LOS ANGELES COUNTY COLLEGE OF NURSING AND ALLIED HEALTH
School of Nursing

Nursing 124:

MATERNAL CHILD NURSING

Spring 2017

N124 – MATERNAL CHILD NURSING
Spring 2017 – SEMESTER 2
Mondays, 0930 – 1230 – Carlson Classroom

WEEK	TOPIC	HOURS	INSTRUCTOR	DATE
1	***Martin Luther King Holiday***			1-16-17
2	Introduction to Maternity Nursing Perinatal Assessments & Family Planning	3	Kohl	1-23-17
3	Introduction to Pediatrics, G & D, Pediatric Assessments	2	Webster	1-30-17
4	Conception & Fetal Development	2	Thompson	2-06-17
	Fetal Surveillance	1	Kohl	
5	Respiratory Alterations	3	Thompson	2-13-17
6	***Presidents Day Holiday***			2-20-17
7	**EXAM #1**	1		2-27-17
	GI	2	Webster	
8	Adaptations of Pregnancy	1	Kohl	3-06-17
	Complications of Pregnancy	2	Martinez	
9	Giving Birth	1	Kohl	3-13-17
	Intrapartum Complications	2	Martinez	
	Spring Break			3-20-17
10	***Cesar Chavez Holiday***			3-27-17
11	Neurological Alterations	3	Thompson	4-03-17
11	**EXAM #2**	1		4-10-17
	Musculoskeletal Alterations	2	Thompson	
12	Newborn	2	Kohl	4-17-17
	Postpartum	1	Martinez	
13	Postpartum	1	Martinez	4-24-17
	Cognitive Impairments	2	Najera	
14	Cardiovascular Alterations	2	Webster	5-01-17
	Emergency Care	1		
15	**EXAM #3**	1		5-08-17

COURSE TITLE:	**N124 – Maternal-Child Nursing**
PRE-REQUISITES:	Completion of Semester I Requirements
UNITS:	2 Units
HOURS:	3 hours per week
LENGTH:	12 weeks
PLACEMENT:	Semester II
CONCURRENCY:	All semester theory courses are taken concurrently with the clinical courses.
COURSE DESCRIPTION:	This course consists of content related to maternal-child assessments, promotion, and maintenance for optimal family health. The major health issues and problems affecting the perinatal clients/neonates and children during infancy through adolescence will be covered. Content related to digestion, nutrition, and elimination; reproduction, pregnancy and delivery; congenital versus acquired complications; psychosocial adaptation, and protection problems are included in this course. Growth and development concepts will be integrated throughout. Nursing process, collaboration, accountability, communication, education, decision-making, and social cultural sensitivity are utilized as the basis for content presentation.

COURSE OBJECTIVES: Upon satisfactory completion of the course, the student:

1. Applies the nursing process in the care of childbearing women, neonates, children, and families with common health issues/problems with emphasis on physiological and developmental factors.

2. Utilizes therapeutic communication with childbearing women, neonates, children, and families with common health issues/problems with emphasis on physiological and developmental factors.

3. Identifies methods of developing collaborative relationships with childbearing women, neonates, children, and families with common health issues/problems with emphasis on physiological and developmental factors.

4. Describes legal-ethical behaviors which reflect accountability for childbearing women, neonates, children, and families with common health issues/problems with emphasis on physiological and developmental factors.

5. Applies a systematic method of making a choice regarding the care of the childbearing women, neonates, children, and families with common health issues/problems with emphasis on physiological and developmental factors.

6. Describes the educational needs of childbearing women, neonates, children, and families with common health issues/problems with emphasis on physiological and developmental factors.

7. Describes sociocultural variations of childbearing women, neonates, children, and families with common health issues/problems with emphasis on physiological and developmental factors.

STUDENT LEARNING OUTCOME: Students competently identify the application and implementation of the nursing process in providing care to perinatal/neonate clients and children from infancy through adolescence with major health issues in acute care settings.

METHOD OF EVALUATION: Students attain an overall cumulative score of 70% or higher on exams and case studies. Assignments will not be accepted after the due date.

Grade is calculated from:
Peds Case Study/OB Quiz (2) (3.5% each)……7%
Exam #1 (50 questions)…….31%
Exam #2 (50 questions)…….31%
Exam #3 (50 questions)…….31%

GRADING SCALE: The percentage grading scale is used as the method of scoring and determining the final grade in the course. (See your student handbook on grading policy).

TEACHING METHODS: Lecture, discussion, case studies, computer-adaptive instruction, visual aids, handouts, collaborative-active learning, and reading material.

REQUIRED READING: Kee, J.L., Hayes, E., & McCuistion, L.E. (2015). Pharmacology: A patient-centered nursing process approach (8th ed.). St. Louis: Elsevier.

McKinney, E., Murray, S. et. al. (2013). Maternal-child nursing (4th ed.). St. Louis: Elsevier Saunders.

REQUIRED VIDEOS
ON RESERVE: Nova: Miracle of Life

Newborn Assessment #288-8.

Postpartum Care #288-3.

Stages of Labor

All academic policies are strictly enforced.

Unit Title: OB – Introduction to Maternity Nursing		
Objectives	**Content Outline**	**Student Activities**
A. Identifies areas of nursing accountability specific to the care of parents and children. 1. States the focus of maternity nursing. 2. Discusses contemporary issues and trends in maternity nursing. 3. Identifies and discusses socio-cultural issues. 4. Identifies responsibilities of fetal monitoring for the maternity patient B. Identifies collaborative responsibilities of the nurse in promoting health of parents and children. 1. States the purpose of collaboration in maternal child health. 2. Discusses ways in which the nurse can use collaboration with health care team to meet the health needs of the patient and family, including electronic fetal monitoring. 3. Discusses the effects on health beliefs and practices on the childbearing family.	Responsible for assessing and promoting health of parents and children. A. Introduction to maternal-child and family health. 1. Health maintenance and anticipatory guidance for the maternal-child family. a. Assessment factors b. Types of knowledge required to meet needs of patients c. Patient educational needs 2. Healthy people 2010. 3. Baby Friendly Initiative. 4. Mortality & Morbidity. 5. Assess for diversity in patients and their families including lifestyles. B. Collaboration with families and the health care team. 1. Complete assessments for mother & newborn. 2. Changing view for women and families. 3. Coordinating care for women and families, including breastfeeding education. 4. Be aware of unique cultural practices that impact the well-being of children and their families.	**Required Reading:** McKinney: Chapter 1, pp. 1-4. 10-12 Chapter 2, pp. 26-31 **Recommended Reading:** McKinney: Chapters 3, 4 **Assignment:** Review anatomy and physiology of male and female reproductive systems. Review Chapter 11 in McKinney **Videos:** Newborn Assessment Postpartum Care

Unit Title: OB – Introduction to Maternity Nursing (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
C. Identifies decision-making strategies to promote health of parents and children. 1. Discusses types of decisions parents may need to make in maternal child health promotion situations. 2. Identifies strategies and other resources that can be utilized in decision-making in maternal child health promotion. 3. Discusses how the nurse can provide education to the patients. 4. Discusses the effects of health beliefs, lifestyles, and practices in maternal child health.	C. Decision making for the maternal child patient. 1. Assess and provide appropriate care for mother & newborn. 2. Sociocultural assessments and considerations. 3. Resources • WIC • Clinics	
D. Identifies how the use of communication can help to promote healthy women and children. 1. Discusses how the nurse can provide education to the patient. 2. Discusses the importance of proper documentation, including fetal monitoring. 3. Describes the promotion of independence for the maternal child patients. 4. Discusses ways the nurse can communicate with a family to obtain accurate information regarding socio-cultural and spiritual beliefs and practices.	D. Communication 1. Assess and provide patient education for maternity patients. 2. Maintenance of accurate and descriptive records. 3. Involving the patient and family in care. 4. Age appropriate communication. 5. Appropriate use of interpreters. 6. Collaborate with other members of the health care team regarding patient care.	

Unit Title: OB – Perinatal Assessments		
Objectives	**Content Outline**	**Student Activities**
A. Identifies areas of nursing accountability specific to the care of parents and children. 1. Identifies and discusses appropriate assessments of postpartum patients and newborns. 2. Identifies responsibilities of family planning teaching for the maternity patient. 3. Discusses cultural considerations. B. Identifies collaborative responsibilities of the nurse in promoting health of parents and children. 1. Discusses ways in which the nurse can use collaboration with health care team to meet the health needs of the patient and family, including family planning. 2. Discusses the effects on health beliefs and practices on the childbearing family.	Responsible for assessing and promoting health of parents and children. A. Appropriate head to toe assessments for postpartum women and newborns. 1. Health maintenance and anticipatory guidance for the maternal-child family. a. Assessment factors b. Patient educational needs 2. Assess for diversity in patients and their families including lifestyles. 3. Discuss family planning issues a. Culture b. Health c. Informed consent 4. Basics of breastfeeding. B. Collaboration with families and the health care team. 1. Complete assessments for mother and newborn. 2. Coordinating care for women and families, including family planning and breast-feeding. 3. Be aware of unique cultural practices that impact the well-being of children and their families.	**<u>Required Reading:</u>** McKinney: Chapter 14, pp. 281-298 Chapter 20, pp. 439-446 Chapter 21, pp. 479-505 Chapter 23, pp. 528-540 Chapter 31, pp. 736-754

Unit Title: OB – Perinatal Assessments (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
C. Identifies decision-making strategies to promote health of parents and children. 1. Discusses types of decisions parents may need to make in maternal child health promotion situations. 2. Identifies strategies and other resources that can be utilized in decision-making in maternal child health promotion. 3. Discusses how the nurse can provide education to the patients. 4. Discusses the effects of health beliefs, lifestyles, and practices in maternal child health.	C. Decision making for the maternal child patient. 1. Assess and provide appropriate care for mother and newborn. 2. Sociocultural assessments and considerations. 3. Discuss various methods of non-hormonal contraception. a. Effectiveness b. Cost factor c. Side effects 4. Assess and monitor breastfeeding with postpartum patient and newborn. 5. Provide patient education on breastfeeding and other post birth topic	
D. Identifies how the use of communication can help to promote healthy women and children. 1. Discusses how the nurse can provide education to the patient. 2. Discusses the importance of proper documentation. 3. Describes the promotion of independence for the maternal child patients. 4. Discusses ways the nurse can communicate with a family to obtain accurate information regarding socio-cultural and spiritual beliefs and practices. .	D. Communication 1. Assess and provide patient education for maternity patients. 2. Maintenance of accurate and descriptive records. 3. Involve the patient and family in care. 4. Appropriate use of interpreters. 5. Collaborate with other members of the health care team regarding patient care.	

Unit Title: Pediatrics – Introduction to Pediatric Nursing, Assessment and Growth & Development		
Objectives	**Content Outline**	**Student Activities**
A. Identifies areas of accountability in caring for children with common health problems with emphasis on physiological and developmental problems. 1. Discusses growth and developmental concepts in promoting child health. 2. Discusses immunization schedules and preventable diseases. 3. Identifies the factors that influence growth and development. 4. Describes the techniques of physical exam appropriate to each developmental age (infant, toddler, preschooler, school-age, adolescent). 5. Identifies the components of physical exam. 6. Describes the teaching needs of children and families in the prevention and management of home safety, childhood injuries and accidental poisoning.	B. Health and Promotion of normal G & D 1. Overview of G & D 2. Principles of G & D 3. Factors influencing G & D a. Genetics b. Environmental • Nutrition • Socioeconomic 4. Disease prevention/immunization C. Techniques of physical assessment in children of different age groups. D. Components of physical exam. E. Childhood Injuries/falls 1. Mortality/morbidity 2. Home safety/prevention	**<u>Required Reading:</u>** McKinney: Growth & Development pp: 68-79 Immunizations pp: 82-85, 1007-1025 Assessment pp: 804-814 Mortality/Morbidity pp: 9-12

Unit Title: OB – Conception & Fetal Development		
Objectives	**Content Outline**	**Student Activities**
A. Identifies how the nurse is accountable to the patient regarding the conception and prenatal development. 1. Discusses the process of conception. 2. Discusses the development of the embryo, fetus. 3. Describes the hemodynamic changes during fetal development. 4. Identifies collaborative responsibilities of the nurse in caring for the childbearing patient. a. Involve the patient and the family in the process of pregnancy. b. Involve other members of the health care team. .	A. Conception and Prenatal Development 1. Reproduction. 2. Placental and fetal circulation. 3. Fetal maturation through the three stages of development. 4. Involving the patient/family in the development of the pregnancy. 5. Health history. 6. Multidisciplinary approach.	**Required Reading:** McKinney: pp. 213-232

Unit Title: OB – Fetal Surveillance		
Objectives	**Content Outline**	**Student Activities**
A. Identifies areas of nursing accountability in discussing fetal surveillance. 1 Discusses specific elements of electronic fetal monitoring. 2. Discusses documentation of electronic fetal monitoring. B. Identifies areas of decision-making for the patient undergoing fetal surveillance. 1. Explains rationale for electronic fetal monitoring. 2. Discusses appropriate nursing care for patient during electronic fetal monitoring.	A. Accountability. 1. Discuss elements of electronic fetal monitoring. a. Purpose b. Mechanism c. Benefits/Disadvantages d. Documentation B. Decision Making. 1. Discuss proper interpretation of electronic fetal monitoring. 2. Discuss appropriate nursing care during electronic fetal monitoring.	**<u>Required Reading:</u>** McKinney: Chapter 17

Unit Title: Pediatric – Respiratory/ENT Alterations		
Objectives	**Content Outline**	**Student Activities**
A. Explain the etiology, pathophysiology, assessment, diagnostic evaluation, therapeutic and nursing management of cystic fibrosis, RSV, bronchiolitis, tonsillitis/adenoiditis, otitis media, and croup and bronchopulmonary dysplasia. B. Describe the educational needs of children and families with problems of development. 1. Provides instructions to the parents whose child has a respiratory alteration.	A. Respiratory Dysfunction 1. Cystic Fibrosis 2. RSV bronchiolitis 3. Tonsillitis/adenoiditis 4. Otitis media a. Sensory/perceptual alterations 5. Croup, epiglotitis 6. Bronchopulmonary dysplasia (BPD) a. Definition and etiology b. Clinical manifestations c. Therapeutic management d. Nursing considerations	**<u>Required Reading:</u>** McKinney Intro pp. 1143-1148 Cystic fibrosis: pp. 1185-1191 RSV bronchiolitis: pp. 1165-1167 Otitis media: pp. 820-821, 1151-1155 Tonsillitis/Adenoiditis: pp. 1155-1158 Croup: pp. 1159-1164 BPD: pp. 1180, 1184-1185

Unit Title: Pediatric – GI Alterations - Congenital/Acquired		
Objectives	**Content Outline**	**Student Activities**
A. Applies the nursing process in the care of children with gastrointestinal problems and congenital abnormalities. 1. Defines and describes the following for gastrointestinal infections and congenital abnormalities. a. Etiology b. Pathophysiology c. Diagnostic evaluation d. Therapeutic management e. Assessment f. Nursing diagnosis g. Planning h. Implementation i. Health teaching j. Evaluation 2. Discusses the types and nursing collaborative management of dehydration as a potential outcome of gastroenteritis in children. 3. Describes the nursing management after surgical repair of cleft lip/palate, pyloric stenosis, anorectal malformations.	A. Nursing care of children with problems 1. Acquired Gastrointestinal Infections. a. Infectious gastroenteritis • Dehydration 2. Congenital Abnormalities a. Cleft lip and/or cleft palate • Nutrition b. Esophageal atresia with tracheoesophageal fistula. 3. Hypertrophic pyloric stenosis. 4. Anorectal malformations (imperforate anus). 5. Intussusception	**<u>Required Reading:</u>** McKinney: Infectious gastroenteritis: pp. 1086-1090. Helminths/protozoas: pp. 1031-1032. Dehydration: pp. 989-1006. Celiac disease: pp. 1103-1105. Cleft lip/palate: pp. 1069-1071. Esophageal atresia/TEF: pp. 1071-1076. Hypertrophic pyloric stenosis: pp. 1095-1097. Imperforate anus: pp. 1078-1079. Intussusception: pp. 1097-1099.

Unit Title: OB – Adaptation to Pregnancy		
Objectives	**Content Outline**	**Student Activities**
A. Identifies decision making related to conception and pregnancy. 1. Discusses the nurse as counselor related to caring for pregnant patients. 2. Discusses teaching plans for the pregnant patient. 3. Describes the various tests and lab work for the childbearing woman.	A. Decision making 1. Confirmation of Pregnancy 2. Considerations and changes for the pregnant woman and body systems. 3. Nutritional needs for mother and fetus 4. Diagnostic tests, including labs, screening 5. Effects of social habits 6. Self care education 7. Adapting/role change 8. Prenatal care	**<u>Required Reading:</u>** McKinney: Chapter 13, pp. 234-275 Chapter 15, pp. 301-315
B. Identifies communication skills needed for the nurse, the pregnant patient and her family. 1. Discusses how the focus of the interview is different with the pregnant patient. 2. Discusses the new terminology when documenting for the pregnant patient. 3. Explains the need for cultural and spiritual sensitivity.	B. Communication 1. Interviewing the pregnant woman. 2. Awareness of physiological and psychological changes. 3. Documenting appropriately. 4. New terminology for the pregnant patient. 5. Sensitivity to socio-cultural and spiritual differences.	

Unit Title: OB – Pregnancy Complications		
Objectives	**Content Outline**	**Student Activities**
A. Identifies decision-making related to conception and pregnancy. 1. Discusses the nurse as counselor related to caring for pregnant patients 2. Discusses teaching plans for the pregnant patient 3. Describes the various tests and lab work for the childbearing woman	A. Assessment, Decision-making and Treatment 1. Hemorrhagic conditions a. Abortion • Spontaneous • Threatened • Inevitable ➢ Dilation and Curettage (D&C) • Incomplete • Complete • Recurrent Spontaneous Abortion b. Insufficient Cervix c. Ectopic Pregnancy d. Hydatidiform Mole e. Placenta Previa f. Abruptio Placentae 2. Diagnostic tests, including labs, screening 3. Hypertension during pregnancy a. Gestational b. Preeclampsia c. Eclampsia 4. HELLP syndrome 5. Concurrent disorders during pregnancy a. Gestational Diabetes b. Cardiac Disease 6. Infection a. Toxoplasmosis b. Group B Streptococcus	**Required Reading:** McKinney: pp. 576-633 pp. 756-757 (Insufficient Cervix) **Recommended Reading:** Kee: pp. 812-822

Unit Title: OB – Pregnancy Complications (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
B. Identifies communication skills needed for the nurse, the pregnant patient and her family. 1. Discusses how to inform patient and family of specific high risk situations 2. Discusses the terminology when documenting for the high risk pregnant patient 3. Explains the need for cultural and spiritual sensitivity	B. Communication 1. Discussing special high risk issues with the pregnant woman patient and the family (i.e. infections) 2. Documenting appropriately 3. Socio-cultural and spiritual sensitivity	

Unit Title: OB – Giving Birth		
Objectives	**Content Outline**	**Student Activities**
A. Identifies areas of nursing accountability for the patient in labor and delivery. 1. Discusses the coping and stress management of the labor patient. 2. Discusses the monitoring of the fetus to promote well-being. 3. Discusses fetal and maternal adaptation to labor. 4. Explains the process of labor and delivery 5. Explains assessments needed during stages of labor.	A. Accountability 1. Providing proper support for mother and fetus during labor and delivery. 2. Electronic fetal monitoring. 3. Documenting the progress of labor for mother and fetus. 4. Teach patient and family the process of labor and delivery to assist them in coping. 5. Assessing mother and fetus.	**Required Reading:** McKinney: Chapters 16, pp. 317-362 **Recommended Reading:** McKinney: Chapter 19 **Videos:** Stages of Labor
B. Identifies areas of collaboration needed during labor and delivery. 1. Describes the members of the obstetrical team. 2. Discusses the evaluation of fetus during labor. 3. Explains assessment of labor. 4. Teaches the process of labor to the client.	B. Collaboration 1. Involving health care team and family. 2. Evaluation of various lab results. 3. Pain management/non-pharmacological. 4. Labor induction/management.	

Unit Title: OB – Intrapartum Complications		
Objectives	**Content Outline**	**Student Activities**
A. Identifies decision-making strategies for the laboring patient. 1. Discusses proper assessments of the patient in labor. 2. Discusses the importance of determining fetal position.	A. Assessment and decision-making 1. Four powers a. Powers b. Passenger • Macrosomia • Shoulder Dystocia • Position c. Passage d. Psyche 2. Intrauterine Infection 3. Premature Rupture of Membranes 4. Preterm Labor 5. Dystocia 6. Prolonged Pregnancy 7. Emergent/Assisted Deliveries a. Forceps b. Vacuum c. Cesarean 8. Intrapartum Emergencies a. Placental Abnormalities b. Prolapsed Cord c. Uterine Rupture d. Uterine Inversion e. Amniotic Fluid Embolism 9. Trauma	**<u>Required Reading:</u>** McKinney: pp. 636-664

Unit Title: OB – Intrapartum Complications (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
B. Communication 1. States the procedure for interviewing an intrapartum patient. 2. Explains how the nurse would document the essential components of intrapartum assessments 3. Describes how a nurse could teach the patient the factors that affect labor.	B. Communication 1. Using cultural sensitivity. 2. Components of intrapartum assessment. 3. Teach factors that affect labor and delivery.	

Unit Title: Pediatric – Neurologic Alterations		
Objectives	**Content Outline**	**Student Activities**
A. Applies the nursing process in the care of children with problems of development. 1. Define and describe the following for hydrocephalus, spina bifida, cerebral palsy and meningitis. a. Etiology b. Pathophysiology c. Diagnostic evaluation d. Therapeutic management e. Assessment f. Nursing diagnosis g. Planning h. Implementation i. Health teaching j. Evaluation B. Describes the educational needs of children and families with problems of development. 1. Identifies the teaching needs of parents whose child has a chronic illness or disability.	A. Definition 1. Congenital 2. Acquired B. Neuromuscular dysfunctions 1. Hydrocephalus, Seizures, Spina bifida, Cerebral palsy, Meningitis a. Etiology b. Pathophysiology c. Incidence d. Diagnostic evaluation and assessment e. Therapeutic management f. Nursing care g. Educational and supportive needs	**<u>Required Reading:</u>** McKinney: Hydrocephalus: pp. 1418-1420, 1423-1424 Seizures: pp. 1433-1437 Spina Bifida: pp. 1421-1423 Cerebral Palsy: pp. 1424-1427 Meningitis: pp. 1438-1441

Unit Title: Pediatric – Musculoskeletal Alterations		
Objectives	**Content Outline**	**Student Activities**
A. Applies the nursing process in the care of children with Musculoskeletal alterations. 1. Discusses the etiology, pathophysiology, diagnostic, therapeutic and nursing management of congenital clubfoot, developmental hip dysplasia and scoliosis. B. Describes sociocultural variations of children with problems of development. C. Describes the educational and supportive needs of children and families with Musculoskeletal alterations. 1. Identifies the teaching needs of the adolescent with scoliosis.	A. Musculoskeletal Alterations 1. Congenital club foot (Talipes deformities), Developmental hip dysplasia, Muscular dystrophy, Scoliosis (functional/structural), Legg-Calve-Perthes disease, Slipped capital femoral epiphysis a. Etiology b. Incidence c. Diagnostic evaluation and assessment d. Therapeutic management/assistive devices e. Nursing care f. Educational & supportive needs	**<u>Required Reading:</u>** McKinney: Clubfoot: pp. 1365-1367 DDH: pp. 1358-1363 Casts and Traction: pp. 1340-1343 Scoliosis: pp. 1353-1356, 832 Muscular Dystrophy: pp. 1367-1369 Legg-Calve-Perthes Disease: pp. 1363-1365 Slipped Capital Femoral Epiphysis: pp. 1365

Unit Title: OB – Newborn Adaptations & High Risk

Objectives	Content Outline	Student Activities
A. Identifies areas of nursing accountability for the newborn. 1. Discusses the proper care for the newborn. 2. Discusses the promotion of proper nutrition and health. 3. Discusses specific health education needed for mother. 4. Explains proper documentation. B. Identifies areas of collaboration needed for newborn. 1. Discusses the various members of the health care team. 2. Discusses assessment for well-being of the newborn. C. Identifies areas of decision-making for the newborn. 1. Discusses follow up care for newborn. 2. Discusses cultural considerations.	A. Accountability 1. Newborn care at birth/vital signs. 2. Breastfeeding versus formula. • Nutritional needs • Health care prevention aspects 3. Teach proper hygiene for newborns. 4. Use of standards of care for the newborn. 5. Assess for risk factors. • Infant of diabetic mother • Infant of mother with substance abuse B. Collaboration 1. Physiological changes that occur. 2. Evaluate various lab results. 3. Assess for birth trauma or injury. a. Soft tissue injury b. Skeletal injury c. Hyperbilirubinemia • Therapeutic management C. Decision-making 1. Circumcision 2. Teach and assist with breastfeeding, referrals and resources 3. Assess for gestational age/development	**Required Reading:** McKinney: Chapters 21, 22 Chapter 30, pp. 721-729, 733 **Recommended Reading:** McKinney: Chapters 22, 23 **Videos:** Newborn Assessment

Unit Title: OB – Newborn Adaptations & High Risk (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
D. Identifies communication needs of the nurse, the postpartum patient and the newborn. 1. Discusses the use of standards of care for the mother and her newborn. 2. Discusses the health screening unique to the newborn. 3. Explains the normal finding in a newborn.	D. Communication 1. Proper assessment and use of standard of care for mother and newborn. 2. Teach routine care for mother and newborn and the importance of health screening for the newborn. 3. Assess status of patient in developmental stage.	

Unit Title: OB – Postpartum Adaptations		
Objectives	**Content Outline**	**Student Activities**
A. Identifies areas of nursing accountability for the postpartum patient. 1. Discusses the proper care for the mother. 2. Discusses the promotion of proper nutrition. 3. Discusses specific health education needed for mother. 4. Explains proper documentation. B. Identifies areas of collaboration needed for mother. 1. Discusses the various members of the health care team. 2. Discusses changes in postpartum mother. 3. Discusses assessment for well-being. C. Identifies areas of decision making for the mother. 1. Discusses follow up care for mother. 2. Discusses cultural considerations.	A. Accountability 1. Monitoring the changes in the postpartum period. 2. Breastfeeding versus formula. 3. Teach patient hygiene for self/newborn. 4. Use of standards of care for the mother. B. Collaboration 1. Physiological and psychosocial changes that occur. 2. Evaluation of various lab results. 3. Discuss family planning issues. • Choices • Culture • Health C. Decision making 1. Postpartum checkups. 2. Teaching and assistance with breastfeeding. 3. Assessment of bonding.	**Required Reading:** McKinney: Chapter 20 **Videos:** Postpartum Care

Unit Title: OB: Postpartum Complications		
Objectives	**Content Outline**	**Student Activities**
A. Identifies communication needs of the nurse, the postpartum patient and the newborn. 1. Discusses the use of standards of care for the mother. 2. Discusses health screening. B. Identifies areas of collaboration needed for patient and health care team.	A. Communication 1. Proper assessment and use of standard of care for mother 2. Teach routine care for mother and the importance of health screening 3. Assess psychosocial changes unique to postpartum 4. Assess status of patient in developmental stage 5. Assess for postpartum depression B. Collaboration 1. Care during postpartum complications • Postpartum hemorrhage • Infection • Mood disorders	**Required Reading:** McKinney: Chapter 28

Unit Title: Pediatric – Cognitive Impairments		
Objectives	**Content Outline**	**Student Activities**
A. Applies the nursing process in the care of children with problems of development. 1. Defines and describes the following for Down Syndrome, mental retardation, autism spectrum disorders, and fragile X syndrome. a. Etiology b. Pathophysiology c. Diagnostic evaluation d. Therapeutic management e. Assessment f. Nursing diagnosis g. Planning h. Implementation i. Health teaching j. Evaluation 2. Explain the principles of genetics in the development of Down Syndrome. 3. Discusses definition, types and collaborative management of mental retardation. B. Describes the educational needs of children and families with problems of development. 1. Identifies the teaching needs of parents whose child has a chronic illness or disability. 2. Discusses the teaching needs of parents whose child is cognitively challenged (Down's syndrome, autism, mental retardation and fragile X syndrome).	A. Definition 1. Congenital 2. Acquired B. Geriatric developmental considerations 1. Planning for care after parents' death 2. Down syndrome a. Senilism b. Early Alzheimer's C. Cognitive developmental disabilities 1. Down Syndrome 2. Mental Retardation 3. Autism 4. Fragile X Syndrome 5. Genetics 6. Collaborative management 7. Nursing management – genetic counseling D. Patient/family education 1. Activity levels 2. Support groups and organizations 3. Early educational opportunity 4. Hygiene	**<u>Required Reading:</u>** McKinney: Down Syndrome: pp. 1486-1490 Mental Retardation: pp. 1479-1486 Fragile X Syndrome: pp. 1490-1491 Autism: pp. 1494-1498

Unit Title: Pediatric – Cardiovascular Alterations		
Objectives	**Content Outline**	**Student Activities**
A. Explains the hemodynamics of cyanotic and acyanotic congenital heart defects. B. Discusses the pathophysiology, diagnostic, clinical manifestations, therapeutic and nursing management of congenital heart problems. C. Describes the pathophysiology, clinical manifestations, diagnostic evaluation, therapeutic and nursing management of acquired heart diseases. D. Describes the educational needs of children and families with problems of development. 1. Discusses instructions with the patient and family regarding prophylactic measures for rheumatic fever and Kawasaki disease.	A. Cardiac Dysfunction 1. Congenital Heart Defects a. General Concepts b. Circulatory changes c. Altered hemodynamics d. Clinical manifestations e. Therapeutic management f. Nursing care 2. Acquired Heart Disease a. Rheumatic Fever b. Kawasaki Disease • Pathophysiology • Clinical manifestations • Diagnostic evaluation - Surgical - Potential complications • Therapeutic management • Nursing care	**<u>Required Reading:</u>** McKinney Congenital Heart: pp. 1197-1226 Rheumatic Fever: pp. 1229-1231 Kawasaki: pp. 1231-1233

Unit Title: Pediatric – Emergency Care		
Objectives	**Content Outline**	**Student Activities**
A. Applies the nursing process in the care of children and families with pediatric emergencies. 1. Describes the types of poisons accidentally ingested by a child. 2. Explains the therapeutic and nursing management for a child who ingested a poisonous substance. 3. Describes the sociocultural variations of children and families with problems of protection. a. Identifies traditional remedies that will contribute to lead poisoning in certain cultural ethnic groups. 4. List the morbidity/mortality rate of drowning in children. 5. Describe the pathophysiology, clinical manifestations, therapeutic and nursing management of near or drowning victim.	B. Poisoning 1. Types a. Medications b. Iron c. Lead d. Caustics • Acids • Alkalis e. Hydrocarbons f. Plants 2. Assessment and Diagnostic findings 3. Nursing diagnosis and goals 4. Interventions B. Near Drowning 1. Incidence 2. Physiologic Factors 3. Clinical Manifestations 4. Therapeutic Management 5. Nursing Care 6. Prevention	**<u>Required Reading:</u>** McKinney Poisoning: pp. 111,861-865 Near Drowning: pp. 867-869 Kee Emergency Drugs pp. 917-919,

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