

**ARKANSAS TECH UNIVERSITY**

**Department of Nursing**



**THEORIES AND CONCEPTS II**

**NUR 3606**

**The Nursing Process Applied To the Expanding Family**

**Fall 2020**

**Course:** NUR 3606

**Course Title:** Theories and Concepts II

**Course Faculty:**

**K. Jaye Henderson**

Office: Dean Hall 224N  
Office phone: 964-0583 x4652  
Office hours: On Office Door  
Cell phone: 870-654-2595  
E-mail: [khenderson20@atu.edu](mailto:khenderson20@atu.edu)

**Shaana Escobar**

Office: Dean Hall 224H  
Office phone: 964-0583 ext. 4659  
Office hours: On Office Door  
Cell phone: 479-747-9972  
E-mail: [sescobar@atu.edu](mailto:sescobar@atu.edu)

**Melissa Darnell**

Office: Dean Hall 224I  
Office phone: 964-0583 ext. 4655  
Office hours: On Office Door  
Cell phone: (479) 264-4283  
E-mail: [mdarnell@atu.edu](mailto:mdarnell@atu.edu)  
Level Coordinator

**Lisa Harless**

Office: Dean Hall 126K  
Office phone: 964-0583 ext. 4660  
Office hours: On Office Door  
Cell phone: 264-7446  
E-mail: [lharless@atu.edu](mailto:lharless@atu.edu)

**Catalogue Description:**

Theories and Concepts in Nursing II. Prerequisites: NUR 3103, 3204, 3304, 3404, 3513. 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:**

Ricci, Kyle & Carman. (2017). *Maternity and Pediatric Nursing Care* (3<sup>rd</sup> Edition). Philadelphia: Wolters Kluwer Health.

Hinkle, J. & Cheever, K. (2018). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (14<sup>th</sup> Edition). Philadelphia: Lippincott, Williams & Wilkins.

**Credit Hours:**

6 Semester Hours

**Bibliography:**

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

**Justification/Rationale for the Course:**

The learner progresses toward program student learning outcomes 1, 2, 3, 4 and 5 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 – 78
F	67 and below

The course grade will be calculated as follows:

<b>4 Units exams</b>	<b>60 %</b>
<b>Final exam</b>	<b>20 %</b>
<b>Quizzes/Assignments</b>	<b>10 %</b>
<b>ATI OB &amp; PEDS</b>	<b>10%</b>

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**100 %**

1. 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.
2. 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.

3. 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.

4. **ATI Testing:**

ATI Maternal Newborn test and Nursing Care of Children will be scheduled late in semester, every student is required to take the standardized proctored assessment/exam. This will count for 10% of your grade. Scores are based from national averages and will change each semester. Scores will be calculated from the following:

Level 3- Scored a 78.3% or higher = you will get 100% on this test.

Level 2- Scored between 63.3-78.2%, = you will get a 90% on this test.

Level 1- Scored between 51.7-63.2% = you will get an 80% on this test.

Level 0- Scored below a 51.6% = you will get a 70% for this test.

No one will receive less than a 70%. However, if you scored below the 51.6%, you really need to review focused areas as you can see from the explanations below:

**LEVEL 3** Scores meeting the Proficiency Level 3 standard can be **considered to exceed most expectations** for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as **likely to exceed NCLEX-RN standards in this content area.**

**LEVEL 2** Scores meeting the Proficiency Level 2 standard can be **considered to exceed minimum expectations** for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as **fairly certain to meet NCLEX-RN standards in this content area.**

**LEVEL 1** Scores meeting the Proficiency Level 1 standard can be **considered to meet the absolute minimum expectations** for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as **likely to just meet NCLEX-RN® standards in this content area.**

**LEVEL 0** Scores **do not meet the Proficiency standard to meet the minimum expectations** for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student **may/not meet NCLEX-RN® standards in this content area.**

5. 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.

6. 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.

7. 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.

8. Announcements, course content, and materials may be delivered online. The student is responsible for accessing these materials as well as checking OneTech and Blackboard regularly (3 times/week minimum). The student is encouraged to sync up OneTech email with smartphone and/or utilize the Blackboard application

## **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. No food or drink while testing.
3. Refer to ATU DON Student Handbook.

### **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. All students should be on time and prepared for class. All tardiness will be added to the attendance record. 3 tardies equal 1 absence. If a student is tardy and misses the daily quiz, they will not be allowed to make up the quiz points. Please refer to Tardy and Attendance Policy in Student Handbook for detailed information.

### **Cell Phone Policy:**

There is a NO cell phone, electronic smart watch or activity monitor policy in upper division nursing during testing. This includes paper/pencil testing, test review, cooperative testing, and computer testing. If you are discovered with having one of these devices, this will be considered a violation of the Academic Honesty Policy. If you violate this policy, during testing, you will receive a 0 for the test grade.

### **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. Consult the student and university policies for additional information.

## **Special Accommodations/Disability Statement:**

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at [disabilities@atu.edu](mailto:disabilities@atu.edu), or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

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**NUR 3606 - THEORIES AND CONCEPTS IN NURSING II**

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OBJECTIVES

On completion of this focus, the student will:

1. Identify the nursing roles available to maternal- newborn and pediatric nurses.
2. Summarize the use of community- based nursing care in meeting the needs of childbearing and childrearing families.
3. Summarize the current status of factors related to health insurance and access to health care.
4. Relate the availability of statistical data to the formulation of further research questions.
5. Delineate significant legal and ethical issues that influence the practice of maternal-child nursing.
6. Discuss the role of evidence- based practice in improving the quality of nursing care for childbearing families.
7. Compare the characteristics of different types of families.
8. Identify the stages of a family life cycle.
9. Identify prevalent cultural norms related to childbearing and childrearing.
10. Summarize the importance of cultural competency in providing nursing care.
11. Discuss the use of a cultural assessment tool as a means of providing culturally sensitive care.
12. Identify key considerations in providing spiritually sensitive care.
13. Differentiate between complementary and alternative therapies.
14. Determine the benefits and risks of complementary and alternative therapies.
15. Summarize complementary therapies appropriate for the nurse to use with childbearing and childrearing families.

**REQUIRED READING:**

Ricci, et al (2017): Chapters 1 & 2

OBJECTIVES

On completion of this focus, the student will:

1. Describe accurate information to be provided to girls and women so that they can implement effective self-care measures for dealing with menstruation.
2. Contrast the signs, symptoms, and nursing management of women with dysmenorrhea and those with premenstrual syndrome.
3. Allow for clinical review of the Critical Thinking in Action case study in the textbook. Assign the students to develop patient teaching points for adolescents who have premenstrual syndrome.
4. Compare the advantages, disadvantages, and effectiveness of the various methods of contraception available today.
5. Identify basic gynecologic screening procedures indicated for well women.
6. Examine the physical and psychologic aspects and clinical treatment options of menopause when caring for menopausal women.
7. Discuss the nurse's role in screening and caring for women who have experienced domestic violence or rape.
8. Contrast the contributing factors, signs and symptoms, treatment options, and nursing care management of women with common benign breast disorders.
9. Explain the signs and symptoms, medical therapy, and implications for fertility of endometriosis.
10. Summarize the risk factors, treatment options, and nursing interventions for a woman with toxic shock syndrome.
11. Discuss the signs and symptoms, diagnosis criteria, treatment options, and health implications of polycystic ovarian syndrome (PCOS).
12. Compare the causes, signs and symptoms, treatment options, and nursing care for women with vulvovaginal candidiasis versus bacterial vaginosis.
13. Compare the common sexually transmitted infections with regard to their etiology, treatment options, nursing care, and methods of prevention.
14. Summarize the pathology, signs and symptoms, treatment, nursing care, and implications for future fertility of pelvic inflammatory disease.
15. Identify the implications of an abnormal finding during a pelvic examination in the provision of nursing care.
16. Contrast the causes, signs and symptoms, treatment options, and nursing care for women with cystitis versus pyelonephritis.

**REQUIRED READING:**

Ricci, et al. (2017): Chapters 4 – 9

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

FOCUS C: The Individual & 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 safely 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.

**REQUIRED READING:**

Hinkle: Unit 4: Chapters 17, 18, & 19

OBJECTIVES

On completion of this focus, the student will:

1. Identify the structures and functions of the female reproductive system.
2. Explain the significance of specific female reproductive structures during pregnancy and childbirth.
3. Summarize the actions of the hormones that affect reproductive functioning.
4. Identify the two phases of the ovarian cycle and the changes that occur in each phase.
5. Describe the phases of the uterine (menstrual) cycle, their dominant hormones, and the changes that occur in each phase.
6. Identify the structures and functions of the male reproductive system.
7. Compare the processes by which ova and sperm are produced.
8. Describe the components of the process of fertilization as to how each may impact fertilization.
9. Summarize the processes that occur during the cellular multiplication and differentiation stages of intrauterine development and their effects on the structures that form.
10. Describe the development, structure, and functions of the placenta and umbilical cord during intrauterine life (embryonic and fetal development).
11. Compare the factors and processes by which fraternal (dizygotic) and identical (monozygotic) twins are formed.
12. Summarize the significant changes in growth and development of the fetus.
13. Compare the essential components of fertility with the possible causes of infertility.
14. Describe the elements of the preliminary investigation of infertility and the nurse's role in supporting/ teaching patients during this phase.
15. Summarize the indications for the tests and associated treatments, including assisted reproductive technologies, that are done in an infertility workup.
16. Relate the physiologic and psychologic effects of infertility on a couple to the nursing management of the couple.
17. Describe the nurse's role as counselor, educator, and advocate for couples during infertility evaluation and treatment.
18. Identify couples who may benefit from preconceptual chromosomal analysis and prenatal testing when providing care to couples with special reproductive concerns.
19. Identify the characteristics of autosomal dominant, autosomal recessive, and X-linked (sex-linked) recessive disorders.
20. Examine the emotional impact on a couple undergoing genetic testing or coping with the birth of a baby with a genetic disorder, and explain the nurse's role in supporting the family undergoing genetic counseling.

**REQUIRED READING:**

Ricci, et al. (2017): Chapters 3, 4 (p. 128 – 134), & 10

OBJECTIVES

On completion of this focus, the student will:

1. Determine the most appropriate nursing care for couples during preconception to help ensure their best possible health state.
2. Identify ways to assist expectant parents in making the best decisions possible about issues related to pregnancy, labor, and birth.
3. Summarize the goals and content of the various types of antepartum education programs when providing nursing care for expectant couples and their families.
4. Compare methods of childbirth preparation and the nursing interventions for each.
5. Explore ways in which the nurse conveys respect for patient individuality in preparing for childbirth.
6. Identify the anatomic and physiologic changes that occur during pregnancy.
7. Assess the subjective (presumptive), objective (probable), and diagnostic (positive) changes of pregnancy in patients.
8. Contrast the various types of pregnancy tests.
9. Examine the emotional and psychologic changes that commonly occur in a woman, her partner, and her family during pregnancy when providing nursing care.
10. Discuss cultural factors that may influence a family's response to pregnancy in the provision of nursing care.
11. Use information provided on a prenatal history to identify risk factors for the mother and/or fetus.
12. Define common obstetric terminology found in the history of maternity patients.
13. Identify risk factors related to the father's health that are generally recorded on the prenatal record in assessing risk factors for the mother and/or fetus.
14. Evaluate those areas of the initial assessment that reflect the psychosocial and cultural factors related to a woman's pregnancy.
15. Predict the normal physiologic changes a nurse would expect to find when performing a physical assessment of a pregnant woman.
16. Calculate the estimated date of birth using the common methods.
17. Describe the essential measurements that can be determined by clinical pelvimetry.
18. Summarize the results of the major screening tests used during the prenatal period in the assessment of the prenatal patient.
19. Assess the prenatal patient for any of the danger signs of pregnancy.
20. Relate the components of the subsequent prenatal history and assessment to the progress of pregnancy and the nursing care of the prenatal patient.

21. Describe the most appropriate nursing care to help maintain the well-being of the expectant father and siblings during a family's pregnancy.
22. Explain the causes of the common discomforts of pregnancy in each of the three trimesters.
23. Summarize appropriate relief measures and interventions to alleviate the common discomforts of pregnancy.
24. Describe self-care measures that a pregnant woman can take to maintain and promote her well-being during pregnancy.
25. Examine the concerns that an expectant couple might have about sexual activity.
26. Examine the concerns that an expectant couple might have about sexual activity. Discuss the medical risks and special concerns of expectant woman older than age 35.
27. Describe the recommended levels of weight gain during pregnancy when providing nursing care for pregnant women.
28. Explain the significance of specific nutrients in the diet of the pregnant woman.
29. Compare nutritional needs during pregnancy, the postpartum period, and lactation with nonpregnant requirements.
30. Plan adequate prenatal vegetarian diets based on the nutritional requirements of pregnancy.
31. Explain the ways in which various physical, psychosocial, and cultural factors can affect nutritional intake and status in the nursing care management of pregnant women.
32. Compare recommendations for weight gain and nutrient intakes in the pregnant adolescent with those for the mature pregnant adult.
33. Describe basic factors a nurse should consider when offering nutritional counselling to a pregnant adolescent.
34. Compare nutritional counselling issues for breastfeeding and formula-feeding mothers.

**REQUIRED READING:**

Ricci, et al. (2017): Chapters 3, 4 (p. 128 – 134), & 10

OBJECTIVES

On completion of this focus, the student will:

1. Identify pertinent information to be discussed with the woman regarding her own assessment of fetal activity and methods of recording fetal activity.
2. Describe the methods, clinical applications, and results of ultrasound in the nursing care management of the pregnant woman.
3. Describe the use, procedure, information obtained, and nursing considerations for the following: Doppler velocimetry, nonstress test, contraction stress test, and biophysical profile test.
4. Explain the use of amniocentesis as a diagnostic tool.
5. Describe the tests that can be done on amniotic fluid.
6. Compare the advantages and disadvantages of chorionic villus sampling (CVS).
7. Discuss the pathology, treatment, and nursing care of pregnant women with diabetes mellitus.
8. Distinguish among the four major types of anemia associated with pregnancy with regard to signs, treatment, and implications for pregnancy.
9. Summarize the effects of alcohol and illicit drugs on the childbearing woman and her fetus/newborn.
10. Explain the possible implications of maternal psychologic factors and disorders in caring for the childbearing family.
11. Describe acquired immunodeficiency syndrome (AIDS), including care of the pregnant woman who has tested positive for the human immunodeficiency virus (HIV), fetal/neonatal implications, and ramifications for the childbearing family.
12. Describe the effects of various heart disorders on pregnancy, including their implications for nursing care
13. Compare the effects of selected pregestational medical conditions on pregnancy.
14. Contrast the etiology, medical therapy, and nursing interventions for the various bleeding problems associated with pregnancy.
15. Discuss the medical therapy and nursing of a woman with hyperemesis gravidarum.
16. Describe the maternal and fetal–neonatal risks, clinical manifestations, and nursing care of a pregnant woman with a hypertensive disorder.
17. Summarize the risks and implications of surgical procedures performed during pregnancy.
18. Relate the impact of trauma caused by an accident to the nursing care of the pregnant woman or her fetus.
19. Contrast the effects of various infections on the pregnant woman and her unborn child.
20. Relate the cause, fetal–neonatal risks, prevention, and clinical therapy to the nursing care management of the woman at risk for Rh alloimmunization.

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

21. Explain the occurrence, cause, clinical treatment, and implications for the fetus or newborn in determining the nursing care management of a woman at risk for ABO incompatibility.

**REQUIRED READING:**

Ricci, et al. (2017): Chapters 19, 20 & p. 1928 - 1930

OBJECTIVES

On completion of this focus, the student will:

1. Describe the five critical factors that influence labor.
2. Assess for the premonitory signs of labor when caring for the expectant woman.
3. Differentiate between false and true labor.
4. Describe the physiologic and psychologic changes that occur in an expectant woman during each stage of labor in the nursing care management of the expectant woman.
5. Explain the maternal systemic responses to labor in the nursing care of the expectant woman.
6. Describe a maternal assessment of the laboring woman that includes the patient history, high-risk screening, and physical and psychosociocultural factors.
7. Evaluate the progress of labor by assessing the laboring woman's contractions, cervical dilatation, and effacement.
8. Delineate the procedure for performing Leopold's maneuvers.
9. Describe the steps and frequency for performing auscultation of fetal heart rate.
10. Distinguish between baseline and periodic changes in fetal heart rate monitoring.
11. Evaluate fetal heart rate tracings using a systematic approach.
12. Compare nonreassuring fetal heart rate patterns to appropriate nursing responses.
13. Identify admission data that should be noted when a woman is admitted to the birthing area.
14. Describe the nursing care of a woman and her partner/ family upon admission to the birthing area.
15. Use assessment data to determine the nursing interventions to meet the psychologic, social, physiologic, and spiritual needs of the woman and her partner/ family during each stage of labor.
16. Compare methods of promoting comfort during the first and second stages of labor.
17. Explain the immediate needs and physical assessment of the newborn following birth in the provision of nursing care.
18. Examine the unique needs of the adolescent during birth in the provision of nursing care.
19. Describe the role and responsibilities of the nurse in the management of a precipitous delivery.
20. Describe the use, administration, dose, onset of action, and adverse effects of systemic drugs to promote pain relief during the nursing management of the woman in labor and her fetus.
21. Compare the major types of regional analgesia and anesthesia, including area affected, advantages, disadvantages, techniques, and nursing management of the laboring woman and her fetus.
22. Describe the nursing management and major complications for the laboring woman and her fetus related to general and regional anesthesia.

**REQUIRED READING:**

Ricci, et al. (2017): Chapters 13 & 14

OBJECTIVES

On completion of this focus, the student will:

1. Explain the possible causes, risk factors, and clinical therapy for premature rupture of the membranes or preterm labor in determining the nursing management of the woman and her fetus/newborn.
2. Compare placenta previa and abruption placenta, including implications for the mother and fetus, as well as nursing care.
3. Explain cervical insufficiency and describe its clinical therapy.
4. Explain the maternal and fetal/neonatal implications and the clinical therapy in determining the nursing management of the woman with multiple gestation.
5. Compare the identification, maternal and fetal/neonatal implications, clinical therapy, and nursing management of the woman with hydramnios and oligohydramnios.
6. Compare tachysystolic and hypotonic labor patterns, including the risks, clinical therapy, and nursing management.
7. Describe the risks and clinical therapy in determining the nursing management of postterm pregnancy on the childbearing family.
8. Relate the various types of fetal malposition and malpresentation to the nursing management for each.
9. Explain the identification, risks, and clinical therapy in determining the nursing management of the woman and fetus at risk for fetal macrosomia.
10. Relate the maternal implications, clinical therapy, prenatal history, and conditions that may be associated with nonreassuring fetal status to the nursing management of the mother and fetus.
11. Summarize the identification, maternal and fetal/neonatal implications, clinical therapy, and nursing management of the woman with amniotic fluid embolism (anaphylactoid syndrome of pregnancy).
12. Explain the types, maternal and fetal/neonatal implications, and clinical therapy in determining the nursing management of the woman with cephalopelvic disproportion.
13. Identify common complications of the third and fourth stages of labor.
14. Explain the etiology, diagnosis, and phases of grief in determining the nursing management of the family experiencing perinatal loss.
15. Explain the methods, purpose, and contraindications of external and podalic versions that determine nursing management.
16. Describe the use of amniotomy and the nursing management of the woman and fetus.

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

17. Compare the methods for inducing labor, explaining their advantages and disadvantages in determining the nursing management for women during labor induction.
18. Describe the measures to prevent episiotomy, the types of episiotomy performed, and the associated nursing management.
19. Explain the indications and maternal and neonatal risks that impact nursing management during forceps-assisted birth.
20. Describe the use of and risk of vacuum extraction to assist birth.
21. Explain the indications for cesarean birth, impact on the family unit, preparation and teaching needs, and associated nursing management.
22. Examine the risks, guidelines, and nursing management of the woman undergoing trial of labor after cesarean.

**REQUIRED READING:**

Ricci, et al. (2017): Chapter 21

OBJECTIVES

On completion of this focus, the student will:

1. Describe the basic physiologic changes that occur in the postpartum period as a woman's body returns to its prepregnant state.
2. Describe the psychologic adjustments that normally occur during the postpartum period.
3. Describe the physiologic and psychologic components of a systematic postpartum assessment.
4. Examine the physical and developmental tasks that the mother must accomplish during the postpartum period.
5. Identify the factors that influence the development of a positive parent-infant attachment in the nursing assessment of early attachment.
6. Formulate nursing diagnoses and nursing care based on the findings of the "normal" postpartum assessment and teaching needs.
7. Describe appropriate nursing interventions to promote postpartum maternal comfort, rest, and well-being.
8. Explain factors that affect postpartum family wellness in the provision of nursing care and patient teaching.
9. Compare the postpartum nursing needs of the woman who experienced a cesarean birth with the needs of a woman who gave birth vaginally.
10. Examine the nursing needs of the childbearing adolescent during the postpartum period.
11. Describe possible approaches to sensitive, holistic nursing care for the woman who relinquishes her newborn.
12. Identify teaching topics related to postpartum discharge.
13. Identify the main purposes and components of home visits during the postpartum period.
14. Summarize actions a nurse should take to ensure personal safety as well as fostering a caring relationship during a home visit.
15. Describe maternal and family assessment and anticipated progress after birth.
16. Delineate interventions to address the common concerns of breastfeeding mothers following discharge.
17. Describe the assessment and care of the newborn during postpartum home care.

**REQUIRED READING:**

Ricci, et al. (2017): Chapters 15 & 16

NUR 3606: THEORIES & CONCEPTS II

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

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

OBJECTIVES

On completion of this focus, the student will:

1. Describe the major theories of development as formulated by Freud, Erikson, Piaget, Kohlberg, social learning theorists, and behaviorists.
2. Recognize risks to developmental progression and factors that protect against those risks.
3. Plan nursing interventions for children that are appropriate for the child's developmental state, based on theoretical frameworks.
4. Explain contemporary developmental approaches such as temperament theory, ecologic theory, and the resilience framework.
5. Identify major developmental milestones for infants, toddlers, preschoolers, school-age children, and adolescents.
6. Synthesize information from several theoretical approaches to plan assessments of the child's physical growth and developmental milestones.
7. Describe the role of play in the growth and development of children.
8. Use data collected during developmental assessments

**REQUIRED READING:**

Ricci, et al. (2017): Chapter 22

OBJECTIVES

On completion of this focus, the student will:

1. Explain newborn's transition to extrauterine life and during stabilization in determining the nursing care of the newborn.
2. Relate the process of thermogenesis in the newborn and the major mechanisms of heat loss to the challenge of maintaining newborn thermal stability.
3. Identify the reasons a newborn may develop jaundice and nursing interventions to decrease the probability of jaundice
4. Summarize the components of a systematic physical assessment of the newborn.
5. Describe the normal physical characteristics and normal variations of the newborn and compare abnormal findings to possible causes and nursing responses.
6. Describe the components of a neurologic assessment and the neurologic/ neuromuscular characteristics of the newborn and the reflexes that may be present at birth.
7. Compare the components of the newborn behavioral assessment with the normal behavioral characteristics and normal variations of the newborn, including patterns of behavior during the periods of reactivity.
8. Summarize essential information to be obtained about a newborn's birth experience and immediate postnatal period.
9. Explain how the physiologic and behavioral responses of the newborn during the first 4 hours after birth (admission and transitional period) determine the nursing care of the newborn.
10. Explain the advantages and disadvantages of breastfeeding and formula- feeding in determining the nursing care of both mother/ family and newborn.
11. Describe the common concerns of families regarding their newborn.
12. Explain the influence of cultural values on infant care, especially feeding practices.

**REQUIRED READING:**

Ricci, et al. (2017): Chapters 17 & 18

OBJECTIVES

On completion of this focus, the student will:

1. Explain the factors present at birth that indicate an at- risk newborn.
2. Compare the underlying etiologies, characteristics, and potential complications of small- for- gestational- age (SGA) newborns, preterm appropriate- for- gestational- age newborns, and postterm newborn including the nursing management for each.
3. Explain the impact of maternal diabetes mellitus on the newborn.
4. Discuss the physiologic and behavioral characteristics of the preterm newborn that predispose each body system to various complications and that are used in developing a plan of care that includes nutritional management.
5. Summarize the nursing assessments of and initial interventions for a newborn with selected congenital anomalies.
6. Explain the special care needed by an alcohol- or drug- exposed newborn.
7. Identify the physical examination findings during the early newborn period that would make the nurse suspect a congenital cardiac defect or congestive heart failure.
8. Discuss how to identify infants in need of resuscitation and the appropriate method of resuscitation based on the labor record and observable physiologic indicators.
9. Differentiate, based on clinical manifestations, among the various types of respiratory distress (respiratory distress syndrome, transient tachypnea of the newborn, and meconium aspiration syndrome) in the newborn and their related nursing management.
10. Discuss selected metabolic abnormalities (including cold stress and hypoglycemia), their effects on the newborn, and the nursing implications.
11. Differentiate between physiologic and pathologic jaundice according to timing of onset (in hours), cause, possible sequelae, and specific management.
12. Explain how Rh incompatibility or ABO incompatibility can lead to the development of Hyperbilirubinemia.
13. Identify nursing responsibilities and rationale in caring for the newborn receiving phototherapy.
14. Describe the nursing assessments that would lead the nurse to suspect newborn sepsis and the nursing management of the newborn with an infection.

NUR 3606: THEORIES & CONCEPTS II

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

15. Relate the consequences of maternally transmitted infections, such as maternal syphilis, gonorrhea, Herpesviridae family (HSV or CMV), HIV and chlamydia, to the nursing management of infants in the neonatal period.

**REQUIRED READING:**

Ricci, et al. (2017): Chapters 23 & 24

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  
(Peer group, Best friends, Parents)
  - Reproductive system
  - Psychologic and emotional development
  - Pregnancy prevention programs
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
  - Sexual trauma
  - Adolescent pregnancy
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 an 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.

**REQUIRED READING:**

Ricci, et al. (2017): Chapters 17 & 18

OBJECTIVES

On completion of this focus, the student will:

1. Compare the vulnerability of young children and adults to communicable diseases.
2. Propose strategies to control the spread of infection in healthcare and community settings.
3. Examine the role that vaccines play in reducing and eliminating communicable diseases.
4. Plan the nursing care for children of all ages needing immunizations.
5. Recognize common infectious and communicable diseases.

Develop a nursing care plan for the child with a common communicable disease.

6. Discuss important considerations of giving acetaminophen and ibuprofen to infants and children with a fever. Instructing appropriate dosing.
7. Describe the structure and function of the immune system and apply that knowledge to the care of children with immunologic disorders.
8. Summarize infection control measures needed for children with an immunodeficiency.
9. Develop a nursing care plan for a child with human immunodeficiency virus (HIV infection).
10. Plan nursing care for the child with an autoimmune condition such as systemic lupus erythematosus (SLE) or juvenile arthritis.
11. Identify exposure prevention measures for the child with latex allergy.
12. Determine nursing interventions and prevention measures for the child experiencing hypersensitivity reactions.

**REQUIRED READING:**

Ricci, et al. (2017): Chapters 37 & 47

OBJECTIVES

On completion of this focus, the student will:

1. Identify anatomy, physiology, and pediatric differences in the eye, ear, nose, and throat of children and adolescents.
2. Describe abnormalities of the eyes, ears, nose, throat, and mouth in children.
3. Describe screening programs to identify children with vision and hearing abnormalities.
4. Plan nursing care for children with vision or hearing impairments.
5. Select and apply latest recommendations when implementing care and teaching for children with abnormalities of eyes, ears, nose, throat, and mouth.
6. Integrate preventive and treatment principles when implementing care for children related to eyes, ears, nose, and throat.
7. Describe unique characteristics of the pediatric respiratory system anatomy and physiology and apply that information to the care of children with respiratory conditions.
8. Contrast the different respiratory conditions and injuries that can cause respiratory distress in infants and children.
9. Explain the visual and auditory observations made to assess a child's respiratory effort or work of breathing.
10. Assess the child's respiratory status and analyze the need for oxygen supplementation.
11. Distinguish between conditions of the lower respiratory tract that cause illness in children.
12. Create a nursing care plan for a child with a common acute respiratory condition.

**REQUIRED READING:**

Ricci, et al. (2017): Chapters 39 & 40

OBJECTIVES

On completion of this focus, the student will:

1. Describe the anatomy and physiology of the cardiovascular system, focusing on the flow of blood and action on heart valves.
2. Describe the pathophysiology associated with congenital heart defects with increased pulmonary circulation, decreased pulmonary circulation, mixed defects, and obstructed systemic blood flow.
3. Develop an evidence based nursing care plan for an infant with a congenital heart defect.
4. Create a nursing care plan for the child undergoing open heart surgery.
5. Recognize the signs and symptoms of congestive heart failure
6. Develop an evidence based nursing care plan for a child with congestive heart failure.
7. Differentiate among heart diseases that are acquired during childhood.
8. List strategies to reduce a child's risk of adult-onset cardiovascular disease.
9. Plan the nursing management for different types of shock: hypovolemic, distributive, obstructive, and cardiogenic shock.
10. Relate cardiac assessment findings (heartsounds, edema, capillary refill, pulse oximetry, level of consciousness, urinary output, and daily weight) to the improvement or deterioration of pediatric patients

**REQUIRED READING:**

Ricci, et al. (2017): Chapter 41

NUR 3606: THEORIES & CONCEPTS II

UNIT II: The Nursing Process as Applied to the Child and Their Families

FOCUS D: Growth & Development II and II - Infancy through Adolescence - Nutrition, Health, Promotion & Maintenance

OBJECTIVES

On completion of this focus, the student will:

1. Identify major developmental milestones for infants, toddlers, preschoolers, school-age children and adolescents.
2. Plan nursing interventions for children of all ages that are appropriate to each child's developmental state, based on theoretical frameworks.
3. Recognize risks to developmental progression and factors that protect against those risks.
4. Describe the role of play in the growth and development of children.
5. Develop a plan of care to prevent common childhood injuries for infants, toddlers, preschoolers, school-age children and adolescents.
6. Identify and explain common nutritional problems of children.
7. Describe and plan nursing interventions to meet nutritional needs for all age groups from infancy to adolescence.
8. Analyze the nurse's role in providing health promotion and health maintenance for children of all ages.
9. Evaluate data about the family and other social relationships to promote and maintain the health of children of all ages.
10. Synthesize the areas of assessment and intervention for children of all ages: growth and development surveillance, nutrition, physical activity, oral health, mental and spiritual health, family and social relations, disease prevention strategies, and injury prevention strategies.

**REQUIRED READING:**

Ricci, et al. (2017): Unit 9: Chapters 25 – 29 & 31

OBJECTIVES

On completion of this focus, the student will:

1. Describe pediatric variations in the musculoskeletal system.
2. Plan nursing care for children with structural deformities of the foot, hip, and spine.
3. Recognize signs and symptoms of infectious and structural musculoskeletal disorders and plan for appropriate care.
4. Partner with families to plan care for children with musculoskeletal conditions that are chronic or require long-term care.
5. Prioritize nursing interventions to promote safety and developmental progression in children who require braces, casts, traction, and surgery.
6. Develop a nursing care plan for fractures, including teaching for injury prevention and nursing implementation for the child who sustained a fracture.

**REQUIRED READING:**

Ricci, et al. (2017): Chapter 44

OBJECTIVES

On completion of this focus, the student will:

1. Describe the function of red blood cells, white blood cells, and platelets.
2. Discuss the pathophysiology and clinical manifestations of the major disorders of red blood cells affecting the pediatric population.
3. Discuss the pathophysiology and clinical manifestations of the selected disorders of white blood cells affecting the pediatric population.
4. Discuss the pathophysiology and clinical manifestations of the major bleeding disorders affecting the pediatric population.
5. Plan the nursing management and collaborative care of a child with a hematologic disorder.
6. Prioritize nursing interventions for a child receiving hematopoietic stem cell transplantation (HSCT).
7. Describe the incidence, known etiologies, and common clinical manifestations of cancer.
8. Synthesize information about diagnostic tests and clinical therapy for cancer to plan comprehensive care for children undergoing these procedures.
9. Integrate information about oncologic emergencies into plans for monitoring all children with cancer.
10. Recognize the most common solid tumors in children, describe their treatment, and plan comprehensive nursing care.
11. Plan care for children and adolescents of all ages who have a diagnosis of leukemia.
12. Prioritize elements of comprehensive care planning for children with soft-tissue tumors.
13. Analyze the impact of cancer survival on children and use this information to plan for ongoing physiologic and psychosocial care in the children's futures.
14. Summarize the effects of life-threatening illness or injury on children.
15. Examine the family's experience and reactions to having a child with a life-threatening illness or injury.
16. Identify the coping mechanisms used by the child and family in response to stress.
17. Develop a nursing care plan for the child with a life-threatening illness or injury.
18. Apply assessment skills to identify the physiologic changes that occur in the dying child.
19. Develop a nursing care plan to provide family-centered care for the dying child and family.
20. Evaluate strategies to support nurses who care for children who die.

**REQUIRED READING:**

Ricci, et al. (2017): Chapter 46

OBJECTIVES

On completion of this focus, the student will:

1. Identify the function of important hormones of the endocrine system.
2. Summarize signs and symptoms that may indicate a disorder of the endocrine system.
3. Identify all conditions for which short stature is a sign.
4. Prioritize nursing care for each type of acquired metabolic disorder.
5. Develop a family education plan for the child who needs lifelong cortisol replacement.
6. Distinguish between the nursing care of the child with type 1 and type 2 diabetes.
7. Plan care for the child with an inherited metabolic disorder.

**REQUIRED READING:**

Ricci, et al. (2017): Chapter 48

NUR 3606: THEORIES & CONCEPTS II

UNIT II: The Nursing Process as Applied to the Child and Their Families

FOCUS H: The Child with Alterations in Fluid, Electrolyte, Acid-Base Balance & Alterations in Gastrointestinal Function

OBJECTIVES

On completion of this focus, the student will:

1. Describe the general function of the gastrointestinal system.
2. Discuss the pathophysiologic processes associated with specific gastrointestinal disorders in the pediatric population.
3. Identify signs and symptoms that may indicate a disorder of the gastrointestinal system.
4. Contrast nursing management and plan care for disorders of the gastrointestinal system for the child needing abdominal surgery versus the child needing non-operative management.
5. Analyze developmentally appropriate approaches for nursing management of gastrointestinal disorders in the pediatric population.
6. Plan nursing care for the child with an injury to the gastrointestinal system.

**REQUIRED READING:**

Ricci, et al. (2017): Chapter 42

OBJECTIVES

On completion of this focus, the student will:

1. Describe the pathophysiologic processes associated with genitourinary disorders in the pediatric population.
2. Develop a nursing care plan for the child with a urinary tract infection.
3. Discuss the nursing management of a child with a structural defect of the genitourinary system.
4. Outline a plan to meet the fluid and dietary restrictions for the child with a renal disorder.
5. Identify growth and developmental issues for the child with chronic renal failure.
6. Plan nursing care for the child with acute and chronic renal failure.
7. Summarize psychosocial issues for the child requiring surgery on the genitourinary system.
8. Plan nursing care for the infant/child undergoing diagnostic testing for urinary dysfunction.

**REQUIRED READING:**

Ricci, et al. (2017): Chapter 43

OBJECTIVES

On completion of this focus, the student will:

1. Identify major social and environmental factors that influence the health of children and adolescents.
2. List external influences that influence child and adolescent health.
3. Apply the ecologic model and resiliency theory to assessment of the social and environmental factors in children's lives.
4. Examine the effects of substance use, physical activity, and other lifestyle patterns on health.
5. Plan nursing interventions for children who experience violence.
6. Evaluate the environment for hazards to children, such as exposure to harmful substances and potential for poisoning.
7. Explore the nursing role in prevention and treatment of child abuse and neglect and other forms of violence.
8. Plan nursing interventions for children related to social and environmental situations.
9. Classify the characteristics of skin lesions caused by irritants, drug reactions, mites, infection, and injury.
10. Differentiate among the stages of wound healing.
11. Compare skin conditions that have a hereditary cause or predisposition.
12. Plan the nursing care for the child with alterations in skin integrity, including dermatitis, infectious disorders, and infestations.
13. Prepare an education plan for adolescents with acne to promote self-care.
14. Summarize the process to measure the extent of burns and burn severity in children.
15. Develop a nursing care plan for the child with a full-thickness burn injury.
16. Contrast preventive strategies to reduce the risk of injury from burns, hypothermia, bites, and stings

**REQUIRED READING:**

Ricci, et al. (2017): Chapter 45 + Child Maltreatment Content

OBJECTIVES

On completion of this focus, the student will:

1. Describe the anatomy and physiology of the neurologic system.
2. Choose the appropriate assessment guidelines and tools to examine infants and children with altered levels of consciousness and other neurologic conditions.
3. Differentiate between the signs of a seizure and status epilepticus in infants and children, and describe appropriate nursing management for each condition.
4. Differentiate between signs of bacterial meningitis, viral meningitis, encephalitis, and Guillain-Barré syndrome in infants and children.
5. Develop a nursing care plan for the infant with hydrocephalus and myelodysplasia.
6. Plan family-centered nursing care for the child with cerebral palsy in a community setting.
7. Contrast the appropriate initial nursing management for mild versus severe traumatic brain injury.
8. Discuss initiatives to prevent drowning in children.
9. Define mental health and describe major mental health alterations in childhood.
10. Discuss the clinical manifestations of the major mental health alterations of childhood and adolescence.
11. Plan for the nursing management of children and adolescents with mental health alterations in the hospital and community settings.
12. Describe characteristics of common cognitive alterations of childhood.
13. Use evidence-based practice to plan nursing management for children with cognitive alterations.
14. Establish and evaluate expected outcomes of care for the child with a cognitive alteration.

**REQUIRED READING:**

Ricci, et al. (2017): Chapter 38 & 50