

# NURSING V - COURSE OUTLINE

## UNIT 1

### THE FAMILY SYSTEM

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Identify the goal of family health nursing.</li> <li>2. Identify various family structures and concepts.</li> <li>3. Describe theoretical framework of families and role of nursing in family-centered care.</li> <li>4. Discuss the developmental theories of family as they pertain to the child-bearing and child-rearing families.</li> <li>5. Identify parenting tasks for various stages of growth and development.</li> <li>6. Discuss the impact of various parenting styles on children and the nursing profession.</li> <li>7. Relate contemporary social and cultural issues that impact families and their effect on nursing practice.</li> <li>8. State at least three NANDA diagnoses that pertain to the childbearing/child-rearing family.</li> <li>9. Determine a NOC-based outcome for each nursing diagnosis.</li> <li>10. Identify a NIC-based intervention to accompany each nursing diagnosis.</li> </ol>	<ol style="list-style-type: none"> <li>I. Discuss Goal of Family Health Nursing</li> <li>II. Discuss Family system of Structure and Concepts               <ol style="list-style-type: none"> <li>A. Redefining the Family Today                   <ol style="list-style-type: none"> <li>1. Types/Definition/Purpose                       <ol style="list-style-type: none"> <li>a. Traditional/Nuclear Family</li> <li>b. Extended</li> <li>c. Communal</li> <li>d. Single Parent</li> <li>e. Reconstituted (blended)</li> </ol> </li> </ol> </li> </ol> </li> <li>III. Theoretical Framework for Family Structure               <ol style="list-style-type: none"> <li>A. Developmental Theory</li> <li>B. Interactional/Structural/Functional</li> <li>C. Role Theory</li> <li>D. System Theory</li> </ol> </li> <li>IV. Define the Concept of Parenting               <ol style="list-style-type: none"> <li>A. Parenting Styles                   <ol style="list-style-type: none"> <li>1. Authoritative/Democratic</li> <li>2. Autocratic</li> <li>3. Permissive/Indulgent</li> <li>4. Indifferent/Uninvolved</li> </ol> </li> </ol> </li> <li>V. Social and Cultural Issues That Influence Health Care and Families               <ol style="list-style-type: none"> <li>A. Birth Rate</li> <li>B. Economics</li> <li>C. Changing Role of Women</li> <li>D. Cultural Diversity</li> </ol> </li> <li>VI. Health Promotion Re: Family               <ol style="list-style-type: none"> <li>A. Primary Prevention: Education                   <ol style="list-style-type: none"> <li>1. Health promotion programs</li> <li>2. Disease prevention programs</li> <li>3. Anticipatory guidance</li> </ol> </li> <li>B. Secondary Prevention: Early Detection                   <ol style="list-style-type: none"> <li>1. Recognition and treatment of risk factors of health problems/concerns within the family</li> <li>2. Emphasizes use of screening exams</li> </ol> </li> <li>C. Tertiary Prevention: Education Re: Self-Management/Referrals                   <ol style="list-style-type: none"> <li>1. Appropriate methods of preventing problems from returning and ensuring that the family remains intact</li> </ol> </li> </ol> </li> <li>VII. Patient Advocacy/Legal and Ethical Issues               <ol style="list-style-type: none"> <li>A. Professional Standards of Care and Nursing Practice</li> <li>B. Credentialing and Licensure</li> </ol> </li> <li>VIII. Application of the Nursing Process Re: Family Health Nursing               <ol style="list-style-type: none"> <li>A. Assessment                   <ol style="list-style-type: none"> <li>1. Interviewing and observation of family                       <ol style="list-style-type: none"> <li>a. health beliefs</li> <li>b. health related behaviors</li> <li>c. family roles</li> </ol> </li> </ol> </li> <li>B. Analysis/NANDA Diagnoses Re: Family                   <ol style="list-style-type: none"> <li>1. Altered role performance</li> <li>2. Altered family process</li> <li>3. Risk for altered parenting</li> <li>4. Knowledge deficit</li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Interactive Handout</li> <li>• Self-Study</li> <li>• Reading Assignment</li> <li>• Written Examination</li> <li>• Clinical Focus</li> <li>• Small Group Assignment</li> <li>• Audio-Visuals</li> <li>• Informatics</li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 1

### THE FAMILY SYSTEM

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"><li>C. Planning: NOC-Based Outcomes<ul style="list-style-type: none"><li>Re: Family</li><li>1. Acknowledges change in family role</li><li>2. Demonstrates effective coping</li><li>3. Participates in decision-making process</li><li>4. Functions to provide mutual support for each family member</li></ul></li><li>D. Implementation: NIC-Based Interventions<ul style="list-style-type: none"><li>Re: Family</li><li>1. Family integrity promotion strategies</li><li>2. Coping enhancement strategies</li><li>3. Effective parenting promotion strategies</li><li>4. Family process maintenance strategies<ul style="list-style-type: none"><li>a. to promote normalization</li></ul></li></ul></li><li>E. Evaluation of Outcome Achievement<ul style="list-style-type: none"><li>1. Systematic evaluation of family</li><li>2. Self-evaluation</li></ul></li></ul>	

# NURSING V - COURSE OUTLINE

## UNIT 2

### HUMAN REPRODUCTION

#### PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Compare female and male reproductive structures and functions.</li> <li>2. Summarize changes in the reproductive system that occur during puberty in males and females.</li> <li>3. Identify both uterine and ovarian changes which occur during the menstrual cycle and related hormonal influences.</li> <li>4. Compare the actions of hormones affecting reproductive function.</li> <li>5. Apply knowledge of the menstrual cycle to the health maintenance concerns and behaviors of the woman/family of childbearing age.</li> <li>6. Discuss the process of gametogenesis in human reproduction.</li> <li>7. Explain human fertilization and implantation.</li> <li>8. Describe embryonic development.</li> <li>9. Explain the development, structure and function of ancillary fetal structures: placenta, umbilical cord and amniotic fluid.</li> <li>10. Describe prenatal development from conception through birth: ovum, embryo and fetus.</li> <li>11. Relate common deviations of prenatal development and congenital malformations to vulnerable periods of fetal development.</li> <li>12. Discuss the impact of nutritional, environmental and genetic factors on intrauterine growth and development.</li> <li>13. Compare autosomal dominant, recessive, X-linked and multifactorial disorders.</li> <li>14. Describe health promotion and wellness in relation to primary, secondary and tertiary prevention before, during and after pregnancy.</li> <li>15. Identify appropriate NANDA nursing diagnoses for the pregnant woman/family.</li> </ol> <p>Continues on next page . . .</p>	<ol style="list-style-type: none"> <li>I. Review of Anatomy and Physiology of the Reproductive System               <ol style="list-style-type: none"> <li>A. Normal Sexual Differentiation</li> <li>B. Features Affecting Fertility</li> <li>C. Female Functioning                   <ol style="list-style-type: none"> <li>1. Prenatal through young adulthood                       <ol style="list-style-type: none"> <li>a. puberty</li> <li>b. menstrual cycle</li> <li>c. bony pelvis</li> <li>d. pelvic landmarks</li> <li>e. internal reproductive system</li> <li>f. hormones</li> </ol> </li> </ol> </li> <li>D. Male Reproductive Functioning</li> </ol> </li> <li>II. Family Planning               <ol style="list-style-type: none"> <li>A. Reproductive Decision Making</li> <li>B. Contraceptive Methods</li> <li>C. Nursing Implications</li> </ol> </li> <li>III. Genetic Counseling               <ol style="list-style-type: none"> <li>A. Chromosomal Basis of Inheritance</li> <li>B. Gene Structure and Function</li> <li>C. Single-gene (Mendelian) Inheritance</li> <li>D. Polygenic and Multifactorial Inheritance</li> <li>E. Single Gene Disorders</li> <li>F. Chromosomal Abnormalities</li> <li>G. Genetic Screening</li> <li>H. Genetic Counseling</li> <li>I. Nursing Implications</li> </ol> </li> <li>IV. Fetal Development               <ol style="list-style-type: none"> <li>A. Cell Division</li> <li>B. Implantation and Fertilization</li> <li>C. Placenta</li> <li>D. Umbilical Cord</li> <li>E. Membranes and Amniotic Fluid</li> <li>F. Embryonic and Fetal Development</li> </ol> </li> <li>V. Health Promotion Strategies               <ol style="list-style-type: none"> <li>A. Environmental Risks Affecting Fetal Well-Being                   <ol style="list-style-type: none"> <li>1. Risks related to geographic location</li> <li>2. Risks related to employment</li> <li>3. Risks related to home environment and life-style</li> </ol> </li> <li>B. Prevention                   <ol style="list-style-type: none"> <li>1. Primary                       <ol style="list-style-type: none"> <li>a. preconception</li> <li>b. pregnancy</li> <li>c. identification of risk factors</li> </ol> </li> <li>2. Secondary                       <ol style="list-style-type: none"> <li>a. screenings</li> <li>b. early detection</li> </ol> </li> <li>3. Tertiary</li> </ol> </li> <li>C. Future Directions: Public Awareness and Policies for Pregnancy Safety</li> </ol> </li> <li>VI. Utilization of the Nursing Process as it Relates to Care of the Woman and Family Pre-Conception Through Pregnancy               <ol style="list-style-type: none"> <li>A. Assessment                   <ol style="list-style-type: none"> <li>1. Gordon's functional health patterns</li> <li>2. Collaborative data                       <ol style="list-style-type: none"> <li>a. Multidisciplinary</li> <li>b. Diagnostic testing</li> </ol> </li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Student reflection on personal reproductive issues</li> <li>• Student hands-on experience: reproductive models, fetal head</li> <li>• Clinical Conference: Genetics</li> <li>• Clinical Conference: Family Planning</li> <li>• Clinical Conference: Substance abuse during pregnancy</li> <li>• Clinical focus</li> <li>• Written Examinations</li> <li>• Informatics</li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 2

### HUMAN REPRODUCTION

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>16. List NOC labels linked to NANDA diagnoses for the pregnant woman/ family.</p> <p>17. List NIC interventions that are linked to NOC labels for the pregnant woman/ family.</p> <p>18. Discuss NIC based actions (physical, psychosocial and educational) that apply to the nursing care of the pregnant woman/family.</p> <p>19. Utilize Maslow's hierarchy of needs to prioritize care planned for the pregnant woman/family.</p> <p>20. Compare fetal circulation to circulation after birth.</p>	<p>B. Analysis/Nursing Diagnosis/NANDA</p> <ol style="list-style-type: none"> <li>1. Health seeking behaviors</li> <li>2. Readiness for enhanced family coping</li> <li>3. Interrupted family process r/t developmental transition of pregnancy</li> <li>4. Family coping; potential for growth</li> <li>5. Disturbed body image r/t altered body function and appearance</li> <li>6. Ineffective management of therapeutic regimen r/t deficient knowledge of nutrition, exercise and coping strategies</li> <li>7. Deficient knowledge r/t lack of experience with pregnancy</li> <li>8. Deficient knowledge r/t primiparity</li> </ol> <p>C. Planning</p> <ol style="list-style-type: none"> <li>1. NOC Outcome Labels               <ol style="list-style-type: none"> <li>a. Health promotion behaviors</li> <li>b. Decision making, family functioning</li> <li>c. Body image</li> <li>d. Family participation in professional care</li> <li>e. Knowledge: health behaviors</li> <li>f. Physical maturation, male and female</li> <li>g. Preventive health behaviors</li> <li>h. Psychosocial adjustment - life changes</li> <li>i. Role performance</li> </ol> </li> <li>2. NIC Interventions               <ol style="list-style-type: none"> <li>a. Family involvement promotion</li> <li>b. Family process management</li> <li>c. Family support</li> <li>d. Risk identification: genetic</li> <li>e. Anticipatory guidance</li> <li>f. Parent education: childrearing family</li> <li>g. Family integration promotion: childbearing family</li> <li>h. Genetic counseling</li> <li>i. Preconception counseling</li> <li>j. Risk identification: childbearing family</li> <li>k. Decision making support</li> <li>l. Health education: environmental risk protection</li> </ol> </li> </ol> <p>D. Implementation</p> <ol style="list-style-type: none"> <li>1. NIC based actions               <ol style="list-style-type: none"> <li>a. physical</li> <li>b. psychosocial</li> <li>c. educational</li> </ol> </li> <li>2. Management of nursing care woman/ family preconception through pregnancy incorporating professional standards of practice               <ol style="list-style-type: none"> <li>a. Utilization of Maslow's hierarchy of needs to organize and prioritize care</li> <li>b. Impact of nursing presence and the healing environment</li> <li>c. Advocacy for the woman and family</li> <li>d. Legal and ethical issues</li> <li>e. Caregiver accountability</li> <li>f. Cost issues</li> </ol> </li> <li>3. Complex professional nursing issues involved in the care of the pregnant woman/family               <ol style="list-style-type: none"> <li>a. Collaborative efforts</li> <li>b. Identification of professional delegation dilemma</li> <li>c. Appropriate complementary therapies</li> </ol> </li> <li>4. Evaluation of outcome achievement               <ol style="list-style-type: none"> <li>a. Critical thinking</li> <li>b. Professional standards of practice</li> </ol> </li> </ol>	

# NURSING V - COURSE OUTLINE

## UNIT 3

### PHYSIOLOGICAL ADAPTATIONS TO PREGNANCY

PAGE 1 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Identify and define terms used in an obstetric history.</li> <li>2. Classify signs and symptoms into presumptive, probable, and positive signs of pregnancy.</li> <li>3. Associate functional changes that may occur in pregnancy with related physiologic changes.</li> <li>4. Describe cultural assessment that may improve nursing care during pregnancy.</li> <li>5. Describe the psychological changes occurring throughout pregnancy.</li> <li>6. Outline the patterns of health care provided to assess maternal and fetal health status at the initial and follow-up visits during pregnancy.</li> <li>7. Describe the nursing assessments, diagnoses, interventions, and methods of evaluation that are typical when providing care for the pregnant woman.</li> <li>8. Identify appropriate NANDA nursing diagnoses for the pregnant woman.</li> <li>9. Utilize Maslow's hierarchy of needs to prioritize care for the expectant family.</li> <li>10. List NOC labels related to care of the pregnant woman.</li> <li>11. Describe NIC-based actions that apply to the expectant family.</li> <li>12. Incorporate knowledge of fetal growth and development into a teaching plan for the woman/family of childbearing age.</li> <li>13. Discuss utilization of the nursing process as it relates to nursing care of the woman and family before and during pregnancy.</li> <li>14. Identify appropriate NANDA nursing diagnoses for the pregnant woman/family.</li> <li>15. List NOC labels linked to NANDA diagnoses for the pregnant woman/family.</li> </ol> <p>Continues on next page . . .</p>	<ol style="list-style-type: none"> <li>I. Definitions of Obstetric Terminology               <ol style="list-style-type: none"> <li>A. Gravida, Primigravida, Multigravida, TPAL</li> <li>B. Para, Nullipara, Primipara, Multipara</li> <li>C. Preterm, Term, and Post Term</li> <li>D. Trimesters</li> <li>E. Estimation of Gestational Age, Negele's Rule</li> </ol> </li>   <li>II. Signs of Pregnancy               <ol style="list-style-type: none"> <li>A. Presumptive Signs of Pregnancy                   <ol style="list-style-type: none"> <li>1. Amenorrhea, N&amp;V, urinary frequency, and breast changes</li> </ol> </li> <li>B. Probable Signs of Pregnancy                   <ol style="list-style-type: none"> <li>1. Changes in the pelvic organs</li> <li>2. Goodell's, Chadwick's, Hegar's sign</li> </ol> </li> <li>C. General Changes in the Body                   <ol style="list-style-type: none"> <li>1. Pigmentation, abdominal changes</li> <li>2. Hormonal changes</li> </ol> </li> <li>D. Positive Signs of Pregnancy</li> </ol> </li>   <li>III. Body Systems Adaptation to Pregnancy               <ol style="list-style-type: none"> <li>A. Reproductive System                   <ol style="list-style-type: none"> <li>1. Uterus, cervix, vagina, ovaries</li> </ol> </li> <li>B. Breasts                   <ol style="list-style-type: none"> <li>1. Preparation for breastfeeding</li> </ol> </li> <li>C. Cardiovascular System                   <ol style="list-style-type: none"> <li>1. Supine hypotensive syndrome</li> <li>2. Physiologic anemia of pregnancy</li> <li>3. Changes in coagulation of pregnancy</li> </ol> </li> <li>D. Respiratory System</li> <li>E. Gastrointestinal System</li> <li>F. Urinary System</li> <li>G. Integumentary System</li> <li>H. Musculoskeletal System</li> <li>I. Endocrine System                   <ol style="list-style-type: none"> <li>1. Pituitary</li> <li>2. Pancreas</li> <li>3. Placental hormones</li> </ol> </li> <li>J. Metabolic System changes</li> </ol> </li>   <li>IV. Cultural Influences Affecting Both Physical and Psychological Adaptations               <ol style="list-style-type: none"> <li>A. Cultural Assessment</li> </ol> </li>   <li>V. Psychological Adaptation to Pregnancy               <ol style="list-style-type: none"> <li>A. Common Psychological Responses to Pregnancy                   <ol style="list-style-type: none"> <li>1. Ambivalence</li> <li>2. Acceptance</li> <li>3. Introversion</li> <li>4. Emotional lability</li> </ol> </li> <li>B. Body Image</li> </ol> </li>   <li>VI. Management and Nursing Care of the Pregnant Woman               <ol style="list-style-type: none"> <li>A. Assessment                   <ol style="list-style-type: none"> <li>1. Initial prenatal visit                       <ol style="list-style-type: none"> <li>a. Interview                           <ol style="list-style-type: none"> <li>1) comprehensive health history</li> <li>2) comprehensive pregnancy history</li> </ol> </li> <li>b. Physical exam                           <ol style="list-style-type: none"> <li>1) Patient's subjective appraisal</li> <li>2) Objective observations</li> <li>3) Assessment for common discomforts of pregnancy</li> </ol> </li> </ol> </li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Powerpoint Presentation</li> <li>• Work sheets</li> <li>• Reading Assignment</li> <li>• Small group discussion</li> <li>• Informatics</li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 3

### PHYSIOLOGICAL ADAPTATIONS TO PREGNANCY

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>16. List NIC interventions that are linked to NOC labels for the pregnant woman/family.</p> <p>17. Discuss NIC based actions that apply to the nursing care of the pregnant woman/family.</p> <p>18. Utilize Maslow's hierarchy of needs to prioritize care planned for the pregnant woman/family.</p> <p>19. Describe collaborative efforts that are involved as the nurse manages the care of the pregnant woman/family.</p> <p>20. Compare the components of nursing care for the pregnant woman/family that requires critical thinking.</p>	<ul style="list-style-type: none"> <li>c. Laboratory tests               <ul style="list-style-type: none"> <li>1) PPD</li> <li>2) HbsAg / HIV</li> <li>3) Cervical and vaginal smears</li> <li>4) Blood Work                   <ul style="list-style-type: none"> <li>a) glucose, protein, nitrites, and leukocytes</li> </ul> </li> </ul> </li> <li>d. Danger signs to be reported               <ul style="list-style-type: none"> <li>1) Abdominal pain or cramping</li> <li>2) Vaginal bleeding</li> <li>3) Nausea and vomiting past 12<sup>th</sup> week</li> <li>4) Burning or painful urination</li> <li>5) Fever</li> <li>6) Reduction in fetal movement during the 2<sup>nd</sup> &amp; 3<sup>rd</sup> trimesters</li> <li>7) Visual disturbances, headache, facial edema</li> </ul> </li> <li>e. Instruction about harmful effects of smoking, alcohol, and drugs including over the counter</li> </ul> <p>2. Follow-up visits</p> <ul style="list-style-type: none"> <li>a. Monthly re-evaluation               <ul style="list-style-type: none"> <li>1) Physiologic changes - gestational age - quickening</li> <li>2) Palpation and measurement of fundal height</li> <li>3) Vital signs, weight gain, urine, edema</li> <li>4) Review danger signs to be reported</li> </ul> </li> </ul> <p>B. Analysis/Nursing Diagnoses</p> <ul style="list-style-type: none"> <li>1. Health seeking behaviors</li> <li>2. Knowledge deficit</li> <li>3. Decision conflict</li> <li>4. Risk for injury; Risk factors to be identified</li> <li>5. Anxiety related to physical discomforts, fetal well-being</li> <li>6. Effective individual management of therapeutic regimen</li> <li>7. Altered family process               <ul style="list-style-type: none"> <li>a. Changing roles and responsibilities</li> </ul> </li> <li>8. Potential for enhanced physical growth and development (fetal &amp; maternal)</li> <li>9. Altered comfort related to common discomforts of pregnancy</li> <li>10. Imbalanced nutrition</li> <li>11. Acute pain</li> <li>12. Nausea</li> <li>13. Decisional conflict: pregnancy</li> </ul> <p>C. Planning</p> <ul style="list-style-type: none"> <li>1. NOC-based Outcomes               <ul style="list-style-type: none"> <li>a. anticipatory guidance</li> <li>b. establish a baseline-current health                   <ul style="list-style-type: none"> <li>1) baseline status - woman</li> <li>2) baseline status - fetus</li> </ul> </li> <li>c. risk detection</li> <li>d. health belief</li> <li>e. health seeking behavior</li> <li>f. participation - health decisions</li> <li>g. prenatal health behavior</li> <li>h. self-esteem</li> <li>i. comfort level</li> <li>j. pain control</li> </ul> </li> </ul> <p style="margin-top: 20px;">Continues on next page . . .</p>	

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### PHYSIOLOGICAL ADAPTATIONS TO PREGNANCY

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"> <li>2. NIC Interventions               <ul style="list-style-type: none"> <li>a. health seeking behavior</li> <li>b. health education</li> <li>c. anticipatory guidance</li> <li>d. health system guidance</li> <li>e. exercise promotion</li> <li>f. risk identification</li> <li>g. family integrity promotion</li> <li>h. nutritional state/nutritional intake</li> <li>i. Pain management</li> <li>j. nausea management</li> <li>k. participation in health care decisions</li> </ul> </li> <li>D. Implementation               <ul style="list-style-type: none"> <li>1. NIC-based actions linked to NANDA and NOC                   <ul style="list-style-type: none"> <li>a. Physical                       <ul style="list-style-type: none"> <li>1) teach to notify health care provider if experiencing any symptoms of danger signs</li> <li>2) report adequate relief from common discomforts of pregnancy</li> <li>3) explain the physiologic risks associated with lack of prenatal care, poor nutrition, and smoking during pregnancy</li> </ul> </li> <li>b. Psychosocial                       <ul style="list-style-type: none"> <li>1) loses ambivalence about the pregnancy</li> <li>2) daydreams about caring for the baby</li> <li>3) assess patients and significant other's perceptions about what happens in childbirth</li> </ul> </li> <li>c. Education                       <ul style="list-style-type: none"> <li>1) list signs, symptoms, and warning signs that indicate the need to notify health professional</li> <li>2) report compliance with instructions</li> <li>3) report ability to continue</li> <li>4) reports use of techniques taught for relief of N&amp;V, leg cramps, hemorrhoids, etc.</li> <li>5) attends childbirth education classes</li> <li>6) provide written or visual reinforcement of teaching topics and verify one's understanding</li> <li>7) assist patient to plan for health care changes</li> </ul> </li> </ul> </li> </ul> </li> </ul>	

# NURSING V - COURSE OUTLINE

## UNIT 4

### PRENATAL CARE/DIAGNOSTICS

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Identify indications for fetal diagnostic testing.</li> <li>2. Identify appropriate NANDA nursing diagnoses for the woman/family who require fetal diagnostic testing.</li> <li>3. List NOC outcome labels for specific prenatal diagnostic tests.</li> <li>4. Describe NIC based actions (physical, psychological, and educational) that apply to the woman/family regarding fetal well-being testing.</li> <li>5. Utilize Maslow's hierarchy of needs to prioritize plan of care for the woman/family undergoing fetal diagnostic testing.</li> <li>6. Describe collaborative efforts required of the nurse when managing care of the woman/family during evaluation process for fetal well-being.</li> <li>7. Describe the tests used to assess maternal and fetal well-being.</li> <li>8. Differentiate between screening and diagnostic procedures.</li> <li>9. Discuss legal and ethical issues related to the woman/family and fetal well-being evaluation.</li> <li>10. Discuss the role of the nurse in caring for the patient during the evaluation of fetal well-being as it relates to patient's rights, code for nurses, Professional Standards of Practice, and patient advocacy.</li> </ol>	<ol style="list-style-type: none"> <li>I. Review of Anatomy and Physiology Related to Fetal Well-Being Testing               <ol style="list-style-type: none"> <li>A. Review of Fetus</li> <li>B. Review of Pregnant Woman</li> </ol> </li> <li>II. Health Promotion Strategies               <ol style="list-style-type: none"> <li>A. Primary Prevention                   <ol style="list-style-type: none"> <li>1. Screening</li> </ol> </li> <li>B. Secondary Prevention                   <ol style="list-style-type: none"> <li>1. Diagnostic testing</li> </ol> </li> <li>C. Tertiary Prevention                   <ol style="list-style-type: none"> <li>1. Preventing complications</li> </ol> </li> </ol> </li> <li>III. Professional Standards of Practice               <ol style="list-style-type: none"> <li>A. Fetus/Woman/Family Advocacy</li> <li>B. Legal and Ethical Issues</li> <li>C. Caregiver Accountability</li> </ol> </li> <li>IV. Utilization of the Nursing Process as it relates to Care of the Woman/Fetus involved with Fetal Well-Being Evaluation               <ol style="list-style-type: none"> <li>A. Assessment                   <ol style="list-style-type: none"> <li>1. Gordon's functional health patterns</li> <li>2. Collaborative data (diagnostic tests)</li> </ol> </li> <li>B. Analysis/Nursing Diagnosis/NANDA                   <ol style="list-style-type: none"> <li>1. Risk for injury: fetal and maternal</li> <li>2. Risk for infection</li> <li>3. Pain</li> <li>4. Anxiety</li> <li>5. Powerlessness</li> <li>6. Ineffective coping</li> <li>7. Interrupted family processes</li> <li>8. Anticipatory grieving</li> <li>9. Health-seeking behaviors</li> <li>10. Deficient knowledge</li> </ol> </li> <li>C. Planning                   <ol style="list-style-type: none"> <li>1. NOC Outcome Labels                       <ol style="list-style-type: none"> <li>a. Fetal status: antepartum</li> <li>b. Maternal status: antepartum</li> <li>c. Immune status</li> <li>d. Knowledge: infection control</li> <li>e. Pain control</li> <li>f. Comfort level</li> <li>g. Anxiety control</li> <li>h. Participation: health care decisions</li> <li>i. Health beliefs: perceived ability to perform</li> <li>j. Coping</li> <li>k. Decision making</li> <li>l. Information processing</li> <li>m. Family coping</li> <li>n. Psychosocial adjustment: life changes</li> <li>o. Grief work facilitation</li> <li>p. Health-seeking behavior</li> <li>q. Knowledge of treatment procedures</li> <li>r. Knowledge of disease process</li> </ol> </li> <li>2. NIC Interventions                       <ol style="list-style-type: none"> <li>a. Electronic fetal monitoring</li> <li>b. Ultrasonography: limited obstetric</li> <li>c. Infection protection</li> <li>d. Infection control: intraoperative</li> <li>e. High risk pregnancy care</li> <li>f. Pain management</li> <li>g. Environmental management: comfort</li> <li>h. Anxiety reduction</li> </ol> </li> </ol> </li> </ol> </li> </ol> <p style="text-align: center;">Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Powerpoint Presentation</li> <li>• Discussion of the implications of fetal well-being testing on the woman/family.</li> <li>• Critical thinking exercises addressing nursing issues related to care of the woman/family and fetal well-being testing.</li> <li>• Development of linkages of NANDA, NOC, and NIC as related to nursing care of the woman/ family undergoing fetal well-being testing.</li> <li>• Discussion of legal and ethical issues related to fetal well-being testing.</li> <li>• Informatics</li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 4

### PRENATAL CARE/DIAGNOSTICS

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"> <li>i. Self-responsibility facilitation</li> <li>j. Patient rights protection</li> <li>k. Values clarification</li> <li>l. Coping enhancement</li> <li>m. Family support</li> <li>n. Decision-making support</li> <li>o. Anticipatory guidance</li> <li>p. Health education</li> <li>q. Support system enhancement</li> <li>r. Teaching: disease process</li> <li>s. Teaching: procedure, treatment</li> </ul> <p>D. Implementation</p> <ul style="list-style-type: none"> <li>1. NIC-based actions linked to NANDA and NOC               <ul style="list-style-type: none"> <li>a. Physical</li> <li>b. Psychosocial</li> <li>c. Educational</li> </ul> </li> <li>2. Management of nursing care of the woman/family who is being evaluated for fetal well-being.               <ul style="list-style-type: none"> <li>a. Utilization of Maslow's hierarchy of needs to organize and prioritize care</li> <li>b. Organization of care activities</li> <li>c. Patient, fetus, and family advocacy</li> <li>d. Legal and ethical issues</li> <li>e. Caregiver accountability</li> <li>f. Cost issues</li> </ul> </li> <li>3. Complex professional nursing issues involved in the care of the woman and family               <ul style="list-style-type: none"> <li>a. Collaborative efforts</li> <li>b. Identification of professional delegation dilemmas</li> <li>c. Appropriate complementary therapies</li> </ul> </li> <li>4. Collaborative Management               <ul style="list-style-type: none"> <li>a. Identify the health care workers involved in the care                   <ul style="list-style-type: none"> <li>1) Obstetrician; midwife; nurse; social worker; pediatrician; respiratory therapist; nutritionist; occupational therapist</li> </ul> </li> </ul> </li> </ul> <p>E. Evaluation of Outcome Achievement</p> <ul style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> <li>3. Evidence-based practice</li> </ul> <p>V. Specific Topics Related to Evaluation of Fetal Well-being</p> <p>A. Evaluation of Fetal Well-Being</p> <ul style="list-style-type: none"> <li>1. Purpose</li> <li>2. Process</li> </ul> <p>B. Genetic and Biochemical Evaluation</p> <ul style="list-style-type: none"> <li>1. Invasive fetal diagnostic tests               <ul style="list-style-type: none"> <li>a. Amniocentesis</li> <li>b. Chorionic villus sampling</li> <li>c. Percutaneous umbilical blood sampling</li> </ul> </li> <li>2. Maternal serum studies               <ul style="list-style-type: none"> <li>a. Maternal hormone levels</li> <li>b. Maternal alpha-fetoprotein screening</li> </ul> </li> </ul> <p>C. Physical and Physiological Surveillance</p> <ul style="list-style-type: none"> <li>1. Fetal imaging               <ul style="list-style-type: none"> <li>a. Ultrasonography</li> <li>b. Doppler studies</li> <li>c. Magnetic resonance imaging (MRI)</li> </ul> </li> <li>2. Fetal heart rate monitoring               <ul style="list-style-type: none"> <li>a. Non-stress test</li> <li>b. Contraction stress test</li> </ul> </li> <li>3. Fetal behavior studies               <ul style="list-style-type: none"> <li>a. Fetal movement count</li> <li>b. Biophysical profile</li> </ul> </li> </ul>	

# NURSING V - COURSE OUTLINE

## UNIT 5 THE PROCESSES OF BIRTH PAGE 1 OF 4

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Understand the theories of the onset of parturition or labor.</li> <li>2. Compare and contrast true versus false labor.</li> <li>3. Define the signs and symptoms of impending labor.</li> <li>4. Define the five P's of labor.</li> <li>5. Describe the psychologic response of the mother during labor.</li> <li>6. Define the four stages of labor and the critical events in each stage.</li> <li>7. Explain the maternal adaptations to labor.</li> <li>8. Explain the fetal adaptation to labor.</li> </ol> <p>Continues on next page . . .</p>	<ol style="list-style-type: none"> <li>I. Physiology of Labor               <ol style="list-style-type: none"> <li>A. Theories for the Onset of Labor                   <ol style="list-style-type: none"> <li>1. Maternal Factors                       <ol style="list-style-type: none"> <li>a. estrogen and progesterone</li> <li>b. prostaglandins</li> <li>c. oxytocin</li> </ol> </li> <li>B. Mechanism of Labor                       <ol style="list-style-type: none"> <li>1. Passageway</li> <li>2. Passenger</li> <li>3. Powers</li> <li>4. Position</li> <li>5. Psychological</li> </ol> </li> </ol> </li> <li>II. Signs and Symptoms of Impending Labor               <ol style="list-style-type: none"> <li>A. Lightening</li> <li>B. Cervical Changes</li> <li>C. Braxton Hicks</li> <li>D. Bloody Show</li> <li>E. Energy Spurt</li> <li>F. Gastrointestinal Disturbances</li> </ol> </li> <li>III. Stages of Labor               <ol style="list-style-type: none"> <li>A. First Stage                   <ol style="list-style-type: none"> <li>1. latent</li> <li>2. active</li> <li>3. transition</li> </ol> </li> <li>B. Second Stage - Cardinal Movements                   <ol style="list-style-type: none"> <li>1. descent</li> <li>2. flexion</li> <li>3. internal rotation</li> <li>4. extension</li> <li>5. restitution</li> <li>6. external rotation</li> <li>7. expulsion</li> </ol> </li> <li>C. Third Stage</li> <li>D. Fourth Stage</li> </ol> </li> <li>IV. Interventions of Labor               <ol style="list-style-type: none"> <li>A. Labor Induction</li> <li>B. Cervical Ripening</li> <li>C. Amniotomy</li> <li>D. Augmentation</li> <li>E. Forceps</li> <li>F. Vacuum</li> <li>G. C-section</li> </ol> </li> <li>V. Maternal Adaptations to Labor               <ol style="list-style-type: none"> <li>A. Hematologic</li> <li>B. Cardiovascular</li> <li>C. Respiratory</li> <li>D. Renal</li> <li>E. Gastrointestinal</li> <li>F. Endocrine</li> </ol> </li> <li>VI. Fetal Adaptations to Labor               <ol style="list-style-type: none"> <li>A. Fetal Heart Rate</li> <li>B. Fetal Respiratory System</li> <li>C. Fetal Circulation</li> </ol> </li> </ol> <p>The Processes of Birth continues on the next page . . .</p> </li></ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Interactive Handout</li> <li>• Small Group Assignments</li> <li>• Written examinations</li> <li>• Clinical focus</li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 5 THE PROCESSES OF BIRTH PAGE 2 OF 4

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>9. Define and differentiate analgesia and anesthesia.</p> <p>10. Describe three main types of anesthesia.</p> <p>11. Explain the different options of analgesia for labor.</p> <p>12. Discuss the advantages and disadvantages of specific options.</p> <p>13. Describe the nursing actions necessary to prepare a Patient for placement of epidural catheter.</p> <p>14. Indicate the common side effects of an epidural.</p> <p>15. Indicate the treatment of side effects of an epidural.</p> <p>16. Describe how cultural diversity impacts pain management in labor.</p> <p>Continues on next page . . .</p>	<p>I. Theories of Pain and Pain Management</p> <p>II. Anesthesia and Analgesia</p> <p style="padding-left: 20px;">A. Types of Anesthesia</p> <p style="padding-left: 40px;">1. Local</p> <p style="padding-left: 40px;">2. Regional</p> <p style="padding-left: 40px;">3. General</p> <p>III. Pain In Labor and Delivery</p> <p style="padding-left: 20px;">A. Dilation and effacement</p> <p style="padding-left: 20px;">B. Uterine</p> <p style="padding-left: 20px;">C. Pressure on nerve ganglia around uterus and vagina</p> <p>IV. Analgesia In Labor</p> <p style="padding-left: 20px;">A. Non-pharmacologic methods</p> <p style="padding-left: 20px;">B. Parenteral</p> <p style="padding-left: 20px;">C. Opioids</p> <p style="padding-left: 20px;">D. Sedatives</p> <p style="padding-left: 20px;">E. Regional analgesia</p> <p style="padding-left: 40px;">1. Epidural</p> <p style="padding-left: 40px;">2. Saline injections</p> <p>V. Anesthesia for Delivery</p> <p style="padding-left: 20px;">A. Local infiltration</p> <p style="padding-left: 20px;">B. Regional</p> <p style="padding-left: 40px;">1. pudendal block</p> <p style="padding-left: 40px;">2. spinal</p> <p style="padding-left: 40px;">3. epidural anesthesia</p> <p style="padding-left: 40px;">4. general anesthesia</p> <p>VI. Post Delivery Care for the Patient Receiving Anesthesia</p> <p style="padding-left: 20px;">A. Local</p> <p style="padding-left: 20px;">B. Regional</p> <p style="padding-left: 20px;">C. General</p> <p>The Processes of Birth continues on next page . . .</p>	

# NURSING V - COURSE OUTLINE

## UNIT 5

### THE PROCESSES OF BIRTH

PAGE 3 OF 4

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>17. Describe the initial assessment of the woman in labor.</p> <p>18. Describe the subsequent maternal-fetal assessment during the four stages of labor.</p> <p>19. Define the normal course of all four stages of labor.</p> <p>20. Explain the advantages and disadvantages of external and internal fetal monitoring.</p> <p>21. Describe the primary nursing interventions in all four stages of labor.</p> <p>22. Identify change in patient/fetal status that may alter the course of labor and delivery.</p> <p>23. Enumerate psychosocial and emotional responses associated with labor.</p> <p>24. Accurately document events and nursing interventions.</p> <p>Continues on next page . . .</p>	<p>I. Assessment of the Physiologic Processes of Labor</p> <p>A. Maternal Status</p> <ol style="list-style-type: none"> <li>1. Labor onset</li> <li>2. Initial status assessment</li> <li>3. Informed consent</li> <li>4. Risk factors</li> <li>5. Expected date of delivery</li> <li>6. Problems with present pregnancy</li> <li>7. Health history</li> </ol> <p>B. Fetal Status</p> <ol style="list-style-type: none"> <li>1. Fetal heart rate</li> <li>2. Auscultation</li> <li>3. Electronic fetal monitoring</li> </ol> <p>C. Labor Status</p> <ol style="list-style-type: none"> <li>1. Uterine activity</li> <li>2. Fetal membrane status</li> <li>3. Cervical status and fetal descent</li> </ol> <p>D. General Systems Status</p> <p>E. Setting Priorities and Making Decisions</p> <p>F. Maternal-Family Support and Interactions</p> <p>G. Psychological Considerations During the Latent Phase of Labor</p> <p>II. Nursing Responsibilities During Labor</p> <p>A. First Stage</p> <ol style="list-style-type: none"> <li>1. Maternal Assessment               <ol style="list-style-type: none"> <li>a. vital signs</li> <li>b. hydration</li> <li>c. elimination</li> </ol> </li> <li>2. Fetal Assessment               <ol style="list-style-type: none"> <li>a. baseline fetal heart rate</li> <li>b. fetal heart variability</li> <li>c. periodic/non-periodic FHR changes</li> <li>d. interventions for non-reassuring FHR pattern</li> </ol> </li> <li>3. Labor Progress               <ol style="list-style-type: none"> <li>a. uterine assessment</li> <li>b. ROM</li> <li>c. documentation and communication</li> <li>d. activity</li> <li>e. comfort</li> <li>f. pain management</li> <li>g. psychologic considerations</li> <li>h. labor curve</li> <li>i. role of support</li> </ol> </li> </ol> <p>B. Second Stage</p> <ol style="list-style-type: none"> <li>1. Fetal descent and assessment</li> <li>2. Psychological considerations</li> <li>3. Maternal positions</li> <li>4. Nursing responsibilities in preparation for delivery</li> <li>5. Episiotomy and nuchal cord</li> <li>6. Meconium aspiration</li> </ol> <p>C. Third Stage</p> <ol style="list-style-type: none"> <li>1. Newborn care</li> <li>2. Delivery of placenta</li> <li>3. Oxytocin administration</li> </ol> <p>D. Fourth Stage</p> <ol style="list-style-type: none"> <li>1. Maternal Assessment</li> </ol> <p>III. Precipitous Delivery</p> <p>The Processes of Birth continues on next page . . .</p>	

# NURSING V - COURSE OUTLINE

## UNIT 5

### THE PROCESSES OF BIRTH

PAGE 4 OF 4

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>25. State at least two nursing diagnoses that pertain to the laboring patient.</p> <p>26. Determine a NOC-based outcome for each nursing diagnosis.</p> <p>27. Identify at least two NIC-based interventions to accompany each nursing diagnosis.</p>	<p>I. Application of Nursing Process</p> <p>A. Assessment</p> <ol style="list-style-type: none"> <li>1. Gordon's functional health patterns</li> <li>2. Collaborative data (diagnostic tests)</li> </ol> <p>B. Analysis/Nursing Diagnoses</p> <ol style="list-style-type: none"> <li>1. Pain related to uterine contractions</li> <li>2. Risk for fetal injury related to decreased fetal oxygenation</li> <li>3. Anxiety related to unmet needs, situational crisis, knowledge deficit</li> <li>4. Risk for fluid volume deficit</li> </ol> <p>C. Planning / NOC-based Outcomes</p> <ol style="list-style-type: none"> <li>1. Comfort level</li> <li>2. Pain control</li> <li>3. Pain - disruptive effects</li> <li>4. Pain level</li> <li>5. Neurological status (fetal)</li> <li>6. Safety status: physical injury (fetus)</li> <li>7. Anxiety control</li> <li>8. Coping</li> <li>9. Psychosocial adjustment: Life changes</li> <li>10. Fluid balance</li> <li>11. Hydration</li> </ol> <p>D. Implementation / NIC-based Interventions</p> <ol style="list-style-type: none"> <li>1. Analgesic administration</li> <li>2. Conscious sedation</li> <li>3. Pain management</li> <li>4. Electronic fetal monitoring - Intrapartum</li> <li>5. Intrapartum care</li> <li>6. Anxiety reduction</li> <li>7. Family support</li> <li>8. Fluid management</li> <li>9. Fluid monitoring</li> <li>10. I.V. Therapy</li> </ol> <p>E. Evaluation of Outcome Achievement</p> <ol style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> <li>3. Evidence-based practice</li> </ol>	

# NURSING V - COURSE OUTLINE

## UNIT 6

### MANAGEMENT AND NURSING CARE OF THE HIGH RISK OBSTETRIC PATIENT

PAGE 1 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Identify factors that make a pregnant woman vulnerable to complications of pregnancy.</li> <li>2. Identify the physical findings associated with specific pregnancy complications.</li> <li>3. Enumerate psychosocial and emotional responses associated with specific pregnancy complications.</li> <li>4. Explain disorders of early pregnancy that result in hemorrhagic conditions.</li> <li>5. Explain disorders of pregnancy that result in hemorrhagic conditions in late pregnancy.</li> <li>6. Discuss the effects and management of hyperemesis gravidarum.</li> <li>7. Discuss the development and course of hypertensive disorders of pregnancy.</li> <li>8. Discuss potential complications of pregnancy-induced hypertension.</li> <li>9. Explain endocrine disorders frequently encountered in pregnancy.</li> <li>10. Discuss the effects of pregnancy on the normal and abnormal cardiac system.</li> <li>11. Explain Rh isoimmunization and ABO incompatibility.</li> <li>12. Identify appropriate NANDA nursing diagnoses for the obstetric Patient experiencing a high-risk pregnancy.</li> <li>13. List NOC labels for specific obstetric high-risk disorders.</li> <li>14. Discuss NIC interventions that are linked to NOC labels for the obstetric patient experiencing a high-risk complication of pregnancy.</li> <li>15. Describe NIC-based actions (physical, psychosocial, and educational) that apply to the high-risk obstetric patient.</li> </ol> <p>Continues on next page . . .</p>	<ol style="list-style-type: none"> <li>I. Review of Anatomy and Physiology of the Gynecologic System               <ol style="list-style-type: none"> <li>A. Variations of Pregnancy</li> </ol> </li> <li>II. Health Promotion Strategies               <ol style="list-style-type: none"> <li>A. Primary Prevention                   <ol style="list-style-type: none"> <li>1. Education</li> <li>2. Risk factors</li> <li>3. Infection prevention</li> </ol> </li> <li>B. Secondary Prevention                   <ol style="list-style-type: none"> <li>1. Early detection</li> <li>2. Early treatment</li> </ol> </li> <li>C. Tertiary Prevention                   <ol style="list-style-type: none"> <li>1. Disease management</li> <li>2. Prevention of complications</li> </ol> </li> </ol> </li> <li>III. Professional Standards of Practice               <ol style="list-style-type: none"> <li>A. Patient/Family Advocacy</li> <li>B. Legal and Ethical Issues</li> <li>C. Caregiver Accountability</li> </ol> </li> <li>IV. Utilization of the Nursing Process as it Relates to Management of the High-Risk Obstetric Patient               <ol style="list-style-type: none"> <li>A. Assessment                   <ol style="list-style-type: none"> <li>1. Gordon's functional health patterns</li> <li>2. Collaborative data; diagnostic tests</li> </ol> </li> <li>B. Analysis/Nursing Diagnoses (NANDA)                   <ol style="list-style-type: none"> <li>1. chronic sorrow</li> <li>2. readiness for enhanced family coping</li> <li>3. ineffective health maintenance</li> <li>4. risk for imbalanced fluid volume</li> <li>5. risk for infection</li> <li>6. risk for spiritual distress</li> <li>7. self-esteem disturbance</li> <li>8. disturbed body image</li> <li>9. anticipatory grieving</li> <li>10. fear</li> <li>11. risk for ineffective tissue perfusion                       <ol style="list-style-type: none"> <li>a. maternal</li> <li>b. fetal</li> </ol> </li> <li>12. interrupted family process</li> <li>13. pain</li> <li>14. anxiety</li> <li>15. impaired gas exchange</li> <li>16. powerlessness</li> <li>17. risk for injury                       <ol style="list-style-type: none"> <li>a. maternal</li> <li>b. fetal</li> </ol> </li> <li>18. decreased cardiac output</li> <li>19. activity intolerance</li> <li>20. fatigue</li> <li>21. ineffective airway clearance</li> <li>22. imbalanced nutrition</li> <li>23. risk for delayed development</li> <li>24. risk for disproportionate growth</li> <li>25. deficient knowledge</li> <li>26. deficient diversional activity</li> <li>27. social isolation</li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• PowerPoint Presentation</li> <li>• Critical Thinking Exercises of Obstetric Risks</li> <li>• Student Disk</li> <li>• Overhead Projections</li> <li>• Reflection of student's personal experiences related to high-risk obstetrical problems</li> <li>• Individual Interactive Computer Learning Programs</li> <li>• Assigned Videos:</li> <li>• PIH, Diabetes</li> <li>• Reflection of instructor's experiences related to high-risk obstetric patients</li> <li>• Reading Assignments</li> <li>• Written Examinations</li> <li>• Informatics</li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 6

### MANAGEMENT AND NURSING CARE OF THE HIGH RISK OBSTETRIC PATIENT

PAGE 2 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>16. Utilize Maslow's hierarchy of needs to prioritize care planned for the high-risk obstetric patient.</p> <p>17. Relate the effects of presence and caring on the effectiveness of the nurse-patient relationship.</p> <p>18. List the diagnostic testing which a high-risk maternity Patient may experience.</p> <p>19. Describe collaborative efforts required as the nurse manages the care of the high-risk obstetric patient.</p> <p>20. Identify complementary therapy that may be relevant for the high-risk obstetric patient.</p> <p>21. Compare the components of nursing care of the high-risk obstetric patient that are appropriate to be delegated to non-professional nursing personnel to that care which requires critical thinking and cannot be delegated.</p> <p>22. Relate pathophysiology to the clinical manifestations of specific obstetric high-risk disorders.</p> <p>23. Discuss the nursing management, utilizing the nursing process, of the obstetric high-risk patient.</p> <p>24. Discuss how high-risk obstetric complications effect the family unit.</p>	<p>C. Planning</p> <p>1. NOC Outcome Labels</p> <ul style="list-style-type: none"> <li>a. grief resolution</li> <li>b. coping</li> <li>c. health seeking behavior</li> <li>d. fluid balance</li> <li>e. infection control</li> <li>f. spiritual well-being</li> <li>g. self-esteem</li> <li>h. acceptance</li> <li>i. body image</li> <li>j. fear control</li> <li>k. circulation status</li> <li>l. family coping</li> <li>m. pain control</li> <li>n. anxiety control</li> <li>o. gas exchange</li> <li>p. health beliefs: perceived control</li> <li>q. risk control</li> <li>r. cardiac pump effectiveness</li> <li>s. endurance</li> <li>t. coagulation status</li> <li>u. airway management</li> <li>v. nutritional status</li> <li>w. development enhancement</li> <li>x. growth</li> <li>y. teaching: disease process, individual</li> <li>z. social involvement</li> </ul> <p>2. NIC Interventions</p> <ul style="list-style-type: none"> <li>a. grief work facilitation</li> <li>b. coping enhancement</li> <li>c. health system guidance</li> <li>d. fluid management</li> <li>e. infection control/protection</li> <li>f. spiritual support</li> <li>g. self-esteem enhancement</li> <li>h. grief resolution</li> <li>i. body image enhancement</li> <li>j. anxiety reduction</li> <li>k. circulatory care</li> <li>l. family integrity promotion</li> <li>m. pain management</li> <li>n. airway management</li> <li>o. risk modification</li> <li>p. cardiac care</li> <li>q. energy management</li> <li>r. bleeding control</li> <li>s. nutritional status</li> <li>t. nutritional monitoring</li> <li>u. child development</li> <li>v. teaching</li> <li>w. energy management</li> <li>x. recreation therapy</li> <li>y. socialization enhancement</li> </ul> <p>D. Implementation</p> <p>1. NIC-based actions linked to NANDA and NOC</p> <ul style="list-style-type: none"> <li>a. physical</li> <li>b. psychosocial</li> <li>c. educational</li> </ul> <p>Continues on next page . . .</p>	

# NURSING V - COURSE OUTLINE

## UNIT 6

### MANAGEMENT AND NURSING CARE OF THE HIGH RISK OBSTETRIC PATIENT

PAGE 3 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"> <li>2. Management of nursing care of the pregnant woman, within the context of family, who is experiencing a high-risk pregnancy.                             <ul style="list-style-type: none"> <li>a. Utilization of Maslow's hierarchy of needs to organize and prioritize care.</li> <li>b. Presence and the healing environment.</li> <li>c. Patient and family advocacy.</li> <li>d. Legal and ethical issues.</li> <li>e. Caregiver accountability.</li> <li>f. Cost issue.</li> </ul> </li> <li>3. Complex professional nursing issues involved in the care of the pregnant woman and family.                             <ul style="list-style-type: none"> <li>a. Collaborative efforts</li> <li>b. Identification of professional delegation dilemmas</li> <li>c. Appropriate complementary therapy.</li> </ul> </li> <li>E. Evaluation of Outcome Achievement                             <ul style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> <li>3. Evidence-based practice</li> </ul> </li> <li>V. Specific Disorders of the High-Risk Obstetric Patient                             <ul style="list-style-type: none"> <li>A. Pathophysiology/Epidemiology</li> <li>B. Clinical Manifestations/Diagnostic Data</li> <li>C. Collaborative Management (Medicine, Surgery, Nutritional Support, Discharge Planning, PT, OT, Home Care, Community Services)</li> <li>D. Nursing Management in Accordance With the Nursing Process</li> <li>E. Hemorrhagic Disorders                                     <ul style="list-style-type: none"> <li>1. Abortion</li> <li>2. Ectopic Pregnancy</li> <li>3. Molar Pregnancy</li> </ul> </li> <li>F. Placental Abnormalities                                     <ul style="list-style-type: none"> <li>1. Placenta Previa</li> <li>2. Abruptio Placentae</li> </ul> </li> <li>G. Labor Disorders                                     <ul style="list-style-type: none"> <li>1. Incompetent Cervix</li> </ul> </li> <li>H. High-Risk Fetal Condition                                     <ul style="list-style-type: none"> <li>1. Multiple Gestation</li> <li>2. Rh Isoimmunization and ABO Incompatibility</li> </ul> </li> <li>I. Hypertension                                     <ul style="list-style-type: none"> <li>1. PIH</li> <li>2. HELLP Syndrome</li> </ul> </li> <li>J. Diabetes</li> <li>K. Cardiovascular Disorders</li> <li>L. Pulmonary Disorders                                     <ul style="list-style-type: none"> <li>1. Asthma</li> </ul> </li> <li>M. DIC</li> <li>N. HIV positive patient</li> </ul> </li> </ul>	

# NURSING V - COURSE OUTLINE

## UNIT 7

### HIGH RISK BIRTHS AND OBSTETRIC EMERGENCIES

PAGE 1 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Identify selected dysfunctional labor patterns and discuss NANDA nursing diagnoses for a patient experiencing a dysfunctional labor pattern.</li> <li>2. Discuss the nursing strategies of the woman experiencing a dysfunctional labor pattern.</li> <li>3. Identify the common fetal malpositions and malpresentations. Discuss the assessment data relative to confirming the fetal position.</li> <li>4. Discuss the maternal and fetal implications when a diagnosis of oligohydramnios or polyhydramnios has been confirmed. Identify the contributing causes of both of these abnormal volumes of amniotic fluid.</li> <li>5. Describe maternal and fetal risks associated with preterm birth.</li> <li>6. Define premature rupture of membranes and identify nursing care strategies.</li> <li>7. Discuss the use of tocolytics and antenatal glucocorticoids in preterm labor prevention.</li> <li>8. Identify appropriate NANDA nursing diagnoses for the high risk woman experiencing preterm labor. <ul style="list-style-type: none"> <li>- Determine a NOC-based outcome from each nursing diagnosis.</li> <li>- Identify a NIC-based intervention to accompany each nursing diagnosis.</li> </ul> </li> <li>9. Describe the nursing management for the induction and augmentation of labor, forceps-assisted birth, vacuum-assisted birth, cesarean birth, and vaginal birth after a cesarean birth.</li> <li>10. Identify methods that provide effective emotional support to the woman having an obstetrical procedure.</li> </ol> <p>Continues on next page . . .</p>	<ol style="list-style-type: none"> <li>I. Dysfunctional Labor Pattern <ol style="list-style-type: none"> <li>A. A &amp; P of Normal Labor Process</li> <li>B. Health Promotion Strategies <ol style="list-style-type: none"> <li>1. Risk Factors</li> </ol> </li> <li>C. Patterns <ol style="list-style-type: none"> <li>1. Hypertonic labor</li> <li>2. Hypotonic labor</li> <li>3. Precipitate labor</li> </ol> </li> <li>D. Application of the Nursing Process <ol style="list-style-type: none"> <li>1. Assessment <ol style="list-style-type: none"> <li>a. data collection of labor patterns from monitor strip</li> <li>b. manual palpation of uterine activity</li> <li>c. progress in labor</li> </ol> </li> <li>2. Analysis/Nursing Diagnosis/NANDA <ol style="list-style-type: none"> <li>a. risk for infection</li> <li>b. pain</li> <li>c. deficient knowledge of labor</li> <li>d. fatigue</li> <li>e. impaired gas exchange</li> <li>f. anxiety</li> </ol> </li> <li>3. Planning/NOC Outcomes/Proposed NIC Interventions</li> <li>4. Implementation/NIC-Based Outcomes <ol style="list-style-type: none"> <li>a. physical</li> <li>b. psychosocial</li> <li>c. educational</li> </ol> </li> <li>5. Evaluation <ol style="list-style-type: none"> <li>a. critical thinking</li> <li>b. professional standards of practice</li> <li>c. evidence-based practice</li> </ol> </li> </ol> </li> </ol> </li> <li>II. Fetal Malpresentation and Malposition <ol style="list-style-type: none"> <li>A. Breech <ol style="list-style-type: none"> <li>1. classifications</li> <li>2. contributing factors (most common)</li> <li>3. maternal risks</li> <li>4. fetal risks</li> <li>5. medical management <ol style="list-style-type: none"> <li>a. external cephalic version</li> </ol> </li> <li>6. application of the nursing process</li> <li>7. professional standards of practice <ol style="list-style-type: none"> <li>a. caregiver accountability</li> </ol> </li> </ol> </li> <li>B. Shoulder Presentation <ol style="list-style-type: none"> <li>1. types</li> <li>2. common contributing factors</li> <li>3. maternal risks</li> <li>4. fetal risks</li> <li>5. application of the nursing process</li> </ol> </li> <li>C. Face Presentation/Brow</li> <li>D. Malpositions <ol style="list-style-type: none"> <li>1. application of the nursing process</li> </ol> </li> </ol> </li> <li>III. Amniotic Fluid Abnormalities <ol style="list-style-type: none"> <li>A. Polyhydramnios <ol style="list-style-type: none"> <li>1. definition</li> <li>2. secondary prevention - early detection</li> <li>3. fetal concerns</li> <li>4. maternal effects</li> <li>5. medical management</li> <li>6. nursing considerations</li> </ol> </li> <li>B. Oligohydramnios <ol style="list-style-type: none"> <li>1. definition</li> <li>2. contributing causes</li> <li>3. perinatal outcomes</li> </ol> </li> </ol> <p>Continues on next page . . .</p> </li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Written Examination</li> <li>• Powerpoint Presentation</li> <li>• Audio-Visual</li> <li>• Clinical Focus</li> <li>• Self-Study</li> <li>• Clinical Worksheet</li> <li>• Critical Thinking Exercises</li> <li>• Informatics</li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 7

### HIGH RISK BIRTHS AND OBSTETRIC EMERGENCIES

PAGE 2 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>11. Discuss the utilization of the nursing process as it relates to the collaborative care for the woman having a cesarean birth.</p> <p>12. Describe the care management of a women experiencing a post term pregnancy.</p> <p>13. Discuss obstetric emergencies and their appropriate management.</p> <p>14. Identify the risks to mother and fetus of a prolapsed umbilical cord and outline nursing interventions.</p>	<p style="padding-left: 40px;">4. medical management</p> <p style="padding-left: 40px;">5. nursing considerations</p> <p>IV. Preterm Labor and Premature Rupture of Membranes</p> <p style="padding-left: 20px;">A. Definition</p> <p style="padding-left: 20px;">B. Incidence</p> <p style="padding-left: 20px;">C. Patient Education</p> <p style="padding-left: 20px;">D. Clinical Presentation - Risk Factors</p> <p style="padding-left: 20px;">E. Tocolytic Agents</p> <p style="padding-left: 20px;">F. Complications of Preterm Labor</p> <p style="padding-left: 20px;">G. Management</p> <p style="padding-left: 20px;">H. Nursing Care</p> <p>V. The High Risk Woman Experiencing Preterm Labor and the Nursing Process</p> <p style="padding-left: 20px;">A. Health Promotion</p> <p style="padding-left: 40px;">1. Primary</p> <p style="padding-left: 40px;">2. Secondary</p> <p style="padding-left: 40px;">3. Tertiary Prevention</p> <p style="padding-left: 20px;">B. Health Promotion Strategies</p> <p style="padding-left: 20px;">C. Professional Standards of Practice</p> <p>VI. Utilization of Nursing Process as it Relates to Preterm Labor</p> <p style="padding-left: 20px;">A. Assessment</p> <p style="padding-left: 40px;">1. Gordon's functional health patterns</p> <p style="padding-left: 40px;">2. Collaborative data (diagnostic tests)</p> <p style="padding-left: 20px;">B. Analysis/Nursing Diagnosis</p> <p style="padding-left: 40px;">1. Anticipatory grieving</p> <p style="padding-left: 40px;">2. Anxiety</p> <p style="padding-left: 40px;">3. Deficient diversional activity</p> <p style="padding-left: 40px;">4. Sleep pattern disturbance</p> <p style="padding-left: 40px;">5. Impaired physical mobility</p> <p style="padding-left: 40px;">6. Risk for injury - fetal</p> <p style="padding-left: 40px;">7. Risk for powerlessness</p> <p style="padding-left: 20px;">C. Planning/NOC-Based Outcomes</p> <p style="padding-left: 40px;">1. Coping</p> <p style="padding-left: 40px;">2. Anxiety reduction</p> <p style="padding-left: 40px;">3. Leisure participation</p> <p style="padding-left: 40px;">4. Rest</p> <p style="padding-left: 40px;">5. Body positioning: self initiated</p> <p style="padding-left: 40px;">6. Fetal status - intrapartum</p> <p style="padding-left: 40px;">7. Health beliefs - perceived control</p> <p style="padding-left: 20px;">D. Implementation/NIC-Based Interventions</p> <p style="padding-left: 40px;">1. Coping enhancement - caregiver support</p> <p style="padding-left: 40px;">2. Active listening</p> <p style="padding-left: 40px;">3. Recreation therapy</p> <p style="padding-left: 40px;">4. Energy management - sleep enhancement</p> <p style="padding-left: 40px;">5. Exercise therapy</p> <p style="padding-left: 40px;">6. Electronic fetal monitoring</p> <p style="padding-left: 40px;">7. Decision-making support</p> <p style="padding-left: 20px;">E. Evaluation of Outcome Achievement</p> <p>VII. Interventions of Labor</p> <p style="padding-left: 20px;">A. Labor Induction</p> <p style="padding-left: 40px;">1. Indications</p> <p style="padding-left: 40px;">2. Clinical evaluation</p> <p style="padding-left: 40px;">3. Methods</p> <p style="padding-left: 60px;">a. Cervical Ripening</p> <p style="padding-left: 80px;">1) purpose</p> <p style="padding-left: 80px;">2) nursing responsibilities</p> <p style="padding-left: 60px;">b. IV medication oxytocin</p> <p style="padding-left: 80px;">1) standards of care</p> <p>Continues on next page . . .</p>	

# NURSING V - COURSE OUTLINE

## UNIT 7

### HIGH RISK BIRTHS AND OBSTETRIC EMERGENCIES

PAGE 3 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"> <li>2) nursing responsibilities</li> <li>3) patient teaching</li> <li>c. Amniotomy                             <ul style="list-style-type: none"> <li>1) nursing responsibilities</li> </ul> </li> </ul> <p>B. Augmentation of Labor</p> <ul style="list-style-type: none"> <li>1. Reason</li> <li>2. Methods</li> <li>3. Nursing interventions</li> </ul> <p>C. Forceps-Assisted Birth</p> <ul style="list-style-type: none"> <li>1. Maternal indications</li> <li>2. Fetal indications</li> <li>3. Nursing interventions</li> </ul> <p>D. Vacuum-Assisted Births</p> <ul style="list-style-type: none"> <li>1. Indications</li> <li>2. Prerequisites</li> <li>3. Risks to newborn</li> <li>4. Nursing interventions</li> </ul> <p>E. Cesarean Birth</p> <ul style="list-style-type: none"> <li>1. Incidence</li> <li>2. Indications</li> <li>3. Surgical techniques</li> <li>4. Complications and risks</li> <li>5. Anesthesia</li> <li>6. Prenatal preparation</li> <li>7. Pre- and post-operative care</li> <li>8. Postpartum care</li> <li>9. Ethical considerations</li> </ul> <p>VIII. Vaginal Birth After Cesarean</p> <ul style="list-style-type: none"> <li>A. Indications</li> <li>B. Prenatal Education</li> <li>C. Nursing Considerations</li> </ul> <p>IX. Post Term Pregnancy</p> <ul style="list-style-type: none"> <li>A. Definition</li> <li>B. Incidence</li> <li>C. Clinical Manifestations</li> <li>D. Maternal and Fetal Risks</li> <li>E. Car Management</li> <li>F. Home Care: Patient Teaching</li> <li>G. Emotional Support</li> </ul> <p>X. Obstetric Emergencies</p> <ul style="list-style-type: none"> <li>A. Uterine Rupture                             <ul style="list-style-type: none"> <li>1. etiologic factors</li> <li>2. clinical manifestations</li> </ul> </li> <li>B. Amniotic Fluid Embolism                             <ul style="list-style-type: none"> <li>1. Etiologic factors</li> <li>2. Clinical manifestations</li> <li>3. Emotional support to family</li> </ul> </li> <li>C. Prolapsed Umbilical Cord                             <ul style="list-style-type: none"> <li>1. Maternal risks</li> <li>2. Fetal risks</li> <li>3. Incidence</li> <li>4. Clinical assessment</li> <li>5. Emergency nursing intervention</li> </ul> </li> <li>D. Placental Abruption                             <ul style="list-style-type: none"> <li>1. Etiological factors</li> <li>2. Clinical assessment</li> <li>3. Emergency nursing interventions</li> </ul> </li> <li>E. Shoulder Dystocia                             <ul style="list-style-type: none"> <li>1. Etiological factors</li> <li>2. Clinical manifestations</li> <li>3. Fetal risks</li> <li>4. Emergency nursing interventions</li> </ul> </li> </ul>	

# NURSING V - COURSE OUTLINE

## UNIT 8

### POSTPARTUM HEALTH AND NURSING CARE

PAGE 1 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Explain the physiologic changes that occur during the postpartum period.</li> <li>2. Determine a systematic approach to postpartum assessment.</li> <li>3. Identify the expected values and clinical assessments to be evaluated in the care of women postpartally.</li> <li>4. Discuss utilization of the nursing process as it relates to nursing care of the postpartum woman.</li> <li>5. Identify appropriate NANDA nursing diagnosis for the postpartum mother.</li> <li>6. List NOC labels for caring for the well postpartum woman.</li> <li>7. Discuss NIC interventions that are linked to NOC labels for the well postpartum mother.</li> <li>8. Describe postpartum hemorrhage in terms of predisposing factors, causes, clinical signs and therapeutic management.</li> <li>9. Describe how the nurse manages the care of the woman with a postpartum complication.</li> <li>10. Relate pathophysiology to the clinical manifestations of specific postpartum complications.</li> <li>11. List NOC labels for specific postpartum complications.</li> <li>12. Discuss NIC interventions that are linked to NOC labels for the postpartum mother experiencing complications.</li> <li>13. Identify appropriate NANDA diagnosis for postpartum psychosocial adaptation.</li> <li>14. Discuss factors that affect family adjustment.</li> <li>15. Relate the effects of presence and caring on the effectiveness of the nurse-patient relationship as the nurse utilizes the nursing process.</li> </ol> <p>Continues on next page . . .</p>	<ol style="list-style-type: none"> <li>I. Postpartum Physiological Adaptations/Assessment               <ol style="list-style-type: none"> <li>A. Vital Signs                   <ol style="list-style-type: none"> <li>1. Cardiovascular system</li> <li>2. Changes in circulating blood volume</li> <li>3. Blood pressure</li> <li>4. Diaphoresis</li> <li>5. Blood components</li> <li>6. Homan's sign</li> </ol> </li> <li>B. Reproductive System - Uterine Involution                   <ol style="list-style-type: none"> <li>1. Afterpains</li> <li>2. Lochia                       <ol style="list-style-type: none"> <li>a. assessing bleeding</li> </ol> </li> <li>3. Vaginal changes</li> <li>4. Perineal changes</li> <li>5. Episiotomy care                       <ol style="list-style-type: none"> <li>a. REEDA scale</li> </ol> </li> <li>6. Breasts                       <ol style="list-style-type: none"> <li>a. colostrum</li> <li>b. milk production</li> <li>c. engorgement</li> </ol> </li> </ol> </li> <li>C. Gastrointestinal System                   <ol style="list-style-type: none"> <li>1. Hemorrhoids</li> </ol> </li> <li>D. Urinary System                   <ol style="list-style-type: none"> <li>1. Bladder distention</li> <li>2. Bladder trauma</li> <li>3. Output</li> </ol> </li> <li>E. Endocrine System                   <ol style="list-style-type: none"> <li>1. Estrogen and progesterone levels</li> <li>2. Prolactin levels</li> </ol> </li> <li>F. Analysis/Nursing Diagnosis                   <ol style="list-style-type: none"> <li>1. Family coping - potential for growth</li> <li>2. Fatigue</li> <li>3. Health seeking behaviors (personal hygiene)</li> <li>4. Knowledge deficit (child safety, breastfeeding)</li> <li>5. Pain</li> <li>6. Role performance, altered</li> <li>7. Sexuality patterns, altered</li> </ol> </li> <li>G. Planning/NOC-Based Outcomes                   <ol style="list-style-type: none"> <li>1. Family coping</li> <li>2. Information processing</li> <li>3. Role performance</li> <li>4. Rest/sleep</li> <li>5. Energy conservation</li> <li>6. Adherence behavior</li> <li>7. Knowledge: breastfeeding</li> <li>8. Infant safety</li> <li>9. Comfort level</li> <li>10. Pain control</li> </ol> </li> </ol> <p>Continues on next page . . .</p> </li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• PowerPoint Presentation</li> <li>• Audio-Visual</li> <li>• Reading assignments</li> <li>• Written examinations</li> <li>• Clinical focus</li> <li>• Worksheets</li> <li>• Handouts</li> <li>• Informatics</li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 8

### POSTPARTUM HEALTH AND NURSING CARE

PAGE 2 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>16. Explain nursing measures that reduce a woman's risk for developing specific postpartum complications. (K)</p> <p>17. Identify factors that increase a woman's risk for developing postpartum complications. (K)</p>	<p>H. NIC Interventions - NIC-Based Actions Linked to NANDA and NOC</p> <ol style="list-style-type: none"> <li>1. Parent education - infant</li> <li>2. Decision-making support</li> <li>3. Teaching: individual</li> <li>4. Energy management</li> <li>5. Teaching: individual</li> <li>6. Breastfeeding assistance</li> <li>7. Risk identification - infant safety</li> <li>8. Medication management</li> <li>9. Presence</li> <li>10. Teaching: procedure/treatment</li> </ol> <p>I. Evaluation of Achievement Outcomes</p> <ol style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> <li>3. Evidence-based practice</li> </ol> <p>II. Postpartum Complications</p> <p>A. Postpartum Hemorrhage</p> <ol style="list-style-type: none"> <li>1. Early postpartum hemorrhage</li> <li>2. Late postpartum hemorrhage</li> <li>3. Shock</li> </ol> <p>B. Pelvic Hematoma/Postpartum Infections</p> <ol style="list-style-type: none"> <li>1. Endometritis, myometritis, parametritis</li> <li>2. Wound site</li> <li>3. Urinary tract infection</li> </ol> <p>4. Mastitis</p> <p>C. Thromboembolic disorders</p> <ol style="list-style-type: none"> <li>1. Superficial thrombophlebitis</li> <li>2. Deep vein thrombosis</li> </ol> <p>D. Analysis and Nursing Diagnosis</p> <ol style="list-style-type: none"> <li>1. Fluid volume deficit</li> <li>2. Altered tissue perfusion</li> <li>3. Fear</li> <li>4. Pain</li> <li>5. Risk for puerperal infection</li> <li>6. Potential complications of postpartum infection</li> <li>7. Nutrition: less than body requirements</li> <li>8. Knowledge deficit</li> </ol> <p>E. Planning - NOC-Based Outcomes</p> <ol style="list-style-type: none"> <li>1. Fluid balance</li> <li>2. Tissue perfusion</li> <li>3. Vital sign status</li> <li>4. Energy conservation</li> <li>5. Coping</li> <li>6. Fear control</li> <li>7. Risk control</li> <li>8. Infection status</li> <li>9. Pain control</li> <li>10. Comfort level</li> </ol> <p>F. NIC-Based Interventions Linked to NOC Labels</p> <ol style="list-style-type: none"> <li>1. Bleeding reduction - postpartum uterus</li> <li>2. Fluid management</li> <li>3. Medication administration</li> <li>4. Emergency care</li> <li>5. Coping enhancement</li> <li>6. Emotional support</li> <li>7. Analgesic administration</li> <li>8. Infection protection</li> <li>9. Surveillance</li> </ol> <p>G. Evaluation of Outcome Achievement</p> <p>Continues on next page . . .</p>	

# NURSING V - COURSE OUTLINE

## UNIT 8

### POSTPARTUM HEALTH AND NURSING CARE

PAGE 3 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<p>III. Postpartum Psychosocial Adaptation</p> <ul style="list-style-type: none"> <li>A. Process of Becoming Acquainted               <ul style="list-style-type: none"> <li>1. Bonding and attachment</li> </ul> </li> <li>B. Factors Affecting Family Adaptation               <ul style="list-style-type: none"> <li>1. Discomfort and fatigue</li> <li>2. Knowledge of infant needs</li> <li>3. Availability of support system</li> </ul> </li> <li>C. Cultural Influences on Adaptations</li> <li>D. Postpartum Mood Disorders               <ul style="list-style-type: none"> <li>1. Postpartum blues</li> <li>2. Postpartum depression</li> <li>3. Postpartum psychosis</li> </ul> </li> <li>E. Application of the Nursing Process               <ul style="list-style-type: none"> <li>1. Analysis/Nursing Diagnosis/NANDA                   <ul style="list-style-type: none"> <li>a. Risk of ineffective individual coping</li> <li>b. fatigue</li> <li>c. adjustment, impaired</li> <li>d. hopelessness</li> <li>e. role performance, altered</li> <li>f. anxiety</li> </ul> </li> </ul> </li> <li>F. Planning - NOC-Based Outcomes               <ul style="list-style-type: none"> <li>1. Evaluation of outcome achievement</li> <li>2. Coping</li> <li>3. Anxiety control</li> <li>4. Depression control</li> <li>5. Caregiver lifestyle disruption</li> </ul> </li> <li>G. NIC-Based Interventions               <ul style="list-style-type: none"> <li>1. Counseling</li> <li>2. Family support</li> <li>3. Emotional support</li> <li>4. Presence</li> <li>5. Mood management</li> <li>6. Family involvement promotion</li> <li>7. Coping enhancement</li> </ul> </li> <li>H. Evaluation of Achievement               <ul style="list-style-type: none"> <li>1. Evidence-based practice</li> <li>2. Critical thinking</li> <li>3. Professional standards of practice</li> <li>4. Patient explores personal strengths; plans new way to cope with stress</li> </ul> </li> </ul>	

# NURSING V - COURSE OUTLINE

## UNIT 9

### HEALTH CARE ISSUES FOR WOMEN ACROSS THE LIFESPAN

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>1. Describe function of reproductive system related to women's health care issues.</p> <p>2. Describe three levels of prevention in relation to women's health care issues.</p> <p>3. Discuss nursing responsibilities in selected women's topics.</p> <p>4. Describe diagnostic tests associated with women across lifespan.</p> <p>5. Describe physiological changes associated with lifespan of women. (K)</p> <p>6. Utilize Maslow's Hierarchy of Needs to assess the patient with changes during lifespan.</p> <p>7. Describe common cycle abnormalities.</p> <p>8. List nursing diagnoses common to cycle abnormalities.</p> <p>9. List interventions NIC-based to be used with cycle abnormalities.</p> <p>10. Describe pathophysiology of the breasts.</p> <p>11. Differentiate between infectious, benign, and malignant abnormalities.</p> <p>12. List three possible NANDA NIC and NOC labels for women with infectious, benign, and malignant disorders.</p> <p>13. Describe pathophysiology of male and female reproductive function.</p> <p>14. Discuss assessment of infertile couple.</p> <p>15. List different assisted reproductive technology.</p> <p>16. Explain aspects of preventive health care for women.</p> <p>17. Describe each menstrual disorder and care.</p> <p>Continues on next page . . .</p>	<p>I. Review of Anatomy &amp; Physiology</p> <p>A. Functions of reproductive organs across women's lifespan</p> <ol style="list-style-type: none"> <li>1. Hormones</li> <li>2. Uterus</li> <li>3. Ovaries</li> </ol> <p>II. Health Promotion</p> <p>A. Primary prevention (education, re: risk factors)</p> <p>B. Secondary prevention (early detection)</p> <p>C. Tertiary prevention (prevention of complications)</p> <p>III. Patient Advocacy/Legal-Ethical Issues/Caregiver Accountability</p> <p>A. Religious/cultural/ethical beliefs</p> <p>B. RN role/student role</p> <p>IV. Utilization of Nursing Process as It Relates to This Unit In General</p> <p>A. Assessment</p> <ol style="list-style-type: none"> <li>1. Gordon's Functional Health Patterns</li> <li>2. Collaborative Data (diagnostic tests)</li> </ol> <p>B. Analysis/Nursing Diagnosis (NANDA)</p> <p>C. Planning</p> <ol style="list-style-type: none"> <li>1. Suggested NOC outcomes (symptom severity, risk control, knowledge-health promotion)</li> </ol> <p>D. Implementation</p> <ol style="list-style-type: none"> <li>1. Suggested NIC-based interventions (risk identification, learning facilitation)</li> <li>2. Prioritizing (Maslow, Organizing care activities/cost issues (socioeconomic and safety from physiological threats)</li> <li>3. Collaborative effort/complementary therapies/delegation (management-medical &amp; surgical)</li> </ol> <p>E. Evaluation of outcome (NOC) achievement</p> <ol style="list-style-type: none"> <li>1. Evidence-based practice</li> <li>2. Critical thinking</li> <li>3. Professional standards of care</li> </ol> <p>V. Specific Disorders for Women</p> <p>A. Menstrual cycle, endometriosis and menstrual disorders: amenorrhea, dysfunctional uterine bleeding (DUB), dysmenorrhea, menorrhagia</p> <ol style="list-style-type: none"> <li>1. Pathophysiology (epidemiology)</li> <li>2. Clinical manifestation/diagnostic data (thyroid function, ultrasound, blood test)</li> <li>3. Collaborative management (HRT, dietary management)</li> <li>4. Nursing management in accordance with the nursing process               <ol style="list-style-type: none"> <li>a. <u>NANDA</u> - sexual dysfunction, pain, ineffective health maintenance</li> <li>b. <u>NIC</u> - learning facilitation, pain management</li> <li>c. <u>NOC</u> - knowledge treatment, symptom severity: perimenopause</li> </ol> </li> </ol> <p>B. Breasts</p> <ol style="list-style-type: none"> <li>1. Pathophysiology (epidemiology)</li> <li>2. Clinical manifestation/Diagnostic data (mammogram, biopsy, ultrasound, cytologic exam)</li> <li>3. Collaborative management (medicine, surgery, radiation, chemotherapy)</li> <li>4. Nursing management in accordance with the nursing process               <ol style="list-style-type: none"> <li>a. <u>NANDA</u> - disturbed body image, fear, anxiety</li> <li>b. <u>NIC</u> - anxiety reduction, pain management</li> <li>c. <u>NOC</u> - coping, body image</li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Audio-visuals</li> <li>• Reading assignment</li> <li>• Self study</li> <li>• Informatics</li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 9

### HEALTH CARE ISSUES FOR WOMEN ACROSS THE LIFESPAN

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>18. Explain each gynecological infection in terms of causes, transmission, and care.</p> <p>19. Describe the various types of birth control and include side effects and contraindications of each method.</p>	<p>C. Pelvic Conditions (infections, benign and malignant disorders, STDs, PID, toxic shock syndrome)</p> <ol style="list-style-type: none"> <li>1. Pathophysiology (epidemiology)</li> <li>2. Clinical manifestation/Diagnostic data (culture, pap smear, laboratory coloscopy, hemocult test, HPV, HIV, hepatitis, gonorrhea, syphilis, chlamydia, bacterial vaginosis)</li> <li>3. Collaborative management (medicine, surgery, chemotherapy, conservative: teach kegels)</li> <li>4. Nursing management in accordance with the nursing process               <ol style="list-style-type: none"> <li>a. <u>NANDA</u> - pain, fear, deficient knowledge</li> <li>b. <u>NIC</u> - teaching, counseling for prevention</li> <li>c. <u>NOC</u> - risk control: STD, coping, knowledge: treatment regimen</li> </ol> </li> </ol> <p>D. Infertility</p> <ol style="list-style-type: none"> <li>1. Pathophysiology (epidemiology)</li> <li>2. Clinical manifestations/Diagnostic data (semen analysis, BBT, hystero salpingogram, endometrial biopsy, lab evaluations)</li> <li>3. Collaborative management (surgery, medical)</li> <li>4. Nursing management in accordance with the nursing process               <ol style="list-style-type: none"> <li>a. <u>NANDA</u> - sexual dysfunction</li> <li>b. <u>NIC</u> - sexual counseling, family planning, infertility</li> <li>c. <u>NOC</u> - knowledge: fertility promotion, treatment &amp; procedure regimen</li> </ol> </li> </ol> <p>E. Family Planning</p> <ol style="list-style-type: none"> <li>1. Pathophysiology</li> <li>2. Clinical manifestations/diagnostic data</li> <li>3. Collaborative management (abstinence, hormonal contraceptives, hormonal injections, IUD, barrier methods, cervical mucous, basal body temperature, sterilization, emergency contraceptive, unreliable contraceptive methods)</li> <li>4. Nursing management in accordance with the nursing process               <ol style="list-style-type: none"> <li>a. <u>NANDA</u>: knowledge deficit, health seeking behaviors</li> <li>b. <u>NIC</u>: family planning; sexual counseling; health education</li> <li>c. <u>NOC</u>: knowledge; health beliefs</li> </ol> </li> </ol>	

# NURSING V - COURSE OUTLINE

## UNIT 10

### NORMAL AND HIGH RISK NEWBORN

PAGE 1 OF 6

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Explain the physiologic changes that occur at birth as the newborn makes the transition to extra uterine life.</li> <li>2. Describe thermoregulation in the newborn and symptoms of cold stress.</li> <li>3. Identify each appropriate NANDA nursing diagnosis for the neonate with altered thermoregulation.               <ul style="list-style-type: none"> <li>- List nursing interventions (NIC)</li> <li>- List nursing outcomes (NOC)</li> </ul> </li> <li>4. Describe the renal system in the newborn.</li> <li>5. Describe the gastrointestinal system in the newborn.</li> <li>6. Explain the causes and effects of hypoglycemia in the newborn.</li> <li>7. Describe normal bilirubin excretion and the development of physiologic jaundice in the newborn.</li> <li>8. Discuss the effects of immunity in the newborn.</li> <li>9. Describe the periods of reactivity and the behavioral status of the newborn.</li> <li>10. Identify the sequence to follow in the assessment of the newborn.</li> <li>11. Describe the assessment the nurse makes doing the initial and ongoing care of the newborn.</li> <li>12. Identify appropriate NANDA nursing diagnoses for the normal newborn.               <ul style="list-style-type: none"> <li>- Determine a NOC-based outcome for each nursing diagnosis.</li> <li>- Identify a NIC-based intervention to accompany each nursing diagnosis.</li> </ul> </li> </ol> <p>Continues on next page . . .</p>	<ol style="list-style-type: none"> <li>I. Knowledge Basic to the Care of the Normal Newborn.           <ol style="list-style-type: none"> <li>A. Process of the Infant's Transition to Extra Uterine Life - Biologic Characteristics               <ol style="list-style-type: none"> <li>1. Respiratory System                   <ol style="list-style-type: none"> <li>a. initiation of breathing</li> <li>b. signs of respiratory distress</li> <li>c. maintaining adequate oxygen supply</li> </ol> </li> <li>2. Circulatory System - Fetal Circulatory Pathways                   <ol style="list-style-type: none"> <li>a. heart rate and sounds</li> <li>b. blood pressure</li> <li>c. blood volume</li> </ol> </li> <li>3. Hematopoietic System                   <ol style="list-style-type: none"> <li>a. red blood cells and hemoglobin</li> <li>b. leukocytes</li> <li>c. platelets</li> </ol> </li> </ol> </li> <li>II. Thermoregulation           <ol style="list-style-type: none"> <li>A. Newborn Characteristics Leading to Heat Loss</li> <li>B. Chemical Thermogenesis</li> <li>C. Hypothermia</li> <li>D. Methods of Heat Loss</li> <li>E. Cold Stress</li> </ol> </li> <li>III. Utilization of the Nursing Process - Preventing and Maintaining a Neutral Thermal Environment           <ol style="list-style-type: none"> <li>A. Assessment               <ol style="list-style-type: none"> <li>1. factors related to infant's risk of temperature fluctuation</li> <li>2. assess for potential or actual hypothermia</li> <li>3. monitor environmental room temperature</li> </ol> </li> <li>B. Analysis/Nursing Diagnosis/NANDA               <ol style="list-style-type: none"> <li>1. Ineffective Thermoregulation - temperature fluctuation between hypothermia and hyperthermia</li> <li>2. Ineffective Breathing Pattern</li> <li>3. Risk for infection</li> <li>4. Risk for fluid volume deficit</li> </ol> </li> <li>C. Planning (NIC) Interventions               <ol style="list-style-type: none"> <li>1. monitor temperature and vital signs</li> <li>2. place infant under radiant warmer or incubator if temperature is unstable</li> <li>3. avoid placing infant directly in contact with cold surfaces</li> <li>4. keep head covered</li> <li>5. use blankets to keep neonate warm; remove wet blankets</li> <li>6. keep neonate covered during procedures, transport and diagnostic procedures</li> <li>7. keep the room temperature at 72°F</li> <li>8. identify the infant at risk</li> </ol> </li> <li>D. Implementation               <ol style="list-style-type: none"> <li>1. maintains temperature within a normal range</li> <li>2. teach family signs of hypothermia and hyperthermia and appropriate actions to take</li> <li>3. teach family appropriate method for taking the temperature</li> <li>4. maintains respiratory rate within normal limits</li> </ol> </li> <li>E. Evaluation of Outcome Achievement</li> </ol> </li> <li>IV. Renal System           <ol style="list-style-type: none"> <li>A. Kidney Development</li> <li>B. Kidney Function</li> <li>C. Frequency of Voiding</li> <li>D. Fluid and Electrolyte Balance</li> </ol> </li> </ol> <p>Continues on next page . . .</p> </li></ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Audio-Visual</li> <li>• Powerpoint Presentation</li> <li>• Written Examination</li> <li>• Clinical focus</li> <li>• Self-Study</li> <li>• Clinical Focus:           <ul style="list-style-type: none"> <li>• Clinical Worksheet</li> <li>• Newborn Assessment</li> <li>• Ballard Score</li> <li>• Breast Feeding Class</li> </ul> </li> <li>• Critical Thinking Discussion</li> <li>• Informatics</li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 10

### NORMAL AND HIGH RISK NEWBORN

PAGE 2 OF 6

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>13. Compare the clinical characteristics of the infant who is small for gestational age and the infant who is large for gestational age.</p> <p>14. Discuss the nursing strategies in caring for the high risk infant.</p> <p>15. Describe nutritional and fluid needs of the infant.</p> <p>16. Describe the problems of pre-term birth.</p> <p>17. Identify nursing goals for the problems of premature infants.</p> <p>18. Differentiate between a low birth weight and premature infant.</p>	<p>V. Gastrointestinal System</p> <ul style="list-style-type: none"> <li>A. Physiologic</li> <li>B. Mechanism of Breathing, Sucking and Swallowing Reflexes</li> <li>C. Digestion</li> <li>D. Stools</li> <li>E. Feeding Behaviors</li> <li>F. Signs of Risk for Gastrointestinal Problems</li> </ul> <p>VI. Hepatic System</p> <ul style="list-style-type: none"> <li>A. Metabolic Transition: Fetus to Newborn               <ul style="list-style-type: none"> <li>1. Blood glucose maintenance</li> </ul> </li> <li>B. Iron Storage</li> <li>C. Conjugation of Bilirubin               <ul style="list-style-type: none"> <li>1. Description of bilirubin</li> <li>2. Normal conjugation                   <ul style="list-style-type: none"> <li>a. indirect</li> <li>b. jaundice</li> <li>c. direct</li> </ul> </li> <li>3. Risk factors for increased bilirubin</li> </ul> </li> <li>D. Hyperbilirubinemia               <ul style="list-style-type: none"> <li>1. Physiologic                   <ul style="list-style-type: none"> <li>a. criteria</li> </ul> </li> <li>2. Pathologic</li> <li>3. Breast milk jaundice</li> </ul> </li> </ul> <p>VII. Immune System</p> <ul style="list-style-type: none"> <li>A. Passive Immunity</li> <li>B. Ig A</li> <li>C. Ig G</li> <li>D. Ig M</li> <li>E. Signs of Risk for Immune System Problems</li> </ul> <p>VIII. Neurobehavioral Transition in the First 12 Hours</p> <ul style="list-style-type: none"> <li>A. First Period of Reactivity               <ul style="list-style-type: none"> <li>1. Promoting early family and newborn interaction</li> </ul> </li> <li>B. Period of Decreased Activity: Sleep Phase               <ul style="list-style-type: none"> <li>1. Implications for parent, family and newborn interaction</li> </ul> </li> <li>C. Second Period of Reactivity</li> <li>D. Behavioral State</li> <li>E. Habituation</li> </ul> <p>IX. Assessment of the Newborn</p> <ul style="list-style-type: none"> <li>A. Assessment After Transition               <ul style="list-style-type: none"> <li>1. General assessment - risk factors (HIV, substance abuse, blood type, HEP, other infections)                   <ul style="list-style-type: none"> <li>a. temperature</li> <li>b. cardiovascular system</li> <li>c. respiratory</li> </ul> </li> </ul> </li> <li>B. Nursing Care               <ul style="list-style-type: none"> <li>1. ophthalmic prophylaxis</li> <li>2. vitamin K prophylaxis</li> <li>3. position</li> <li>4. skin color</li> <li>5. identification</li> <li>6. weight</li> </ul> </li> </ul> <p>Continues on next page . . .</p>	

# NURSING V - COURSE OUTLINE

## UNIT 10

### NORMAL AND HIGH RISK NEWBORN

PAGE 3 OF 6

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<p>X. Physical Assessment of the Newborn</p> <p>A. General Inspection to Identify Abnormalities</p> <ol style="list-style-type: none"> <li>1. Head               <ol style="list-style-type: none"> <li>a. molding</li> <li>b. fontanelles</li> <li>c. sutures</li> <li>d. caput succedaneum</li> <li>e. cephalhematoma</li> </ol> </li> <li>2. Eyes               <ol style="list-style-type: none"> <li>a. placement</li> <li>b. symmetry</li> <li>c. discharge</li> </ol> </li> <li>3. Nose               <ol style="list-style-type: none"> <li>a. shape</li> <li>b. patency</li> </ol> </li> <li>4. Ears               <ol style="list-style-type: none"> <li>a. size</li> <li>b. placement</li> </ol> </li> <li>5. Mouth               <ol style="list-style-type: none"> <li>a. inspect; palate</li> <li>b. check gums</li> <li>c. tongue: mobility and size</li> </ol> </li> <li>6. Neck and Clavicles               <ol style="list-style-type: none"> <li>a. movement of neck</li> <li>b. assess for fracture of clavicle</li> </ol> </li> <li>7. Chest               <ol style="list-style-type: none"> <li>a. respiratory movement</li> </ol> </li> <li>8. Abdomen               <ol style="list-style-type: none"> <li>a. shape</li> <li>b. umbilical cord</li> <li>c. number of vessels in cord</li> <li>d. bowel sounds</li> </ol> </li> <li>9. Genitalia               <ol style="list-style-type: none"> <li>a. Female                   <ol style="list-style-type: none"> <li>1) general appearance</li> <li>2) discharge</li> <li>3) urinary meatus</li> </ol> </li> <li>b. Male                   <ol style="list-style-type: none"> <li>1) general appearance</li> <li>2) urinary meatus</li> <li>3) scrotum</li> <li>4) testes</li> </ol> </li> </ol> </li> <li>10. Extremities</li> <li>11. Back               <ol style="list-style-type: none"> <li>a. spine</li> <li>b. scapulae</li> <li>c. base of spine - pilonidal area</li> </ol> </li> <li>12. Anus               <ol style="list-style-type: none"> <li>a. patency</li> </ol> </li> </ol> <p>B. Measurements</p> <ol style="list-style-type: none"> <li>1. Weight</li> <li>2. Length</li> <li>3. Head and Chest</li> </ol> <p>C. Reflexes - neurological system</p> <ol style="list-style-type: none"> <li>1. Sucking and rooting</li> <li>2. Swallowing</li> <li>3. Grasp               <ol style="list-style-type: none"> <li>a. palmar</li> <li>b. plantar</li> </ol> </li> <li>4. Tonic neck or fencing</li> <li>5. Moro</li> <li>6. Head lag or traction</li> </ol> <p>Continues on next page . . .</p>	

# NURSING V - COURSE OUTLINE

## UNIT 10

### NORMAL AND HIGH RISK NEWBORN

#### PAGE 4 OF 6

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<p>XI. Newborn Maturity Rating</p> <ul style="list-style-type: none"> <li>A. Skin</li> <li>B. Lanugo</li> <li>C. Plantar Surface</li> <li>D. Breast</li> <li>E. Eye/Ear</li> <li>F. Genitals - Male; Female</li> <li>G. Neuromuscular Maturity               <ul style="list-style-type: none"> <li>1. posture</li> <li>2. square window</li> <li>3. arm recoil</li> <li>4. popliteal angle</li> <li>5. scarf sign</li> <li>6. heel to ear</li> </ul> </li> </ul> <p>XII. Utilization of the Nursing Process as it Relates to the Normal Newborn</p> <ul style="list-style-type: none"> <li>A. Assessment               <ul style="list-style-type: none"> <li>1. Gordon's functional health patterns</li> <li>2. Collaborative data</li> </ul> </li> <li>B. Analysis/Nursing Diagnosis/NANDA               <ul style="list-style-type: none"> <li>1. Ineffective airway clearance related to                   <ul style="list-style-type: none"> <li>a. airway obstruction with mucus</li> </ul> </li> <li>2. Ineffective thermoregulation related to                   <ul style="list-style-type: none"> <li>a. heat loss</li> </ul> </li> <li>3. Risk for infection related to                   <ul style="list-style-type: none"> <li>a. umbilical cord stump</li> <li>b. circumcision</li> </ul> </li> <li>4. Risk for injury related to                   <ul style="list-style-type: none"> <li>a. helplessness</li> </ul> </li> <li>5. Pain related to                   <ul style="list-style-type: none"> <li>a. procedures such as heel sticks</li> </ul> </li> </ul> </li> <li>C. Planning               <ul style="list-style-type: none"> <li>1. NOC Outcomes                   <ul style="list-style-type: none"> <li>a. maintain effective breathing patterns</li> <li>b. maintain effective thermoregulation</li> <li>c. remain free from infection</li> <li>d. receive the necessary nutrition for growth and establish adequate elimination patterns</li> <li>e. experience minimal pain related to procedures</li> </ul> </li> <li>2. NIC Intervention                   <ul style="list-style-type: none"> <li>a. airway management</li> <li>b. temperature regulation</li> <li>c. newborn care - infection protection</li> <li>d. fluid management</li> <li>e. newborn monitoring</li> <li>f. comfort level</li> <li>g. airway suctioning</li> <li>h. health education</li> <li>i. teaching: normal care</li> <li>j. family process maintenance</li> </ul> </li> <li>3. Evaluation of Outcome Achievement                   <ul style="list-style-type: none"> <li>a. evidence-based practice</li> <li>b. professional standards of care</li> <li>c. critical thinking</li> </ul> </li> </ul> </li> </ul> <p>Continues on next page . . .</p>	

# NURSING V - COURSE OUTLINE

## UNIT 10

### NORMAL AND HIGH RISK NEWBORN

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CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<p>XIII. Assessment of Gestational Age</p> <p>A. Small for Gestational Age</p> <ol style="list-style-type: none"> <li>1. Intrauterine growth restriction               <ol style="list-style-type: none"> <li>a. factors associated with fetal growth restriction - physical characteristics</li> <li>b. diagnostic assessment</li> <li>c. risk factors</li> <li>d. infant's outcome</li> <li>e. nursing management</li> </ol> </li> </ol> <p>B. Large for Gestational Age</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Associated factors</li> <li>3. Complications</li> <li>4. Nursing assessments</li> </ol> <p>XIV. The Premature Infant</p> <p>A. Factors Associated with Preterm Delivery</p> <p>B. Assessment of the Preterm Infant</p> <ol style="list-style-type: none"> <li>1. Gestational age assessment               <ol style="list-style-type: none"> <li>a. neurologic</li> <li>b. physical characteristics</li> </ol> </li> </ol> <p>C. Review of Systems - Potential Alterations</p> <ol style="list-style-type: none"> <li>1. Cardiovascular               <ol style="list-style-type: none"> <li>a. patent ductus arteriosus (PDA)</li> <li>b. hypotension</li> </ol> </li> <li>2. Central Nervous System               <ol style="list-style-type: none"> <li>a. intraventricular hemorrhage (IVH)                   <ol style="list-style-type: none"> <li>1) classification</li> <li>2) signs of IVH</li> <li>3) clinical factors</li> </ol> </li> <li>b. post hemorrhagic hydrocephalus</li> <li>c. periventricular leukomalacia (PVL)</li> <li>d. hearing loss</li> </ol> </li> <li>3. Hematologic System               <ol style="list-style-type: none"> <li>a. anemia</li> <li>b. polycythemia</li> <li>c. coagulopathy</li> </ol> </li> <li>4. Hepatic System               <ol style="list-style-type: none"> <li>a. hyperbilirubinemia                   <ol style="list-style-type: none"> <li>1) phototherapy</li> <li>2) nursing care</li> </ol> </li> </ol> </li> <li>5. Gastrointestinal System               <ol style="list-style-type: none"> <li>a. dysmotility</li> <li>b. necrotizing enterocolitis (NEC)                   <ol style="list-style-type: none"> <li>1) risk factors</li> </ol> </li> <li>c. gastroesophageal reflux</li> </ol> </li> <li>6. Immune System               <ol style="list-style-type: none"> <li>a. neutrophil deficiency</li> <li>b. impaired opsonization</li> <li>c. infection</li> </ol> </li> <li>7. Integumentary System               <ol style="list-style-type: none"> <li>a. skin care</li> </ol> </li> <li>8. Ophthalmologic System               <ol style="list-style-type: none"> <li>a. retinopathy of prematurity</li> </ol> </li> <li>9. Respiratory System               <ol style="list-style-type: none"> <li>a. review of respiratory system</li> <li>b. respiratory distress syndrome</li> <li>c. transient tachypnea of the newborn</li> <li>d. retained fetal lung fluid</li> <li>e. bronchopulmonary dysplasia</li> <li>f. apnea of prematurity</li> </ol> </li> </ol> <p>Continues on next page . . .</p>	

# NURSING V - COURSE OUTLINE

## UNIT 10

### NORMAL AND HIGH RISK NEWBORN

PAGE 6 OF 6

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<p>XV. Special Considerations in Caring for the Infant at High Risk</p> <ul style="list-style-type: none"> <li>A. Parental Anxiety</li> <li>B. Ethical Considerations</li> <li>C. Thermoregulation</li> <li>D. Nutrition and Fluid Management</li> <li>E. Feeding</li> <li>F. Parent Education</li> <li>G. Pain Management</li> <li>H. Complementary Therapy                             <ul style="list-style-type: none"> <li>1. developmental care</li> <li>2. therapeutic touch</li> <li>3. infant massage</li> <li>4. containment</li> <li>5. kangaroo care</li> <li>6. discharge planning                                     <ul style="list-style-type: none"> <li>a. home care</li> </ul> </li> </ul> </li> <li>I. Prevention of Infection</li> </ul> <p>XVI. Newborn Nutrition</p> <ul style="list-style-type: none"> <li>A. Growth and Development                             <ul style="list-style-type: none"> <li>1. Growth is standard by which infant nutrition is judged</li> </ul> </li> <li>B. Nutritional Needs of the Newborn                             <ul style="list-style-type: none"> <li>1. energy</li> <li>2. protein</li> <li>3. fat</li> <li>4. carbohydrates</li> <li>5. water and electrolytes</li> <li>6. minerals</li> <li>7. vitamins</li> </ul> </li> <li>C. Breast Feeding                             <ul style="list-style-type: none"> <li>1. prenatal education</li> <li>2. breast feeding support</li> </ul> </li> <li>D. Bottle Feeding - Formula                             <ul style="list-style-type: none"> <li>1. Patient education for bottle feeding</li> <li>2. preparation of infant formula</li> <li>3. bottle propping</li> </ul> </li> </ul>	

# NURSING V - COURSE OUTLINE

## UNIT 11

### NUTRITION FOR CHILDBEARING AND INFANCY

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Describe common nutritional guidelines used to advise healthy women on recommended eating patterns to provide optimum nutrition.</li> <li>2. Discuss common factors that influence a woman's nutritional status and choices.</li> <li>3. Identify at least two nutritional risk factors during pregnancy.</li> <li>4. Compare the nutritional needs of the pregnant woman to the non-pregnant woman.</li> <li>5. Compare the nutritional needs of the lactating postpartum woman to the non-lactating postpartum woman.</li> <li>6. Discuss the changing nutritional needs of the infant.</li> <li>7. State at least two nursing diagnoses that relate to nutrition during childbearing and infancy.               <ul style="list-style-type: none"> <li>- Determine a NOC-based outcome for each nursing diagnosis.</li> <li>- Identify at least two NIC-based interventions to accompany each nursing diagnosis.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>I. Principles of Nutrition           <ol style="list-style-type: none"> <li>A. Types of Nutrients               <ol style="list-style-type: none"> <li>1. Energy Nutrients                   <ol style="list-style-type: none"> <li>a. Carbohydrates</li> <li>b. Protein</li> <li>c. Fat</li> </ol> </li> <li>2. Regulatory Nutrients                   <ol style="list-style-type: none"> <li>a. Vitamins</li> <li>b. Minerals</li> <li>c. Water</li> </ol> </li> </ol> </li> <li>B. Nutritional Guidelines               <ol style="list-style-type: none"> <li>1. Dietary Guidelines for Americans</li> <li>2. Food Guide Pyramid</li> </ol> </li> <li>C. Factors That Influence Nutrition               <ol style="list-style-type: none"> <li>1. Culture</li> <li>2. Age</li> <li>3. Socioeconomic status</li> <li>4. Vegetarianism</li> <li>5. Lactose intolerance</li> <li>6. Nausea/Vomiting associated with pregnancy</li> <li>7. Eating disorders</li> <li>8. Pica</li> <li>9. Substance abuse</li> </ol> </li> </ol> </li> <li>II. Nutritional Requirements           <ol style="list-style-type: none"> <li>A. Nutritional Needs for Pregnancy               <ol style="list-style-type: none"> <li>1. Energy Nutrients                   <ol style="list-style-type: none"> <li>a. Carbohydrates</li> <li>b. Protein</li> <li>c. Fats</li> </ol> </li> <li>2. Regulatory Nutrients                   <ol style="list-style-type: none"> <li>a. Vitamins</li> <li>b. Minerals</li> <li>c. Water</li> </ol> </li> <li>3. Food Guide Pyramid</li> <li>4. Other Recommendations</li> </ol> </li> <li>B. Postpartum Nutrition               <ol style="list-style-type: none"> <li>1. Nutritional care of non-lactating mothers</li> <li>2. Nutritional care of lactating mothers</li> </ol> </li> <li>C. Nutrition During Infancy               <ol style="list-style-type: none"> <li>1. Caloric requirements</li> <li>2. Introduction of solid foods</li> <li>3. Weaning</li> </ol> </li> </ol> </li> <li>III. Application of the Nursing Process           <ol style="list-style-type: none"> <li>A. Assessment               <ol style="list-style-type: none"> <li>1. Pregnancy</li> <li>2. Lactation</li> <li>3. Infancy</li> </ol> </li> <li>B. Analysis/Nursing Diagnoses               <ol style="list-style-type: none"> <li>1. Imbalanced nutrition                   <ol style="list-style-type: none"> <li>a. Less than body requirements</li> <li>b. More than body requirements</li> </ol> </li> <li>3. Effective/Ineffective Breastfeeding</li> <li>4. Deficient knowledge</li> </ol> </li> <li>C. Planning: NOC-based Outcomes               <ol style="list-style-type: none"> <li>1. Demonstrate improved nutritional status as evidenced by appropriate weight gain                   <ol style="list-style-type: none"> <li>a. appropriate weight gain during pregnancy</li> <li>b. appropriate weight gain during infancy</li> </ol> </li> <li>2. Achieve effective breast feeding/nutritional status</li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Interactive Handout/Learning Activity Guide</li> <li>• Small Group Assignments</li> <li>• Case Studies</li> <li>• Self-Study</li> <li>• Reading Assignments</li> <li>• Written Examination</li> <li>• Clinical Focus</li> <li>• Informatics</li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 11

### NUTRITION FOR CHILDBEARING AND INFANCY

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"><li>3. Explain nutrient requirements during<ul style="list-style-type: none"><li>a. pregnancy</li><li>b. lactation</li><li>c. infancy</li></ul></li><li>D. Implementation: NIC-based Interventions<ul style="list-style-type: none"><li>1. Nutrition Management<ul style="list-style-type: none"><li>a. pregnancy</li><li>b. lactation</li><li>c. infancy</li></ul></li><li>2. Breast feeding assistance</li><li>3. Teaching: Nutritional needs/food sources<ul style="list-style-type: none"><li>a. pregnancy</li><li>b. lactation</li><li>c. infancy</li></ul></li></ul></li><li>E. Evaluation of Outcome Achievement<ul style="list-style-type: none"><li>1. Evidence-based practice</li><li>2. Critical thinking</li><li>3. Professional standards of practice</li><li>4. Newborn establishes feeding pattern to obtain needed nutrients</li><li>5. Client verbalizes the calorie/fluid guide pyramid requirements for good nutrition while breast feeding</li></ul></li></ul>	

# NURSING V - COURSE OUTLINE

## UNIT 12

### THE CHILD WITH ALTERATIONS IN CARDIOVASCULAR FUNCTION

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Identify the differences of the infant/child's cardiovascular system as compared to adults.</li> <li>2. Describe the etiology, pathophysiology, clinical manifestations, therapeutic and nursing management of common cardiovascular alterations.</li> <li>3. Demonstrate an understanding of the hemodynamics, distinctive manifestations, and the therapeutic and nursing management of congenital heart disease.</li> <li>4. Describe strategies for health promotion and risk reduction for future cardiac health.</li> <li>5. Describe the three levels of prevention in relation to cardiovascular alterations.</li> <li>6. Describe the methods of assessment for the child with cardiovascular alteration.</li> <li>7. State priorities of care for the child with a cardiovascular alteration based on Maslow's hierarchy of needs and/or Gordon's functional health patterns.</li> <li>8. Describe common diagnostic data used to detect alterations of cardiovascular function.</li> <li>9. Identify the nursing implications of medications frequently used in the management of common cardiovascular alterations.</li> <li>10. Appreciate the role of the nurse in assessing and relieving pain in the management of an infant/child with pain related to a cardiovascular alteration.</li> <li>11. Describe the role of the nurse within the interdisciplinary health care team in caring for a child with a cardiovascular alteration.</li> <li>12. State at least three NANDA nursing diagnosis for a child with a cardiovascular alteration.</li> <li>13. Determine a NOC-based outcome for each nursing diagnosis.</li> </ol> <p>Continues on next page . . .</p>	<ol style="list-style-type: none"> <li>I. Review of Circulatory Changes at Birth               <ol style="list-style-type: none"> <li>A. Altered Hemodynamics in the Infant and Child</li> </ol> </li> <li>II. Health Promotion and Prevention               <ol style="list-style-type: none"> <li>A. Primary Prevention (Education Re: Risk Factors)</li> <li>B. Secondary Prevention (Early Detection of Congenital Heart Disorders and Acquired Cardiovascular Disorders)</li> <li>C. Tertiary Prevention (Parent/Child Education Re: Identifying Changes in Child's Behavior and Appearance, Disorder Management, Prevention of Complications)</li> </ol> </li> <li>III. Specific Disorders of the Cardiovascular System               <ol style="list-style-type: none"> <li>A. Defects with Increased Pulmonary Blood Flow                   <ol style="list-style-type: none"> <li>1. Patent Ductus Arteriosus</li> <li>2. Atrial Septal Defect</li> <li>3. Aortic Stenosis</li> <li>4. Ventricular Septal Defect</li> </ol> </li> <li>B. Defects with Decreased Pulmonary Blood Flow                   <ol style="list-style-type: none"> <li>1. Pulmonary Stenosis</li> <li>2. Tetralogy of Fallot</li> <li>3. Transposition of the Great Vessels</li> <li>4. Truncus Arteriosus</li> </ol> </li> <li>C. Obstructive Defects                   <ol style="list-style-type: none"> <li>1. Coarctation of the Aorta</li> </ol> </li> <li>D. Acquired Disorders                   <ol style="list-style-type: none"> <li>1. Congestive Heart Failure</li> <li>2. Rheumatic Fever</li> <li>3. Kawasaki Disorder</li> <li>4. Infective Endocarditis</li> <li>5. Hypertension</li> <li>6. Hyperlipidemia</li> </ol> </li> </ol> </li> <li>IV. Medical-Surgical Management of Cardiovascular Disorders               <ol style="list-style-type: none"> <li>A. Closure/Opening Devices</li> <li>B. Radio frequency Ablation</li> <li>C. Surgical Repair</li> <li>D. Pacemaker</li> <li>E. Transplantation</li> </ol> </li> <li>V. Potential Nursing Care: Child with a Cardiac Alteration               <ol style="list-style-type: none"> <li>A. Administer: Cardiac medications, supplemental oxygen</li> <li>B. Monitor: Continuous monitoring, electrolyte values</li> <li>C. Promote Rest: Stress reduction</li> <li>D. Position correctly</li> <li>E. Support family</li> <li>F. Patient/Family Education: Disease process, treatment, lifestyle, CPR vs Medication</li> </ol> </li> <li>VI. Utilization of the Nursing Process as it Relates Cardiovascular Alterations               <ol style="list-style-type: none"> <li>A. Assessment (Using Maslow's Hierarchy of Needs and Gordon's Functional Health Patterns)                   <ol style="list-style-type: none"> <li>1. Subjective Data</li> <li>2. Objective Data</li> <li>3. Collaborative Data (Procedures for Cardiac Diagnosis)                       <ol style="list-style-type: none"> <li>a. Electrocardiogram</li> <li>b. Chest Xray</li> <li>c. Echocardiogram</li> <li>d. Cardiac Catheterization</li> <li>e. Exercise Stress Test</li> <li>f. Cardiac Magnetic Resonance Imaging</li> </ol> </li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point Presentation</li> <li>• Critical Thinking Exercises</li> <li>• Reflective Thinking Exercises</li> <li>• Discussion</li> <li>• Self-Study</li> <li>• Reading assignments</li> <li>• Clinical Focus</li> <li>• Written Examinations</li> <li>• Development of linkage of NANDA, NOC and NIC as related to the nursing care of the child with a cardio-vascular disorder.</li> <li>• Refer to in-book Study ware (CD-ROM)</li> <li>• Informatics</li> </ul> <p><u>Organizations/Web Sites</u>            Children's Heart Institute:  <a href="http://www.childrenheartinstitute.org">www.childrenheartinstitute.org</a>            Congenital Heart Information Network: <a href="http://www.echin.org">www.echin.org</a></p>

# NURSING V - COURSE OUTLINE

## UNIT 12

### THE CHILD WITH ALTERATIONS IN CARDIOVASCULAR FUNCTION

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>14. Identify at least three NIC-based interventions to accompany each nursing diagnosis.</p> <p>15. Identify legal, ethical and advocacy issues.</p> <p>16. Value the inherent worth and uniqueness of the child/family with a cardiovascular alteration.</p> <p>17. Identify interventions to support the psychosocial well-being of the child/family with heart disease.</p>	<p>B. Analysis/Nursing Diagnosis/NANDA</p> <ol style="list-style-type: none"> <li>1. Decreased cardiac output</li> <li>2. Fluid volume excess</li> <li>3. Risk for infection</li> <li>4. Imbalanced nutrition</li> <li>5. Interrupted family processes</li> <li>6. Activity intolerance</li> <li>7. Ineffective breathing</li> <li>8. Acute pain</li> </ol> <p>C. Planning (NOC Outcomes)</p> <ol style="list-style-type: none"> <li>1. Cardiac pump effectiveness</li> <li>2. Knowledge: illness care</li> <li>3. Tissue perfusion: cardiac</li> <li>4. Respiratory status: gas exchange</li> <li>5. Pain Control</li> <li>6. Coping</li> <li>7. Nutritional status</li> <li>8. Infection control</li> <li>9. Health promoting behavior</li> </ol> <p>D. Implementation (NOC)</p> <ol style="list-style-type: none"> <li>1. Cardiac monitoring</li> <li>2. Respiratory monitoring</li> <li>3. Cardiac care</li> <li>4. Fluid management</li> <li>5. Positioning</li> <li>6. Family involvement promotion</li> <li>7. Health education</li> <li>8. Medication management</li> <li>9. Coping enhancement</li> <li>10. Pain management</li> </ol> <p>E. Evaluation of Outcome Achievement</p> <ol style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> <li>3. Evidence-based practice</li> </ol> <p>VI. Legal/Ethical/Advocacy Issues</p> <p>A. Legal</p> <ol style="list-style-type: none"> <li>1. Health beliefs</li> <li>2. Family/child education</li> </ol> <p>B. Ethical</p> <ol style="list-style-type: none"> <li>1. Quality of Life</li> <li>2. Professional standards of practice</li> </ol> <p>C. Advocacy</p> <ol style="list-style-type: none"> <li>1. Role enhancement</li> <li>2. Collaborative care</li> <li>3. Coping enhancement</li> <li>4. Knowledge: health resources</li> </ol> <p>VII. Psychosocial Issues for Children with Heart Disease</p> <p>A. Family Issues</p> <p>B. Exercise</p> <p>C. Growth and Development</p>	

# NURSING V - COURSE OUTLINE

## UNIT 13

### THE CHILD WITH ALTERATIONS IN ENDOCRINE FUNCTION

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Discuss the role of various organs and glands of the endocrine system in the growth and development of children.</li> <li>2. Describe the etiology, pathophysiology, clinical manifestations, and therapeutic and nursing management of common endocrine alterations.</li> <li>3. Describe the nursing process as it relates to the nursing care of the child/family experiencing an endocrine alteration.</li> <li>4. Describe strategies for health promotion and risk reduction in relation to endocrine health.</li> <li>5. Describe three levels of prevention in relation to endocrine alterations.</li> <li>6. Develop an awareness of complimentary therapy that may be relevant for the child experiencing an endocrine alteration.</li> <li>7. Describe a teaching plan for a child with a selected endocrine alteration.</li> <li>8. Describe common diagnostic lab tests used to diagnose endocrine alterations.</li> <li>9. Identify the nursing implications of medications frequently used in the management of endocrine alterations.</li> <li>10. State priorities of care for the child with an endocrine alteration based on Maslow's hierarchy of needs and/or Gordon's functional health patterns.</li> <li>11. Relate the effects of presence and caring on the effectiveness of the nurse-patient relationship as the nurse utilizes the nursing process.</li> <li>12. State at least three NANDA nursing diagnosis for a child with an endocrine alteration.</li> <li>13. Determine a NOC-based outcome for each nursing diagnosis.</li> </ol> <p>Continues on next page . . .</p>	<ol style="list-style-type: none"> <li>I. Knowledge Basic to Care of the Child with an Endocrine Disorder               <ol style="list-style-type: none"> <li>A. Glands and Hormones                   <ol style="list-style-type: none"> <li>1. Pituitary                       <ol style="list-style-type: none"> <li>a. anterior</li> <li>b. posterior</li> <li>c. relationship between hypothalamus and pituitary</li> </ol> </li> <li>2. Adrenal                       <ol style="list-style-type: none"> <li>a. cortex</li> <li>b. medulla</li> </ol> </li> <li>3. Thyroid</li> <li>4. Parathyroid glands</li> <li>5. Pancreas</li> <li>6. Reproductive organs</li> </ol> </li> <li>B. Function of the Endocrine System</li> <li>C. Feedback Regulation</li> <li>D. Pediatric Differences in the Endocrine System</li> </ol> </li> <li>II. The High Risk Infant/Child Experiencing an Endocrine Alteration               <ol style="list-style-type: none"> <li>A. Health Promotion                   <ol style="list-style-type: none"> <li>1. Primary Prevention</li> <li>2. Secondary Prevention</li> <li>3. Tertiary Prevention</li> </ol> </li> <li>B. Health Promotion Strategies</li> <li>C. Professional Standards of Practice</li> </ol> </li> <li>III. Alterations of the Endocrine System               <ol style="list-style-type: none"> <li>A. Disorders of Pituitary Function                   <ol style="list-style-type: none"> <li>1. Hypopituitarism</li> <li>2. Pituitary Hyperfunction</li> <li>3. Precocious Puberty</li> <li>4. Diabetes Insipidus</li> <li>5. Syndrome of Inappropriate Antidiuretic Hormone</li> </ol> </li> <li>B. Disorders of Thyroid Function                   <ol style="list-style-type: none"> <li>1. Congenital Hypothyroidism</li> <li>2. Acquired Hypothyroidism</li> <li>3. Hyperthyroidism</li> </ol> </li> <li>C. Disorders of Parathyroid Function                   <ol style="list-style-type: none"> <li>1. Hypoparathyroidism</li> <li>2. Hyperparathyroidism</li> </ol> </li> <li>D. Disorders of Adrenal Function                   <ol style="list-style-type: none"> <li>1. Congenital Adrenal Hyperplasia</li> <li>2. Acute Adrenocortical Insufficiency</li> <li>3. Chronic Adrenocortical Insufficiency (Addison Disease)</li> <li>4. Cushing Syndrome</li> </ol> </li> <li>E. Disorders of the Pancreas                   <ol style="list-style-type: none"> <li>1. Diabetes Mellitus</li> </ol> </li> </ol> </li> <li>IV. Altered Pancreatic Function - Diabetes Mellitus               <ol style="list-style-type: none"> <li>A. Types</li> <li>B. Pathophysiology</li> <li>C. Manifestation</li> <li>D. Long-Term Complications</li> <li>E. Diagnostic Evaluation</li> <li>F. Medical Management                   <ol style="list-style-type: none"> <li>1. Insulin therapy</li> <li>2. Monitoring of blood glucose</li> <li>3. Nutrition</li> <li>4. Exercise</li> <li>5. Hypoglycemia</li> <li>6. Ketoacidosis</li> <li>7. Illness management</li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• PowerPoint Presentation</li> <li>• Critical Thinking Exercises</li> <li>• Reflective Thinking Exercises</li> <li>• Discussion</li> <li>• Self-Study</li> <li>• Reading Assignments</li> <li>• Written Examinations</li> <li>• Clinical Focus</li> <li>• Developmental of linkage of NANDA, NOC, and NIC as related to the nursing care of the child with an endocrine disorder.</li> <li>• Refer to the in-book Studyware (CD-ROM)</li> <li>• Informatics</li> <li>• <u>Organizations/Websites:</u> <ul style="list-style-type: none"> <li>• American Diabetes Assoc. <a href="http://www.diabetes.org">www.diabetes.org</a></li> <li>• Children with Diabetes <a href="http://www.childrenwithdiabetes.com">www.childrenwithdiabetes.com</a></li> <li>• Juvenile Diabetes Research Foundation <a href="http://www.jdf.org">www.jdf.org</a></li> <li>• MAGIC (Major Aspects of Growth in Children) Foundation <a href="http://www.magicfoundation.org">www.magicfoundation.org</a></li> <li>• Pediatric Endocrinology Nursing Society <a href="http://www.pens.org">www.pens.org</a></li> </ul> </li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 13

### THE CHILD WITH ALTERATIONS IN ENDOCRINE FUNCTION

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>14. Identify at least three NIC-based interventions to accompany each nursing diagnosis.</p> <p>15. Relate the effects of presence and caring on the effectiveness of the nurse-patient relationship as the nurse utilizes the nursing process.</p> <p>16. Describe the psychosocial issues concerning children with endocrine alterations.</p> <p>17. Describe the role of the nurse within the interdisciplinary health care team in caring for a child with an endocrine alteration.</p>	<p>G. Nursing Management</p> <ol style="list-style-type: none"> <li>1. Assessment</li> <li>2. Nursing diagnosis/NIC/NOC/NANDA</li> <li>3. Implementation/Intervention Strategies                             <ol style="list-style-type: none"> <li>a. Child/family education: nature of disease, medical identification, meal planning, traveling, insulin, injection procedure, monitoring hygiene, exercise, record keeping, self-management</li> </ol> </li> <li>4. Evaluation</li> </ol> <p>V. Utilization of Nursing Process as it Relates to Endocrine Alterations</p> <p>A. Assessment (Using Maslow's hierarchy of needs and Gordon's Functional Health Patterns)</p> <ol style="list-style-type: none"> <li>1. Subjective Data</li> <li>2. Objective Data</li> <li>3. Collaborative Data (Diagnostic Tests)</li> </ol> <p>B. Analysis/Nursing Diagnosis</p> <ol style="list-style-type: none"> <li>1. Risk for injury</li> <li>2. Knowledge deficit</li> <li>3. Disturbed body image</li> <li>4. Altered growth and development</li> <li>5. Anxiety</li> </ol> <p>C. Planning/NOC-Based Outcomes</p> <ol style="list-style-type: none"> <li>1. Body image</li> <li>2. Growth, child development</li> <li>3. Knowledge: medication</li> <li>4. Knowledge: treatment regimen</li> <li>5. Nutritional status: nutrient intake</li> <li>6. Coping</li> </ol> <p>D. Implementation/NIC-Based Intervention</p> <ol style="list-style-type: none"> <li>1. Health education</li> <li>2. Nutritional management</li> <li>3. Medication administration</li> <li>4. Body image enhancement</li> <li>5. Teaching: disease process</li> <li>6. Active listening</li> <li>7. Coping enhancement</li> </ol> <p>E. Evaluation of Outcome Achievement</p> <ol style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> <li>3. Evidence-based practice</li> </ol> <p>F. Follow Up Care</p> <ol style="list-style-type: none"> <li>1. Home health care</li> <li>2. School nurse</li> <li>3. Community resources</li> </ol> <p>VI. Potential Nursing Care: Child with Endocrine Alterations</p> <ol style="list-style-type: none"> <li>A. Approach Child Using Correct Emotional and Cognitive-Developmental Level</li> <li>B. Address Body Image Issues</li> <li>C. Manage Stress</li> <li>D. Encourage Exercise/Activity</li> <li>E. Adjust Diet</li> <li>F. Provide Emergency Treatments for Acute Conditions</li> <li>G. Care of the Child with Chronic Illness Includes Collaborative and Interdisciplinary Care</li> <li>H. Complementary Care: Therapeutic Touch or Massage; Nutrition and Herbs that Help Thyroid Function</li> <li>I. Ethnocultural Considerations: Assess Palms/Lips for Color</li> <li>J. Family/Child Teaching</li> </ol> <p>VII. Ethical/Advocacy Considerations</p> <ol style="list-style-type: none"> <li>A. Personal/Parental Responsibilities</li> <li>B. Non-Compliance Issues</li> </ol>	

# NURSING V - COURSE OUTLINE

## UNIT 14

### THE CHILD WITH ALTERATIONS IN GASTROINTESTINAL FUNCTION

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>1. Describe the development of the gastrointestinal system and its relationship to selected congenital defects.</p> <p>2. Describe the anatomy and physiology of the gastrointestinal system in the infant and child.</p> <p>3. Describe the characteristics of infants that affect their ability to adapt to fluid loss or gain.</p> <p>4. Describe the etiology, pathophysiology, clinical manifestations, therapeutic and nursing management of common alterations in the gastrointestinal system.</p> <p>5. Describe the strategies for health promotion and risk reduction for the child with a nutritional alteration.</p> <p>6. Identify the principles in the emergency treatment of poisoning.</p> <p>7. Identify the stressors of illness and hospitalization for the child and family undergoing surgical intervention for a gastrointestinal disorder.</p> <p>8. Describe the three levels of prevention in relation to gastrointestinal alterations.</p> <p>9. State at least three NANDA nursing diagnoses for a child with a gastrointestinal alteration.</p> <p>10. Determine a NOC-based outcome for each nursing diagnosis.</p> <p>11. Identify at least three NIC-based interventions to accompany each nursing diagnosis.</p> <p>12. State priorities of care using Maslow's hierarchy of needs for the patient with gastrointestinal dysfunction.</p> <p>13. Describe the role of the nurse within the interdisciplinary health care team in caring for a child with a gastrointestinal alteration.</p> <p>Continues on next page . . .</p>	<p>I. Review of Anatomy and Physiology of the Gastrointestinal System</p> <p style="padding-left: 20px;">A. Pediatric Variations</p> <p>II. Health Promotion Strategies</p> <p style="padding-left: 20px;">A. Primary Prevention - Education</p> <p style="padding-left: 20px;">B. Secondary Prevention - Early Detection</p> <p style="padding-left: 20px;">C. Tertiary Prevention - Disease Management and Prevention of Complications</p> <p>III. Professional Standards of Practice</p> <p style="padding-left: 20px;">A. Child/Family Advocacy</p> <p style="padding-left: 20px;">B. Legal and Ethical Issues</p> <p style="padding-left: 20px;">C. Caregiver Accountability</p> <p>IV. Potential Nursing Care Considerations: Child with Gastrointestinal Alterations</p> <p style="padding-left: 20px;">A. Preparation for Diagnostics</p> <p style="padding-left: 20px;">B. Preoperative Care: Prepare Child/Family</p> <p style="padding-left: 20px;">C. Postoperative: Wound Care, I&amp;O, Fluid Status, Pain Management</p> <p style="padding-left: 20px;">D. Nutritional Support: TPN, Dietary Restrictions</p> <p style="padding-left: 20px;">E. Prevent Infection</p> <p style="padding-left: 20px;">F. Administration of Medications</p> <p style="padding-left: 20px;">G. Ostomy Care</p> <p style="padding-left: 20px;">H. Teaching Child/Family</p> <p style="padding-left: 20px;">I. Complementary Care (lactobacillus decreases diarrhea associated with rotavirus in infants)</p> <p style="padding-left: 20px;">J. Ethnocultural Considerations (occurrence of primary lactose deficiency and celiac disease culturally linked)</p> <p>V. Utilization of the Nursing Process As It Relates To Care of the Child With a Gastrointestinal Dysfunction</p> <p style="padding-left: 20px;">A. Assessment (Using Maslow's Hierarchy of Needs and Gordon's Functional Health Patterns)</p> <p style="padding-left: 40px;">1. Subjective Data</p> <p style="padding-left: 40px;">2. Objective Data</p> <p style="padding-left: 40px;">3. Collaborative Data (diagnostic tests)</p> <p style="padding-left: 60px;">a. ultrasound</p> <p style="padding-left: 60px;">b. endoscopy</p> <p style="padding-left: 60px;">c. gastric ph</p> <p style="padding-left: 60px;">d. stool cultures</p> <p style="padding-left: 60px;">e. electrolytes</p> <p style="padding-left: 20px;">B. Analysis/Nursing Diagnosis/NANDA</p> <p style="padding-left: 40px;">1. Disturbed body image</p> <p style="padding-left: 40px;">2. Deficient diversional activity</p> <p style="padding-left: 40px;">3. Risks for deficient fluid volume</p> <p style="padding-left: 40px;">4. Delayed growth and development</p> <p style="padding-left: 40px;">5. Altered nutrition</p> <p style="padding-left: 40px;">6. Risk for infection</p> <p style="padding-left: 40px;">7. Alteration in comfort</p> <p style="padding-left: 40px;">8. Risk for altered parenting</p> <p style="padding-left: 40px;">9. Altered family processes</p> <p style="padding-left: 40px;">10. Tissue integrity, impaired</p> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• PowerPoint Presentation</li> <li>• Critical Thinking Exercises</li> <li>• Reflective Thinking Exercises</li> <li>• Discussion</li> <li>• Self study</li> <li>• Reading assignments</li> <li>• Written examinations</li> <li>• Clinical Focus</li> <li>• Refer to the in-book Study ware (CD-ROM)</li> <li>• Informatics</li> <li>• <u>Organizations &amp; Web Sites:</u> <ul style="list-style-type: none"> <li>• American Association of Poison Control Centers <a href="http://www.aapcc.org">www.aapcc.org</a></li> <li>• Celiac Disease Foundation <a href="http://www.celiac.org">www.celiac.org</a></li> <li>• The Cleft Palate Foundation <a href="http://www.cleftline.org">www.cleftline.org</a></li> <li>• Crohn's and Colitis Foundation of America <a href="http://www.ccfa.org">www.ccfa.org</a></li> <li>• United Ostomy Associations of America <a href="http://www.uoaa.org">www.uoaa.org</a></li> <li>• Wound Ostomy and Continence Nurses Society <a href="http://www.wocn.org">www.wocn.org</a></li> <li>• National Association of Anorexia Nervosa and Associated Disorders <a href="http://www.anad.org">www.anad.org</a></li> </ul> </li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 14

### THE CHILD WITH ALTERATIONS IN GASTROINTESTINAL FUNCTION

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>14. Identify the nursing implications of medications frequently used in the management of common gastrointestinal alterations.</p> <p>15. Appreciate the role of the nurse in assessing and relieving pain in the management of an infant/child with pain related to a gastrointestinal alteration.</p> <p>16. Value the inherent worth and uniqueness of the child/family with a gastrointestinal alteration.</p> <p>17. Identify the educational needs for the family/child with specific gastrointestinal alterations and describe appropriate content to be taught.</p>	<p>C. Planning/NOC Outcomes</p> <ol style="list-style-type: none"> <li>1. Comfort level</li> <li>2. Pain control</li> <li>3. Infection status</li> <li>4. Wound healing</li> <li>5. Fluid balance</li> <li>6. Nutritional status</li> <li>7. Body image</li> <li>8. Family coping</li> <li>9. Immobility consequences</li> <li>10. Play</li> </ol> <p>D. Implementation/NIC-Based Interventions</p> <ol style="list-style-type: none"> <li>1. Analgesic administration</li> <li>2. Positioning</li> <li>3. Presence</li> <li>4. Coping enhancement</li> <li>5. Pain management</li> <li>6. Medication management</li> <li>7. Vital signs monitoring</li> <li>8. Wound care</li> <li>9. Infection control</li> </ol> <p>E. Evaluation of Outcome Achievement</p> <ol style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> <li>3. Evidence-based practice</li> </ol> <p>VI. Specific Disorders of the Pediatric G.I. System</p> <p>A. Upper Gastrointestinal Alterations</p> <ol style="list-style-type: none"> <li>1. Pyloric Stenosis</li> <li>2. Cleft Lip and Cleft palate</li> <li>3. Esophageal Atresia and Tracheoesophageal Fistula</li> </ol> <p>B. Lower Gastrointestinal alterations</p> <ol style="list-style-type: none"> <li>1. Intussusception</li> <li>2. Hirschsprung's Disease</li> <li>3. Anorectal Malformations</li> </ol> <p>C. Alterations in Motility</p> <ol style="list-style-type: none"> <li>1. Gastroesophageal Reflux</li> <li>2. Vomiting</li> <li>3. Diarrhea</li> <li>4. Constipation</li> </ol> <p>D. Inflammatory Disorders</p> <ol style="list-style-type: none"> <li>1. Appendicitis</li> <li>2. Inflammatory Bowel Disease</li> </ol> <p>E. Malabsorption Alterations</p> <ol style="list-style-type: none"> <li>1. Celiac Disease</li> <li>2. Lactose Intolerance</li> </ol> <p>F. Psychosocial Alterations</p> <ol style="list-style-type: none"> <li>1. Eating Disorders</li> <li>2. Failure to Thrive</li> </ol> <p>G. Additional Gastrointestinal Alterations</p> <ol style="list-style-type: none"> <li>1. Poisoning</li> <li>2. Lead poisoning</li> <li>3. Hepatitis</li> <li>4. Hernias</li> <li>5. Short Bowel Syndrome</li> </ol> <p>VII. Psychosocial Issues for Children with Gastrointestinal Alterations</p> <p>A. Family Issues</p> <p>B. Growth and Development</p>	

# NURSING V - COURSE OUTLINE

## UNIT 15

### THE CHILD WITH ALTERATIONS IN GENITOURINARY FUNCTION

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Describe the anatomy and physiology of the pediatric urinary tract.</li> <li>2. Describe the etiology, clinical manifestations, therapeutic and nursing management of common genitourinary alterations and congenital malformations in children.</li> <li>3. Identify the family's role in health promotion and wellness in relation to primary, secondary, and tertiary prevention of specific genitourinary alterations.</li> <li>4. Describe the most common diagnostic and screening tests used to detect alterations in genitourinary function.</li> <li>5. State priorities of care for the child with a genitourinary alteration based on Maslow's hierarchy of needs and/or Gordon's functional health patterns.</li> <li>6. Identify the nursing implications of medications frequently used in the management of common genitourinary alterations.</li> <li>7. Appreciate the role of the nurse in assessing and relieving pain in the management of an infant/child with a genitourinary alteration.</li> <li>8. State at least three NANDA nursing diagnoses for the pediatric patient/family experiencing genitourinary disorders.</li> <li>9. Determine a NOC-based outcome for each nursing diagnosis.</li> <li>10. Identify at least three NIC-based interventions to accompany each nursing diagnosis.</li> <li>11. Relate the effects of presence of caring on the effectiveness of the nurse-patient relationship as the nurse utilizes the nursing process.</li> <li>12. Describe the role of the nurse within the interdisciplinary health care team in caring for a child with a genitourinary alteration.</li> </ol> <p>Continues on next page . . .</p>	<ol style="list-style-type: none"> <li>I. Review of Anatomy and Physiology of Genitourinary System               <ol style="list-style-type: none"> <li>A. Pediatric Variations</li> <li>B. Urinary Output</li> </ol> </li> <li>II. Health Promotion Strategies               <ol style="list-style-type: none"> <li>A. Primary Prevention</li> <li>B. Secondary Prevention</li> <li>C. Tertiary Prevention</li> </ol> </li> <li>III. Professional Standards of Practice               <ol style="list-style-type: none"> <li>A. Child-Family Advocacy</li> <li>B. Legal and Ethical Issues</li> <li>C. Caregiver Accountability</li> </ol> </li> <li>IV. Potential Nursing Care Considerations: Child with a Genitourinary Alteration               <ol style="list-style-type: none"> <li>A. Manage Wounds/Dressings</li> <li>B. Intake and Output</li> <li>C. Ambulation</li> <li>D. Pain Management</li> <li>E. Disorder Related Medication Administration</li> <li>F. Child/Family Support and Teaching</li> <li>G. Ethnocultural Considerations: Toilet Practices</li> <li>H. Complementary Care: Behavioral Management/Biofeedback for Voiding Dysfunction</li> </ol> </li> <li>V. Utilization of the Nursing Process as it Relates to the Care of the Child with a Genitourinary Disorder               <ol style="list-style-type: none"> <li>A. Assessment (Using Maslow's Hierarchy of Needs and Gordon's Functional Health Patterns)                   <ol style="list-style-type: none"> <li>1. Subjective Data</li> <li>2. Objective Data</li> <li>3. Collaborative data (diagnostic tests)                       <ol style="list-style-type: none"> <li>a. Urinalysis</li> <li>b. VCUG</li> <li>c. Labs</li> <li>d. Acid-base imbalances</li> <li>e. Fluid and electrolyte imbalance</li> </ol> </li> </ol> </li> <li>B. Analysis/Nursing Diagnosis/NANDA                   <ol style="list-style-type: none"> <li>1. Impaired urinary elimination</li> <li>2. Excess fluid volume</li> <li>3. Deficient fluid volume</li> <li>4. Pain</li> <li>5. Activity intolerance</li> <li>6. Impaired skin integrity</li> <li>7. Risk for infection</li> <li>8. Imbalanced nutrition</li> <li>9. Ineffective coping</li> <li>10. Disturbed body image</li> <li>11. Sexual dysfunction</li> <li>12. Deficient knowledge</li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• PowerPoint Presentation</li> <li>• Critical Thinking Exercises</li> <li>• Reflective Thinking Exercises</li> <li>• Discussion</li> <li>• Self-Study</li> <li>• Reading Assignment</li> <li>• Written Examination</li> <li>• Development of linkages of NANDA, NOC, and NIC with nursing care of the child/family related to alterations of the GU system</li> <li>• Refer to in-book Study ware (CD-ROM)</li> <li>• Informatics</li> <li>• <u>Organizations &amp; Web Sites:</u> <ul style="list-style-type: none"> <li>• American Association of Kidney Patients <a href="http://www.ackinc.org">www.ackinc.org</a></li> <li>• American Nephrology Nurses Association <a href="http://www.annanurse.org">www.annanurse.org</a></li> <li>• Pediatric Renal Information <a href="http://www.mc.vanderbilt.edu">www.mc.vanderbilt.edu</a></li> <li>• United Network for Organ Sharing <a href="http://www.unos.org">www.unos.org</a></li> <li>• National Kidney Foundation Hotline (800) 662-9010</li> </ul> </li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 15

### THE CHILD WITH ALTERATIONS IN GENITOURINARY FUNCTION

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>13. Develop an awareness of complementary therapy that may be relevant to the child experiencing a genitourinary alteration.</p> <p>14. Identify the educational needs of the family and child with a genitourinary disorder.</p>	<p>C. Planning/NOC-Based Outcomes</p> <ol style="list-style-type: none"> <li>1. Urinary continence</li> <li>2. Urinary elimination</li> <li>3. Knowledge: medication</li> <li>4. Fluid balance</li> <li>5. Risk control</li> <li>6. Knowledge: disease process/disease management</li> <li>7. Knowledge: infection control</li> <li>8. Nutritional status</li> <li>9. Pain control</li> <li>10. Tissue integrity</li> <li>11. Body image</li> <li>12. Sexual functioning</li> </ol> <p>D. Implementation/NIC-Based Interventions</p> <ol style="list-style-type: none"> <li>1. Urinary elimination management</li> <li>2. Fluid management</li> <li>3. Risk identification</li> <li>4. Pain management</li> <li>5. Energy management</li> <li>6. Infection control</li> <li>7. Medication management</li> <li>8. Nutritional management</li> <li>9. Coping enhancement</li> <li>10. Body image enhancement</li> <li>11. Teaching: disease process/disease management</li> <li>12. Skin management</li> </ol> <p>E. Evaluation of Outcome Achievement</p> <ol style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> <li>3. Evidence-based practice</li> </ol> <p>VI. Management of Nursing Care of the Child with Genitourinary Alteration</p> <ol style="list-style-type: none"> <li>A. Prioritizing Care According to Maslow's Hierarchy of Needs</li> <li>B. Organization of Care Activities</li> <li>C. Cost Issues</li> <li>D. Complex Professional Nursing Issues Involved in the Care of the Child and Family               <ol style="list-style-type: none"> <li>1. Collaborative efforts</li> <li>2. Appropriate complementary therapies</li> <li>3. Delegation</li> </ol> </li> </ol> <p>VII. Specific Disorders of the Genitourinary System</p> <ol style="list-style-type: none"> <li>A. Urinary Tract Infections</li> <li>B. Enuresis</li> <li>C. Structural Defects               <ol style="list-style-type: none"> <li>1. Vesiculoureteral reflux</li> <li>2. Hypospadias</li> <li>3. Cryptorchidism</li> <li>4. Inguinal hernia and hydrocele</li> <li>5. Bladder exstrophy and epispadias</li> </ol> </li> <li>D. Acute Glomerulonephritis               <ol style="list-style-type: none"> <li>1. Acute post streptococcal glomerulonephritis</li> </ol> </li> <li>E. Nephrotic Syndrome</li> <li>F. Hemolytic Uremic Syndrome</li> <li>G. Renal Failure               <ol style="list-style-type: none"> <li>1. Acute renal failure</li> <li>2. Chronic renal failure</li> </ol> </li> <li>H. Wilm's Tumor</li> </ol>	

# NURSING V - COURSE OUTLINE

## UNIT 16

### THE CHILD WITH ALTERATIONS IN HEMATOLOGIC FUNCTION

PAGE 1 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Describe the anatomy and physiology of the hematological system.</li> <li>2. Describe the differences between child and adult hematological systems.</li> <li>3. Describe the etiology, pathophysiology, clinical manifestations, therapeutic and nursing management of common hematological alterations.</li> <li>4. Describe three levels of prevention in relation to hematological alterations.</li> <li>5. Describe strategies for health promotion, risk reduction when caring for a child with a hematological alteration.</li> <li>6. State priorities of care for the child with a hematological alteration based on Maslow's hierarchy of needs and/or Gordon's functional health patterns.</li> <li>7. Interpret significant lab data and relate it to the care of the child with a hematologic alteration.</li> <li>8. Identify the nursing implications of medications frequently used in the management of common hematologic alterations.</li> <li>9. Appreciate the role of the nurse in assessing and relieving pain in the management of a child with a hematologic alteration.</li> <li>10. State at least three NANDA nursing diagnoses for a child with hematological dysfunction.</li> <li>11. Determine a NOC-based outcome for each nursing diagnosis.</li> <li>12. Identify at least three NIC-based interventions to accompany each nursing diagnosis.</li> </ol>	<ol style="list-style-type: none"> <li>I. Review of Knowledge Basic to Nursing Care of the Child Experiencing A Hematologic Alteration               <ol style="list-style-type: none"> <li>A. Functions and Characteristics of Blood Components                   <ol style="list-style-type: none"> <li>1. RBC</li> <li>2. WBC</li> <li>3. Platelets</li> <li>4. Plasma factors, IG's</li> </ol> </li> <li>B. Production of Blood Components                   <ol style="list-style-type: none"> <li>1. Anatomy and physiology</li> <li>2. Stimulus for production</li> <li>3. Factors which affect production or increase destruction of specific cellular components</li> </ol> </li> <li>C. Effects of Decreased Production or Increased Destruction of Blood Components                   <ol style="list-style-type: none"> <li>1. RBC</li> <li>2. WBC</li> <li>3. Platelets</li> <li>4. Plasma, IG's</li> </ol> </li> </ol> </li> <li>II. Health Promotion and Prevention               <ol style="list-style-type: none"> <li>A. Primary Prevention (Education re: risk factors)</li> <li>B. Secondary Prevention (Early Detection)</li> <li>C. Tertiary Prevention (Patient/Caregiver Education re: disease, management and prevention of complications)</li> </ol> </li> <li>III. Potential Nursing Care Considerations of the Child with a Hematologic Alteration               <ol style="list-style-type: none"> <li>A. Supportive Care                   <ol style="list-style-type: none"> <li>1. Diet</li> <li>2. Vitamins/Supplements</li> <li>3. Hydration</li> <li>4. Transfusion</li> </ol> </li> <li>B. Family Teaching                   <ol style="list-style-type: none"> <li>1. Signs and Symptoms</li> <li>2. Activity</li> <li>3. Prevent Bleeding when Possible</li> <li>4. Promote Prompt Treatment/Management of Bleeding Episodes</li> </ol> </li> <li>C. Medication/Administration of Replacement Factors</li> <li>D. Ethnocultural Considerations                   <ol style="list-style-type: none"> <li>1. 8% of African Americans carry Sickle cell trait</li> <li>2. Historically, hemophilia was prominent in European royalty</li> <li>3. Jehovah's Witnesses opposed to receiving blood</li> </ol> </li> </ol> </li> <li>IV. Specific Disorders of Hematologic and Immunologic Alterations               <ol style="list-style-type: none"> <li>A. Anemia                   <ol style="list-style-type: none"> <li>1. Iron-Deficiency Anemia</li> <li>2. Sickle Cell Anemia</li> <li>3. Beta-Thalassemia Major</li> <li>4. Aplastic Anemia</li> </ol> </li> <li>B. Leukemia                   <ol style="list-style-type: none"> <li>1. Acute Lymphocytic Leukemia</li> <li>2. Acute Myelogenous Leukemia</li> </ol> </li> <li>C. Disorders of Coagulation                   <ol style="list-style-type: none"> <li>1. Hemophilia</li> <li>2. Von Willebrand's Disease</li> <li>3. Idiopathic Thrombocytopenia Purpa (ITP)</li> </ol> </li> </ol> </li> </ol> <p style="text-align: center;">Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point Presentation</li> <li>• Critical Thinking Exercises</li> <li>• Reflective Thinking Exercised</li> <li>• Discussion</li> <li>• Self-Study</li> <li>• Reading Assignments</li> <li>• Clinical Focus</li> <li>• Written Examination</li> <li>• Development of linkage of NANDA, NOC, and NIC as related to the nursing care of the child with a hematological alteration.</li> <li>• Refer to the in-book Study ware CD-ROM.</li> <li>• Informatics</li> <li>• <u>Organizations/WebSites:</u> <ul style="list-style-type: none"> <li>• Center for Sickle Cell Disease <a href="http://www.huhosp.org">www.huhosp.org</a></li> <li>• Children's Blood Foundation <a href="http://www.childrensbloodfoundation.org">www.childrensbloodfoundation.org</a></li> <li>• Genetic Alliance <a href="http://www.geneticalliance.org">www.geneticalliance.org</a></li> <li>• March of Dimes Birth Defects Foundation <a href="http://www.modimes.org">www.modimes.org</a></li> <li>• National Hemophilia Foundation <a href="http://www.hemophilia.org">www.hemophilia.org</a></li> <li>• Sibling Donor Cord Blood Program <a href="http://www.chori.org">www.chori.org</a></li> <li>• National Sickle Cell Disease Program: (303) 496-4236</li> </ul> </li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 16

### THE CHILD WITH ALTERATIONS IN HEMATOLOGIC FUNCTION

PAGE 2 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"> <li>D. Lymphomas                             <ul style="list-style-type: none"> <li>1. Hodgkin's Disease</li> <li>2. Non-Hodgkin's Lymphoma</li> </ul> </li> <li>E. Acquired Immunodeficiency Syndrome                             <ul style="list-style-type: none"> <li>1. Incidence-at risk group</li> <li>2. Definition</li> <li>3. Transmission</li> <li>4. Pharmacological management</li> <li>5. Collaborative care issues</li> </ul> </li>   <li>V. Utilization of Nursing Process as It Relates to the Child With An Alteration in Hematologic Function                             <ul style="list-style-type: none"> <li>A. Assessment (Using Maslow's Hierarchy of Needs and Gordon's Functional Health Patterns)                                     <ul style="list-style-type: none"> <li>1. Subjective data</li> <li>2. Objective data</li> <li>3. Collaborative data/Diagnostic tests   <ul style="list-style-type: none"> <li>a. serum</li> <li>b. bone marrow</li> <li>c. aspiration and biopsy</li> <li>d. lymph node biopsy</li> <li>e. ultrasonography</li> </ul> </li> </ul> </li> <li>B. Analysis/Nursing Diagnosis/NANDA                                     <ul style="list-style-type: none"> <li>1. Ineffective tissue perfusion</li> <li>2. Risk for infection</li> <li>3. Coping</li> <li>4. Risk for injury</li> <li>5. Imbalanced nutrition</li> <li>6. Pain</li> <li>7. Knowledge deficit: disease process</li> </ul> </li> <li>C. Planning/NOC-Based Outcomes                                     <ul style="list-style-type: none"> <li>1. Risk control</li> <li>2. Nutritional status</li> <li>3. Pain control</li> <li>4. Infection status</li> <li>5. Coping enhancement</li> <li>6. Knowledge: disease process</li> <li>7. Circulation status</li> </ul> </li> <li>D. Implementation/NIC-Based Interventions                                     <ul style="list-style-type: none"> <li>1. Nutritional management</li> <li>2. Pain management</li> <li>3. Infection control</li> <li>4. Coping</li> <li>5. Hemodynamic regulation</li> <li>6. Self care management</li> <li>7. Family support</li> <li>8. Teaching: disease process</li> </ul> </li> <li>E. Evaluation of Outcome Achievement                                     <ul style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> <li>3. Evidence-based practice</li> </ul> </li> </ul> </li>   <li>VI. Home Health/Community Based Care                             <ul style="list-style-type: none"> <li>A. Financial Consideration, Reimbursement</li> <li>B. Family Support System</li> <li>C. Community Based Living Facilities</li> <li>D. Access to Health Care</li> </ul> </li> </ul> <p>Continues on next page . . .</p>	

# NURSING V - COURSE OUTLINE

## UNIT 16

### THE CHILD WITH ALTERATIONS IN HEMATOLOGIC FUNCTION

PAGE 3 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<p>VII. Legal/Ethical/Advocacy Issues</p> <ul style="list-style-type: none"><li>A. Legal<ul style="list-style-type: none"><li>1. End of life care issues/decision making/treatment plan</li></ul></li><li>B. Ethical<ul style="list-style-type: none"><li>1. Quality of life</li><li>2. Professional standards of practice</li></ul></li><li>C. Advocacy<ul style="list-style-type: none"><li>1. Role enhancement</li><li>2. Collaborative care</li><li>3. Coping enhancement</li><li>4. Knowledge: health resources</li></ul></li></ul> <p>VIII. Loss and Bereavement</p> <ul style="list-style-type: none"><li>A. Children's Awareness of Death<ul style="list-style-type: none"><li>1. Concept of death</li><li>2. Children's reaction to loss</li></ul></li><li>B. Reactions of Family to a Child with a Life Threatening or Terminal Illness</li><li>C. Responding to the Needs of the Dying Child<ul style="list-style-type: none"><li>1. Physiological needs</li><li>2. Psychosocial needs</li></ul></li></ul>	

# NURSING V - COURSE OUTLINE

## UNIT 17

### THE CHILD WITH AN INFECTIOUS DISEASE/SKIN ALTERATION

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Describe the major characteristics of communicable diseases of childhood.</li> <li>2. Discuss how a child's developmental level affects the transmission of infectious disease.</li> <li>3. Recall the routine immunization schedule for healthy infants and children.</li> <li>4. Identify the nursing implication for immunizations frequently used in the prevention of common communicable diseases.</li> <li>5. Identify legal, ethical and advocacy issues related to infectious diseases including immunization.</li> <li>6. Describe the pathophysiology, clinical manifestations, therapeutic and nursing management of common skin alterations and communicable diseases.</li> <li>7. Appreciate the role of the nurse in assessing and relieving pain and discomfort in the management of skin alterations and communicable diseases.</li> <li>8. State priorities of care for the child with a skin alteration based on Maslow's hierarchy of needs and/or Gordon's functional health patterns.</li> <li>9. State at least three NANDA nursing diagnoses for a child with a skin alteration.</li> <li>10. Determine a NOC-based outcome for each nursing diagnosis.</li> <li>11. Identify at least three NIC-based interventions to accompany each nursing diagnosis.</li> <li>12. State priorities of care for the child with a skin alteration based on Maslow's hierarchy of needs and/or Gordon's functional health patterns.</li> <li>13. Describe the role of the nurse within the interdisciplinary health care team in caring for a child with a skin alteration.</li> </ol>	<ol style="list-style-type: none"> <li>I. Knowledge Basic to Care of a Child with an Infectious Disease/Skin Alteration               <ol style="list-style-type: none"> <li>A. Anatomy &amp; Physiology</li> <li>B. Risk of Infection</li> </ol> </li> <li>II. Health Promotion               <ol style="list-style-type: none"> <li>A. Primary Prevention: Immunization                   <ol style="list-style-type: none"> <li>1. Routine immunization schedule</li> <li>2. Alterations to the immunization schedule</li> <li>3. Supplemental vaccines</li> <li>4. Contraindications/Precautions</li> <li>5. Vaccine side effects</li> <li>6. Vaccine administration guidelines</li> <li>7. Passive immunity vs. active immunity</li> </ol> </li> <li>B. Secondary Prevention: Preventing Spread of Infectious Disease</li> <li>C. Tertiary Prevention: Preventing Complications of Infectious Diseases</li> </ol> </li> <li>III. Legal &amp; Ethical Issues/Caregiver Accountability               <ol style="list-style-type: none"> <li>A. Immunization                   <ol style="list-style-type: none"> <li>1. Reportable events following immunization</li> <li>2. National Childhood Vaccine Injury Act</li> <li>3. Parents right of refusal</li> </ol> </li> <li>B. Reportable Diseases</li> <li>C. Responsibility of School/Day Care Personnel</li> </ol> </li> <li>IV. Potential Nursing Care Considerations for the Child with an Infectious Disease/Skin Alteration               <ol style="list-style-type: none"> <li>A. Maintain clean intact skin</li> <li>B. Monitor exudate</li> <li>C. Control itching</li> <li>D. Prevent spread</li> <li>E. Skin care</li> <li>F. Nutrition</li> <li>G. Fluid management</li> <li>H. Pain management</li> <li>I. Wound care</li> <li>J. Complementary care: distraction (a good technique when changing burn dressing)</li> </ol> </li> <li>V. Utilization of the Nursing Process as it Relates to Infectious Diseases/Skin Alterations               <ol style="list-style-type: none"> <li>A. Assessment (Using Maslow's hierarchy of needs and/or Gordon's Functional Health Patterns)                   <ol style="list-style-type: none"> <li>1. Subjective data</li> <li>2. Objective data</li> <li>3. Collaborative data                       <ol style="list-style-type: none"> <li>a. diagnostic tests</li> <li>b. history and physical</li> </ol> </li> </ol> </li> <li>B. Analysis/Nursing Diagnoses/NANDA                   <ol style="list-style-type: none"> <li>1. Impaired skin integrity</li> <li>2. Pain</li> <li>3. Risk for infection</li> <li>4. Disturbed body image</li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point Presentation</li> <li>• Critical Thinking Exercises</li> <li>• Reflective Thinking Exercises</li> <li>• Discussion</li> <li>• Self-Study</li> <li>• Reading Assignments</li> <li>• Written Examination</li> <li>• Clinical Focus</li> <li>• Development of linkage of NANDA, NOC and NIC as related to the nursing care of the child with a skin alteration/communicable disease.</li> <li>• Refer to the in-book Study ware CD-ROM</li> <li>• Informatics</li> <li>• <u>Organizations/Websites:</u> <ul style="list-style-type: none"> <li>• The Society for Pediatric Dermatology <a href="http://www.pedsderm.net">www.pedsderm.net</a></li> <li>• Centers for Disease Control and Prevention <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• Immunization Action Coalition <a href="http://www.imz.org">www.imz.org</a></li> <li>• Burn Prevention Foundation: Prevention Through Education <a href="http://www.burnprevention.org">www.burnprevention.org</a></li> <li>• International Shriners Headquarters <a href="http://www.shrinershp.org">www.shrinershp.org</a></li> <li>• National Safety Council <a href="http://www.nsc.org">www.nsc.org</a></li> </ul> </li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 17

### THE CHILD WITH AN INFECTIOUS DISEASE/SKIN ALTERATION

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"> <li>C. Planning/NOC-based Outcome                             <ul style="list-style-type: none"> <li>1. Skin integrity</li> <li>2. Pain level</li> <li>3. Infection protection</li> <li>4. Disturbed body image</li> </ul> </li> <li>D. Implementation/NIC-based Interventions                             <ul style="list-style-type: none"> <li>1. Surveillance</li> <li>2. Pain management</li> <li>3. Self-esteem enhancement</li> <li>4. Teaching: treatment</li> </ul> </li> <li>E. Evaluation of Outcome Achievement                             <ul style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> <li>3. Evidence-based practice</li> </ul> </li> <li>V. Specific Infectious Diseases/Skin Alterations                             <ul style="list-style-type: none"> <li>A. Viral Infections                                     <ul style="list-style-type: none"> <li>1. Varicella</li> <li>2. Erythema Infectiosum (Fifth Disease)</li> <li>3. Roseola</li> <li>4. Rubella (Measles)</li> <li>5. Mumps</li> <li>6. Polio</li> <li>7. Rubella</li> <li>8. Infectious Mononucleosis</li> <li>9. Rotavirus</li> <li>10. Cytomegalovirus (CMV)</li> </ul> </li> <li>B. Bacterial Infections                                     <ul style="list-style-type: none"> <li>1. Diphtheria</li> <li>2. Pertussis</li> <li>3. Tetanus</li> <li>4. Scarlet Fever</li> </ul> </li> <li>C. Tick-Borne Illnesses                                     <ul style="list-style-type: none"> <li>1. Lyme Disease</li> <li>2. Rocky Mountain Spotted Fever</li> </ul> </li> <li>D. Thermal Injury/Burns                                     <ul style="list-style-type: none"> <li>1. Classification</li> <li>2. Clinical manifestations</li> <li>3. Complications</li> <li>4. Diagnostic tests</li> <li>5. Medical management</li> <li>6. Nursing management</li> <li>7. Pain management</li> <li>8. Recovery process</li> </ul> </li> </ul> </li> </ul>	

# NURSING V - COURSE OUTLINE

## UNIT 18

### FAMILY VIOLENCE

#### PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Differentiate types of abuse, violence, and neglect.</li> <li>2. Identify assessment findings that suggest a child brought into a health care facility has been neglected or abused.</li> <li>3. Describe the incidence and prevalence of child abuse and neglect in the United States.</li> <li>4. Identify the legal, ethical, and advocacy issues in caring for a child/family with suspected abuse or neglect.</li> <li>5. Describe strategies for health promotion and risk reduction in caring for a child/family with suspected abuse or neglect.</li> <li>6. Differentiate primary, secondary, and tertiary health promotion strategies regarding child abuse/neglect.</li> <li>7. State priorities of care for the child with suspected abuse/neglect based on Maslow's hierarchy of needs and/or Gordon's functional health patterns.</li> <li>8. Describe the role of the nurse within the interdisciplinary health care team in caring for a child with suspected abuse/neglect.</li> <li>9. State three NANDA nursing diagnoses for a child with suspected abuse/neglect.</li> <li>10. Determine a NOC-based outcome for each nursing diagnosis.</li> <li>11. Identify at least three NIC-based interventions to accompany each nursing diagnosis.</li> <li>12. Value the inherent worth and uniqueness of the child/family suspected of child abuse/neglect.</li> </ol>	<ol style="list-style-type: none"> <li>I. Child Abuse and Neglect               <ol style="list-style-type: none"> <li>A. Historical Perspective/Definitions</li> <li>B. Theoretical Approaches to Child Abuse and Neglect</li> <li>C. Statistics</li> <li>D. Types of Child Abuse and Neglect                   <ol style="list-style-type: none"> <li>1. Physical abuse</li> <li>2. Physical neglect</li> <li>3. Psychological abuse</li> <li>4. Psychological neglect</li> <li>5. Sexual abuse</li> <li>6. Munchausen Syndrome by proxy</li> <li>7. Shaken Baby Syndrome</li> </ol> </li> </ol> </li> <li>II. Health Promotion               <ol style="list-style-type: none"> <li>A. Primary Prevention - Education</li> <li>B. Secondary Prevention - Early Detection                   <ol style="list-style-type: none"> <li>1. Assessment of Risk Factors                       <ol style="list-style-type: none"> <li>a. predisposing factors of abuse/neglect</li> <li>b. warning signs of abuse/neglect</li> <li>c. red flags of child abuse</li> </ol> </li> </ol> </li> <li>C. Tertiary Prevention - Patient &amp; Family Education Re: Self-Management/Referrals                   <ol style="list-style-type: none"> <li>1. Supportive intervention for child abuse/neglect</li> <li>2. National and local resources                       <ol style="list-style-type: none"> <li>a. Parents Anonymous</li> <li>b. Parents United International, Inc.</li> </ol> </li> </ol> </li> </ol> </li> <li>III. Patient Advocacy/Legal &amp; Ethical Issues               <ol style="list-style-type: none"> <li>A. Child Abuse/Neglect                   <ol style="list-style-type: none"> <li>1. Preventing maladaptive behaviors</li> <li>2. High risk communities</li> <li>3. Child's ability to recognize and resist abuse</li> <li>4. Careful documentation</li> <li>5. Corroborating histories with appropriate professionals</li> <li>6. Review with multi-disciplinary teams</li> <li>7. Parental custody</li> </ol> </li> </ol> </li> <li>IV. Potential Nursing Considerations for the Child with Suspected Abuse/Neglect               <ol style="list-style-type: none"> <li>A. Family-based Prevention/Intervention Strategies</li> <li>B. Awareness/Management of Personal Feelings</li> <li>C. Establish Trust with the Child/Family</li> <li>D. Patient Advocacy</li> <li>E. Report Neglect/Abuse</li> <li>F. Ethnocultural Considerations (Understand cultural diversity regarding treatment)</li> <li>G. Complementary Care (Mindful of breathing for anxiety)</li> <li>H. Collaboration in Caring (Raise awareness of the red flags of child abuse/neglect)</li> </ol> </li> <li>V. Utilization of the Nursing Process to Child Abuse/Neglect               <ol style="list-style-type: none"> <li>A. Assessment (Using Maslow's hierarchy of needs and/or Gordon's Functional Health Patterns)                   <ol style="list-style-type: none"> <li>1. Interviewing the primary caregivers/child</li> <li>2. Objective data</li> <li>3. Subjective data</li> <li>4. Collaborative data (diagnostic tests)                       <ol style="list-style-type: none"> <li>a. skeletal survey</li> <li>b. CT scan</li> <li>c. MRI</li> <li>d. R/O Osteogenesis Imperfecta</li> </ol> </li> </ol> </li> </ol> </li> </ol> <p style="text-align: center;">Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point Presentation</li> <li>• Critical Thinking Exercises</li> <li>• Reflective Thinking Exercises</li> <li>• Discussion</li> <li>• Self-Study</li> <li>• Reading Assignment</li> <li>• Written Examination</li> <li>• Clinical Focus</li> <li>• Development of linkage of NANDA, NOC, and NIC as related to the nursing care of the child with suspected abuse/neglect.</li> <li>• Informatics</li> <li>• <u>Organizations/Websites:</u> <ul style="list-style-type: none"> <li>• Family Violence Prevention Center <a href="http://www.endabuse.org">www.endabuse.org</a></li> <li>• National Center for Education in Maternal and Child Health <a href="http://www.ncemch.org">www.ncemch.org</a></li> <li>• SOS Help for Parents: A Practical Guide for Handling Common Everyday Behavior Problems <a href="http://www.sosprograms.com">www.sosprograms.com</a></li> <li>• U.S. Department of Health &amp; Human Services Children's Bureau <a href="http://www.acf.dhhs.gov">www.acf.dhhs.gov</a></li> <li>• American Professional Society on the Abuse of Children <a href="http://www.apsac.org">www.apsac.org</a></li> <li>• Center for Improvement of Child Caring <a href="http://www.ciccparenting.org">www.ciccparenting.org</a></li> <li>• Child Help USA <a href="http://www.childhelpusa.org">www.childhelpusa.org</a></li> </ul> </li> </ul>

# NURSING V - COURSE OUTLINE

UNIT 18  
FAMILY VIOLENCE  
PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"><li>B. Analysis/Nursing Diagnoses<ul style="list-style-type: none"><li>1. Risk for trauma</li><li>2. Risk for impaired skin integrity</li><li>3. Delayed growth and development</li><li>4. Anxiety</li><li>5. Impaired parenting</li><li>6. <b>Imbalanced nutrition</b></li></ul></li><li>C. Planning/NOC-Based Outcomes<ul style="list-style-type: none"><li>1. Coping</li><li>2. Parenting</li><li>3. Risk detection</li><li>4. Nutritional status</li><li>5. Skin integrity</li><li>6. Child development</li></ul></li><li>D. Implementation/NIC-based Interventions<ul style="list-style-type: none"><li>1. Abuse protection (support child)</li><li>2. Coping enhancement</li><li>3. Environment management</li><li>4. Violence prevention</li><li>5. Nutritional management</li><li>6. Surveillance</li><li>7. Developmental enhancement</li></ul></li><li>E. Evaluation of Outcome Achievement<ul style="list-style-type: none"><li>1. Critical thinking</li><li>2. Professional standards of practice</li><li>3. Long-term consequences recidivism</li></ul></li></ul>	

# NURSING V - COURSE OUTLINE

## UNIT 19

### THE CHILD WITH ALTERATIONS IN MUSCULOSKELETAL FUNCTION

PAGE 1 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Describe the anatomy and physiology of and difference between the musculoskeletal system of the developing child and the adult.</li> <li>2. Describe the etiology, pathophysiology, clinical manifestations, therapeutic and nursing management of common musculoskeletal alterations in children.</li> <li>3. Describe the physiological and psychosocial effects of immobility on the child with a musculoskeletal alteration.</li> <li>4. Describe three levels of prevention in relation to musculoskeletal disorders in the child.</li> <li>5. State the priorities of care for the child with a musculoskeletal alteration based on Maslow's hierarchy of needs and/or Gordon's Functional Health Patterns.</li> <li>6. Describe common diagnostic procedures/tests used to detect alterations of the musculoskeletal system.</li> <li>7. Explain the function of various types of traction.</li> <li>8. Identify the education needs of the family of a child in a cast.</li> <li>9. Describe the role of the nurse within the interdisciplinary health care team in caring for a child immobilized by a brace.</li> <li>10. State at least three NANDA nursing diagnosis for a child with a musculoskeletal alteration.</li> <li>11. Determine a NOC-based outcome for each nursing diagnosis.</li> <li>12. Identify at least three NIC-based interventions to accompany each nursing diagnosis.</li> <li>13. Identify legal, ethical and advocacy issues.</li> <li>14. Identify the nursing implications of medications frequently used in the management of musculoskeletal disorders.</li> <li>15. Appreciate the roll of the nurse in assessing and relieving pain in the care and management of the child with a musculoskeletal alteration.</li> </ol>	<ol style="list-style-type: none"> <li>I. Knowledge Basic to Care of a Child with a Musculoskeletal Disorder               <ol style="list-style-type: none"> <li>A. Anatomy and Physiology</li> <li>B. Developmental Stages</li> <li>C. Risk Factors                   <ol style="list-style-type: none"> <li>1. Genetic</li> <li>2. Safety Issues</li> </ol> </li> <li>D. Immobility Consequences                   <ol style="list-style-type: none"> <li>1. Physiological injuries</li> <li>2. Casting regime</li> <li>3. Traction therapeutic regimes</li> <li>4. Psychosocial development</li> <li>5. Play participation</li> <li>6. Family normalization</li> </ol> </li> </ol> </li> <li>II. Health Promotion and Prevention               <ol style="list-style-type: none"> <li>A. Primary Prevention (Education Re: Risk Factors)</li> <li>B. Secondary Prevention (Early Detection)                   <ol style="list-style-type: none"> <li>1. Injuries</li> <li>2. Congenital/genetic disorders</li> <li>3. Infectious diseases</li> <li>4. Growth disorders</li> <li>5. Selected bone tumors</li> <li>6. Body image distortions</li> </ol> </li> <li>C. Tertiary Prevention (Parent/Child Education)</li> </ol> </li> <li>III. Specific Alterations of the Musculoskeletal System               <ol style="list-style-type: none"> <li>A. Injuries                   <ol style="list-style-type: none"> <li>1. Fractures                       <ol style="list-style-type: none"> <li>a. Transverse</li> <li>b. Oblique</li> <li>c. Spiral</li> <li>d. Epiphyseal growth plate injury</li> <li>e. Salter-Harris classification of epiphyseal injuries</li> </ol> </li> <li>2. Soft Tissue Injuries</li> <li>3. Dislocations</li> <li>4. Sports Injuries</li> </ol> </li> <li>B. Infectious Disorders                   <ol style="list-style-type: none"> <li>1. Osteomyelitis</li> <li>2. Septic arthritis</li> </ol> </li> <li>C. Congenital Disorders                   <ol style="list-style-type: none"> <li>1. Club foot</li> <li>2. Developmental dysplasia of the hip</li> <li>3. Muscular Dystrophy (MD)</li> <li>4. Osteogenesis Imperfecta (OI)</li> </ol> </li> <li>D. Growth Disorders                   <ol style="list-style-type: none"> <li>1. Scoliosis</li> <li>2. Legg-Calve-Perthes Disease</li> </ol> </li> <li>E. Immunologic Inflammatory Autoimmune Disorder                   <ol style="list-style-type: none"> <li>1. Juvenile Rheumatoid Arthritis (JRA)</li> </ol> </li> <li>F. Bone Tumors                   <ol style="list-style-type: none"> <li>1. Osteogenic Sarcoma</li> <li>2. Ewing Sarcoma</li> </ol> </li> </ol> </li> <li>IV. Immobilization Devices               <ol style="list-style-type: none"> <li>A. Casts (fiberglass or plaster of Paris)</li> <li>B. Traction                   <ol style="list-style-type: none"> <li>1. Bryant's (skin)</li> <li>2. Buck's Extension (skin)</li> <li>3. 90° - 90° (skeletal)</li> </ol> </li> <li>C. Distraction Devices: Ilizarov fixator</li> <li>D. Braces</li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point Presentation</li> <li>• Critical Thinking Exercises</li> <li>• Reflective Thinking Exercises</li> <li>• Discussion</li> <li>• Self-Study</li> <li>• Reading Assignment</li> <li>• Written Examination</li> <li>• Clinical Focus</li> <li>• Development of linkage of NANDA, NOC, and NIC as related to the nursing care of the child with a musculoskeletal disorder</li> <li>• Refer to the in-book Study ware CD-ROM</li> <li>• Informatics</li> <li>• <u>Organizations/Websites:</u> <ul style="list-style-type: none"> <li>• Muscular Dystrophy Association of America <a href="http://www.mdausa.org">www.mdausa.org</a></li> <li>• Muscular Dystrophy Family Foundation, Inc. <a href="http://www.mdff.org">www.mdff.org</a></li> <li>• National Scoliosis Foundation <a href="http://www.scoliosis.org">www.scoliosis.org</a></li> <li>• Osteogenesis Imperfect Foundation, Inc. <a href="http://www.oif.org">www.oif.org</a></li> <li>• Scoliosis Research Society <a href="http://www.srs.org">www.srs.org</a></li> <li>• The Arthritis Foundation <a href="http://www.arthritis.org">www.arthritis.org</a></li> <li>• Candlelighters Childhood Cancer Foundation <a href="http://www.candlelighters.org">www.candlelighters.org</a></li> <li>• National Childhood Cancer Foundation/Children's Oncology Group <a href="http://www.nccf.org">www.nccf.org</a></li> </ul> </li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 19

### THE CHILD WITH ALTERATIONS IN MUSCULOSKELETAL FUNCTION

PAGE 2 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<p>V. Potential Nursing Care Considerations for the Child with a Musculoskeletal Alteration</p> <ol style="list-style-type: none"> <li>A. Pain/Spasm Management</li> <li>B. Maintain Appropriate Mobility</li> <li>C. Range of Motion</li> <li>D. Provide Well-Balanced Diet/Adequate Fluids</li> <li>E. Age Appropriate Diversion</li> <li>F. Cast Care</li> <li>G. Pin Care</li> <li>H. Traction Care</li> <li>I. Brace Care</li> <li>J. Child/Family Teaching and Support</li> <li>K. Collaboration in Caring: Child, Social Services, School Teacher, Physical Therapy</li> </ol> <p>VI. Nursing Management</p> <ol style="list-style-type: none"> <li>A. Assessment (Using Maslow's hierarchy of needs and/or Gordon's functional health patterns)               <ol style="list-style-type: none"> <li>1. Subjective data</li> <li>2. Objective data</li> <li>3. Collaborative data (diagnostic tests)                   <ol style="list-style-type: none"> <li>a. radiography</li> <li>b. MRI</li> <li>c. CT Scan</li> <li>d. Genetic screening/testing</li> <li>e. Bone biopsy</li> </ol> </li> </ol> </li> <li>B. Data Analysis/Nursing Diagnosis/NANDA               <ol style="list-style-type: none"> <li>1. Impaired mobility</li> <li>2. Risk for injury</li> <li>3. Risk for impaired skin integrity</li> <li>4. Activity intolerance</li> <li>5. Risk for infection</li> <li>6. Altered growth and development</li> <li>7. Imbalanced nutrition</li> <li>8. Family coping</li> <li>9. Pain</li> <li>10. Knowledge deficit</li> </ol> </li> <li>C. Planning (NOC Outcomes)               <ol style="list-style-type: none"> <li>1. Risk control</li> <li>2. Nutritional status</li> <li>3. Pain control</li> <li>4. Tissue integrity</li> <li>5. Coping</li> <li>6. Knowledge: Illness care</li> <li>7. Infection control</li> <li>8. Health promotion</li> <li>9. Diversion</li> <li>10. Medication management</li> </ol> </li> <li>D. Implementation/NIC-Based Interventions               <ol style="list-style-type: none"> <li>1. Infection control</li> <li>2. Nutritional management</li> <li>3. Medication management</li> <li>4. Coping enhancement</li> <li>5. Safety promotion/injury prevention</li> <li>6. Skin integrity monitoring</li> <li>7. Exercise therapy</li> <li>8. Activity therapy</li> <li>9. Environmental management</li> <li>10. Self-care assistance: transfer</li> </ol> </li> </ol> <p>Continues on next page . . .</p>	

# NURSING V - COURSE OUTLINE

## UNIT 19

### THE CHILD WITH ALTERATIONS IN MUSCULOSKELETAL FUNCTION

PAGE 3 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"> <li>E. Follow Up Care                             <ul style="list-style-type: none"> <li>1. Home health care</li> <li>2. Community resources</li> <li>3. Outpatient education programs</li> <li>4. Occupational therapy</li> <li>5. Physical therapy</li> </ul> </li> <li>F. Evaluation of Outcome Achievement                             <ul style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> <li>3. Evidence-based practice</li> </ul> </li> <li>VII. Legal/Ethical/Advocacy Issues                             <ul style="list-style-type: none"> <li>A. Legal                                     <ul style="list-style-type: none"> <li>1. Health beliefs   <ul style="list-style-type: none"> <li>a. blood products administration</li> <li>b. surgical interventions</li> <li>c. medical intervention</li> </ul> </li> <li>2. Non-compliance: Family   <ul style="list-style-type: none"> <li>a. medication administration</li> <li>b. safety</li> <li>c. therapeutic regime</li> <li>d. parental/child rights</li> </ul> </li> </ul> </li> <li>B. Ethical                                     <ul style="list-style-type: none"> <li>1. Quality of life</li> <li>2. Professional standards of care</li> <li>3. Genetic counseling</li> </ul> </li> <li>C. Advocacy                                     <ul style="list-style-type: none"> <li>1. Role enhancement</li> <li>2. Collaborative care</li> <li>3. Coping enhancement</li> <li>4. Knowledge: Health resources</li> </ul> </li> </ul> </li> </ul>	

# NURSING V - COURSE OUTLINE

## UNIT 20

### THE CHILD WITH ALTERATIONS IN NEUROLOGIC FUNCTION

PAGE 1 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Explain the anatomy and physiology of the nervous system and describe the pediatric variations.</li> <li>2. Describe the etiology, pathophysiology, clinical manifestations, therapeutic and nursing management of common neurological alterations in children.</li> <li>3. State priorities of care for the child with a neurological alteration based on Maslow's hierarchy of needs and/or Gordon's Functional Health Patterns.</li> <li>4. Describe the three levels of prevention in relation to neurological alterations.</li> <li>5. Describe various modalities for assessment of an infant/child with a neurological alteration.</li> <li>6. Describe common diagnostic data used to detect alterations of neurological function in the infant/child.</li> <li>7. Describe the strategies for health promotion and risk reduction for the child with a neurological alteration.</li> <li>8. Identify the nursing implications of medications frequently used in the management for children with neurological alterations.</li> <li>9. Appreciate the role of the nurse in assessing and relieving pain in the management of the child with a neurological alteration.</li> <li>10. Identify ethical concerns, issues and dilemmas that effect long term care of the child with a neurological alteration.</li> <li>11. State at least three NANDA nursing diagnosis for a child with a neurological alteration.</li> <li>12. Determine a NOC-based outcome for each nursing diagnosis.</li> <li>13. Identify at least three NIC-based interventions to accompany each nursing diagnosis.</li> <li>14. Identify complementary therapies that are relevant for the child with an alteration in neurological functioning.</li> </ol>	<ol style="list-style-type: none"> <li>I. Review of Anatomy and Physiology of the Neurological System Addressing Pediatric Variations</li> <li>II. Health Promotion Strategies               <ol style="list-style-type: none"> <li>A. Primary Prevention                   <ol style="list-style-type: none"> <li>1. Patient/family education to prevent head injuries</li> <li>2. Identification of risk factors</li> <li>3. Immunizations</li> <li>4. Environmental pollutants</li> <li>5. Infant/child safety issues</li> </ol> </li> <li>B. Secondary Prevention                   <ol style="list-style-type: none"> <li>1. Early detection of warning signs of neurological disorders/diseases</li> </ol> </li> <li>C. Tertiary Prevention                   <ol style="list-style-type: none"> <li>1. Patient/family education for self-management and prevention of complications of neurological disorders.</li> </ol> </li> </ol> </li> <li>III. Professional Concepts Influencing Nursing Care of the Child/Family Experiencing Alteration in Neurological Functioning               <ol style="list-style-type: none"> <li>A. Standards of Practice</li> <li>B. Child/Family Advocacy</li> <li>C. Legal and Ethical Considerations</li> <li>D. Caregiver Accountability</li> </ol> </li> <li>IV. Potential Nursing Considerations: Child with a Neurological Alteration               <ol style="list-style-type: none"> <li>A. Neurological Assessment                   <ol style="list-style-type: none"> <li>1. LOC</li> <li>2. Glasgow Coma Scale</li> <li>3. Vital Signs</li> <li>4. Motor Function</li> <li>5. Cognitive/Functional Ability</li> <li>6. Bowel/Bladder Function</li> <li>7. Assess/Monitor for ICP</li> </ol> </li> <li>B. Respiratory Management</li> <li>C. Intracranial Pressure Monitoring</li> <li>D. Medication Administration</li> <li>E. Thermoregulation</li> <li>F. Nutritional Needs</li> <li>G. Elimination</li> <li>H. Maintain Mobility (positioning, exercise, ROM)</li> <li>I. Safety (seizure precautions/management, prevent injury, immobilization of spinal cord injury)</li> <li>J. Complementary Care (massage)</li> </ol> </li> <li>V. Utilization of the Nursing Process As It Relates To Care of the Child with an Alteration in Neurological Function               <ol style="list-style-type: none"> <li>A. Assessment (Using Maslow's hierarchy of needs and/or Gordon's Functional Health Patterns)                   <ol style="list-style-type: none"> <li>1. Subjective data</li> <li>2. Objective data</li> <li>3. Collaborative data (diagnostic procedures)                       <ol style="list-style-type: none"> <li>a. lumbar puncture</li> <li>b. subdural tap</li> <li>c. electroencephalography</li> <li>d. CT scan</li> <li>e. MRI</li> <li>f. radiography</li> </ol> </li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point Presentation</li> <li>• Critical Thinking Exercises</li> <li>• Reflective Thinking Exercises</li> <li>• Discussion</li> <li>• Self-Study</li> <li>• Reading Assignment</li> <li>• Written Examination</li> <li>• Clinical Focus</li> <li>• Development of linkage of NANDA, NOC, and NIC as related to the nursing care of the child with an alteration in neurological functioning.</li> <li>• Refer to the in-book Study ware CD-ROM</li> <li>• Informatics</li> <li>• <u>Organizations/Websites:</u> <ul style="list-style-type: none"> <li>• Childhood Brain Tumor Foundation <a href="http://www.childhoodbraintumor.org">www.childhoodbraintumor.org</a></li> <li>• National Hydrocephalus Foundation <a href="http://www.nhfonline.org">www.nhfonline.org</a></li> <li>• Easter Seals <a href="http://www.easterseals.org">www.easterseals.org</a></li> <li>• Epilepsy Foundation <a href="http://www.epilepsyfoundation.org">www.epilepsyfoundation.org</a></li> <li>• Meningitis Foundation of America <a href="http://www.musa.org">www.musa.org</a></li> <li>• Safe Kids <a href="http://www.safekids.org">www.safekids.org</a></li> <li>• Spina Bifida Association of America <a href="http://www.sbaa.org">www.sbaa.org</a></li> <li>• United Cerebral Palsy <a href="http://www.ucp.org">www.ucp.org</a></li> <li>• Association for Children with Down Syndrome <a href="http://www.acds.org">www.acds.org</a></li> <li>• Center for the Study of Autism <a href="http://www.autism.org">www.autism.org</a></li> <li>• Families for Early Autism Treatment <a href="http://www.feat.org">www.feat.org</a></li> <li>• Growth Charts for Children with Down Syndrome <a href="http://www.growthcharts.com">www.growthcharts.com</a></li> <li>• National Association for Down Syndrome <a href="http://www.nads.org">www.nads.org</a></li> <li>• National Fragile X Foundation <a href="http://www.fragilex.org">www.fragilex.org</a></li> <li>• Special Olympics <a href="http://www.specialolympics.org">www.specialolympics.org</a></li> </ul> </li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 20

### THE CHILD WITH ALTERATIONS IN NEUROLOGIC FUNCTION

PAGE 2 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"> <li>B. Analysis/Nursing Diagnoses/NANDA                             <ul style="list-style-type: none"> <li>1. Anxiety/fear</li> <li>2. Alteration in comfort</li> <li>3. Alteration in thermoregulation</li> <li>4. Ineffective family processes</li> <li>5. Risk for injury</li> <li>6. Fluid volume imbalance</li> <li>7. Impaired physical mobility</li> <li>8. Self-esteem disturbance</li> <li>9. Altered nutrition</li> <li>10. Alteration in growth and development</li> <li>11. Ineffective tissue perfusion</li> </ul> </li> <li>C. Planning/NOC-Based Outcomes                             <ul style="list-style-type: none"> <li>1. Risk control</li> <li>2. Respiratory status: airway patency</li> <li>3. Anxiety self-control</li> <li>4. Coping</li> <li>5. Fear self-control</li> <li>6. Pain control</li> <li>7. Fluid balance</li> <li>8. Neurological balance</li> <li>9. Knowledge: safety, infection control, treatment regime</li> <li>10. Nutritional status</li> <li>11. Infection control</li> <li>12. Health promoting behavior</li> </ul> </li> <li>D. Implementation/NIC-Based Interventions                             <ul style="list-style-type: none"> <li>1. Airway management</li> <li>2. Aspiration precautions</li> <li>3. Intracranial monitoring</li> <li>4. Risk identification</li> <li>5. Oxygen therapy</li> <li>6. Health education</li> <li>7. Fluid balance</li> <li>8. Coping enhancement</li> <li>9. Teaching: disease process</li> <li>10. Environmental management: safety</li> <li>11. Family involvement promotion</li> <li>12. Anxiety reduction</li> <li>13. Decision making support</li> </ul> </li> <li>E. Evaluation of Outcome Achievement                             <ul style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> </ul> </li> <li>F. Complex Issues Involved in the Care of the Child/Family                             <ul style="list-style-type: none"> <li>1. Collaborative efforts</li> <li>2. Identification of professional delegation dilemmas</li> <li>3. Appropriate complementary therapies</li> <li>4. Cost issues</li> </ul> </li> </ul> <p>Continues on next page . . .</p>	

# NURSING V - COURSE OUTLINE

## UNIT 20

### THE CHILD WITH ALTERATIONS IN NEUROLOGIC FUNCTION

PAGE 3 OF 3

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
	<ul style="list-style-type: none"><li>VI. Specific Disorders of the Pediatric Neurological System<ul style="list-style-type: none"><li>A. The Unconscious Child</li><li>B. Increased Intracranial Pressure</li><li>C. Seizures</li><li>D. Structural Abnormalities<ul style="list-style-type: none"><li>1. Hydrocephalus</li><li>2. Neural tube deficits</li><li>3. Craniosynostosis</li></ul></li><li>E. Infections<ul style="list-style-type: none"><li>1. Meningitis</li><li>2. Encephalitis</li><li>3. Reye's syndrome</li></ul></li><li>F. Neurological Injuries<ul style="list-style-type: none"><li>1. Head trauma</li><li>2. Drowning</li></ul></li><li>G. Motor Dysfunction<ul style="list-style-type: none"><li>1. Cerebral palsy</li></ul></li><li>H. Cognitive Alteration<ul style="list-style-type: none"><li>1. Mental retardation</li><li>2. Down's syndrome</li><li>3. ADHD</li><li>4. Autism</li></ul></li><li>I. Nervous System Tumors<ul style="list-style-type: none"><li>1. Brain tumors</li><li>2. Neuroblastomas</li></ul></li></ul></li></ul>	

# NURSING V - COURSE OUTLINE

## UNIT 21

### THE CHILD WITH ALTERATIONS IN RESPIRATORY FUNCTION

PAGE 1 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Identify factors that distinguish the pediatric respiratory tract from the adult's, making the child more vulnerable to an alteration in function.</li> <li>2. Describe the pathophysiology, clinical manifestations, therapeutic and nursing management of common respiratory alterations.</li> <li>3. Describe the defenses of the pediatric respiratory system.</li> <li>4. Discuss the family's role in health promotion and wellness in relation to primary, secondary and tertiary prevention of specific respiratory disorders.</li> <li>5. Discuss utilization of the nursing process as it relates to nursing care of the child/family experiencing an alteration in respiratory function.</li> <li>6. Identify the ethical concerns, issues, and dilemmas that affect long term care of the child with a chronic respiratory alteration.</li> <li>7. Describe the utilization of the nursing process as it relates to the nursing care for the child with a respiratory alteration.</li> <li>8. State priorities of care for the child with a respiratory alteration based on Maslow's hierarchy of needs and/or Gordon's Functional Health Patterns.</li> <li>9. Describe common diagnostic data used to detect alterations of respiratory function.</li> <li>10. Identify the nursing implications of medications frequently used in the management of common respiratory alterations.</li> <li>11. State at least three NANDA nursing diagnoses for the pediatric patient/family experiencing an alteration in respiratory function.</li> <li>12. Determine a NOC-based outcome for each nursing diagnosis.</li> <li>13. Identify at least three NIC-based interventions to accompany each nursing diagnosis.</li> </ol> <p>Continues on next page . . .</p>	<ol style="list-style-type: none"> <li>I. Review of Anatomy and Physiology of the Respiratory System               <ol style="list-style-type: none"> <li>A. Pediatric Variations</li> </ol> </li> <li>II. Health Promotion Strategies               <ol style="list-style-type: none"> <li>A. Primary Prevention                   <ol style="list-style-type: none"> <li>1. Education</li> <li>2. Identification of risk factors</li> <li>3. Hand washing</li> <li>4. Secondhand smoke</li> <li>5. Smoking prevention</li> <li>6. Immunizations</li> <li>7. Screenings</li> <li>8. Environmental pollutants</li> <li>9. "Back to Sleep" campaign</li> <li>10. Infant/child safety issues</li> </ol> </li> <li>B. Secondary Prevention                   <ol style="list-style-type: none"> <li>1. Early detection</li> <li>2. Smoking cessation</li> </ol> </li> <li>C. Tertiary Prevention                   <ol style="list-style-type: none"> <li>1. Disease management</li> <li>2. Prevention of complications</li> </ol> </li> </ol> </li> <li>III. Professional Concepts Influencing the Nursing Care of the Child/Family Experiencing an Alteration in Respiratory Function               <ol style="list-style-type: none"> <li>A. Standards of Practice</li> <li>B. Child/Family Advocacy</li> <li>C. Legal and Ethical Issues</li> <li>D. Caregiver Accountability</li> </ol> </li> <li>IV. Potential Nursing Considerations Related to the Care of the Child with an Alteration in Respiratory Function               <ol style="list-style-type: none"> <li>A. Assessment: Airway Patentcy, Color, LOC, Vital Signs, Chest Symmetry, Auscultation</li> <li>B. Promote Adequate Oxygenation</li> <li>C. Maintain Adequate Nutrition and Fluid Balance</li> <li>D. Protect Against Infection</li> <li>E. Care of the Post-Op Child</li> <li>F. Promote Normal Development</li> <li>G. Complementary Care: Encourage Parents to Learn Heimlich Maneuver</li> <li>H. Ethnocultural Consideration: Higher Asthma Rate in Black/Hispanic</li> </ol> </li> <li>V. Utilization of the Nursing Process As It Relates To Care of the Child with an Alteration in Respiratory Function               <ol style="list-style-type: none"> <li>A. Assessment (Using Maslow's Hierarchy of Needs and/or Gordon's Functional Health Patterns)                   <ol style="list-style-type: none"> <li>1. Subjective Data</li> <li>2. Objective Data</li> <li>3. Collaborative Data: diagnostic tests/lab data</li> </ol> </li> <li>B. Analysis/Nursing Diagnosis/NANDA                   <ol style="list-style-type: none"> <li>1. Ineffective airway clearance</li> <li>2. Impaired gas exchange</li> <li>3. Activity intolerance</li> <li>4. Risk for aspiration</li> <li>5. Risk for deficient fluid volume</li> <li>6. Risk for infection</li> <li>7. Anxiety</li> <li>8. Interrupted family processes</li> <li>9. Pain</li> </ol> </li> </ol> </li> </ol> <p>Continues on next page . . .</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point Presentation</li> <li>• Critical Thinking Exercises</li> <li>• Reflective Thinking Exercises</li> <li>• Discussion</li> <li>• Self-Study</li> <li>• Reading Assignment</li> <li>• Written Examination</li> <li>• Clinical Focus</li> <li>• Development of linkages of NANDA, NOC, and NIC as related to the nursing care of the child with an alteration in respiratory function.</li> <li>• Refer to the in-book Study ware CD-ROM</li> <li>• Informatics</li> <li>• <u>Organizations and Websites:</u> <ul style="list-style-type: none"> <li>• Allergy and Asthma Network <a href="http://www.aanma.org">www.aanma.org</a></li> <li>• American Lung Association <a href="http://www.lungusa.org">www.lungusa.org</a></li> <li>• Cystic Fibrosis Foundation <a href="http://www.cff.org">www.cff.org</a></li> <li>• Johns Hopkins University Asthma Home Study <a href="http://www.jhsph.edu/homestudy/home.html">www.jhsph.edu/homestudy/home.html</a></li> <li>• National Asthma Education &amp; Prevention Program <a href="http://www.nhlbi.nih.gov">www.nhlbi.nih.gov</a></li> </ul> </li> </ul>

# NURSING V - COURSE OUTLINE

## UNIT 21

### THE CHILD WITH ALTERATIONS IN RESPIRATORY FUNCTION

PAGE 2 OF 2

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<p>14. Relate the impact of presence and caring on the effectiveness of the nurse-patient relationship while caring for the pediatric patient/family experiencing an alteration in respiratory function.</p> <p>15. Describe the role of the nurse within the interdisciplinary health care team in caring for a child with a respiratory alteration.</p> <p>16. Identify complementary therapies that are relevant for the child with an alteration in respiratory function.</p>	<p>C. Planning/NOC-Based Outcomes</p> <ol style="list-style-type: none"> <li>1. Respiratory status: gas exchange</li> <li>2. Respiratory status: patent airway</li> <li>3. Pain control</li> <li>4. Infection control</li> <li>5. Fluid balance</li> <li>6. Nutritional status</li> <li>7. Medication management</li> <li>8. Coping</li> <li>9. Family support</li> </ol> <p>D. Implementation/NIC-Based Interventions</p> <ol style="list-style-type: none"> <li>1. Airway management</li> <li>2. Respiratory monitoring</li> <li>3. Medication management</li> <li>4. Fluid management</li> <li>5. Coping enhancement</li> <li>6. Decision making support</li> <li>7. Risk identification</li> <li>8. Energy management</li> <li>9. Environmental management</li> <li>10. Family involvement promotion</li> </ol> <p>E. Evaluation of Outcome Achievement</p> <ol style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> <li>3. Evidence-based practice</li> </ol> <p>VI. Specific Disorders of the Pediatric Respiratory System</p> <p>A. Common Acute Respiratory Alterations</p> <ol style="list-style-type: none"> <li>1. Nasopharyngitis</li> <li>2. Tonsillitis and Pharyngitis</li> <li>3. Otitis Media</li> <li>4. Croup               <ol style="list-style-type: none"> <li>a. Laryngotracheobronchitis</li> <li>b. Epiglottitis</li> </ol> </li> <li>5. Bronchiolitis</li> <li>6. Pneumonia</li> </ol> <p>B. Common Chronic Respiratory Alterations</p> <ol style="list-style-type: none"> <li>1. Allergic Rhinitis</li> <li>2. Asthma</li> </ol> <p>C. Less Common Respiratory Alterations</p> <ol style="list-style-type: none"> <li>1. Cystic Fibrosis</li> <li>2. Tuberculosis</li> <li>3. Sinusitis</li> </ol> <p>D. Additional Respiratory Alterations</p> <ol style="list-style-type: none"> <li>1. Foreign body aspiration</li> <li>2. Smoke inhalation injury</li> </ol>	

# NURSING V - COURSE OUTLINE

## UNIT 22

### THE CHILD WITH A VISUAL IMPAIRMENT

CLASS OBJECTIVES	CLASS CONTENT	TEACHING STRATEGY
<ol style="list-style-type: none"> <li>1. Identify how the structure of the eye differs between infants/ children and adults.</li> <li>2. Describe the etiology, pathophysiology, clinical manifestations, therapeutic and nursing management of common vision alterations.</li> <li>3. Describe vision disorders and how they relate to sensory alterations.</li> <li>4. State strategies for risk reduction related to eye injury.</li> <li>5. State priorities of care for the child with altered vision based on Maslow's hierarchy of needs and/or Gordon's Functional Health Patterns.</li> <li>6. Identify the role of the nurse in prevention and/or detection of visual disturbances.</li> <li>7. State at least three NANDA nursing diagnoses for a child with a visual alteration.</li> <li>8. Determine a NOC-based outcome for each nursing diagnosis.</li> <li>9. Identify at least three NIC-based interventions to accompany each nursing diagnosis.</li> <li>10. Identify legal, ethical and advocacy issues in caring for a child/family with a vision alteration.</li> <li>11. Describe the nurse's role in promoting optimum development of children with vision impairment.</li> <li>12. Describe the nurse's role in providing support to families with children with visual impairment.</li> </ol>	<ol style="list-style-type: none"> <li>I. Review of Anatomy and Physiology of the Eye Related to Vision in the Infant/Child</li> <li>II. Health Promotion and Prevention               <ol style="list-style-type: none"> <li>A. Primary Prevention</li> <li>B. Secondary Prevention</li> <li>C. Tertiary Prevention</li> </ol> </li> <li>III. Specific Alteration of Vision               <ol style="list-style-type: none"> <li>A. Refractive Errors</li> <li>B. Strabismus</li> <li>C. Amblyopic</li> <li>D. Cataracts</li> <li>E. Glaucoma</li> <li>F. Infections</li> <li>G. Retinoblastoma</li> <li>H. Trauma</li> </ol> </li> <li>IV. Medical Interventions for Vision Disorders               <ol style="list-style-type: none"> <li>A. Patching</li> <li>B. Corrective Lenses/Glasses</li> <li>C. Surgical Repair</li> </ol> </li> <li>V. Utilization of the Nursing Process as it Relates to Alterations in Vision               <ol style="list-style-type: none"> <li>A. Assessment (Using Maslow's Hierarchy of Needs and Gordon's Functional Health Patterns)                   <ol style="list-style-type: none"> <li>1. Subjective Data</li> <li>2. Objective Data</li> <li>3. Collaborative Data (diagnostic testing)                       <ol style="list-style-type: none"> <li>a. cover/uncover test</li> <li>b. Snellen "E"</li> <li>c. Denver Eye Screening Test</li> </ol> </li> </ol> </li> <li>B. Analysis/Nursing Diagnosis/NANDA                   <ol style="list-style-type: none"> <li>1. Risk for injury</li> <li>2. Delayed growth and development</li> <li>3. Interrupted family processes</li> <li>4. Pain</li> </ol> </li> <li>C. Planning/NOC-Based Outcomes                   <ol style="list-style-type: none"> <li>1. Risk control</li> <li>2. Growth, child development</li> <li>3. Family normalization</li> <li>4. Pain control</li> </ol> </li> <li>D. Implementation/NIC-Based Interventions                   <ol style="list-style-type: none"> <li>1. Environmental management</li> <li>2. Developmental care</li> <li>3. Caregiver support</li> <li>4. Pain management</li> </ol> </li> <li>E. Evaluation of Outcome Achievement                   <ol style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Professional standards of practice</li> <li>3. Evidence-based practice</li> </ol> </li> </ol> </li> <li>VI. Legal/Ethical/Advocacy Issues               <ol style="list-style-type: none"> <li>A. Legal                   <ol style="list-style-type: none"> <li>1. Health beliefs</li> <li>2. Child/family educational needs</li> <li>3. Prevention/screening/referral</li> </ol> </li> <li>B. Ethical                   <ol style="list-style-type: none"> <li>1. Quality of life</li> <li>2. Professional standards of practice</li> </ol> </li> <li>C. Advocacy                   <ol style="list-style-type: none"> <li>1. Collaborative care</li> <li>2. Promote vision screening</li> <li>3. Promote early intervention</li> <li>4. Knowledge: community resources</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point Presentation</li> <li>• Critical Thinking Exercises</li> <li>• Reflective Thinking Exercises</li> <li>• Discussion</li> <li>• Self-Study</li> <li>• Reading Assignment</li> <li>• Written Examination</li> <li>• Clinical Focus</li> <li>• Development of linkages of NANDA, NOC, and NIC as related to the nursing care of the child with an visual alteration.</li> <li>• Refer to the in-book Study ware CD-ROM</li> <li>• Informatics</li> <li>• <u>Organizations and Websites:</u> <ul style="list-style-type: none"> <li>• The Blind Children's Center <a href="http://www.blindchildrenscenter.org">www.blindchildrenscenter.org</a></li> <li>• National Association for Parents of Children with Visual Impairments <a href="http://www.spedex.com/napvi">www.spedex.com/napvi</a></li> <li>• National Eye Institute <a href="http://www.nei.nih.gov">www.nei.nih.gov</a></li> <li>• National Industries for the Blind <a href="http://www.nib.org">www.nib.org</a></li> <li>• American Foundation for the Blind Information Center <a href="http://www.afb.org">www.afb.org</a></li> <li>• American Printing House for the Blind <a href="http://www.aph.org">www.aph.org</a></li> </ul> </li> </ul>