

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

**FAMILY HEALTH
NURS 4823
Spring 2008**

Judy King, PhD, RNC- Co Course Coordinator
Tyler Campus
Office: BRB 2095
Phone: 903-566-7025 Cell: 903-830-1387
E-mail : jking@mail.uttyl.edu

Janice Hawes, MSN, RNC, CNS- Co-Course Coordinator
Longview Campus
Office: SCI 231
Phone: 903-663-8231
E-mail: jhawes@mail.uttyl.edu

Patricia Bowden, MSN, RN
Tyler Campus
Office BRB 2090
Phone : 903-566-7166
E-mail : pbowden@mail.uttyl.edu

Suzanne Collins, MSN, RN
Tyler Campus
Office: BRB 2065
Phone: 903-566-5717 Cell: 903-705-9165
E-mail: scollins@mail.uttyl.edu

Teresa Hunt, MSN, RN
Tyler Campus
Office BRB 2085
Phone : 903-566-7122
E-mail : thunt@mail.uttyl.edu

Linda Southerland, MSN, RN
Palestine Campus
Office: 109
Phone: 903-566-2304 Pager: 903-591-1645
E-mail: lsouther@mail.uttyl.edu

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

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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 Learning Outcomes: 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:

McKinney, E., James, S., Murray, S. & Ashwill, J. (2009). *Maternal-Child Nursing* (3rd ed.)
St. Louis: Elsevier.

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

NCLEX 4500

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.

VII. Disability Statement and University Policies

"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>.

All students are to review the following link for University Policies: Absence for religious observance, Absence for university-supported trips, Services to students with disabilities, grade replacement, State-mandated course drop policy, and Social Security and Privacy.

<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

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-

4 Exams	80 %
Comprehensive Final Exam	<u>20%</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
A-Notes (See below & Blackboard for Format details)	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. Articles 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.

A-Notes

Guidelines for A-notes:

Antidotal notes are a diary of clinical experiences. The student should make notations for each clinical activity that they participate in for the entire 8 week rotation in the Family class. These notes:

- must be handwritten by the student.
- must be kept in a spiral notebook- notes should be continuous without blank sections.
- must be handed in every week to your clinical instructor.

- must be dated at the beginning of each entry and signed at the end.
- must include time of arrival for the clinical activity and time spent on breaks and time of departure.
- must include clinical assignment and names of all preceptors/nurses worked with.
- must include skills performed and self-evaluation of clinical performance.
- should include observations and assessments that were done.
- discuss interactions with patients and with staff.
- summarize how the learning objectives were met.

*It is important that HIPPA guidelines are followed and no patient identifying information discussed.

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. Make-up exams will be administered the first day the student returns class/clinical.
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, cell phones, 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.
11. Test blueprints are incorporated in and derived from the unit objectives and topics listed under each unit.

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 are not to be worn. 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 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**, (may include Evolve), 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 4500 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 (April 16 until April 30th) is scheduled for you 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
 - 36 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
 - 30 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
 - 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 Clinical 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. Class schedule (see attached schedule for lecture and clinical assignments and dates)

**NURS 4823 - Family Health
CLASS SCHEDULE
Spring 2009**

DATE	UNITS	TOPIC
1/13/09	Unit M1 Unit P1	Introduction Infectious disorders
1/20/09	Unit M2 Unit P2	Genetics Immune/Hematologic
1/27/09	Unit M3 Unit P3	Conception and Prenatal Development Fluid & Electrolytes and GU
2/03/09	Unit M 4 Unit P4	Antepartum GI
2/10/09	Exam I Unit M5 Unit P5	Includes M1-4 & P1-4 Antepartum Complications Respiratory
2/17/09	Unit M6 Unit P6	Pregnancy Co-morbidity Cardiovascular
2/24/09	Unit M7 Unit P7	Antepartum Fetal Assessment Cancer, Chronic and Terminal Illness
3/03/09	Exam II Unit M8 Unit P8	Includes M5-7 & P5-7 Intrapartum Newborn
3/09-13/09	Spring Break	
3/17/09	Unit M8 Unit P8	Intrapartum Newborn
3/24/09	Unit M9 Unit P9	Intrapartum Fetal Surveillance High Risk Newborn
3/31/09	Unit M10 Unit P10	Intrapartum Complications Skin
4/07/09	Exam III Unit M11 Unit P11	Includes M8-M10 & P8-P10 Postpartum Muscular-Skeletal
4/14/09	Unit M12 Unit P12	Postpartum Complications Endocrine
4/21/09	Unit M13 & 14 Unit P13	Contraception & Newborn Nutrition Neuro
4/28/09	Exam IV Unit M15 Unit P14	Includes M11-14 & P11-13 Reproductive Issues Special Needs
5/04/09	Final Exam	Comprehensive

B. Maternity & Women's Health Unit Objectives

UNIT M1: INTRODUCTION TO CONTEMPORARY FAMILY NURSING FRAMEWORK AND CULTURE

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Identify trends and issues that led to the development of family-centered maternal and child health care.
2. Explain changes in family structure and their impact on family functioning.
3. Compare Western cultural values with those of differing cultural groups.
4. Describe the effect of cultural diversity on nursing practice.
5. Discuss the downward trends in infant and maternal mortality rates, and compare current infant mortality rates among specific racial groups and nations
6. Explain the roles of nurses with advanced preparation in maternal-newborn and pediatric nursing.
7. Discuss ethical conflicts that the nurse may encounter in maternal-newborn and pediatric nursing.
8. Describe the legal implications of nursing practice as it relates to maternal-child and pediatric nursing.

Pre-Class Assignments: McKinney, Chapters 1, 2, 3

Topics: Trends and Issues
Family
Culture
Statistics
Advanced practice
Ethical, Social and Legal Implications

Evaluation: Exams

UNIT M2: HEREDITARY AND ENVIRONMENTAL INFLUENCES

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Review basic principles and terminology of genetics and describe the structure, function and nomenclature of human genes and chromosomes.
2. Explain ethical implications and related factors of the Human Genome Project.
3. Describe the characteristics of single gene traits and their transmission from parent to child.
4. Explain characteristics of multifactoral birth defects.
5. Describe factors related to genetics environmental influences (including Teratogens) that affect growth and development, that can interfere with prenatal development and ways to prevent or reduce their effects.
6. Summarize the effects of alcohol, smoking and drugs on a fetus/newborn.
7. Identify specific populations at risk for congenital disorders.
8. Discuss different types of prenatal diagnosis and implications for maternal-child nursing.
9. Describe the process of congenital disorder counseling and the role of the nurse in caring for individuals or families with concerns about birth defects.

Pre-class Assignment: Read –McKinney, Ch 9

Topics: Hereditary Influences
Multifactoral Disorders
Environmental Influences
Diagnosis and Counseling

Evaluation: Exams

UNIT M3: CONCEPTION AND PRENATAL DEVELOPMENT

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Review physiology of menstruation, conception, nidation, fetal circulation and placental development.
2. Relate ovulation and ejaculation to the process of human conception and explain implantation and nourishment of the zygote, embryo and fetus.
3. Describe normal prenatal development from conception through birth.
4. Explain the structure and function of the placenta, umbilical cord, and fetal membranes.
5. Utilize Haase's rule to determine fetal age.
6. Calculate EDD using Naagle's rule and be able to adjust related to a woman's unique physiology.
7. Describe the occurrence of common deviations from normal conception and prenatal development.
8. Explain the mechanisms and trends in multifetal pregnancies.

Pre-Class Assignment: McKinney, Ch 12

Topics: Menstruation, Ovulation and Fertilization
Conception
Naagle's rule and Haase's rule
Fetal Development
Multiples

Evaluation: Exams

UNIT M4: ANTEPARTUM ASSESSMENT

Unit Learning Outcomes:

1. Describe the physiologic changes and adaptations that occur during pregnancy.
2. Differentiate presumptive, probable, and positive signs of pregnancy.
3. Compute gravity and parity
4. Describe initial antepartum assessments in terms of history, physical examination, and risk assessment and identify subsequent antepartum assessments.
5. Discuss maternal adaptation to multifetal pregnancy.
6. Describe the common discomforts of pregnancy in terms of causes and measures that prevent or relieve them and develop plans of nursing care for the most common problems and discomforts of pregnancy.
7. Describe the psychosocial responses of the expectant mother to pregnancy and explain the maternal tasks of pregnancy.
8. Describe the developmental processes to make the transition to the role of father the responses of prospective grandparents and siblings to pregnancy.
9. Describe cultural influences on pregnancy and cultural assessment.
10. Explain the importance of adequate nutrition and weight gain during pregnancy.
11. Describe the effects of common nutritional risk factors on nutritional requirements during pregnancy.

Pre-Class Assignment: McKinney, Ch 13, 14, 15

Topics: Signs/Symptoms of Pregnancy
Physical Assessment of the pregnant patient
Discomforts
Nutrition and weight management
Psychosocial and adaptation task

Evaluation: Exams

UNIT M5: ANTEPARTUM COMPLICATIONS

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Describe the hemorrhagic conditions of early pregnancy, including: incompetent cervix, spontaneous abortion, ectopic pregnancy, and gestational trophoblastic disease.
2. Explain disorders of the placenta, such as placenta previa and abruption placentae, that may result in hemorrhagic conditions of late pregnancy.
3. Discuss the effects and management of hyperemesis gravidarum.
4. Describe the development and management of hypertensive disorders of pregnancy.
5. Compare etiology, fetal and neonatal complications, and management of Rh and ABO incompatibility.

Pre-class Assignment: Read – McKinney, Ch 26

Topics: Gestational Hypertension (PIH)
 Hyperemesis gravidarum
 Surgery during pregnancy
 Early Antenatal Loss/ hemorrhagic complications
 Abortion/Miscarriage, Ectopic Pregnancy and Hydatidiform Mole
 Disorders of Uterus and Placenta
 Incompetent Cervix, Placenta previa, abruption placenta

Evaluation: Exams

UNIT M6: PREGNANCY CO-MORBIDITY

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Discuss the effects and management of preexisting diabetes mellitus during pregnancy.
2. Explain the effects and management of diabetes mellitus during pregnancy.
3. Describe the major effects of pregnancy on the woman who has heart disease and identify the goals of therapy.
4. Explain the maternal and fetal effects of specific anemias and the required management during pregnancy.
5. Identify the effects, management, and nursing considerations of specific preexisting conditions.
6. Identify the major causes of trauma during pregnancy and describe therapeutic management.
7. Discuss the maternal, fetal, and neonatal effects of the most common infections that may occur during pregnancy
8. Discuss drug use during pregnancy.

Pre-class assignment: Read: McKinney, Ch 30

Topics: Diabetes

Cardiac Disorders

Anemia

Drug and Alcohol use during pregnancy

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

Sexually Transmitted diseases including HIV

Trauma during pregnancy

Evaluation: Exams

UNIT M7: ANTEPARTUM FETAL ASSESSMENT

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Identify indications for fetal diagnostic procedures.
2. Discuss the purpose, procedure, advantages, and risks of each diagnostic procedure discussed in this chapter.
3. Provide information for common questions that clients may have about antepartal fetal assessment procedures.
4. Apply the nursing process to care of clients having antepartal fetal assessment procedures.

Pre-class Assignment: Read- McKinney, Ch 16

Topics: Ultrasonography
Doppler Ultrasound blood Flow
Maternal Screening
Chronionic Villus sampling
Amniocentesis
Pubs
CST and NST
BPP

Evaluation: Exams

UNIT M8: INTRAPARTUM

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Describe admission and continuing intrapartum nursing assessments.
2. Describe common nursing procedures and responsibilities used when caring for women during the Intrapartum period.
3. Explain the ways each component of the birth process affects the course of labor and birth and the interrelation of these components.
4. Identify various cultural needs and responses to the laboring process.
5. Explain premonitory signs of labor.
6. Compare true labor with false labor.
7. Compare each stage of labor and the phases within the first stage.
8. Apply the nursing process to care of the woman and her significant others during the intrapartum period.
9. Compare methods of promoting comfort during the first and second stages of labor.
10. Describe the use of nonpharmacologic pain management techniques in labor.
11. Describe the way medications may affect a pregnant woman and the fetus or neonate.
12. Identify benefits and risks of specific pharmacologic pain control methods.
13. Explain nursing care related to different types of intrapartum pain management, both nonpharmacologic and pharmacologic.
14. Summarize immediate needs of the newborn following birth.

Pre-class Assignment: Read – McKinney, Ch 17, 19, 20

Topics: Physiologic effects of birth
Components of Birth process
Normal labor and nursing care
Nonpharmacologic Pain management
Pharmacologic Pain management

Evaluation: Exams

UNIT M9: INTRAPARTUM FETAL SURVEILLANCE

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Identify the purposes of Intrapartum fetal surveillance.
2. Explain the normal and pathologic mechanisms that influence fetal heart rate.
3. Explain the types of equipment used for auscultation and electronic fetal monitoring during labor and the advantages and limitations of each.
4. Describe the interpretation of EFM data and describe appropriate responses to fetal heart rate patterns.

Pre-class Assignment: Read – McKinney, Ch 18

Topics: Auscultation and Palpation techniques
Electronic Fetal Monitoring
Interpretation and Evaluation of monitor strips
Significance of Fetal Heart Rate Patterns

Student Fetal Monitor Handout (Provided in class)

Website for practice strips: <http://utilis.net/fhm/2420.htm>

Evaluation: Exams

UNIT M10: INTRAPARTUM COMPLICATIONS

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Explain abnormalities that may result in dysfunctional labor.
2. Describe maternal and fetal risks associated with premature rupture of the membranes.
3. Analyze factors that increase a woman's risk for preterm labor.
4. Explain maternal and fetal problems that may occur if pregnancy persists beyond 42 weeks.
5. Describe the intrapartum emergencies and explain therapeutic management of each intrapartum complication.
6. Apply the nursing process to the care of women with intrapartum complications and the care of their families.
7. Apply the nursing process to care for the woman having a cesarean section and VBAC.

Pre-class Assignment: Read – McKinney, Ch 20, 27

Topics: Dysfunctional labor
Premature rupture of membranes
Pre-term labor
Prolonged pregnancy
Intrapartum emergencies
Obstetric procedures
Cesarean Section & VBAC

Evaluation: Exams

UNIT M11: POSTPARTUM

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Explain the physiologic changes that occur during the postpartum period.
2. Describe nursing assessments and nursing care during the postpartum period.
3. Discuss the role of nurses in health education, and identify important areas of teaching.
4. Describe postpartum home and community care in terms of criteria for discharge, common problems, and available health care services.
5. Compare nursing assessments and care for women who have undergone cesarean birth and vaginal birth.
6. Describe the progressive phases of maternal adaptation to childbirth and the stages of maternal role attainment and interventions related to postpartum psychosocial adaptations.
7. Discuss the cause and manifestations of and the interventions related to postpartum blues.
8. Discuss the need for additional care after discharge of the mother and infant from the birth facility.
9. Discuss cultural influences on family adaptation.

Pre-class Assignment: Read – McKinney, Ch 21

Topics: Physiologic adaptations
Assessment
Nursing Care
Teaching and Discharge
Cultural influences
Psychosocial adaptations

Evaluation: Exams

UNIT M12: POST PARTUM COMPLICATIONS

Unit Learning Outcomes:

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 – McKinney, Ch 28

Topics: Postpartum Hemorrhage
Trauma/ Subinvolution of Uterus
Thromboembolic disorders
Infections
Psychosocial problems

Evaluation: Exams

UNIT M13: CONTRACEPTION/FAMILY PLANNING

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Compare and contrast contraceptive methods in terms of safety, effectiveness, convenience, education needed to use, interference with spontaneity, availability, expense, and preference.
2. Compare and contrast contraceptive needs of adolescent and perimenopausal women.
3. Explain the mechanism of action of each method of family planning available: sterilization, hormonal contraceptives, intrauterine devices, barrier, and natural family planning.
4. Describe education necessary for effective use of each contraceptive method.

Pre-class Assignment: Read – McKinney, Ch 10

Topics: Natural Family Planning
Hormonal Contraceptives
Barrier Contraceptives
Emergency Contraception

Evaluation: Exams

UNIT M14: NEWBORN NUTRITION

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Describe nutritional needs of infants and. develop a teaching plan for the formula-feeding family and the breast feeding family
2. List newborn feeding readiness cues and indicators of effective feeding.
3. Review physiology of lactation.
4. Describe nursing assessments and interventions for common breast feeding problems.
5. Discuss benefits of breastfeeding for infants, mothers, families, and society.
6. Identify nursing interventions to facilitate and promote successful breastfeeding.
7. Identify common problems associated with breastfeeding and nursing interventions to resolve them.

Pre-class Assignment: Read – McKinney, Ch 24

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

Evaluation: Exams

UNIT M15: REPRODUCTIVE ISSUES

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Specify evaluations that may be performed when a couple seeks help for their infertility.
2. Explain the use of procedures and treatments that may aid a couple's ability to conceive and carry the fetus to viability.
3. Summarize the nurse's role when caring for couples experiencing problems with fertility.
4. Relate the major implications of delayed childbearing in terms of maternal and fetal health.
5. Discuss the incidence and identify the factors that contribute to teenage pregnancy.
6. Identify the effects of pregnancy on the adolescent mother, her infant, and her family.
7. Discuss the role of the nurse in the prevention and management of teenage pregnancy.
8. Describe parental responses to pregnancy loss and identify nursing interventions to assist parents through the grieving process.
9. Examine the role of the nurse when the mother relinquishes the infant for adoption.
10. Identify the factors that promote violence against women during pregnancy.

Pre-class Assignment: Read– McKinney, Ch 10 (pg 202-215), 25 (pg 581-589, 599-603)

Topics: Infertility issues
Adolescent pregnancies
Elderly gravida
Grief and neonatal death
Adoption
Violence during pregnancy

Evaluation: Exams

UNIT P1: INFECTIOUS DISORDERS

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Analyze the infectious process.
2. Compare the modes of transmission of infectious diseases.
3. Analyze the pathophysiology, clinical manifestations, complications, and nursing management of childhood infectious diseases.
4. Analyze the pathophysiology, clinical manifestations, complications, and nursing management of sexually transmissible diseases.
5. Use the nursing process to describe the nursing care of a child with an infection

Pre-class Assignment: Read– McKinney, Ch 40 pp. 1007 - 1034

Topics: Viral infections
Bacterial infections
Other childhood infections
Sexually transmitted diseases

Evaluation: Exams

UNIT P2 IMMUNE/HEMO

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Explain how neonates acquire active and passive immunity.
2. Delineate how to prevent the spread of organisms in children.
3. Describe how to prevent, test for, care for, and support children with and their families throughout the entire spectrum of illness.
4. Discuss the pediatric differences related to blood and blood formation.
5. Discuss the role of the nurse in the prevention of iron deficiency anemia.
6. Discuss the pathophysiology and therapeutic management of common hematologic alterations.
7. Describe possible nursing care for children with hematologic alterations.

Pre-class Assignment: Read– McKinney, Ch 41 pp. 1040-1062, Ch 47 pp. 1277 - 1300

Topics: HIV
Autoimmune disorders
Lupus
Allergic reactions
Iron-Deficiency
Sickle-cell anemia
Thalassemia
Hemophilia

Evaluation: Exams

UNIT P3: FLUID AND ELECTROLYTE ALTERATIONS AND GU

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Compare differences in body fluid and electrolyte composition and regulation between infants/children and adults that make infants and children more vulnerable to imbalances.
2. Describe pathophysiology and nursing care for a child with dehydration, fluid and electrolyte imbalance and/or acid-base imbalances.
3. Describe the processes and nursing care of a child with diarrhea and/or vomiting.
4. Describe the anatomy and physiology of the infant's and child's genitourinary system.
5. Describe the most common diagnostic and screening tests used to assess alteration in genitourinary function.
6. Develop home care guidelines for the child with a genitourinary alteration.

Pre-class Assignment: Read– McKinney, Ch 42 pp. 1066 - 1081, Ch 44 pp. 1140 - 1164

Topics: Dehydration
Vomiting
Diarrhea
Enuresis
UTI's
Congenital alterations
Renal alterations

Evaluation: Exams

UNIT P4 GI:

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Describe the development of the gastrointestinal system and its relation to selected congenital defects.
2. Describe the anatomy and physiology of the gastrointestinal system in the infant and child.
3. Describe the common diagnostic and screening tests used to detect alterations in gastrointestinal function.
4. Discuss and demonstrate an understanding of the pathophysiology, etiology, clinical manifestations, diagnostic evaluation, and therapeutic management of the GI disorders in children
5. Use the nursing process to develop nursing care plans and teaching guidelines for the child with gastrointestinal alterations
6. Develop nursing implications for common medications used with the child with gastrointestinal alterations.

Pre-class Assignment: Read– McKinney, Ch 43 pp. 1085 - 1131

Topics: Disorders of perinatal development
Motility disorders
Inflammatory and infectious disorders
Obstructive disorders
Malabsorption disorders
Hepatic disorders

Evaluation: Exams

UNIT P5 RESPIRATORY

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Describe the differences in the anatomy and physiology of the infant's or child's respiratory system that increase the risk for respiratory disease.
2. Outline nursing care and teaching needs for a child with allergies and identify common triggers of asthma symptoms.
3. Discuss and describe the pathophysiology, clinical manifestations, nursing care needs and therapeutic management of common acute and chronic respiratory alterations.
4. Develop guidelines for the home care of a child with an acute respiratory alteration.
5. Discuss measures to maintain adequate oxygenation and provide appropriate developmental stimulation for the child with respiratory problems
6. Identify ways to prevent the transmission of tuberculosis, and describe the correct method of administering and evaluating tuberculosis skin tests.

Pre-class Assignment: Read– McKinney, Ch 45

Topics: Upper Respiratory Infections: Rhinitis, sinusitis, Otitis Media
Pharyngitis and Tonsillitis
Croup
Epiglottitis
Bronchitis
Bronchiolitis
Pneumonia
Pulmonary Irritation
SIDS
Asthma
BPD
Cystic Fibrosis
Tuberculosis

Evaluation: Exams

UNIT P6: CARDIOVASCULAR

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Compare and contrast the anatomy and physiology of the normally functioning heart the child with an alteration in cardiac functioning.
2. Discuss specific techniques used in a comprehensive cardiac assessment.
3. Discuss therapeutic management and nursing care for children with
4. Cardiovascular alterations.
5. Explain the cardiovascular effects, assessment, therapeutic and nursing management of high cholesterol.

Pre-class Assignment: Read – McKinney, Ch 46

Topics: Congenital Heart Defects
Infections
Acquired Heart Defects
Rheumatic heart disease
Kawasaki Disease
Arrhythmias
Childhood hypertension
Cardiomyopathies
High Cholesterol in Children

Evaluation: Exams

UNIT P7 CANCER, CHRONIC AND TERMINAL ILLNESS

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Discuss the pediatric differences related to blood and blood formation.
2. Discuss the role of the nurse in the prevention of Hematologic disorders.
3. Discuss the pathophysiology and therapeutic management of common hematologic alterations.
4. Describe possible nursing care for children with hematologic alterations
5. List common clinical manifestations of childhood cancer.
6. Discuss treatment modalities used in the treatment of children with cancer.
7. Discuss symptom management of the child with cancer.
8. Analyze the effects and concerns of a chronic illness on the child and family.
9. Apply the concepts of death and dying as they relate to the pediatric client.
10. Explain the concerns and needs of the child and family facing an impending death.
11. Use the nursing process to describe the nursing care of the chronically ill and dying child.

Pre-class Assignment: Read McKinney, Ch 48 pp 1303 - 1335, Ch 36 pp 903-917

Topics: Grieving process
Chronic illness
Terminally ill or dying child
Leukemia
Brain tumors
Cancers specific to children

Evaluation: Exams

UNIT P8 NEWBORN

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Explain the changes that occur in the transition from fetal to neonatal life including each body system and behavior state changes, and how this affects nursing care and parent-infant bonding.
2. Compare and contrast the A&P, assessment, and care the neonate in terms with normal adaptations to extra uterine life.
3. Explain how gestational age effects the assessment and care of newborns.
4. Describe the purpose and importance of prophylactic medications, proper identification, newborn screening, and prevention of infection.
5. Discuss circumcision is in terms of risk and benefits, assessment, and care.

Pre-class Assignment: Read – McKinney, Ch 22, 23

Topics: Thermoregulation
Behavioral reactivity states
Bonding
Adaptation
Assessment
Newborn care
Circumcision
Newborn Screen

Evaluation: Exams

UNIT P9 HIGH RISK NEWBORN

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Discuss risk factors that may lead to complications of gestational age and development in the newborn.
2. Describe characteristics, complications and nursing care for newborns born with Prematurity, post maturity, intrauterine growth restriction, large-for-gestational-age and small-for-gestational-age.
3. Explain the cause, effect, treatment and nursing care for high risk conditions in the newborn.

Pre-class Assignment: Read – McKinney, Ch 29, 30

Topics: Respiratory problems
Pathologic jaundice
Neonatal infections
Maternal diabetes (IDM)
Maternal substance abuse
Problems with gestations age alterations

Evaluation: Exams

UNIT P10: INTEGUMENTARY

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Describe the anatomy and physiology of normal skin.
2. Compare characteristics of the newborn's, children, and adult's skin.
3. Identify the manifestations of common skin disorders seen in infants and children.
4. Discuss the management of skin disorders frequently seen in children
5. Discuss common causes of burns in children and the prevention of burn injuries.
6. Discuss the classifications of depth, extent, and severity of a burn injury.
7. Describe the therapeutic management and nursing care of children with minor burns.
8. Apply the nursing process to the care of infants and children with skin disorders.

Pre-class Assignments: Read – McKinney, Ch 49 pp 1337 - 1374

Topics: Respiratory problems
Pathologic jaundice
Neonatal infections
Maternal diabetes (IDM)
Maternal substance abuse
Congenital anomalies
Burns

Evaluation: Exams

UNIT P11 MUSCULAR- SKELETAL

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Compare and contrast the adult and pediatric musculoskeletal system.
2. Discuss the plan of care for infants and children with the immobilizations.
3. Discuss the etiology, manifestations, diagnostic evaluation, therapeutic and nursing management as they relate to children with musculoskeletal alterations.

Pre-class Assignment: Read – McKinney, Ch 50 pp 1379 - 1418

Topics: Clubfoot
Dysplasia of the Hip
Legg-Calve-Perthes disease
Slipped capital femoral epiphysis
Fractures & soft-tissue injuries
Juvenile arthritis
Muscular Dystrophies
Scoliosis, Kyphosis & Lordosis

Evaluations: Exams

UNIT P12 ENDOCRINE

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Discuss and describe endocrine problems seen in the neonate.
2. Describe the signs and symptoms of hypothyroidism and hyperthyroidism.
3. Compare the relation between diabetes insipidus and syndrome of inappropriate antidiuretic hormone in relation to fluid and electrolyte balance in the child.
4. Describe the psychosocial issues concerning children with precocious puberty.
5. Identify the role of insulin in the metabolism of carbohydrates, fats, and proteins in both the fasting and postprandial state. Compare type 1 diabetes mellitus and type 2 diabetes mellitus in children.
6. Identify management goals and nursing implications of insulin therapy, diet therapy, exercise, self-monitoring of blood glucose, and urine ketone monitoring in the care of the child with diabetes.

Pre-class Assignments: Read – McKinney, Ch 51

Topics: Diabetes
Thyroid disorders
Diabetes insipidus
Growth hormone deficiency
Precocious puberty

Evaluation: Exams

UNIT P13 NEURO

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Identify the neurologic differences among the infant, child, and adult.
2. Be able to perform a neurologic assessment of a child and record findings.
3. Discuss the nursing implications of medications frequently used in the management of neurologic disorders in children.
4. Discuss various Neuro disorders and problems specifically related to children. List the measures used to treat these disorders and neuron problems.
5. Describe teaching strategies that can be used with the child having neurologic problems and the child's family.

Pre-class Assignments: Read – McKinney, Ch 52

Topics: Cerebral Palsy
Intracranial pressure alterations
Seizure disorders
Infections of neuron system
Guillain- Barre
Headaches

Evaluation: Exams

UNIT P14 SPECIAL NEEDS

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Describe family characteristics and social factors that contribute to physical, emotional, and sexual abuse of children.
2. Identify the nurse's responsibilities for the safety and welfare of children relative to emotional, physical, and sexual abuse.

Pre-class Assignment: Read – McKinney, 53 (pg 1522 - 1529)

Topics: Child maltreatment

Evaluations: Exams

UNIT P15 GROWTH & DEVELOPMENT

Unit Learning Outcomes:

Upon successful completion of the course, the student will:

1. Define terms related to growth and development.
2. Discuss principles of growth and development.

3. Identify methods used to assess growth and development
4. Describe the specific age groups in terms of motor, psychosocial, language, and cognitive development.
5. Describe the classifications and social aspects of play.
6. Identify health-promoting activities that are essential for the normal growth and development.
7. Discuss the etiology and prevention of childhood injuries.

You are expected to have a general understanding of the overall normal variations of growth and development as well as health promotion features for the infant through adolescent age groups. Listed are the assigned pages you are responsible to read, review and study for the successful completion of this course. Exam questions for this content will be administered throughout the four exams and the final.

Assignments:

Infant:

Ch 5: Table 5-1 (pg 79-80), Table "Baby Proof" (pg 81), Milestones (pg 82-84)
Critical to Remember (pg 85) Key Concepts (pg 102)

Early Childhood:

Ch 6: 15-18 mo. old: (pg 108-109), 2 yr old (pg 110-111),
Box 6-2 Activities & Toys (pg 113), Car Safety Table (pg 119)
Childhood Poison Prevention (pg 121), 3 yr old table (pg 122-123)
4-5 yr old table (pg 126-127), Key Concepts (pg 128-129)

School Age:

Ch 7: 6 -8 yr old: (pg 138 - 139), 9 -11 yr old: (pg 142-143),
Key Concepts (pg 148-149)

Adolescent:

Ch 8: (pg 162-163), Key Concepts (pg 167)

Evaluations: 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)