AND IMMUNE AND INFECTIOUS DISORDERS

Unit Objectives:

Upon successful completion of the course, the student will:

1. Identify data essential to the assessment of the hematologic and immunologic systems in a child.
2. Discuss the clinical manifestations and pathophysiology of alterations in the health of the hematologic and immunologic systems of a child.
3. Describe nursing management of a child with alterations in health of the hematologic and immunologic systems.
4. Formulate a holistic nursing therapeutic plan of care for a child with cancer.
5. Describe etiology, clinical manifestations, medical therapy and holistic nursing management for a child with brain tumors, neuroblastoma, Wilms' tumor, bone tumors, leukemia, and soft tissue tumors.
6. Discuss bone marrow transplantation in the pediatric population.
7. Discuss strategies the nurse can use to cope with death and dying in children
8. Select nursing interventions to assist parents through the grieving process
9. Describe nursing interventions to attain the goal of comfort for the dying child.
10. Review modes of transmission of communicable and infectious diseases.
11. Discuss pathophysiology, clinical manifestations, clinical therapy, and nursing management of selected infectious and communicable diseases in children.
12. Describe major characteristics of communicable diseases of childhood.
13. Describe nursing plan of care related to the following goals for a child with a communicable disease:
 - a. prevention of the spread of infection
 - b. prevention of complications
 - c. provision of comfort
 - d. support of child and family
14. Distinguish between the various categories of anemia.
15. Describe the prevention of and care of the child with iron- deficiency anemia.
16. Compare sickle cell anemia and β -thalassemia major in relation to pathophysiology and nursing care.
17. Describe the mechanisms of inheritance and nursing care of the child with hemophilia.
18. Relate the pathophysiology and clinical manifestations of leukemia.
19. Demonstrate an understanding of the rationale for therapies for neoplastic disease.
20. Outline a plan of care for the child with neoplastic disease and the family.
21. Contrast the pathophysiology and management of the immunodeficiency disorders.
22. List nursing precautions and responsibilities during blood transfusion in children.
23. Outline a plan of care for the child and family regarding death and dying situations.

Pre-class Assignments: Read – Wong, Chapter 35

Suggested: M/S MM: CS Pediatric Nursing IIA;

www.oncolink.upenn.edu/disease/index_ped.html

Evaluation: Exams

UNIT 25: GI & GU

Unit Objectives:

Upon successful completion of the course, the student will:

1. Delineate differences in the anatomy and physiology of the infant and child's genitourinary system to the adult system.
2. Discuss a holistic nursing plan of care for a child with structural defects of the genitourinary system, renal disorders, and structures of the reproductive system.
3. Critique medications that play a crucial role in managing alterations of the genitourinary system.
4. Describe the various factors that contribute to urinary tract infections in infants and children.
5. Describe development of the gastrointestinal system and its relationship to selected congenital defects.
6. Describe structure and function of the GI system in the infant and child.
7. Identify common diagnostic and screening tests used to detect alterations in GI function.
8. Formulate a plan of care the infant with acute diarrhea.
9. Formulate a plan for teaching apparent preoperative and postoperative care of the child with a cleft lip or palate.
10. Discuss etiology, clinical manifestations, therapeutic management and holistic nursing care of structural defects, hernias, inflammatory disorders, and disorders of motility, intestinal parasitic disorders, feeding disorders, disorders of malabsorption, hepatic disorders and injuries to the GI system.
11. Critique medications that play a crucial role in managing GI alterations in children.

Pre-class Assignments: Read – Wong, Chapter 30 & 33

Suggested: Celiac disease at www.csaceliacs.org; United Ostomy Society at www.uog.org.

Evaluation: Exams

UNIT 26: MUSCULOSKETAL/ PHYSICAL MOBILITY

Unit Objectives:

Upon successful completion of the course, the student will:

1. Outline a plan for the care of a child immobilized with an injury or a degenerative disease.
2. Develop a teaching plan for the parents of a child in a cast.
3. Explain the functions of the various types of traction.
4. Devise a nursing plan of care for the child in traction.
5. Differentiate among the various congenital skeletal defects.
 - a. hip dysplasia
 - b. club foot
 - c. skeletal congenital defects
 - d. legg-calve-perthes disease
 - e. scoliosis
6. Design a teaching plan for the parents of a child with a congenital skeletal deformity.
7. Describe the therapies and nursing care of a child with scoliosis
8. Outline a plan of care of a child with osteomyelitis.
9. Describe the nursing care of a child with juvenile rheumatoid arthritis.
10. Outline a plan of care of a child with Duchene muscular dystrophy.

Pre-class Assignment: Read – Wong, pgs 1730-1801, 1806-1815, & 1836-1849.

Evaluation: Exams

XIII. Attached Forms to be Read, Signed and Submitted the First Day of Class

A. Student Affirmation Form

1. Each line must be initialed, signed, and dated for each course every semester.
2. The form will be placed in the student's file

B. Audio/Video-Recording Agreement

1. Any student wishing to record a class must sign this agreement no later than the second week of classes each semester. An agreement must be signed for each course every semester.
2. Due to the confidential nature of some course content, the student will provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

Student Affirmation Form

_____ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. I will adhere to HIPAA guidelines.

_____ I have/will read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75 or higher in order to attain a passing grade for the course.

_____ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses, the Texas Nurse Practice Act and UTT's Student Academic Dishonesty Policy.

_____ I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

_____ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the College of Nursing

_____ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the College of Nursing.

_____ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.

_____ I will not allow any other student access to any of my paperwork for the purpose of copying.

Student's Signature

Date

Student's Printed Name

NURS 4823
Course

Approved: University of Texas System-Spring 1996
Faculty Organization-Spring 1996
Faculty Organization: December 8, 2000
Revised: Fall 2000; May 2004, Summer 2005

AUDIO/VIDEO-RECORDING AGREEMENT

I have been given permission to record the following class, NURS 4823

I understand that, the recordings are for my personal studies only. I realize that lectures recorded may not be shared with other people without the written consent of the faculty member. I also understand that recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are recorded as part of the class activity.

I am aware that the information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I record while enrolled as a student at The University of Texas at Tyler.

Due to the confidential nature of some course content, I agree to provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

Print Name

Date

Signature of Student

NURS 4823
Course Number

I have erased all recordings made during this current semester in NURS 4823.

Signature of Student

Date

(Revised with permission from TCU
Approved FO: 10/06)