COURSE SYLLABUS

RNSG 1412 (4:4:0)

NURSING CARE OF THE CHILDBEARING AND CHILDREARING FAMILY

ASSOCIATE DEGREE NURSING PROGRAM DEPARTMENT OF NURSING HEALTH OCCUPATION DIVISION LEVELLAND CAMPUS SOUTH PLAINS COLLEGE

FALL 2019

COURSE SYLLABUS

COURSE TITLE: RNSG 1412 Nursing Care of the Childbearing and Childrearing of Family

INSTRUCTORS: Jill Pitts, MSN, RNC (Course Leader)

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SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE

I. GENERAL COURSE INFORMATION

COURSE DESCRIPTION

RNSG 1412 is the study of the concepts related to the provision of nursing care for childbearing and childrearing families within the four roles of nursing (member of the profession, provider of patient- centered care, patient safety advocate, and member of the health care team). This course includes the application of systematic problem-solving processes and critical thinking skills, including a focus on the childbearing family during the perinatal periods and the childbearing family from birth to adolescence. Upon completion of this course, the student will show competency in knowledge, judgment, skill and professional values within a legal/ethical framework focused on childbearing and childrearing families. This course must be taken and passed concurrently with RNSG 2462.

Supportive foundation knowledge needed to care for the childbearing/childrearing individual, family and community includes physical and emotional aspects of nursing care, integrating developmental, nutritional, and pharmacological concepts. Additionally, essential in success are concepts of communication, safety, legal ethical issues, current technology, economics, humanities and biological, social and behavioral sciences.

- 1. Meet all requirements for admission into the Associate Degree Nursing Program.
- 2. Prerequisites: : RNSG 1413, 1105, 1160, 1115, 1144, 1443, 2460, 2213, 2261, 1443, & 2461. BIOL 2401, 2402, 2420. PSYC 2314, ENGL 1301, & Humanities course.
- 3. Teaching Strategies: Demonstrations, independent assignment, nursing laboratory,

simulated lab, audiovisual media, student presentations, and group discussion, selected presentations, and group discussion, selected case presentation material, review of journal articles, study guides, and lecture seminars.

COURSE LEARNING OUTCOMES

Upon successful completion of RNSG 1412 the student will meet the Course Student Learning Outcomes (SLO'S) and will meet all End-of-Program Student Learning Outcomes (EPSLOs). Additional specific information and objectives are found in the course description and each unit's objectives (Appendix A). In addition to the program educational objectives, all SCANS and FOUNDATIONS skills and DECS (Differentiated Essential Competencies, 2010) are found throughout the syllabus. The DECS are designated by their letters and numbers in the numbered role columns in each unit.

SPC ADN End-of-Program STUDENT LEARNING OUTCOMES (EPSLOs)

- 1. CLINICAL DECISION MAKING Provides competent nursing interventions based on application of the nursing process and demonstration of critical thinking, independent judgment, and self-direction while caring for patients and their families.
- 2. COMMUNICATION AND INFORMATION MANAGEMENT Communicates effectively utilizing technology, written documentation and verbal expression with members of the health care team, patients and their families.
- 3. LEADERSHIP Demonstrates knowledge of basic delegation, leadership management skills and coordinates resources to assure optimal levels of health care for patients and their families.
- 4. SAFETY Implements appropriate interventions to promote a quality and safe environment for patients and their families.
- 5. PROFESSIONALISM Demonstrates knowledge of professional development and incorporates evidenced based practice in the nursing profession. Incorporates concepts of caring, including moral, ethical, legal standards while embracing the spiritual, cultural and religious influences on patients and their families.

COURSE STUDENT LEARNING OUTCOMES (SLOs) RNSG 1412 & 2462

CLINICAL DECISION MAKING

- 1. Analyze and utilize assessment and reassessment data to plan and provide individualized care for the childbearing/childrearing patient and family.
- 2. Demonstrate the orderly collection of information from multiple sources to establish a foundation of holistic nursing care to meet the needs of the childbearing/childrearing patient and family.
- 3. Manage and prioritize nursing care of the childbearing/childrearing patient and family.

COMMUNICATION

- 4. Demonstrate effective communication through caring, compassion, and cultural awareness for the childbearing/childrearing patient and family.
- 5. Develop, implement, and evaluate individualized teaching plans for the childbearing/childrearing patient and family.

LEADERSHIP

- 6. Demonstrates shared planning, decision making, problem solving, goal setting, cooperation and communication with the childbearing/childrearing patient, family and members of the healthcare team.
- 7. Coordinate and evaluate the effectiveness of the healthcare team and community resources in the delivery of health care to the childbearing/childrearing patient and family.

SAFETY

8. Provide safe, cost-effective nursing care in collaboration with members of the health care team using critical thinking, problem solving, and the nursing process in a variety of settings through direct care, assignment or delegation of care.

PROFESSIONALISM

- 9. Integrate ethical, legal, evidence based and regulatory standards of professional nursing practice in caring for the childbearing/childrearing patient and family.
- 10. Demonstrate caring behaviors that are nurturing, protective, safe, compassionate and person-centered where patient choices related to cultural values, beliefs and lifestyle are respected in the childbearing/childrearing patient and family.
- 11. Assume responsibility for professional and personal growth and development.

UNIT OBJECTIVES (see Appendix A) located at the end of the syllabus.

EVALUATION METHODS

Successful completion of this course requires a grade of "C" or better; satisfactory total grade point average on examinations and assignments, satisfactory achievement of unit objectives; completion of pediatric math competency exam with a grade of 90% of better, completion of standardized tests as applicable to the curriculum, and regular classroom attendance. Upon successful completion of this course, each student will have demonstrated accomplishment of the level objectives for the course, through a variety of modes (exams, role-play, case studies, individual presentation, and group presentation).

ACADEMIC INTEGRITY

Please refer to the SPC ADNP Nursing student handbook "Honesty Policy". This policy covers testing violations, record falsification violations and plagiarism violations for the ADN Program. Plagiarism violations may result in dismissal from the ADN Program.

Examples of student plagiarism¹

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

Smith, L. (2016), Nursing 2016, 46 (7) p. 17

COLLEGE HANDBOOK INFORMATION ON ACADEMIC INTEGRITY: It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or

essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

VERIFICATION OF WORKPLACE COMPETENCIES

Successful completion of the SCANS; DECS; Graduate Outcomes at the semester four level; and RNSG 1412 Student Learning Outcomes will allow the student to graduate from the program. Upon successful completion of the program students will be eligible to apply to take the state board exam (NCLEX) for registered nurse licensure.

BLACKBOARD

Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

FACEBOOK

The nursing program has a Facebook page at https://www.facebook.com/SPCNursing17/

SCANS AND FOUNDATIONS SKILLS

Scans and foundation skills found within this course are listed below the unit title and above the content column of each unit.

SPECIFIC COURSE REQUIREMENTS

TEXTBOOKS AND OTHER MATERIALS

Required Texts

Lowdermilk, Perry, Cashion & Alden (2016). Maternity & Women's Health Care (11th Edition).

Study Guide for Maternity & Women's Health Care.

Ball, Bindler & Cowan (2019). Child Health Nursing (3rd Edition, Update).

Taketome, Hodding, & Kraus (2018 or 2019). <u>Lexicomp's Pediatric Dosage Handbook</u>. (25th or 26th Edition)

- * * Drug Book of Choice
- * * Medical Dictionary of Choice

ATTENDANCE POLICY

The SPC ADNP policy must be followed. Refer to the SPC ADNP Student Nurse handbook to review this policy. In addition, refer to the attendance policy found in

the South Plains College Catalog (http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#C lass Attendance).

Lecture attendance is mandatory. The instructor will initiate a student's withdrawal if a student misses 8 hours or more of class. The student is encouraged to review and follow the attendance policy in the SPC Student Handbook.

ASSIGNMENT POLICY

- 1. All required work must be in on time. Assigned outside work is due on the dates specified by the instructor. Assignments turned in later than the due date will not be accepted unless the instructors clear the circumstances with the student. Regardless of the circumstance, late work will be assessed penalty points by the instructor. The assignment will be docked five (5) points per day for each late day. The assignment will be docked 2.5 points if turned in on the date but after the time it is due. An assignment will not be accepted after one week past the due date; therefore, the grade will be a zero if the assignment more than 1 week late.
- 2. All testing will be administered in the computer lab. In the event of computer scheduling problems, a paper & pencil test will be given. No cell phones, USB drives, smart watches, laptop computers are ever allowed in the computer lab; students in violation of this rule may be dismissed from the program.
 - a. There will be 6 exams scheduled throughout the semester that will comprise 66 % of the course grade. If an exam is missed due to an excused absence, an alternate make-up exam may be given or the exam following the missed exam may be counted in its place (this may by allowed once during the semester for an excused absence).
 - b. The final exam is comprehensive and must be taken by all students with an exam average below 85%. It comprises 23 % of the final grade and must be taken when scheduled or the student may be given an alternate make-up exam.
 - c. The Maternity and Pediatric ATI Tests will be taken during the semester. The two scores will be averaged together & counted as 11 % of the final grade. (Assigned scores for each ATI reported level are: < level 1 = 60, level 1=70, level 2 = 85, level 3 = 95.)
 - d. Satisfactory completion of a pediatric medication administration exam with a grade of 90% or above. The exam may be retaken twice if not passed the first time. If a student does not pass the exam by the third attempt, they will be dropped from the course and it is considered a failed attempt at completing the course.

GRADING POLICY

- 1. The course grade will be compiled of 6 Exams (66%); Final Exam (23%); and ATI test average (11% of final grade).
- 2. A course grade worksheet for student use can be found in the Appendix.

- 3. The course grade must be 77% or better to pass the course.
- 4. A student must have received a minimum course grade of "C" or above to progress to the next nursing course or graduate.

Grading Scale: A = 90% - 100% B = 80% - 89.99% C = 77% - 79.99% D = 60% - 76.99%F = below 60.00%

5. Failure of either theory or clinical will necessitate repeating all concurrent courses. When repeating any course, the student is required to retake all aspects of the course, including the required written work.

COMPUTER USAGE

As computer technology in the field of health occupations continues to become more popular, computers will be used in this course for several assignments. All students have access to computers and printers on the South Plains College campus. Students will be expected to utilize computers to access assignments and classroom resources. All registered students are supplied with a working email account from South Plains College. In order to take exams, students must have their username and password.

COMPUTER LAB USAGE

The computer lab B in the Allied Health Building may used for printing by students. Please be advised that it will not be available if the lab is used for testing 10 minutes before the scheduled test time. The Nursing computer lab opens at 7:30 AM. You may also utilize the computer lab at the technology center for printing when the nursing lab is not in use. Plan printing in advance so that you have the materials needed (i.e. Powerpoints) before class begins.

ALL STUDENTS ARE EXPECTED TO KNOW THEIR SPC STUDENT USERNAME AND PASSWORD.

COURSE SCHEDULE

Class will meet weekly on Mondays or Wednesdays from 0900 to 1500 for 13 weeks during the semester. Please see detailed calendar on Blackboard course RNSG 1412.

COMMUNICATION POLICY

Electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. We will also utilize text messaging or phone calls for communication. The instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis each week of class. Students will also have access to assignments, web-links, handouts, and other vital material which will be delivered via Blackboard. Any student having difficulty accessing Blackboard or their email should immediately contact the IT Help Desk or an instructor for direction.

CAMPUS CARRY

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at:

(http://www.southplainscollege.edu/human resources/policy procedure/hhc.php)

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

PREGNANCY ACCOMMODATIONS STATEMENT

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Crystal Gilster, Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

STUDENT CONDUCT

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development.

A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity and common sense guide the actions of each member of the college community both in and out of the classroom. Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students. Any student who fails to perform according to expected standards may be asked to withdraw. Rules and regulations regarding student conduct appear in the current Student Guide.

ACCOMMODATIONS

DIVERSITY STATEMENT

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to

learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

DISABILITIES STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

SCANS COMPETENCIES

RESOURCES: Identifies, organizes, plans and allocates resources.

- C-1 **TIME**--Selects goal--relevant activities, ranks them, allocates time, and prepares and follows schedules.
- C-2 MONEY--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C-3 MATERIALS & FACILITIES-Acquires, stores, allocates, and uses materials or space efficiently.
- C-4 <u>HUMAN RESOURCES</u>--Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION--Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to Process information.

INTERPERSONAL--Works With Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves clients/customers--works to satisfy customer's expectations.
- C-12 Exercises leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates-Works toward agreements involving exchanges of resources resolves divergent interests.
- C-14 Works with Diversity-Works well with men and women from diverse backgrounds.

SYSTEMS--Understands Complex Interrelationships

- C-15 Understands Systems--Knows how social, organizational, and technological systems work and operates effectively with them
- C-16 Monitors and Correct Performance-Distinguishes trends, predicts impacts on system operations, diagnoses systems' performance and corrects malfunctions.
- C-17 Improves or Designs Systems-Suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY--Works with a variety of technologies

- C-18 Selects Technology--Chooses procedures, tools, or equipment including computers and related technologies.
- C-19 Applies Technology to Task-Understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment-Prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATION SKILLS

BASIC SKILLS--Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- F-1 Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing-Communicates thoughts, ideas, information and messages in writing, and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic--Performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics--Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening--Receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking--Organizes ideas and communicates orally.

THINKING SKILLS--Thinks creatively, makes decisions, solves problems, visualizes, and knows how to learn and reason

- F-7 Creative Thinking--Generates new ideas.
- F-8 Decision-Making--Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- F-9 Problem Solving--Recognizes problems and devises and implements plan of action.
- F-10 Seeing Things in the Mind's Eye--Organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn--Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning--Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

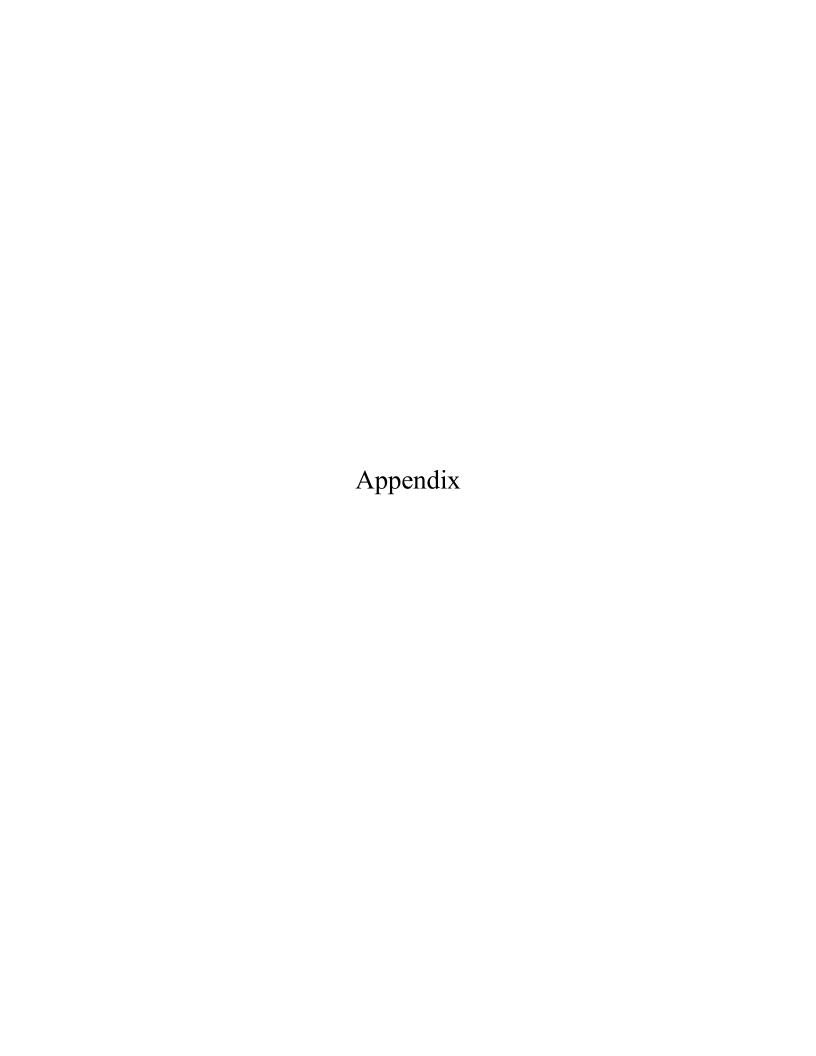
PERSONAL QUALITIES-Displays responsibility, self-esteem, sociability, self-management, integrity and honesty

- F-13 Responsibility--Exerts a high level of effort and preservers towards goal attainment.
- F-14 Self-Esteem--Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability--Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- F-16 Self-Management--Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- F-17 Integrity/Honesty--Chooses ethical courses of action.

Student Course Grade Worksheet

RNSG 1412 NURSING CARE OF THE CHILDBEARING AND CHILDREARING FAMILY

NAME	
<u>Grade</u> Exam	1
Exam	2
Exam	3
Exam	4
Exam	5
Exam	6
Total for Exa	ms divided by 6 = (Exam average)
Exam Average	X .66 =
ATI Test Average	X .11 =
Final Exam	X .23 =
	1412 Course grade =



Appendix A: Unit Objectives for SEMESTER 4 (RNSG 1412) Explanation of Syllabus Numbering System

Upon satisfactory completion of the course, the student will meet the Student Learning Outcomes (SLO) for semester 4: meet the SPC ADN End of Program Student Learning Outcomes (EPSLOs), and the Texas BON "Differentiated Essential Competencies" 2010 (DECS). The Course SLOs and EPSLOs are designated by letters and/or numbers under the unit title. The DECS are listed by letters and numbers in the corresponding role column on the right side of the page. (Roles are designated by the following numbers: 1=Member of the Profession; 2=Provider of Patient-Centered Care; 3=Patient Safety Advocate; and 4=Member of the Health Care Team).

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Unit: Intro A - INTRODUCTION TO NURSING CARE OF CHILDBEARING AND CHILDREARING PATIENTS AND FAMILIES

RNSG 1412

CONTENT OBJECTIVES LEARNING ACTIVITES DECS (Noveloge) 1		Course SLOs: 3, 11 EPSLOs: 3, 5					
A. Introduction to Maternal/Child Health Nursing-RNSG 1412 1. Conceptual framework and philosophy 2. Course Objectives 3. Course Syllabus 4. Student responsibilities 5. Evaluation methods A. Introduction to Maternal/Child Health Nursing-RNSG 1412 Relate the course objectives and requirements to the plan of study. Accept responsibility for completion of course requirements. A. Introduction to Maternal/Child Health Nursing-RNSG 1412 Relate the course objectives and requirements to the plan of study. Accept responsibility for completion of course requirements. Accept responsibility for completion of course requirements. Textbooks: OB: "Maternity & Women's Health Care 2016 Pedi: "Child Health Nursing" 2019. Study Guide for OB text Learning Activities: Student & Faculty Introductions	CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	D	ECS (K	nowle	dge)
Maternal/Child Health Nursing-RNSG 1412 1. Conceptual framework and philosophy 2. Course Objectives 3. Course Syllabus 4. Student responsibilities 5. Evaluation methods Maternal/Child Health Nursing-RNSG 1412 Relate the course objectives and requirements to the plan of study. RNSG1412 & 2462 B3,87 (2 D1 E2,E3 Syllabi C1,C2 D3,D5 E2 Syllabi			EVALUATION	1	2	3	4
Nursing-RNSG 1412 Relate the course objectives and requirements to the plan of study. 1. Conceptual framework and philosophy 2. Course Objectives 3. Course Syllabus 4. Student responsibilities 5. Evaluation methods RNSG1412 & 2462 Syllabi C1,C2 03,D5 E2 C3,C5 E8,E10 Textbooks: B11 OB: "Maternity & Women's Health Care 2016 Pedi: "Child Health Nursing" 2019. Study Guide for OB text Learning Activities: Student & Faculty Introductions	A. Introduction to	Correlate philosophy and conceptual framework with course object	Required:	A1,A2	A1,A3	A3,A4	B2
1. Conceptual framework and philosophy 2. Course Objectives 3. Course Syllabus 4. Student responsibilities 5. Evaluation methods Syllabi C1,C2 D3,D5 E2 C3,C5 E8,E10 DB: "Maternity &	Maternal/Child Hea	lth		А3	B3,B11	B2	C4
framework and philosophy 2. Course Objectives 3. Course Syllabus 4. Student responsibilities 5. Evaluation methods Accept responsibility for completion of course requirements. C3,CS E8,E10 C4 C4 C4 C4 C4 C4 C4 C4 C4 C	Nursing-RNSG 141	2 Relate the course objectives and requirements to the plan of study.	RNSG1412 & 2462	B3,B7	C2	D1	E2,E3
philosophy 2. Course Objectives 3. Course Syllabus 4. Student responsibilities 5. Evaluation methods Textbooks: OB: "Maternity & Women's Health Care 2016 Pedi: "Child Health Nursing" 2019. Study Guide for OB text Learning Activities: Student & Faculty Introductions	1. Conceptual		Syllabi	C1,C2	D3,D5	E2	
2. Course Objectives 3. Course Syllabus 4. Student responsibilities 5. Evaluation methods OB: "Maternity & Women's Health Care 2016 Pedi: "Child Health Nursing" 2019. Study Guide for OB text Learning Activities: Student & Faculty Introductions	framework and	Accept responsibility for completion of course requirements.		C3,C5	E8,E10		
3. Course Syllabus 4. Student responsibilities 5. Evaluation methods Nursing" 2019. Study Guide for OB text Learning Activities: Student & Faculty Introductions	philosophy		Textbooks:		E11		
4. Student responsibilities 5. Evaluation methods Pedi: "Child Health Pedi: "Child Health Nursing" 2019. Study Guide for OB text Learning Activities: Student & Faculty Introductions	2. Course Objective	es	OB: "Maternity &				
responsibilities 5. Evaluation methods Nursing" 2019. Study Guide for OB text Learning Activities: Student & Faculty Introductions	3. Course Syllabus		Women's Health Care				
5. Evaluation methods Nursing" 2019. Study Guide for OB text Learning Activities: Student & Faculty Introductions	4. Student		2016				
Study Guide for OB text Learning Activities: Student & Faculty Introductions	responsibilities		Pedi: "Child Health				
Learning Activities: Student & Faculty Introductions	5. Evaluation method	ods .	Nursing" 2019.				
Student & Faculty Introductions			Study Guide for OB text				
Student & Faculty Introductions							
Introductions			Learning Activities:				
Introductions							
			•				
Videos			Introductions				
Videos							
			Videos				
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Unit: INTRODUCTION (continued)

RNSG 1412

Course SLOs: 2, 5, 6, 8, 9, 10, 11 EPSLOs: 1, 2, 3, 4, 5

	Course SLOs: 2, 5, 6, 8, 9, 10, 11 EPSLOs: 1, 2, 3, 4, 5					
CONTENT	OBJECTIVES	LEARNING ACTIVITIES	DE	CS (Kno	wledge	e)
		EVALUATION	1	2	3	4
B. Maternal and Child Healt	Analyze the OB and Pediatric nurses legal parameters of practice.	Required:	A2,3,4	A1,3,4	A2,3	A1,2,
Nursing Today		OB ch. 1 & 2	B1,3,4	B1,5,8	A4,5	A4,5
	Describe licensing agencies involved in regulating health profession	Pedi ch. 1,2,&3	C1,2,5	B9,12	B2	B1,2
	and institutions.		D3,4	C1,5,8	D1	C1,3,4
				D1,2		C5,6,7
	Explore the changes in maternal-child nursing throughout history.			E3,7,8		D1
				E10,12	1	
	Recognize societal trends in relation to health problems and health			G1,2,3		
	promotion for the OB and Pediatric patient.			H4		
	Evaluates knowledge of cultural diversity and religion in the care of					
	childbearing and childrearing patients and families.					
		Learning Activities:				
		Discussion of				
		chapters				
		Culture/Religion				
		Assignment in				
		Clinical				
		PostConference				
		Evaluation:				
		Exam				
		Culture/Religion				
		Assignment				
		Assignment				
	<u>l</u>	l				

Course SLOs: 1, 2, 3, 4, 5, 8, 10 EPSLOs: 1, 2, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DECS	(Knowle	edge)	
		EVALUATION	1	2	3	4
C. Special Consideration	Explore appropriate ways to communicate with children and families	Required:	A4B1	A1A2	A4B1	A1A4
in Caring for Children		Pedi ch. 6, 7, 8	B3B5	A3A4	B2B3	A5B1
	Explain assessment of pain in children according to developmental le	15, 16 & 21	B6B7	B1B2	B4C2	B2B3
				B3B4	D1	B4C1
	Identify the principal techniques for doing a physical assessment on a	1		B5B10		C2C3
	variety of pediatric patients.			B11		C4C5
				B12		C6C7
	Recognize unique characteristics of therapies and treatments for			C1C2		C8
	patients of various ages and their families.			C3C4		
				C5C6		
	Describe different methods of administering medications to children.			C7C8		
				D1D2		
				D4D5		
		Learning Activities:		E1E2		
		Powerpoint pres.	-	E3E4		
			-	E5E6		
		Discussion		E12		
				E13F1		
		Drug card student		G1G2		
		exercise		G3H3		
		Assessment videos				
		in Stat Ref				
		iii Stat Nei				
		Evaluation:				
		Exam				

Unit: OB I - THE FAMILY BEFORE BIRTH

RNSG __ 1412

		Course SLOs: 3, 4, 8, 9 EPSLOs: 1, 2, 4, 5					
	CONTENT	OBJECTIVES	LEARNING ACTIVITIES	DEC	S (Knowle	edge)	
			EVALUATION	1	2	: 3	4
D.	Reproduction anatomy	Review anatomy and physiology of the reproductive system.	Required:	A1,A2	A1,A2	A3,A4	A4
	physiology, conception	&	OB: pp. 59-68	B1,B3	A3,A4	B1,B2	B1,B2
	prenatal development	Describe formation of the female and male gametes.	& ch. 12	В7	B1,B2	В3	C1,C3
				C2	B4,B5	C2	C4,C5
		Explain implantation and nourishment of the embryo before development	pment	D2	B6,B7	D1	C6
		of the placenta.			В9	E2	D1
					B11		
		Explain the structure and function of the umbilical cord, placenta and			C1,C3		
		fetal membranes.			C4,C5		
					C6		
		Describe how common deviations frm usual conception and prenatal			D1,D2		
		development occur.			D3		
					E1,E3		
		Synthesize knowledge of reproductive health and sexuality with	Learning Activities:		E5,E8		
		nursing process to achieve quality maternal health nursing care.	Powerpoint pres.		F1		
			Discussion		G1,G2		
		Define the terms: menarche; mensturation; menopause; ovulation;	Infant & placenta		G3	<u> </u>	
		fertility; dysmennorrhea; follicular phase; luteal phase; menstural	models			<u> </u>	
		phase; proliferative phase; secretory phase; ischemic phase; ovarian	DVD: "Life's			↓	
		cycle; endometrial cycle.	Greatest Miracle"			<u> </u>	
			-2001			<u> </u>	<u> </u>
		Implement nursing care related to reproductive health, such as				—	
		educating for menstruation.				—	
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			Evaluation:		1	┼	-
-			Exam		1	┼──	┼

Jnit: OB I - THE FAMILY BEFORE BIRTH (CO	NTINUED)
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RNSC 1412

		Course SLOs: 3, 4, 5, 10 EPSLOs: 1, 2, 5					
	CONTENT	OBJECTIVES	LEARNING ACTIVITIES	DE	CS (Kno	wled	ge)
			EVALUATION	1	2	3	4
E.	Perinatal Education	Analyze the EPSLOsals and components of perinatal education.	Required:	A3	A4		A4
			OB: pp. 337-340	В7	C3		B1,2
		Identify national standards related to preparation for parenthood.	and 384-391	C2,3	D2		C3,6,7
			Patterns Handout		E2,3,4		
		Describe the support person's role in helping women during labor	Additional:		G1,2,3		
		birth.	Lamaze Parents				
			Magazine				
		Discuss and demonstrate nonpharmacological methods of pain relief	Article: "Helping an				
		for labor that is included in childbirth classes.	unprepared woman				
			through childbirth"				
		Explain the components frequently included in a birth plan.					
			Learning Activities:				
			Discussion				
			Student Demo				
			of breathing				
			patterns				
			ı				
			Evaluation:				
			Exam				
			LAGIII				
<u> </u>							

Course SLOs: 1, 2, 3, 5, 7 EPSLOs: 1, 2, 3

CONTENT	OBJECTIVES	LEARNING ACTIVITIES	[DECS (Kno	wled	ge)
		EVALUATION	1	2	3	4
F. Physiologic and	Describe the psychological and physiologic changes that occur with	Required:		A1,3,4		A5
Psychosocial Adaptator	pregnancy, the underlying principles for these changes and the rela	OB: ch. 13 & 14		B4,5,6		B1,2
to Pregnancy	ship of the changes to pregnancy diagnosis.			B9,11		C1,3
				B12		C5,6
	Identify the most common problems and discomforts of pregnancy.			C1,3,4		D1,3
				C5,8		
	Identify the process of role transition.	Learning Activities:		E1,3,4		
		Powerpoint pres.		E10,12		
	Promote multidisciplinary health care planning within the health care	Class discussion		G3		
	structure and use critical thinking to analyze ways that the family can	Schuchardt charts				
	be included in prenatal care to the keep the care family centered.	for illustration				
G. Nutrition during	Describe the requirements of healthy pregnancy nutrition.	Required:		A2,3,4		A5
Childbearing		OB: ch. 15		B4,5,6		B1,2
	Plan health teaching for nutritional intake during pregnancy, including			B9,12		C1,3
	ways a woman can increase healthy intake.			C1,3,4		C5,6
		Learning Activities:		C5,6		D1,3
	Collaborate with members of other health care areas to achieve	Powerpoint pres.		E1,4,5		
	healthy nutrition for pregnant patients.	Completion of the		E10,12		
		"Antepartal Study				
	Facilitate within the health care community appropriate nutrition	Guide" found in				
	referrals for the pregnant client and their families.	the RNSG 2462				
		Syllabus				
		Discussion				
		[Fuelustion:				
		Evaluation:				
		Exam				

RNSG __ 1412

Course SLOs: 1, 4, 7, 9

EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES	DECS	Knowle	edge)	
		EVALUATION	1	2	3	4
H. Assessment of Risk	Provide information for common questons parents have ab	Required:	A2	A3,4	D1	B1
Factors in Pregnancy	obstetric tests and procedures.	OB: ch. 26	C3	B4,5		C5
				C3,4		
	Identify indications for fetal diagnostic tests.			D2,3		
				E1,3		
	Discuss the purpose, procedure, advantages, and risks of speci-	fic		E5,11		
	diagnostic tests: Ultrasound; Doppler studies; AFP; Chorionic	Learning Activities:		H4		
	Villus Sampling; Amniocentesis; Fetal Movement Assessment;	Powerpoint pres.				
	Biophysical Profile; PUBS	Discussion				
		"Antepartal Study				
		Guide" (found in				
		clinical syllabus)				
		Evaluation:				
		Exam				

Course SLOs: 3, 4, 5, 6, 9, 10, EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES	DE	CS (Know	ledge)	
		EVALUATION	1	2	3	4
	Compare each stage of labor and the phases within the first stage.	Required:	A1,A2	A1,A2	A1,A3	A1,A2
Labor and Birth		OB: 16 & 19	А3	A3,A4	A4	A3,A4
	Explain how each component of the bith process affects the cours	"Stages of Labor	B1,B2	B1,B2	B1,B2	A5
	labor and birth and how the components are interrelated.	Study Guide"	B3,B7	B3,B4	B3,B4	B1,B2
		(found in	C1,C2	B5,B9	C2	C1,C3
	Use critical thinking to determine whether current nursing care	Blackboard)	C3,C4	B10,B11	D1	C4,C6
	measures truly meet the needs of the woman and her family in labor	Learning Activities:	D1,D2	B12	E1,E2	C7,C8
		Powerpoint pres.		C1-8		D1,D2
	Relate therapeutic communication skills to the care of the intrapartal	Visual aids: Infant		D1-5		D3,D4
	family.	and pelvis models		E1-13		E1,E2
				F1-3		
	Advocate on behalf of the patient to be sure the AWHONN standards			G1-3		
	of care are being followed for the laboring patient and analyze issues	5 -				
	that may face a new nurse who cares for women during labor.					
-	Examine how physical and psychological forces interact in the laboring	1 -	A1,A2		A1,A3	
Childbirth	woman's pain experience and plan nursing interventions to relieve	OB: ch. 17				A4,A5
	pain in labor.	Learning Activities:			C2 D1	B1,B2 C3,C4
	Evaluate outcome criteria to be certain that labor is a satisfying	Powerpoint pres.	D1,D2			C7,C8
	experience for the woman and her family.	Examples of pain	01,02	C8	LI,LZ	D1,D3
	experience for the woman and her family.	administration		D1-5		D4
	Compare pain in childbirth with other types of pain.	equipment		E2-13		E1,E2
	, ,			F1-3		, -
	Describe how medications may affect a pregnant woman and the			G1-3		
	fetus or neonate.	Evaluation:				
		Exam				

Course SLOs: 2, 3, 4, 5, 8, 9 EPSLOs: 1, 2, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	D	ECS (Kn	DECS (Knowled		
		EVALUATION	1	2	3	4	
K. Intrapartum Fetal	Identify the components of fetal strip interpretation and nursing mea	Required:	A3,4	A1,2,3	A2,4	A1	
Surveillance	for each: baseline parameters; periodic changes; contraction pattern	OB: ch. 18	В6	A4,10	В2	B1	
			C2	C6	D1	D3	
	Describe the fetal responses to labor.			D1,5,3			
				F2			
	Explain the types of equipment used for electronic fetal monitoring						
	during labor, including the advantages and limitations of each.	Learning Activities:					
		Powerpoint pres.					
	Explore the AWHONN and ACOG standards of care regarding fetal	EFM interpretation					
	monitoring and analyze the legal paramenters in relation to the care	practice packet					
	of a patient requiring monitoring.	Discussion					
		Examples of monitor					
		equipment					
						<u> </u>	
I N seise Com D since		Dec. Seed				<u> </u>	
Obstetric Procedure	Outline the standard for administering oxytocin to an intrapartal patient			A1,2,3			
Obstetric Procedure	Describe the indications for induction; labor augmentation; cesarean	OB: pp. 779-795		A4,10 D1,4	C2	D3	
	birth; amniotomy; forceps; and vacuum extractor.		CZ	F2	D1		
	Sittif, diffinitionally, for deps, and vacualific extractor.			G2			
	Plan nursing care such as teaching measures related to procedures and	Learning Activities:		-			
	ways to maintain family centered care.	Student led Discussio	n				
		of Study Guide					
	Discuss the standards of care related to obstetric procedures.	Examples of forceps,					
		amniohook					
	Communicate with other health professionals in order to plan safe and	Evaluation:					
	appropriate nursing care before, during and after OB procedures.	Exam					

Course Course SLOs: 1, 2, 3, 4, 5, 6, 8, 9, 10

EPSLOs: 1, 2, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES		S (Knowle	edge)	
		EVALUATION	1	2	3	4
M. Postpartal	Assess a woman and her family for physiologic and psychologica	Required:	A1,A2	A1,A2	A1,A3	A1,A2
Adaptations	changes following childbirth.	OB: ch. 20, 21 & 22	B1,B2	A3,A4	A4,A6	A3,A4
			B3,B7	B1-12	B1,B2	A5
	Implement nursing care such as helping aid the progression of phy	ysio-	C2,C3	C1-8	B3,B4	B1,B2
	logic changes or psychological family changes.		C4	D1-5	B5	B3,B4
			D2	E1-13	C1,C2	C1,C3
	Facilitates the family role transitions as a result of this new family	Learning Activities:		F1,F2	D1	C4,C5
	addition.	Powerpoint pres.		F3	E1,E2	C6,C7
		Discussion		G1,G2	F1,F2	C8
	Initiate a discharge teaching plan to provide for self and infant care.			G3		D1-4
						E1,E2
	Utilizes knowledge of the Texas BON rules of delegation when					F1-4
	directing others in the care of the postpartal patient and family.					G2-4
	Selects human resources that are optimum and cost effective to					
	achieve care of the postpartal patient and family.					
N. The Memory with	Describe services of devictions from the new real that see seems devices	De ausime de	A1,A2	A1-4		A1,A2
a Postpartal	Describe common deviations from the normal that can occur during the postpartum period.	Required: OB: ch. 33		B1-12 C1-8	A4,A6 B1-5	A3,A4 A5
Complication	the postpartum period.	OB. CII. 33	B3,B7 C2,C3	D1-5	C1,C2	B1-4
Complication	Describe postpartum hemorrhage in terms of predisposing factors,	Learning Activities:		E1-13	D1	C1,C3
	causes, clinical signs and therapeutic management.	Powerpoint pres.	D2	F1-3	E1,E2	C4-8
	,	Examples of lochia		G1-3	F1,F2	D1-4
	Describe the role of the nurse in coordination of care during a	assessment on chu	 Х		,	E1,E2
	complication, including education of the patient and family.	and peri pads				F1-4
		Evaluation:				G2-4
	Evaluate outcome criteria to be certain that nursing EPSLOsals establis	Exam				
	for care are achieved.					

Course SLOs: 1, 3, 5, 6, 7, 8, 9, 10

EPSLOs: 1, 2, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DE	CS (Knov	vledge	:)
		EVALUATION	1	2	3	4
O. Care of the	Describe initial assessment parameters and norms of the newborn.	Required:	A3,4	A2,3	А3	A4
Newborn & Family		OB: ch. 23, 24 & 25	В3	B2,4,5	B1,2	B1,2
	Explain the physiologic changes that occur in the respiratory and can	"Newborn Study Guide		B6,7,9		C5
	systems during the transition from fetal to neonatal life.	(found in the clinical		C1,2,3		D1
		syllabus)		C6,7,8		
	Describe methods of safe practice with newborns by proper identfica-			D1		
	tion and safety practices during hospitalization.	Learning Activities:		E1,3		
		Powerpoint pres.		E8,11		
	Implement national standards in regards to newborn medications and	"Newborn Study Guide		G2,3		
	immunizations.	discussion				
		Role play with newborr	1			
	Provide the new parents any institutional and community assistance	model				
	for proper infant nutrition.	"Norms Assessment				
		Packet for Computer				
	Describe methods of circumcision and associated risks and benefits.	Charting"		A1,2,3		
				B1,2,3		
P. Care of the High		Required:	A4B1	B4,5,10	A4B1	A1A5
Risk Newborn	describe common illnesses and conditions that occur in these groups.	OB: ch. 34, 35 & 36		B11,12	B2	B1B2
			B6B7	C1,2,3	C2	B3B4
	Identify roles of families and significant others in response to the	Learning Activities:		C4,5,6	E2	C1C2
	birth of a high risk newborn.	Case study completion		C7,8,9		C3C4
		& student led discussio	n	D1,2		C5C6
	Develop teaching plans to assist parents and families in the care of			D4,5		C7C8
	the high risk newborn, including postdischarge nursing care.	Evaluation:		E1,2,3		<u> </u>
		Exam		E4,5,6		
	Review the ethical concerns related to a high risk newborn requiring	Newborn Assessment		E12,13		
	long term care and answer common questions the parents may have	completed during		F1		<u> </u>
	related to the care of the infant.	clinical rotations		G1,2,3		

EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES CF3LOS: 1, 2, 3, 3	LEARNING ACTIVITIES	DEC	CS (Knov	vledge)
		EVALUATION	1	2	3	4
Q. Intrapartal	Explain abnormalities that may result in dysfunctional labor, common in	Required:	A1,A2	A1-4	A1,A3	A1,A2
Complications	partal emergencies and problems that occur in post term pregnancies.	OB: ch. 32	B1,B2	B1-12	A4	A4,A5
			B3,B7	C1-8	B1-5	B1-4
	Describe maternal and fetal risks associated with premature ROM.		C2,C3	D1-5	C1,C2	C1,C3
			C7	E1-6,	D1	C4-8
	Analyze factors that increase a woman's risk for preterm labor.		D2	E8-13	E1,E2	D1,D3
		Learning Activities:		F2	F1,F2	D4
	Explain therapeutic management of each intrapartum complication and	Powerpoint pres.		G1-3		E1,E2
	apply the delegation rules to the care of the intra partal patient.	Discussion				
`	Describe the effects of substance abuse for the mother and infant, and	Required:	A1,A2			A1,A2
Family with Special	identify nursing interventions to reduce or minimize the effects in the	OB: 5 & 31	B1,B2		A4	A4,A5
Needs	antepartum, intrapartum and postpartum periods.	pp. 72-78	B3,B7			B1-4
			C2,C3		C1,C2	
	Discuss the incidence and identify the factors that contribute to	Learning Activities:		E1-6,		C4-8
	adolescent pregnancy.	Powerpoint pres.	D2			D1,D3
		Discussion		F2	F1,F2	
	Relate the major implications of delayed childbearing in terms of maternal and fetal health.			G1-3		E1,E2
	maternal and fetal nealth.					
	Identify factors that promote violence against women, and describe					
	the role of the nurse in terms of assessment, prevention and					
	interventions.	Evaluation:				
	interventions.	Exam				
		LAGIII				

Course SLOs: 1, 2, 3, 6, 8, 10 1, 3, 4, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES	S DECS (Knowledge)					
		EVALUATION	1	2	3	4		
S. Complications of	Describe the hemorrhagic conditions of early pregnancy, including	Required:		A1,2,3	B1	A1,4		
Pregnancy	spontaneous abortion, ectopic pregnancy and hydatidiform mole.	OB: ch. 27 & 28		B1,2,3		B1,		
				B6,7		C3,4,5		
	Explain disorders of the placenta, such as placenta previa and abru-	ption		B11		C6,7		
	that result in hemorrhagic conditions in mid to late pregnancy.			C3,4,		D2		
				C5,6				
	Discuss the effects and management of hyperemisis gravidarum and	Learning Activities:		D1,2,3				
	hypertensive disorders of pregnancy.	Powerpoint pres.		E1,8				
		Discussion		E12,13				
	Compare Rh and ABO incompatibility in terms of the etiology, fetal and			F2				
	neonatal complicatons and management.							
T. Concurrent	Discuss the effects and management of preexisting diabetes mellitus	Required:			1	A1,4		
Disorders During	and anemias during pregnancy.	OB: 29, 30		B1,2,3		B1		
Pregnancy		and ch. 7 (STD info)		B6,7	<u> </u>	C3.4.5		
	Describe the major effects of prenancy on the woman who has heart			B11		C6,7		
	disease and identify EPSLOsals of therapies.	Learning Activities:		C3,4,		D2		
		Powerpoint pres.		C5,6	<u> </u>			
	Identify the major causes of trauma & infection during pregnancy	Discussion		D1,2,3	<u> </u>			
	and describe therapeutic management.			E1,6,8				
	Identify the effects management and pursing considerations of			E12,13				
	Identify the effects, management and nursing considerations of			F2		-		
	specific preexisting conditions, such as lupus erythematosus, epilepsy, and rheumatoid arthritis.							
	and meaniatoid artimitis.							
		Evaluation:						
		Exam				 		
		EAGIII			Ь			

Course SLOs: 4, 7, 9, 10 EPSLOs: 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DECS	S (Knowle	edge)	
		EVALUATION	1	2	3	4
U. Family Planning	Implement nursing care related to reproductive life planning such a	Required:	A1,A2	A1,A2	A1,A3	A2,A4
	educating adolescents about the use of condoms to promote safe	OB: ch. 8	B1,B2	A3,A4	B1,B2	A5
	practices as well as prevent unwanted pregnancies.		B3,B7	B1-12	C2	B1,B2
		Learning Activities:	C2,C3	C1-6,	D1	B4
	Describe the currently available contraceptive methods and discuss	Powerpoint pres.	D2,D4	C8	E1,E2	C1,C3
	nurse's role in helping patients choose an appropriate method.	Examples of most of the		D1-4		C5,C6
		common contraceptive	S	E1-12		C7,C8
	Identify the National Health guidelines related to reproductive life plan	ning		F1,F2		D1
	and identify areas that could benefit from addtitional nursing research	٦.		G1,G2		E1,E2
		Student led discussion		G3		
V. Infertility	Describe common assessments and treatments for infertility.	Required:	A1,A2	A1-4	A1,A3	A2,A4
		OB: ch. 9	B1,B3	B1-12	B1,B2	A5
	Analyze community referrals that can be used to support a patient or		В7	C1-6,	C2	B1,B2
	couple through fertility assessment.	Learning Activities:	C2	C8	D1	C1,C3
		Powerpoint pres.	D2	D1-4	E1,E2	C5-8
		Discussion		E1-12		D1
				G1-3		E1,E2
	Discuss the four common menstrual cycle disorders.	Required:				
Care		OB: ch. 6	A1,A2	A1-4	A1,A3	A2,A4
	Describe the physical and psychological changes associated with		B1,B3	B1,B3	B1,B2	A5
	menopause & the risks versus benefits of hormone replacement.	Learning Activities:	B7	B4-12	C2	B1,B2
		Powerpoint pres.	C2	C1-6,	D1	C1,C3
	Explain examinations and various screening procedures that are	Discussion	D2,D4	C8	E1,E2	C5-8
	recommended to maintain the health of women.	Fuel vetien		D1-4		D1
		Evaluation:		E1-12		E1,E2
		Exam	-	G1-3		

Course SLOs: 3, 4, 6, 6, 9, 10 EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES	DECS	Knowle	dge)	
		EVALUATION	1	2	3	4
X. Grief and Loss	Utilize the nursing process to describe nursing care of the family that	Required:	A4B1	A1,2,4	A1B1	A1A5
	lost a pregnancy or neonate and the family with a chronically ill chil	Text: OB ch. 37	B5B6	B1,2,3	B2D1	B1B2
		Pedi ch. 18	В7	B4B5		B3B4
	Discuss the concerns and needs of the child and family dealing with a			B10B11		C1C3
	chronic illness or disability.	Learning Activities:		B12		C4C5
	ļi	Powerpoint pres.		C1,2,3		C7C8
	Describe parental responses to pregnancy loss or death of a child and	Discussion		C5C8		
	identify nursing interventions to assist through the grieving process.			D2E1		
				E3,5,6		
	Explore the nurse's response to death and dying in the pediatric patient.			E11,12		
				F2G3		
1	·	Required:	В7	A3,4		A1,4
Environmental		OB ch. 3	C2	B4,6,9		B1
Influences on	Relate chromosomal abnormalities to spontaneous abortion and birth			D1,2		C1,4,5
Development	defects and describe the transmission of single gene traits from parent			E11		C6,7
		Learning Activities:				
		Powerpoint pres.				
	Describe the structure and function of normal human chromosomes.	Discussion				
	Identify environmental factors that can interfere with prenatal					
	development and how their effects can be avoided or reduced.					
	Explain the role of the nurse in caring for individuals or families					
	with concerns about birth defects.					
		Evaluation:				
		Exam				
	second the process of genetic counseling.					
			l	I	l	l

Course SLOs: 1, 4, 6, 7, 9, 10 EPSLOs: 1, 2, 3, 5

OBJECTIVES	LEARNING ACTIVITIES DECS (Knowledge)			edge)	
	EVALUATION	1	2	3	4
Describe principles of growth and development stages according to	Required:	A4B3	A1A2	A4B1	A1A4
major theorists.	Text: ch. 5 & 8	B5B6	A3A4	B2B3	A5B1
		B7C1	B1B2	B4C2	B2B3
Assess a child to determine the stage of development and plan nursin	Learning Activities:		B3B4	D1E2	B4C1
care to assist a child in achieving and/or maintaining normal growth	Discussion led by		B5B6		C2C3
development.	faculty		B8B9		C4C5
			B11B12		C6C7
Use a systematic and developmentally appropriate approach for			C1C2		C8
examining a child.			C3C4		
			C5C6		
			C7C8		
Describe the normal infant growth and development and associated	Required:		D1D2		
parental concerns.	Text: ch. 10, 19 & 20	0	D4D5		
			E1E2		
Describe effective safety educational approaches regarding the infant.	_				
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activities, dental care, illness care and nospitalization)					
	Discussion		G3H3		
	Evaluation:				
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Unit: Pedi I - NURSING ROLE IN HEALTH PROMOTION FOR THE CHILDREARING FAMILY (CONTINUED)

RNSG __ 1412

Course SLOs: 1, 2, 4, 5, 7, 9, 10 EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DE	DECS (Knowledge)		
		EVALUATION	1	2	3	4
C. Health Promotion	Describe the physiologic changes and motor, cognitive, language and	Required:	A4B3	A1A2	A4B1	A1A4
During Early	psychosocial development of the preschooler and toddler.	Text: ch. 11, 19 & 20	B5B6	A3A4	B2B3	A5B1
Childhood (Toddler			B7C1	B1B2	B4C2	B2B3
and Preschool)	Formulate nursing diagnoses related to toddler and preschool growth	and		B3B4	D1E2	B4C1
	development or parental concerns regarding development.			B5B6		C2C3
				B8B9		C4C5
	Describe the signs of a toddler's readiness for toilet training and	Learning Activities:		B11,12		C6C7
	offer guidelines to parents.	Growth and Developmer	nt	C1C2		C8
		Assignment with		C3C4		
	Discuss anticipatory guidance for preventative dental care of the toddler	Student presentation of	:	C5C6		
		the Toddler Information	1	C7C8		
	Discuss discipline strategies for a toddler and/or preschool aged child.	and Preschool Info.		D1D2		
				D4D5		
	Discuss the cause of and identify interventions to cope with common	Discussion		E1E2		
	toddler behavior (e.g. temper tantrums, negativism and ritualism).			E3E4		
				E5E6		
	Identify strategies for dealing with a preschool child's fears and sleep			E12		
	problems.			E13F1		
				G1G2		
	Offer parents suggestions for promoting school readiness in the preschool child.			G3		
	prescribor crina.					
	Differentiate the roles and functions of regulatory agencies, nursing and					
	other health care organizations that provide care for toddlers and					
	preschool aged children.					
	F. 55555. 4052 54.6	Evaluation:				
		Exam				

Unit: Pedi I - NURSING ROLE IN HEALTH PROMOTION FOR THE CHILDREARING FAMILY (CONTINUED)

RNSG __ 1412

Course SLOs: 1, 2, 4, 5, 7, 9, 10 EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DECS	Knowle	edge)	
		EVALUATION	1	2	3	4
D. Health Promotion	Describe normal growth and development of the school aged child	Required:	A4B3	A1A2	A4B1	A1A4
for the School Aged	assess the child for normal developmental milestones.	Text: ch. 12, 19 & 20	B5B6	A3A4	B2B3	A5B1
Child			B7C1	B1B2	B4C2	B2B3
	Describe common parental concerns about growth and developmen	Learning Activities:		B3B4	D1E2	B4C1
	are likely to arise with a school age child.	Growth and Developmer	nt	B5B6		C2C3
		Assignment with		B8B9		C4C5
	Analyze the maturational changes that take place during the school	Student presentation o	f	B11,12		C6C7
	age period and discuss implications for health care.	School Aged Child		C1C2		C8
		Information		C3C4		
	Promote advanced nursing practice and alternative nursing roles in the			C5C6		
	health promotion for the school age child.			C7C8		
				D1D2		
				D4D5		
	Describe the developmental tasks of adolescence.	Required:		E1E2		
of the Adolescent		Text: ch. 13, 19 & 20		E3E4		
	Analyze the principles of disease prevention and health promotion			E5E6		
	and/or restoration for the adolescent and their family.	Learning Activities:		E12		
		Growth and Developmer	nt	E13F1		
	Identify the sexual maturity rating (Tanner Stages) and recognize the	Assignment with		G1G2		
	deviations from normal.	Student presentation of	f ——	G3		
		of Adolescent				
	Involve the adolescent patient in planning their optimal health EPSLOsal	Information				
	with appropriate community agencies.					
		Evaluation:				
		Exam				

Unit: Pedi I - NURSING ROLE IN HEALTH PROMOTION FOR THE CHILDREARING FAMILY (CONTINUED)

RNSG __ 1412

Course SLOs: 1, 2, 4, 5, 7, 9, 10 EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DEC	S (Knowle	edge)	
		EVALUATION	1	. 2	3	4
F. The III Child in the	List the common stressors affecting hospitalized children.	Required:	A4B3	A1A2	A4B1	A1A4
Hospital and other		Text: ch. 15	B5B6	A3A4	B2B3	A5B1
Care Settings	Discuss the nurse's role in various settings where care is given t	o ill	B7C1	B1B2	B4C2	B2B3
	children.			B3B4	D1E2	B4C1
				B5B6		C2C3
	Outline the advantages and disadvantages of home care for children	1		B8B9		C4C5
	of all ages.	Learning Activities:		B11,12		C6C7
		Growth and Developme	nt	C1C2		C8
	Function as a patient advocate on behalf of the pediatric patient to	Assignment with		C3C4		
	provide safe home health care within legal parameters of home ca	Student presentation of	f	C5C6		
		information regarding		C7C8		
	Become aware of institutions and other health care agencies that	hospitalization and		D1D2		
	provide home care for pediatric patients.	stressors r/t their		D4D5		
		assigned age group.		E1E2		
				E3E4		
				E5E6		
				E12		
				E13F1		
				G1G2		
				G3		
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		Evaluation:				
		Exam				
		LAGIII				
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Unit: Pedi II – NURSING ROLE IN RESTORING AND MAINTAINING THE HEALTH OF CHILDREN AND FAMILIES EXPERIENCING RESPIRATORY, IMMUNE, AND INFECTIOUS DISORDERS. RNSG 1412

Course SLOs: 1, 2, 3, 4, 5, 8, 9, 10

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CONTENT	OBJECTIVES	Learning Activities/	DECS	Knowle	edge)	
		Evaluation	1	2	3	4
			C2	A3A4	A4	A5
G. Respiratory	Describe common respiratory illnesses in children.	Required:		B1B4	B1B2	B1B2
Disorders		Text: ch. 25		B6B7	C2	B3B4
	Display an understanding of the pathophysiology, clinical			B11		C1C4
	manifestations and therapeutic management of common	Learning Activities:		C3C4		C5C6
	acute respiratory alterations.	Powerpoint pres.		C7		C7C8
		Discussion		E4E5		
	Develop guidelines for the care of a child with an			E6		
	acute respiratory alteration.			F1F2		
				G3		
H. Immune Disorder	Evaluate the immune process as it relates to childhood illness	Required:	A4	A2A3	A4	A5
		Text: ch. 27	B6,B7	A4	B1B2	B1B2
	Utilize critical thinking to analyze ways that nursing care for the	ne		B1B2	B3B4	B3B4
	child with an immune disorder can be more family centered.			B4B5	C2	C1C3
		Learning Activities:		B6B7		C4C5
	Describe how to care for and support HIV affected children ar	Powerpoint pres.		B8B9		C6C7
	their families throughout the entire spectrum of illness.	Discussion		B11		C8
				B12		
	Outline what to teach and reinforce with families about long-			C3C4		
	term corticosteroid therapy for immune disorders.			C5C8		
				D2		
				E1E3		
		Evaluation:		E5E6		
		Exam		E11,12		
				F2G3		

Unit: Pedi II – NURSING ROLE IN RESTORING AND MAINTAINING THE HEALTH OF CHILDREN AND FAMILIES EXPERIENCING RESPIRATORY, IMMUNE, AND INFECTIOUS DISORDERS (CONTINUED) RNSG 1412

Course SLOs: 1, 2, 3, 8, 9, 10 EPSLOs: 1, 4, & 5

CONTENT	OBJECTIVES	Learning Activities/	DEC	DECS (Knowledge)		
		Evaluation	1	2	3	4
			В7	A1	A4	A5
 Child with an 	Describe the causes and disease course of common	Required:	C2C3	A3A4	B1B2	B1B2
Infectious Disorder	infectious disorders of childhood.		C4	B3B4	В4	B3B4
		Text: ch. 22		B6B7	C2	C1C3
	Identify measures to prevent exposure to and transmission			B9B11		C4C5
	of pathogens.	Learning Activities:		B12		C6C7
				C3C5		C8
	Discuss the current recommendations for scheduled	Powerpoint pres.		E1E2		
	vaccines and act as an advocate for the use of basic	Discussion		E3E4		
	immunization among children.			E5E6		
				E11,12		
	Utilize organizational skills to apply community resources in			F1F2		
	the treatment and prevention of infectious disorders			G2G3		
		Evaluation:				
		Exam				

Course SLOs: 1, 3, 5, 7, 8, 10 EPSLOs:1, 2, 3, 4, 5

CONTEN	T OBJECTIVES	LEARNING ACTIVITIES/	DEC	S (Knowle	edge)	
		EVALUATION	1	2	3	4
J. Child with	Differentiate between cyanotic and acyanotic heart disease.	Required:	A4	A1,2,4		C3,5
Cardiovascular		Text: ch. 26		B4,6		
Alteration	Identify the shunts associated with fetal circulation and the associat	ed		B7,11		
	disorders when the shunts fail to close.			C3,5		
				C6,7		
	Differentiate between the most common congential defects and			E1,5,6		
	acquired cardiovascular disorders or diseases affecting the cardiac sys.	Learning Activities:		E12,13		
		Powerpoint pres.		F2		
	Discuss the role of the nurse in assisting the child and family cope with	Discussion		G1,2		
	a cardiovascular alteration.					
	Implement a teaching plan for the cardiovascular patient and their					
	family anticipating a cardiac catheterization.					
	Develop awareness of referral agencies for patients with a cardio-					
	vascular alteration and appropriate community resources.					
,	,,	Required:	A2,4		A3,4	A2,4,5
of the Child	shock.	Text: ch. 17	B6,7		B1,3	B1,4
			C2	B8,9		C3,5
	Discuss the role of the nurse in preventing traumatic injuries, poison	Learning Activities:		B12		C6,7
	ingestion, and environmental injuries.	Powerpoint pres.		C3,5		D1,3
		Pictures of common		E1,5,6		
	Identify concepts related to family centered care in pediatric	poisonous area speci	es	E12,13		
	emergencies.	Discussion		F2		1
		Evaluation:		G1,2		
		Exam				

Unit: Pedi III - NURSING CARE OF CHILDREN WITH CIRCULATORY ALTERATIONS (CONTINUED)

RNSG __ 1412

	Course SLOs: 1, 3, 7, 8, 9, 10. 11	EPSLOs: 1, 3, 4, 5				_
CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DEC	S (Knowle	edge)	
		EVALUATION	1	. 2	3	4
L. Child with a	Discuss pediatric differences related to the hematologic system.	Required:	A4B6	A2A3	A4B1	A5B1
Hematologic		Text: ch. 28		B1B2	B2C2	B2B3
Ateration	Implement nursing care of a child with a blood disorder (e.g. sickle	cell		B3B4	D1	B4C1
	anemia; hemophilia; DIC; aplastic anemia and ITP)	Learning Activities:		B10		C2C3
		Powerpoint pres.		C1		C4C5
	Discuss the pathophysiology, clinical manifestations and therapeutic	Discussion		C2C3		
	management of DIC.			C5C8		
				D2E1		
	Facilitate communication between family members and the school			E3E5		
	nurse caring for a child with a blood alteration.			E6E11		
				E12F2		
	Analyze current literature and clinical data as a basis for decision			G3		
	making in the care of the child with a hematologic alteration.					
M. The Child with	Analyze the physical alterations that occur in a child with cancer.	Required:	A2,4	A1,2,3	A4	A1,3,5
Cancer		Text: ch. 29	B4	A4	B1	C3,5
	Discuss the impact of the diagnosis on the family and child with cancer.		C2,3	B1,2,4	C2	C7,8
		Learning Activities:	D3	B5,6,7		D1
	Demonstrate an understanding of the rationale associated with	Powerpoint pres.		B9,11		
	therapies for neoplastic disease.	Example of complication		C3,4,5		
		chemotherapy regin	nen	C6,8		
	Assume accountability in maintaining current continuing education in	Discussion		D1,5		
	the field of pediatric oncology nursing.			E1,2,5		
	Decrease in the description of the state of			E6,7,10		
	Promote multi-disciplinary health care planning within the structured	e al arta a				
	health care setting for the child with cancer.	Evaluation:				
		Exam				

Unit: Pedi IV - THE NURSING ROLE IN RESTORING AND MAINTAINING HEALTH OF CHILDREN AND FAMILIES EXPERIENCING
GASTROINTESTINAL, FLUID AND ELECTROLYTE, RENAL OR ENDOCRINE ALTERATIONS

Course SLOs: 1, 2, 3, 5, 6, 7, 8, 9, 10

EPSLOs:1, 2, 3, 4, 5

CONTENT	OBJECTIVES EFSLOS. 1, 2, 3, 3, 6, 7, 8, 9, 10 EFSLOS.1,	LEARNING ACTIVITIES	DECS	(Knowle	edge)	
		EVALUATION	1	2	3	4
N. Child with a	Analyze common gastrointestinal disorders in children (e.g. appendiciti		A4B6	A2A3	A4B1	A1A2
Gastrointestinal	vomiting and diarrhea)	Text: ch. 30		B1B2	B2C2	A5B1
Alteration	,			B3B4		B2B3
	Plan nursing EPSLOsals for the child with a gastrointestinal aleration (Learning Activities:		B10		B4C1
	that teaches the patient and family about a special diet)	Powerpoint pres.		C1		C2C3
		Discussion		C2C3		C4C5
	Describe ways that nursing care of the child with a gastrointestinal			C5C8		
	alteration can be more family centered.			D2E1		
				E3E5		
	Evaluate the quality of care and addtitional learning needs regarding			E6E11		
	the child with a gastrointestinal alteration.			E12F2		
				G3		
	Observe methods a charge nurse uses to evaluate care administered					
	by other members of the nursing team in caring for children with					
	gastrointestinal disorders.					
	Develop guidelins for home care of the child with a GI alteration.			A2A3		
				B1B2		
				B3B4		
	Discuss nursing assessment and interventions when caring for a child	Required:	A4B6	B5B11	A4B1	A5B1
and Electrolyte	with a fluid and electrolyte imbalance.	Text: ch. 23		C1	B2C2	B2B3
Alteration	Describe the redicture differences related to fluid and electual to	Learning Activities:		C2C3		B4C1
	Describe the pediatric differences related to fluid and electrolyte	Powerpoint pres. Discussion		C5C8		C2C3
	alterations.	DISCUSSION		D2E1 E3E5	-	C4C5
		Evaluation:		E6E11		
		Exam		E12F2		
		LAGIII		G3		
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Unit: Pedi IV - THE NURSING ROLE IN RESTORING AND MAINTAINING HEALTH OF CHILDREN AND FAMILIES EXPERIENCING

	Course SLOs: 1, 2, 3, 5, 6, 7, 8, 9, 10 EPSLOs:1,	2. 3. 4. 5	_	_	RNSG _	_ 1412
CONTE		LEARNING ACTIVITIES	/ITIES DECS (Knowled			
		EVALUATION	1	. 2	2 3	4
P. Child with a	Review anatomical structures and physiological functioning of the	Required:	C2	A3A4	A4	A5
Genitourinary	genitourinary system.	Text: 31		B1B4	B1B2	B1B2
Alteration		Learning Activities:		B6B7	C2	B3B4
	Identify assessment, planning and nursing implications utilized in carin	Powerpoint pres.		B11		C1C4
	for a child with a genitourinary alteration.	Discussion		C3C4		C5C6
				C7		C7C8
	Develop an understanding of common alterations in the genitourinary			E4E5		
	system.			E6		
				F1F2		
	Act as a advocate to promote the provision of quality health care for			G3		
	children and their families experiencing genitourinary disorders.					
	Identify community resources available for children with genitourinary					
	alterations.					
Q. Child with	Analyze the different endocrine glands and their functions.	Required:	A4B6	A2A3	A4B1	A5B1
Endocrine or	0	Text: ch. 32		B1B2	B2C2	B2B3
Metabolic	Differentiate between the disorders caused by hypopituitary and	Learning Activities:		B3B4		B4C1
Alterations	hyperpituitary dysfunction.	Powerpoint pres.		B5B11		C2C3
		Discussion		C1		C4C5
	Plan nursing care and devise a teaching plan for a child with an			C2C3		
	endocrine or metabolic alteration.			C5C8		
				D2E1		
	Examine the characteristics that differentiate a hyperglycemic and			E3E5		
	hypoglycemic reaction.			E6E11		
		Evaluation:		E12F2		
	Promote multidisciplinary health care planning to provide the child with	Exam		G3		
	an endocrine or metabolic alteration consistent outpatient care.					

Unit: Pedi V - NURSING CARE OF THE CHILD EXPERIENCING A NEUROLOGIC, MUSCULOSKELETAL, INTELLECTUAL OR DEVELOPMENTAL,

SENSORY OR INTEGUMENTARY ALTERATION

RNSG _ 1412

Course SLOs: 1, 3, 4, 6, 7, 10 EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/	DECS (Knowledge		ledge)			
		EVALUATION	1	2	3	4		
R. Child with a	Analyze common neurologic alterations in children.	Required:		A1,2,3	B1	A1,2,4		
Neurologic Alteration		Text: ch. 33		A4		B1,2		
	Evaluate three causes of spinal cord injury in children.			B1,2,3		C3,5,6		
				B6,7,8				
	Develop a plan of care for a child with a neurologic alteration	•		B11,12				
				C3,4,5				
	Discuss the nursing role in assisting parents to cope with a child w	Learning Activities:		C6,7,8				
	has cerebral palsy.	Powerpoint pres.		D3				
		Discussion		E1,3,4				
	Review a developmentally appropriate neurologic assessment for	You Tube Video of Josh		E7,9				
	children from the ages of newborn through adolescent.	Blue (comedian with		E12,13				
		cerebral palsy)		F2				
	Advocate for the rights and responsibilities of patients and their	Examples of Ketogenic		G2,3				
	families with a neurologic alteration regarding health care.	diet used for control of	:					
		epilepsy						
	Promote collegiality among the health care team in order to achie	eve						
	high quality care for the patient with a neurologic alteration.							
	Activate the referral processes to assure continuity of care for the							
	patient experiencing a neurologic alteration.							
		Evaluation:						
		Exam				 		

Unit: Pedi V - NURSING CARE OF THE CHILD EXPERIENCING A NEUROLOGIC, MUSCULOSKELETAL, INTELLECTUAL OR DEVELOPMENTAL, SENSORY OR INTEGUMENTARY ALTERATION (CONTINUED)

Course SLOs: 3, 4, 5, 7, 9, 10 EPSLOs: 1, 2, 3, 5

CONTENT	OBJECTIVES	LEARNING ACTIVITIES	DECS	DECS (Knowledge)		
		EVALUATION	1	2	3	4
S. Child with a	Review the signs of impaired motor functioning.	Required:	A4B6	A2A3	A4B1	A4A5
Musculoskeletal		Text: 35		B1B2	B2C2	B1
Alteration	Discuss the physiological and psychologic effects of immobilization	ation.		B3B4		B2B3
		Learning Activities:		B10		B4C1
	Identify types of fractures and traction and plan age appropriate	Powerpoint pres.		B12		C2C3
	diversional activities for the child with a musculoskeletal alteration	Discussion		C1		C4C5
				C2C3		
	Evaluate the therapeutic management and nursing care of a child wi	th		C5C8		
	scoliosis.			D2E1		
				E3E5		
	Understand the importance of collaboration among various provide	rs		E6E11		
	so those patients with musculoskeletal alterations receive high			E12F2		
	quality care.			G3		
1			A4B3	A2A3		A4A5
T. Child with a	Evaluate the structure and function of the eyes and ears and disorde	•	B6B7	B2B3	.	B1
EENT Alteration	of these organs that affect children.	Text: 24		B4B5		B2B3
				В9		B4C1
	Discuss methods a nurse would use to identify a vision or hearing	Learning Activities:		B11		C2C3
	alteration in each developmental level of children.	Powerpoint pres.		B12		C4C5
		Discussion		C1		C6C7
	Identify specific interventions required to correct vision and hearing			C2C3		C8
	problems.			C5C8		
	Identify providers and community resources available to meet the			D2E1 E3E5		
	needs of patients and their families experiencing a sensory alteration	Evaluation:		E6E11		
	needs of patients and their families experiencing a sensory afteraction	Exam		E12F2		
		LAUIII		LIZEZ		

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Unit:

Pedi V - NURSING CARE OF THE CHILD EXPERIENCING A NEUROLOGIC, MUSCULOSKELETAL, INTELLECTUAL OR DEVELOPMENTAL, SENSORY OR INTEGUMENTARY ALTERATION (CONTINUED)

RNSG __ 1412

Course SLOs: 1, 2, 3, 4, 5, 6, 8, 9, 10

EPSLOs: 1, 2, 3, 4, 5

CONTEN'	OBJECTIVES	LEARNING ACTIVITIES	DECS (Knowledge)					
		EVALUATION	1	2	3	4		
U. Child with a	Describe the anatomy and physiology of a normal integumentary sys	Required:	A1,A2	A1,A2	A1,A3	A1,A2		
Integumentary		Text: ch. 36	B1,B2	A3,A4	B1,B2	A4,A5		
Alteration	Describe the differences among the skin of the newborn, child and ac	dult.	B3,B7	B1-12	B3,B4	B1,B2		
		Learning Activities:	C4	C1-8	C1,C2	C1,C3		
	Examine the treatments for common skin disorders.	Powerpoint pres.	D2	D1,D2	D1	C4,C6		
				D3,D4	E1,E2	D1,D3		
	Describe the classifications, implications and prevention of burn			E1-6,		D4		
	injuries in a pediatric patient.			E8,E9		E1,E2		
				E10-13				
	Formulate and apply the nursing process in the care of children with an			F2				
	integumentary alteration.			G1,G3				
			A4B3	A2A3	A4B1	A1A2		
V. Alteration in	Idenify behavioral characteristics and nursing interventions for a	Required:	B6B7	B2B3	B2	A4A5		
Mental Health	child with Down Syndrome.	Text: ch. 34		B4B5		B1		
and Cognition				B9		B2B3		
	Examine causes of intellectual or developmental disabilities.	Learning Activities:		B11		B4C1		
	Final and the level and athird invalinations of antique for a child with	Powerpoint pres.		B12		C2C3		
	Explore the legal and ethical implications of caring for a child with	Discussion	مادن	C1		C4C5		
	intellectual or developmental alterations.	Video about living w	rith	C2C3		C6C7		
	Develop nursing strategies for supporting the family and child with	autism		C5C8		C8		
	intellectual or developmental disabilities.			D2E1 E3E5				
	intenection of developmental disabilities.	Evaluation:		E6E11				
		Exam		E12F2				
				G3				