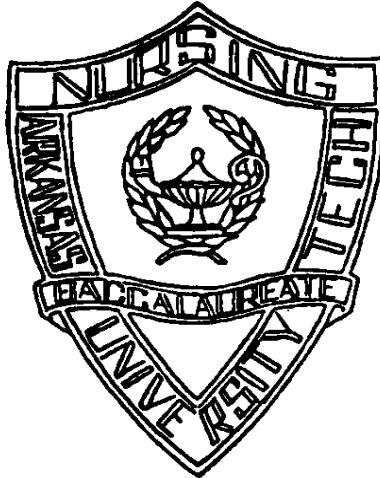


ARKANSAS TECH UNIVERSITY

Department of Nursing



THEORIES AND CONCEPTS II NUR 3606

The Nursing Process Applied
to the
Expanding Family

Fall 2009

ARKANSAS TECH UNIVERSITY

Department Of Nursing

Course: NUR 3606
Course Title: Theories and Concepts II
Course Faculty:

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Catalogue Description:

Theories and Concepts in Nursing II. Spring. Prerequisites: NUR 3103, 3204, 3304, 3404, 3502. This course, utilizing the nursing process, builds upon NUR 3204 and includes the biopsychosocial and spiritual needs of the family. The course emphasizes family development, the childbearing experience, and the child's unique response to the internal and external environment.

Course Description:

Building on Theories and Concepts I, this course, utilizing the nursing process, is expanded to include the biopsychosocial, cultural, spiritual, and environmental needs of the family. The course emphasizes the family and its development, the childbearing experience, and the child with his unique responses to the environment. Supportive behaviors continue to be emphasized but restorative behaviors are introduced with the study of concepts relating to medical-surgical individual care and with selected health alterations in a variety of health care settings. Promotive behaviors are included as well. Emphasis in the study of the nursing process will move to the planning stage, continuing, however, to strengthen assessment skills developed in Level I.

Required Textbooks:

London, M., Ladewig, P., Ball, J. and Bindler, R. (2007). Maternal & Child Nursing Care (2nd Edition). New Jersey: Prentice Hall.

Smeltzer, S.C., Bare, B.G., Hinkle, J.L., and Cheever, K.H. (2008). Brunner and Suddarth's Textbook of Medical – Surgical Nursing (11th Edition). Philadelphia, PA: Lippincott, Williams and Wilkins.

Credit Hours:
6 Semester Hours

Bibliography:

Suggested readings may be given in class and students will use data bases to obtain additional readings.

Justification/Rationale for the Course:

The learner progresses toward program goals 1, 2, 3, and 4 by the completion of this course.

This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals and families.

Course Objectives:

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

1. Utilize the nursing process to determine the care of the expanding family and children from infancy to adolescence in a multicultural society.
2. Analyze methods of assisting the expanding family and children in meeting their biopsychosocial, cultural, spiritual, and environmental needs.
3. Utilize the nursing process to determine the care for surgical patients.
4. Utilize promotive, restorative, and supportive measures to care for mothers, children and their families.
5. Analyze the roles of the professional nurse as care giver, communicator, collaborator and teacher in the delivery of holistic care.
6. Recognize adaptive/maladaptive states in the mother and in the child from infancy through adolescence.
7. Relate the standards of care and the ethical code for nurses to the care of individuals and families.
8. Apply pertinent research to the care of the individual/family in a variety of health care settings.
9. Consider methods to support family integrity through episodes of maladaptation due to illness of a family member.
10. Demonstrate professional responsibility.

CONDUCT OF THE COURSE

Evaluation/Assessment Methods

1. Grading Scale

A = 90-100
B = 80-89
C = 75-79
D = 68-74
F = 67 and below

2. The course grade will be calculated as follows:

4 Unit Tests.....	70 %
Final Exam.....	20 %
Quizzes	5 %
Assignments.....	5%
	100 %

- A grade of "C" or above must be achieved in every nursing course in order to progress in the nursing program. Any grade below 75% will not be rounded up.
- A grade of "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must take responsibility for removal of the "incomplete" grade before beginning the next semester..
- Examinations will be taken at designated times. If a student cannot take the examination at the regularly scheduled time, he/she is responsible for contacting the instructor on or before the next class meeting or practicum date to make arrangements for the examination makeup. Any student not making the appropriate arrangements immediately on return to class will receive a "0" (zero) for the missed exam. A time will be assigned for the makeup at the convenience of the instructor. The format of test may be changed. Makeup examinations may be essay, objective, or a combination in nature at the discretion of the instructor. Quizzes will not be made up.
- Test booklets and scanner answer sheets will remain the property of the Department of Nursing. Any student failing to return either of these items after an exam will receive a "0" (zero) for that exam.
- All Level II students will be required to complete the Maternal Newborn and Care of Children standardized exams. All students must take one practice test from each to be counted as a quiz grade. Students who receive a score below the set benchmark are required to complete remediation assignment prior to starting Level III.
- Assignments are due as assigned by the instructor. Late assignments will have points deducted. Late work will not be accepted one week after the due date.

9. Some assignments will be completed and submitted (online) electronically. The student is responsible for submitting electronic coursework to the appropriate faculty member ensuring that it has been received. The student is encouraged to save, carbon copy(CC), and/or request read receipts to ensure that electronic coursework is received by the course faculty.

Other Policies

Dress and Behavior:

1. The nursing student is expected to dress appropriately while attending class.
2. No smoking or tobacco use in Dean Hall. Food and drink will be allowed with instructor and departmental permission.

**See Level I Guidelines in Syllabus
for Introduction to Professional Nursing or Theories and Concepts I**

Teacher Role: Demonstrator, Planner, Evaluator, Facilitator, Role Model, Supporter

Student Role: Learner, Communicator, Collaborator, Teacher

Teacher-Learning Strategies:

Lecture, Slide presentations, Group Discussion, Case Study, The World Wide Web

Class Attendance:

1. The faculty considers attendance at all classes to be of major importance in order to assure that the students will progress to maximum potential. The Arkansas Tech University catalog provides content concerning class attendance.
2. If a consistent pattern of absences from class develops (more than three absences), the situation will be dealt with by the faculty and/or the level/team member, and the student may be dropped from the course.
3. Students may not enter the classroom while class is in session. If student arrives more than five minutes after class begins, students must wait for a break to enter the classroom.

Cheating/Plagiarism:

Students are expected to do their own work. Evidence of cheating or plagiarism will be dealt with on an individual basis and may be reason for failing the course; for nursing majors it may be reason for dismissal from the program.

TOPICAL OUTLINE - INDEX
NUR 3606 - THEORIES AND CONCEPTS IN NURSING II

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NUR 3606: THEORIES & CONCEPTS II
UNIT I: The Nursing Process as Applied to the Expanding Family
FOCUS A: Historical Perspectives and Family Centered Care

OBJECTIVES

On completion of this focus, the student will:

1. Discuss the development of Maternal Newborn Nursing Science.
2. Recognize the relationships among practice, research, and theory.
3. Discuss Standards of Maternal and Child Care.: American Nurses Association, AWHOON, and the Pregnant Patient's Bill of Rights
4. Identify the barriers to achieving standards of maternal-child care.
 - Hospital
 - Community
 - Family
5. Recognize the role played by the federal and state government in the improvement of maternal-child care.
6. Discuss current trends and issues in the child-bearing process.
7. Recognize the social issues affecting childbearing families including poverty/homeless, access to healthcare rape, battering, child abuse, childhood sexual abuse and substance abuse.
8. Explore the parameters of the roles of communicator, care giver, and teacher in assisting the family relative to current trends and issues.
 - Family planning
 - Abortion
 - Pregnancy as a maturational crisis,
 - Unique role of the Nurse:
9. Identify issues which impact on individual teaching.
10. Analyze the legal and ethical forces that influence maternal-newborn practice.
11. Discuss professional options for Maternal Newborn Nursing practice.
12. Discuss the importance of nursing research in maternal and infant care

LEARNING ACTIVITIES

Required Reading:

London: Chapters 1 & 2

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapters 1 and 2

NUR 3606: THEORIES & CONCEPTS II

UNIT I: The Nursing Process as Applied to the Expanding Family

FOCUS B: Women's Health

OBJECTIVES

On completion of this focus, the student will:

1. Discuss women's health care needs through the life span.
2. Discuss factors affecting the development of human sexuality from infancy through the life cycle.
3. Recognize how the nurse's attitude and values affect the delivery of care to individuals and families.
4. Explore the parameters of the roles of communicator, health care provider, teacher, and collaborator in the delivery of holistic nursing care in intervening and supporting the members of the expanding family.
5. Demonstrate teaching and learning principle when counseling family members for restoration and maintenance of a healthy life style.
6. Define terms;
 - Family Planning
 - Contraception
 - Abortion
 - Fertility
 - Sterilization
7. Describe common methods of contraception.
 - Natural family planning
 - Spermicides
 - Situational
 - Mechanical
 - Hormonal therapy
 - Operative
8. Identify advantages, disadvantages and side effects of common contraceptive methods.
9. Recognize the impact of the environment on the bio-psycho-social, spiritual, cultural and individual needs when assisting and teaching individuals selecting family planning methods.
10. Discuss the recommended schedule for gynecologic screening procedures.
11. Teach all female patients the procedure and rationale for breast self examination.
12. Discuss the physiologic and psychologic adaptive responses to menopause.

OBJECTIVES

On completion of this focus, the student will:

13. Discuss the impact of the surgery experience on the family unit.
14. Discuss the complications that can arise in the post surgery experience.
15. Discuss discharge teaching for selected clients.
16. Utilize scientific principles to discuss the pathophysiological alterations involved in adaptations of the reproductive and genitourinary systems.
 - breast disorder
 - sexually transmitted disease
 - abnormal pap smear
 - ovarian and uterine masses
 - vaginal infection
 - toxic shock syndrome
 - urinary tract infection
 - pelvic relaxation
 - endometriosis
 - pelvic inflammatory diseases
 - abnormal uterine Bleeding
17. Discuss the restorative, supportive, and health promotion for individuals with maladaptation of the reproductive and genitourinary system.
18. Discuss the concept of feminization of poverty.
19. Discuss environmental and social hazards present in the woman's workplace.
20. Describe the physiologic and psychologic impact of child abuse.
21. Identify the legal and ethical responsibilities of the nurse, medical community and the community at large for reporting and preventing child abuse.
22. Discuss the social, psychologic, physiologic, political, cultural, and spiritual issues involved in violence against women.
23. Discuss the roles of nurses, medical community and community at large for prevention of violence against women.

LEARNING ACTIVITIES

Required Reading:

London: Chapters 4 & 5

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapters 4 & 5

NUR 3606: THEORIES & CONCEPTS II
UNIT I: The Nursing Process as Applied to the Expanding Family
FOCUS C: The Individual and Family Experiencing a Surgical Procedure

OBJECTIVES

On completion of this focus, the student will:

1. Describe the legal implications and proper procedures for obtaining informed consent.
2. Assess clients preparing for surgery.
3. Prioritize teaching needs for the client preparing for surgery.
4. Use age appropriate teaching methods.
5. Recognize client conditions or issues that need to be communicated to the surgical and postoperative teams.
6. Discuss Nursing interventions to reduce client and family anxiety.
7. Describe the roles and responsibilities of various intraoperative personnel.
8. Apply appropriate interventions to ensure client safety during an operative procedure.
9. Recognize the signs and symptoms of malignant hypertermia.
10. Assess client for problems related to positioning during a surgical procedure.
11. Discuss potential problems related to anesthesia.
12. Describe the assessment of the postoperative client.
13. Recognize wound complications and discuss appropriate interventions to prevent and/or treat.
14. Provide discharge teaching to postoperative clients.

LEARNING ACTIVITIES

Required Reading:

Smeltzer: Chapters 18, 19, & 20

Required Assignment:

Complete assignment to be given in class

NUR 3606: THEORIES & CONCEPTS II
UNIT I: The Nursing Process as Applied to the Expanding Family
FOCUS D: Human Reproduction

OBJECTIVES

On completion of this focus, the student will:

1. Describe the female and male reproductive anatomy from embryonic development to the childbearing years.
2. Discuss the major elements of the endocrine system relative to female reproductive system.
3. Discuss the maternal-fetal growth beginning with fertilization and continue through pregnancy.
4. Discuss the external and internal factors that influence embryonic and fetal development.
5. Discuss the psychologic and physiologic components of infertility.
6. Identify the treatment modalities for the infertile couple.
7. Describe the nurse's role as communicator, health care provider, teacher, collaborator and advocate during infertility and genetic evaluation and treatment.
8. Discuss the characteristics of autosomal dominant, autosomal recessive and X-linked recessive genetic disorders.
9. Discuss the prenatal diagnostic procedures available for high risk pregnancies.

LEARNING ACTIVITIES

Required Reading:

London: Chapters 3, 6, & 7

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapters 3, 6, & 7

OBJECTIVES

On completion of this focus, the student will:

1. Describe the nurses's role as communicator, health care provider, teacher, collaborator and advocate for individuals and couples preparing for childbirth.
2. Identify the various issues related to the expanding family that require decision making by parents.
3. Discuss the significance of prenatal education.
4. Discuss the types of prenatal education programs available to expanding family members.
5. Relate the physiologic and anatomic changes that occur in the body systems during pregnancy to the signs and symptoms that occur in the pregnant women.
6. Describe the psychologic response of pregnancy on the woman, her partner and her family.
7. Discuss cultural factors that may influence a family's response to pregnancy.
8. List the essential components of a prenatal history.
9. Discuss prenatal assessment for high risk factors.
10. List the components of the initial and subsequent antepartal assessment.
11. Discuss nursing interventions for the common discomforts of pregnancy.
12. Describe the significance of health promotion and self-care to the pregnant woman and her family.
13. Compare nutritional needs during pregnancy, postpartum, and lactation with nonpregnant requirement.
14. Describe ways in which various physical, psychosocial, cultural, and spiritual factors can affect nutritional intake and status.
15. Describe the effect of maternal nutrition prior to pregnancy and during pregnancy on fetal outcomes.

LEARNING ACTIVITIES

Required Reading:

London: Chapters 8, 9, 10, 11, & 12

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapters 9, 10, & 11

NUR 3606: THEORIES & CONCEPTS II
UNIT I: The Nursing Process as Applied to the Expanding Family
FOCUS F: The Individual and Family Adapt to a High Risk Pregnancy

OBJECTIVES

On completion of this focus, the student will:

1. Utilize scientific principles in the discussion of pathophysiologic alterations apparent in maladaptation in the individual during the prenatal period.
(Factors contributing to high risk, psychosocial factors, emotional aspects, race, occupation/income, maternal, obstetrical conditions, paternal, fetal and neonatal factors)
2. Describe the stress of being a high-risk patient on the psychological well-being of a pregnant woman and her family.
3. Define major hemorrhagic disorders occurring during pregnancy.
(spontaneous abortion, ectopic pregnancy, hydatiform mole, premature separation of placenta, and placenta previa)
4. Discuss restorative, supportive, and promotive nursing behaviors that are basic to achieving an adaptive state in the individual with hemorrhagic disorders of pregnancy.
5. Discuss the etiology, management, and nursing process of high-risk conditions that occur during pregnancy, including hyperemesis gravidarum, multiple gestation, pregnancy-induced hypertension, Rh isoimmunization, and preterm labor.
6. Recognize the impact of the environment on the bio-psycho-social, cultural, and spiritual needs of the individual.
7. Discuss the etiology, management, and nursing process of systemic diseases that can be coincident with pregnancy, including gestational diabetes, anemia and heart disease.
8. Discuss the etiology, management, and nursing process of psychosocial situations that can affect pregnancy, including eating disorders, battering, and substance abuse.
9. Related nursing intervention to accepted standards of care as postulated by the ANA.
10. Explore the parameters of the roles of communicator, care giver and teacher in the delivery of holistic care to the individual with complications during pregnancy.
11. Consider methods to support family integrity through episodes of maladaptation due to illness.
12. Discuss methods of fetal assessment.

LEARNING ACTIVITIES

Required Reading:

London: Chapters 14, 15, & 16

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapters 14, 15, & 16

NUR 3606: THEORIES & CONCEPTS II
UNIT I: The Nursing Process as Applied to the Expanding Family
FOCUS G: The Individual and Family Adapt to the Normal Intrapartum Period

OBJECTIVES

On completion of this focus, the student will:

1. Utilize scientific principles in the discussion of physiological and psychosocial alterations in the intrapartum period.
2. Recognize the impact of the environment on the bio-psycho-social, cultural, and spiritual needs of the individual during the intrapartum period.
3. Recognize the role of the family during the intrapartum period.
4. Describe the process of normal labor.
(critical factors, stages of labor, maternal responses, fetal responses, medical, nursing care, pharmaceuticals and nursing implications)
5. Compare the advantages and disadvantages of alternative settings in labor and birth.
6. Identify the goals of electronic fetal monitoring.
7. Recognize basic fetal heart rate and uterine contraction patterns and deviations from the baseline.
8. Discuss pharmacology relative to the intrapartum period.
9. Discuss anesthesia used in the intrapartum period and its nursing implications.
10. Describe non-pharmacologic pain management strategies of childbirth.
11. Explore the parameters of the roles of communicator, care giver, and teacher in the delivery of holistic nursing care to the individual in labor.
12. Relate nursing interventions to accepted standards of care as postulated by the ANA.
13. Consider methods of assisting the family in achieving their goals during the intrapartum period.

LEARNING ACTIVITIES

Required Reading:

London: Chapters 17, 18, 19, & 20

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapters 17, 18, 19, & 20

NUR 3606: THEORIES & CONCEPTS II

UNIT I: The Nursing Process as Applied to the Expanding Family

FOCUS H: The Individual and Family Adapt to High Risk Intrapartum Period.

OBJECTIVES

On completion of this focus, the student will:

1. Outline factors to be considered in diagnosing high risk possibilities during the intrapartum.
2. Utilize scientific principles in the discussion of pathophysiologic alterations in maladaptations during the intrapartum period including their etiology, risk factors, signs and symptoms, interventions, and implications.
3. Consider methods to support family integrity through episodes of maladaptation due to complications during the intrapartum period.
(obstetric operations, episiotomy, forceps, vacuum extraction, cesarean birth: types, Indications for fetus and mother; Prognosis for complications)
4. Utilize scientific principles in the discussion of pathophysiologic alterations in maladaptation occurring in the intrapartum period.
(resuscitation of neonate, apgar score, intranatal fetal death, multiple pregnancy, and the newborn, premature labor and delivery)
5. Stipulate restorative, supportive, and promotive nursing behaviors which are basic to achieving adaptation in the individual with complications during intrapartum period.
6. Relate nursing interventions to accepted standards of care as postulated by the ANA.
7. Consider methods to support family integrity through episodes of maladaptation due to illness in the newborn.
8. Discuss intrauterine fetal death, including etiology, diagnosis, management, and the nurse's role in assisting the family.

LEARNING ACTIVITIES

Required Reading:

London: Chapters 21 & 22

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapters 21 & 22

NUR 3606: THEORIES & CONCEPTS II
UNIT I: The Nursing Process as Applied to the Expanding Family
FOCUS I: The Individual and Family Adapt to the Postpartum Period

OBJECTIVES

On completion of this focus, the student will:

1. Utilize scientific principles in the discussion of physiologic changes taking place during the postpartum period.
2. Recognize the normal psychological changes of the postpartum individual/family including cultural variations.
3. Stipulate promotive, restorative, and supportive nursing behaviors which are basic to achieving an adaptive state in the postpartum individual/family.
4. Explore the parameters of the roles of communicator, care giver, and teacher in the delivery of holistic nursing care to the postpartum individual/ family.
5. Relate nursing interventions to accepted standards by the ANA.
6. Describe the attachment process as it relates to the infant, mother, and other family members.
7. Discuss the importance of bonding in the early postpartum period.
8. Discuss methods the nurse can use to facilitate attachment process.
9. Recognize the impact of the environment on the bio-psycho-social, cultural, and spiritual needs of the individual.

LEARNING ACTIVITIES

Required Reading:

London: Chapters 23 & 24

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapters 23 & 24

NUR 3606: THEORIES & CONCEPTS II

UNIT I: The Nursing Process as Applied to the Expanding Family

FOCUS J: The Individual and Family Adapt to Complications During the Postpartum Period

OBJECTIVES

On completion of this focus, the student will:

1. Utilize scientific principles in the discussion of pathophysiologic alterations apparent in dysfunctions of the postpartum period.
 - Puerperal hemorrhage
 - Puerperal infection
 - Lacerations
 - Puerperal trauma
 - Physiologic
 - Psychologic
2. Stipulate restorative, supportive, and promotive nursing behaviors which are basic to achieving an adaptive state of adaptation in the individual with complications of the post.
3. Explore the parameters of the roles of communicator, care giver, and teacher in the delivery of holistic nursing care.
4. Relate nursing interventions to accepted standards of care as postulated by the ANA.
5. Consider methods to support family integrity through episodes of maladaptation due to illness of the individual during the postpartum period.
6. Recognize the impact of the environment on the bio-psycho-social, cultural, and spiritual needs of the individual.

LEARNING ACTIVITIES

Required Reading:

London: Chapters 25 & 32

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapter 25

NUR 3606: THEORIES & CONCEPTS II
UNIT I: The Nursing Process as Applied to the Expanding Family
FOCUS K: The Normal Newborn Adapt to Extrauterine Life

OBJECTIVES

On completion of this focus, the student will:

1. Discuss the continuity between intrauterine and extrauterine life.
2. Discuss the continuity between intrauterine and extrauterine life. Describe nursing interventions that maintain respirations, circulation, and temperature.
3. Identify factors in maternal preconceptual, prenatal, and intrapartal history that form the context for neonatal assessment.
4. Utilize scientific principles in describing the physiological changes which occur at the birth of the newborn.
5. Describe the following assessments: Apgar, physical, neurological, and behavioral assessments.
6. Identify normal characteristics of the newborn.
7. Stipulate promotive, restorative, and supportive nursing behaviors which are basic to achieving an adaptive state in the newborn.
8. Outline nutritional requirements of the newborn.
9. Explore the parameters of the roles of communicator, care giver, and teacher in the delivery of holistic nursing care of the newborn.
10. Relate nursing interventions to accepted standards of care as postulated by the ANA.
11. Recognize the impact of the environment on the bio-psycho-social, cultural, and spiritual needs of the newborn and family.
 - a. Correlate this data with assessment and planning of individual care.

LEARNING ACTIVITIES

Required Reading:

London: Chapters 26, 27, 28, & 29

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapters 26, 27, 28, & 29

OBJECTIVES

On completion of this focus, the student will:

1. Utilize scientific principles in the discussion of pathophysiologic alterations apparent in maladaptation during the newborn period.
 - Problems related to gestation: Age and weight;
 - Characteristics of the premature, post mature infant, infants large for gestational age.
 - Neonatal disorders of maternal origin
 - Pathologic hyperbilirubinemia, Isoimmune hemolytic disease
 - Infants of diabetic mother, Infants of addicted mother
 - Congenital anomalies; Congenital syphilis
 - Asphyxia of neonate, Hemolytic disease of neonate, Infections of neonate
2. Stipulate promotive, restorative, and supportive nursing behaviors which are basic to achieving a adaptive state of adaptation in the newborn.
3. Identify possible family reactions to the crisis associated with the birth of a physiologically compromised infant.
4. Explore the parameters of the roles of communicator, care giver, teacher, and collaborator in the delivery of holistic nursing care.
5. Relate nursing interventions to accepted standards of care as postulated by the ANA.
6. Consider methods to support family integrity through episodes of maladaptation due to illness of the newborn.
7. Recognize the impact of the environment on the bio-psycho-social, spiritual, cultural, and environmental needs of the individual.
8. Identify ways in which perinatal mourning may differ from mourning for other children.
9. Identify specific nursing interventions to assist families with perinatal loss.
10. Describe interventions to meet the needs of women and families from special populations.
11. Cite reasons for identifying feelings of loss on the part of care givers, along with strategies to meet these needs.

LEARNING ACTIVITIES

Required Reading:

London: 30 & 31

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapters 30 & 31

OBJECTIVES

On completion of this focus, the student will:

1. Discuss the bio-psycho-social, cultural, spiritual, and environmental aspects of the normal adolescent.
2. Recognize the impact of the environment on the bio-psycho-social, spiritual, cultural and environmental needs of the adolescent.
 - Physiologic change
 - Reactions to puberty
 - Interpersonal relationship
 - Reproductive system
 - Psychologic and emotional development
 - Pregnancy prevention programs(Peer group, Best friends, Parents)
3. Describe common concerns in the health care of adolescents.
 - Personal care
 - Sex education
4. Identify problems incurred by sexually active adolescents.
 - Sexually transmitted disease
 - Adolescent pregnancy
 - Sexual trauma
5. Identify four concepts on which nursing approaches should be based in dealing with the adolescent with special needs.
 - Pregnancy as a psycho-social risk,
 - Pregnancy as a interruptional factor
 - Consistent input, counseling and follow-up
 - Nine months are not enough
 - Sociocultural influences on Adolescent pregnancy
6. Discuss difficulties incurred by adolescent parents.
 - Physiological, Psychological, Social, and Spiritual
7. Stipulate promotive, restorative, and supportive nursing behaviors which are basic to achieving a adaptive state of adaptation in adolescent.
8. Consider methods to support family integrity through episodes of maladaptation due to problems incurred with an adolescent.
9. Relate nursing interventions to accepted standards or care.

LEARNING ACTIVITIES

Required Reading:

London: Chapter 13

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapter 13

OBJECTIVES

On completion of this focus, the student will:

1. Discuss the pathophysiology, signs and symptoms, treatment, and prognosis of specific viral/bacterial infections.
 - Roseola
 - Varicella
 - Erythema Infectiosum
 - Coxsackievirus
 - Haemophilus Influenzae
 - Measles (Rubeola)
 - Mononucleosis
 - Streptococcus A
 - Pneumococcal Infection
 - Diphtheria
 - Pertussis
 - Tetanus
 - Poliomyelitis
 - Malaria
 - Rabies
 - Lyme Disease
 - Rocky Mountain Spotted Fever
 - Mumps
 - Influenza
 - Rubella
2. Describe the supportive, restorative, and promotive nursing behaviors used to care for children with viral/bacterial infections and their families.
3. Explore the roles of the care giver, communicator, teacher, and collaborator in the delivery of holistic nursing care to children with viral/bacterial infections and their families.
4. Utilize the nursing process to determine the care of children with viral/bacterial infections and their families.
5. Relate the nursing interventions to accepted standards of care.

LEARNING ACTIVITIES

Required Readings

London: Chapter 45

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapter 45

MediaLink Applications

Answer questions 2 and 5

OBJECTIVES

On completion of this focus, the student will:

1. Discuss the types of vaccines and the implications for nursing care.
2. Discuss the specific vaccines available for children including the schedule, the dose, the expected reactions, and the contraindications.
3. Discuss the pathophysiology, signs, symptoms, treatment, and prognosis of specific immune disorders.
 - B and T Cell Disorders
 - Severe Combined Immunodeficiency (SCID)
 - Acquired Immunodeficiency Syndrome
 - Autoimmune Disorders
 - Allergies
 - Graft-Versus-Host Disease
 - Anaphylaxis
4. Describe the promotive, restorative, and supportive nursing measures which promote prevention of childhood diseases or care of a child with an immune disorder.
5. Explore the role of care giver, communicator, teacher and collaborator in the delivery of holistic nursing care to protect against childhood disease or care for a child with an immune disorder.
6. Utilize the nursing process to determine the nurse's responsibilities in the administration of immunizations and in the care of a child with an immune disorder.
7. Relate the nursing interventions to accepted standards of practice.

LEARNING ACTIVITIES

Required Reading

London: Chapter 44

Required Assignment:

www.prenhall.com/london

NCLEX-RN Review Questions Chapter 44

MediaLink Applications

Answer questions 1 and 2

OBJECTIVES

On completion of this focus, the student will:

1. Discuss the pathophysiology, signs and symptoms, treatment, and prognosis of specific respiratory disorders.
 - Respiratory Distress and Respiratory Failure
 - Foreign body aspiration
 - Apnea
 - ALTE
 - Sleep apnea
 - SIDS
 - Croup
 - LTB
 - Epiglottitis
 - Bacterial tracheitis
 - Bronchitis
 - Bronchiolitis
 - Pneumonia
 - Tuberculosis
 - Bronchopulmonary Dysplasia
 - Asthma
 - Status Asthmaticus
 - Cystic Fibrosis
 - Trauma/Injuries
 - Smoke Inhalation
 - Blunt Trauma
2. Describe the supportive, restorative, and promotive nursing behaviors used to care for children with respiratory disorders and their families.
3. Explore the roles of care giver, communicator, teacher, and collaborator in the delivery of holistic nursing care to children with respiratory disorders and their families.
4. Utilize the nursing process to determine the care of children with respiratory disorders and their families.
5. Relate the nursing interventions to accepted standards of practice.

LEARNING ACTIVITIES

Required Reading:

London: Chapter 47

Required Assignment:

NCLEX RN-Review Questions Chapter 47

OBJECTIVES

On the completion of this focus, the student will:

1. Discuss the pathophysiology, signs and symptoms, treatment, and prognosis of specific congenital and acquired cardiac defects and cardiovascular alterations.

Disorders with increased blood flow

1. Ventricular Septal Defect
2. Artrial Septal Defect
3. Atrioventricular Canal
4. Paten Ductus Arteriosus

Disorders with obstruction of blood flow

1. Hypoplastic Left Heart
2. Aortic Stenosis
3. Coarctation of the Aorta

Disorders with mixed blood flow

1. Transportation of the Great Arteries

flow

Disorders with decreased pulmonary blood

1. Tricuspid Atresia
2. Tetralogy of Fallot
3. Pulmonary Stenosis

Acquired Heart Disease & Other

1. Congestive Heart Failure
2. Rheumatic Fever
3. Kawasaki Disease
4. Endocarditis
5. Cardiac Arrhythmias
6. Hypertension
7. Dyslipidemia
8. Cardiomyopathy
9. Heart Transplantation
10. Emergency (shock and contusion)

2. Identify pediatric anatomical and physiologic differences of the cardiovascular system.
2. Describe the supportive, promotive, and restorative nursing behaviors used to care for children with cardiovascular alterations and their families.
3. Explore the roles of care giver, communicator, teacher, and collaborator in the delivery of holistic nursing care of children with compromised cardiac function and their families.
4. Utilize the nursing process to determine the care of children with compromised cardiac function and their families.
5. Relate the nursing interventions to accepted standards of care.

LEARNING ACTIVITIES

Required Reading:

London, Ladewig, Ball & Bindler Chapter 48

Required Assignments:

NCLEX-RN Review CH 48 (10 questions) Complete and send results via e-mail

NUR 3606: THEORIES & CONCEPTS II

UNIT II: The Nursing Process Applied to Children and Their Families

FOCUS E: Growth & Development: Infancy to Adolescence

OBJECTIVES

On completion of this focus, the student will:

1. Utilize scientific, developmental and behavioral theories in the discussion of common behavioral characteristics from infancy to adolescents.
2. Recognize major developmental milestones for infants, toddlers, pre-schooler, school-age children and adolescents.
3. Relate safety and injury prevention to the concepts of growth and development from infancy to adolescence.
4. Describe the role of play in the growth and development of children.
5. Discuss major nutritional concepts that influence the normal growth and development of children.
6. Describe the promotive, restorative, and supportive nursing behaviors that are basic to achieving a functional state of adaptation of childhood behaviors.
7. Explore the roles of caregiver, communicator, collaborator, and teacher in the delivery of holistic nursing care to children and their families.
8. Utilize the nursing process to determine the care for children with common developmental behaviors and their families.
9. Relate nursing interventions to accepted standards of care.

LEARNING ACTIVITIES

Required Reading

London, Ladewig, Ball & Bindler Chapters 33, 34, 37, 38

Required Assignments:

NCLEX-RN Review CH 33 (10 questions) Complete and send results via e-mail

NCLEX-RN Review CH 35 (10 questions) Complete and send results via e-mail

Media-Link Application – Growth Chart Interpretation (3 questions) Complete and send via e-mail

NUR 3606: THEORIES & CONCEPTS II
 UNIT II: Nursing Process Applied to Children and Their Families
 FOCUS F: The Child with Alterations in Musculoskeletal Function

OBJECTIVES

On completion of this focus, the student will:

1. Discuss the pathophysiology, signs and symptoms, treatment, and prognosis of specific alterations in pediatric musculoskeletal function:

Genu Varum & Valgum	Osteogenesis Imperfecta
Legg-Calve-Perthes Disease	Slipped Capital Femoral Epiphysis
Osteomyelitis	Metatarsus Adductus
Scoliosis	Osteoporosis
Muscular Dystrophy	Fractures
Sports Injuries	Developmental Hip Dysplasia
Club Foot	Skeletal Tuberculosis
Septic Arthritis	Dwarfism
Marfan Syndrome	Amputation
Other: Cast Care and Traction	

2. Describe pediatric variations in the musculoskeletal system.
3. Describe the promotive, restorative, and supportive behaviors used to care for children with alterations and structural disorders of bones and joints and their families.
4. Explore the roles of caregiver, communicator, teacher and collaborator in the delivery of holistic nursing care to children with alterations and structural disorders of bones and joints and their families.
5. Utilize the nursing process to determine the care of children with alterations and structural disorders of bones and joints and their families.
6. Relate the nursing interventions to accepted standards of care.

LEARNING ACTIVITIES

Required Reading:

London, Ladewig, Ball & Bindler CH 55

Required Assignments:

NCLEX-RN Review Chapter 55 (10 questions) Complete and submit via e-mail

Media Link Application – Achondroplasia (4 questions) Complete and submit via e-mail

OBJECTIVES

On completion of this focus, the student will:

1. Utilize the nursing process to determine the care needed for children undergoing chemotherapy, radiation, and bone marrow transplantation.
2. Discuss the pathophysiology, signs and symptoms, treatment and prognosis of specific types of childhood cancer.
 - Leukemia(s)
 - Hodgkin's Disease
 - Non-Hodgkin's Lymphoma
 - Brain Tumors
 - Bone Tumors
 - Neuroblastoma
 - Rhabdomyosarcoma
 - Wilm's Tumor
 - Retinoblastoma
 - Oncologic Emergencies
3. Identify pediatric anatomical and physiologic differences in cellular growth.
4. Describe the parent, child, and familial responses to coping with a life-threatening illness or injury.
5. Describe the development of a child's concept of death.
6. Identify the responses of nurses caring for children who die.
7. Describe the promotive, restorative, and supportive nursing behaviors used to care for children with cancer and their families.
8. Explore the roles of care giver, communicator, teacher, and collaborator in the delivery of holistic care to children with cancer and their families.
9. Utilize the nursing process to determine the care needed for children with cancer and their families.
10. Relate the nursing interventions to accepted standards of care.

LEARNING ACTIVITIES

Required Readings:

London, Ladewig, Ball & Bindler Chapters 41 and 50

Required Assignments:

NCLEX-RN Review CH 50 (10 questions) Complete and submit results via e-mail

OBJECTIVES

On completion of this focus, the student will:

1. Discuss the pathophysiology, signs and symptoms, treatment and prognosis of specific endocrine alterations in children.

- Growth hormone deficiency
- Hyperpituitarism
- Diabetes Insipidus
- SIADH
- Precocious Puberty
- Hypothyroidism
- Hyperthyroidism
- Hyperparathyroidism
- Hypoparathyroidism
- Cushing Syndrome
- Congenital Adrenal Hyperplasia
- Tay-Sachs Disease
- Adrenal Insufficiency (Addison Disease)
- Pheochromocytoma
- Diabetes Mellitus
- Gynomastia
- Amenorrhea
- Turner Syndrome
- Klinefelter Syndrome
- Phenylketonuria
- Galactosemia
- Fatty Acid Oxidation Deficiency
- Maple Syrup Urine Disease

2. Describe the promotive, restorative, and supportive nursing behaviors which are used to care for children with endocrine alterations and their families.
3. Explore the roles of care giver, communicator, teacher and collaborator in the delivery of holistic nursing care to children with endocrine alterations and their families.
4. Utilize the nursing process to determine the care of children with endocrine alterations and their families.
5. Relate the nursing interventions to accepted standards of practice.

LEARNING ACTIVITIES

Required Reading

London: Chapter 56

Required Assignment

www.prenhall.com/london

NCLEX RN-Review Questions Chapter 56

Case Study (Questions 1-5)

OBJECTIVES

On completion of this focus, the student will:

1. Discuss the pathophysiology, signs and symptoms, treatment, and prognosis of specific gastrointestinal disorders.
 - Cleft Lip / Palate
 - Tracheoesophageal Atresia and Fistula
 - Pyloric Stenosis
 - Celiac Disease
 - Gastroesophageal Reflux
 - Omphalocele/Gastroschisis
 - Intussusception
 - Hirschsprung's Disease
 - Anorectal Malformations
 - Hernias
 - Injuries to GI System
 - Ostomies
 - Appendicitis
 - Necrotizing Enterocolitis
 - Meckel's Diverticulum
 - Inflammatory Bowel Disease
 - Peptic Ulcer Disease
 - Gastroenteritis
 - Constipation
 - Parasitic Disorders
 - Feeding Disorders
 - Hepatic Disorders
2. Describe the promotive, restorative, and supportive nursing behaviors used to care for children with gastrointestinal disorders and their families.
3. Explore the roles of care giver, communicator, teacher, and collaborator in the delivery of Holistic nursing care to children with gastrointestinal disorders and their families.
4. Utilize the nursing process to determine the care of children with gastrointestinal disorders and their families.
5. Relate the nursing interventions to accepted standards of practice.

LEARNING ACTIVITIES

Required Readings:

London: Chapter 43 and 51

Required Assignments:

www.prenhall.com/london

Chapter 43

Case Study

Questions 1-3

NCLEX-RN Review Questions

www.prenhall.com/london

Chapter 51

Case Study

Questions 1-2

NCLEX-RN Review Questions

NUR 3606: THEORIES & CONCEPTS II

UNIT II: Nursing Process Applied to Children and Their Families

FOCUS J: The Child with a Hematologic Disorder

OBJECTIVES

On completion of this focus, the student will:

1. Discuss the pathophysiology, sign and symptoms, treatment and prognosis of specific hematologic alterations.
 - Anemias
 - Aplastic Anemia
 - Clotting Disorders
 - Hematopoietic Stem Cell Transplantation (HSCT)
2. Describe the supportive, restorative, and promote nursing behaviors used to care for children with hematologic alterations and their families.
3. Explore the roles of caregiver, communicator, teacher, and collaborator in the delivery of holistic nursing care to children with hematologic alterations and their families.
4. Utilize the nursing process to determine the care of children with hematologic alterations and their families.
5. Relate nursing interventions to accepted standards of care.

LEARNING ACTIVITIES

Required Reading:

London: Chapter 49

Required Assignments:

www.prenhall.com/london

Chapter 49

MediaLink Applications Questions 1-4

NCLEX-RN Review Questions

OBJECTIVES

On completion of this focus, the student will:

1. Discuss the pathophysiology, signs and symptoms, treatment, and prognosis of specific genitourinary disorders in the pediatric population.

- Bladder exstrophy
- Hypospadias/Epispadias
- Urinary Tract Infections
- Vesicoureteral Reflux
- Obstructive Uropathy
- Enuresis
- Polycystic Kidney Disease
- Phimosis
- Other: Dialysis & Transplantation
- Glomerulonephritis
- Nephrotic Syndrome
- Hemolytic Uremic Syndrome
- Renal Failure
- Inguinal Hernia
- Cryptorchidism
- Testicular torsion
- Hydrocele (p.1489-1490)

2. Describe the promotive, restorative, and supportive nursing behaviors used to care for children with genitourinary alterations and their families.
3. Explore the roles of care giver, communicator, teacher, and collaborator in the delivery of holistic nursing care to children with genitourinary alterations and their families.
4. Utilize the nursing process to determine the care used for children with genitourinary alterations and their families.
5. Relate nursing interventions to accepted standards of care.

LEARNING ACTIVITIES

Required Readings:

London, Ladewig, Ball & Bindler CH 52

Required Assignments:

NCLEX-RN Review CH 52 (10 questions) Complete and send results via e-mail

Care Plan CH 52: A Child with Nephrotic Syndrome (3 questions) Complete and send via e-mail

NUR 3606: THEORIES & CONCEPTS II

UNIT II: Nursing Process Applied to Children and Their Families

FOCUS L: Child Maltreatment and Alterations in Skin Integrity

OBJECTIVES

On completion of this focus, the student will:

1. Discuss the pathophysiology, signs and symptoms, treatment, and prognosis of dysfunctions resulting from accidents and trauma.
 - Dermatitis
 - Acne
 - Viral Infections
 - Infestations
 - Burns
 - Hypothermia
 - Bites
 - Foreign Bodies
 - Poverty
 - School and Child Care
 - Effects of Violence
 - Drug Reactions
 - Bacterial Infections
 - Fungal Infections
 - Pressure Ulcers
 - Sunburn
 - Frostbite
 - Contusions
 - Lacerations
 - Stress
 - High Risk Lifestyle Activities
 - Child Abuse
2. Describe the promotive, restorative, and supportive nursing behaviors used to care for children who experience accidents and trauma and their families.
3. Explore the roles of care giver, communicator, teacher and collaborator in the delivery of holistic nursing care to children who experience accidents and trauma and their families.
4. Utilize the nursing process to determine the care of children who experience accidents and trauma and their families.
5. Relate nursing interventions to accepted standards of practice.

LEARNING ACTIVITIES

Required Readings:

London: Chapters 36 and 57

Required Assignments:

On-Line Case Study Chapter 36 – Questions 1 and 2

NCLEX-RN Review Questions Chapter 57

OBJECTIVES

On completion of the focus, the student will:

1. Discuss the pathophysiology, signs and symptoms, treatment, and prognosis of specific neurological and mental health alterations in children.
 - Altered States of Consciousness
 - Meningitis
 - Reye Syndrome
 - Headaches
 - Neural Tube Defects
 - Injuries and Trauma
 - Mood Disorders
 - Cognitive Disorders
 - Seizure Disorders
 - Encephalitis
 - Guillian-Barre Syndrome
 - Structural Defects
 - Cerebral Palsy
 - Developmental & Behavioral Disorders
 - Anxiety and Related Disorders
2. Describe the promotive, restorative, and supportive nursing behaviors used to care for children with neurological and mental health alterations and their families.
3. Explore the roles of care giver, communicator, teacher, and collaborator in the delivery of holistic nursing care to children with neurological and mental health alterations and their families.
4. Utilize the nursing process to determine the care of children with neurological and mental health alterations including their families.
5. Relate nursing interventions to accepted standards of practice.

LEARNING ACTIVITIES

Required Reading:

London: Chapters 53 and 54

Required Assignments:

www.prenhall.com/london
 Chapter 53

www.prenhall.com/london
 Chapter 54

NCLEX-RN Review Questions

MediaLink Questions 1-3
 NCLEX-RN Review Questions

UNIT II: Nursing Process Applied to Children and Their Families
FOCUS N: The Child with a Sensory Alteration

OBJECTIVES

On completion of the focus, the student will:

1. Discuss the pathophysiology, signs and symptoms, treatment, and prognosis of specific cognitive and sensory alterations.
 - Disorders of the Eye
 - Disorders of the Ear
 - Disorders of the Nose, Throat and Mouth
2. Describe the promotive, restorative, and supportive nursing behaviors used to care for children with sensory alterations and their families.
3. Explore the roles of caregiver, communicator, teacher, and collaborator in the delivery of holistic nursing care to children with sensory alterations and their children.
4. Utilize the nursing process to determine the care of children with sensory alterations and their families.
5. Relate nursing interventions to accepted standards of care.

LEARNING ACTIVITIES

Required Reading:

London: Chapter 46

Required Assignments:

www.prenhall.com/london

Chapter 46

Case Study Questions 1-3

NCLEX-RN Review Questions