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| **Course Name:** | Expanding and Developing Family and Community |
| **Course Number:** | NURS 206 |
| **Campus:** | Los Angeles |





**Section A:**

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| **Instructor’s Name** | Allan J. Cresencia, MSN, CPN, RN  Catherine R. Marin, MSN/Ed |
| **I. Instructor’s Contact Information, Course Pre and Co-Requisites** | |
| **Phone Number:** | Mr. C's (213) 434-6605 |
| **E-mail:** | acresencia@westcoastuniversity.edu  cmarin@westcoastuniversity.edu |
| **Office location:** | Education Suite Room 120 |
| **Office hours:** | TBD |
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| **Course Prerequisites** | NURS 120 and 121L |
| **Course Co-requisites** | NURS 216L |

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| **II. Mission and Outcomes** | |
| **University Mission:** | At West Coast University, we embrace a student-centric learning partnership that leads to professional success. We deliver transformational education within a culture of integrity and personal accountability. We design market-responsive programs through collaboration between faculty and industry professionals. We continuously pursue more effective and innovative ways through which students develop the competencies and confidence required in a complex and changing world. |
| **Program Mission:** | The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society. |
| **Program Learning Outcomes:** | 1. Apply concepts or theories from biological, physical or natural sciences as basis for professional nursing practice. 2. Utilize nursing process in health promotion, restoration, and disease and illness prevention. 3. Apply evidence-based practice in providing therapeutic nursing interventions for patients and families in a wide variety of health care, and community setting. 4. Apply critical thinking skills in providing culturally sensitive and developmentally appropriate nursing care to patients who are experiencing simple and/or complex health problems in a variety of settings. 5. Provide health care education to individuals, families, and aggregates. |
|  | 1. Develop measurable goals that demonstrate the willingness to become a life-long learner in building expertise as a member of the nursing profession. 2. Utilize effective communication to interact with patients, families, and the interdisciplinary health team. 3. Assume responsibility for the delegation and supervision of the delivery of nursing care to subordinates based on the subordinate’s legal scope of practice and ability. 4. Demonstrate knowledge in applying client care technology skills such as computer and informatics skills when providing health care in a variety of settings. |

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| **III. Course Information** | |
| **Term:** | Term 12 |
| **Class Meeting Dates:** | 8/31 - 10/26, 2011 |
| **Class Meeting Times:** | 12:30 - 17:30 pm |
| **Class Meeting Location:** | OB in Room 128; Peds in Room 216 |
| **Class Credit Hours:** | 3 semester credits/5 contact hours per week/45 hours per term |
| **Class Credit Length:** | 9 weeks |
| **Class Required Texts, Learning Resources:** | Assessment Technology Institute Inc. *Content Mastery Series: Maternal Newborn Nursing Review Module*. Overland Park KS [www.atitesting.com](http://www.atitesting.com)  Ward, S. & Hisley,S. (2009) *Maternal-Child Nursing Care Optimizing Outcomes for Mothers, Children, and Families. Philadelphia, PA:* F.A. Davis |
| **Class *Recommended* Texts, Learning Resources:** | American Psychological Association. (2002). *Publication manual of the American Psychological Association* (5th ed.).Washington, DC: American Psychological Association.  ATI*. Content Mastery Series: Nursing care of children*. Nursing Review Module, Overland Park KS: [www.atitesting.com](http://www.atitesting.com)  Knippa, A. (Ed.). (2008). *Nursing Care of Children Version 7.0: Content Mastery Series Review Module*. Stilwell, KS: Assessment Technologies Institute, LLC.  Pearson Hall Real Nursing Skills: *Maternal-Newborn & Women’s Health Nursing Skills* online videos  Websites:  National Health Objectives: www.healthypeople.gov  www.hhs.gov, (Immunization schedule)  LIRN (Library Information Resources Network)  <http://www.lirn.net/services.shtml>  Patron Indentification #: 52516  (Available anywhere with Internet access) |
|  | Opposing Viewpoints; InfoTrac- magazine articles; Medical Encyclopedia  Medical Dictionary; Current information on dozens of topics  Ebsco Databases  <http://search.ebscohost.com>  UserID: west Password: coast  (Available anywhere with Internet access); Full text periodical articles  EBRARY  <http://site.ebrary.com/lib/westcoastu>  (Only available on the WCU campus |
| **Course Catalog Description:** | This course focuses on nursing concepts in the therapeutic care of women, mothers, infants, children, adolescents and their families. Included are Gordon’s conceptual framework, major health promotion and disease prevention, nursing process, therapeutic communication, evidenced based practice, teaching/learning principles and role development in the area of women, infants and children, and families. |
| **Course Learning Outcomes:**   * Course outcomes are comprised of the knowledge, skills, values and/or behaviors that students should be able to demonstrate upon completion of the course. * Course outcomes map to the Program Learning Outcomes * Must be assessed in the course to determine if learning outcomes are met | 1. Interpret how the Healthy People 2020 Objectives and other major health promotion and disease prevention concepts will improve the health and welfare of women, children, and families. 2. Discuss current issues regarding women's health care as they transition through the life cycle. 3. Describe significant aspects of human sexuality and reproduction and apply this knowledge in planning nursing care and comprehensive teaching plans for individuals and families throughout the life cycle. 4. Analyze the physiologic and psychosocial aspects of uncomplicated and complicated pregnancy from conception to postpartum and plan appropriate nursing interventions for actual and potential self-care demands for each stage. 5. Discuss and apply the nursing process in conjunction with Gordon’s Functional Health Patterns to the obstetrical client and neonates suffering from a variety of acute and chronic disease states, assessing health deviations, developing expected outcomes and identifying and validating the effectiveness of nursing interventions. 6. Incorporate evidence-based nursing research from a variety of sources, including pharmaceutical, biological, psychosocial and behavioral sciences, in the nursing process when planning care for women, infants and families. 7. Evaluate the impact of cultural, ethical, legal, gender, and economic issues related to health care of women, newborns and their families. 8. Describe nutritional requirements for newborns and for women throughout the life cycle, with emphasis on pregnant, breastfeeding, and post-menopausal women, and plan nursing interventions for actual and potential nutritional deficits for selected clients. |
|  | 1. Identify and explore the role of the nurse as provider, manager and coordinator of therapeutic care for women, neonates and their families. 2. Identify community resources and referrals appropriate for childbearing women, their infants and families, with particular attention to families facing major health problems and special health care needs. |
| **Teaching and Learning Strategies**   * Updated per course reflecting the instructional strategies appropriate to the subject area. | Lecture, group analysis of selected case studies, research studies, internet search, evaluation of evidence-based practice, interactive software programs, and independent study. |

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| **IV. Evaluation Methods, Grading** | | | |
| **Formative Assessment of Student Learning:**   * Will not count more than 80% of final grade * Examples -- *Evidenced-based Research, presentations, Case Studies, Specific class projects, Weekly quizzes, homework assignments, clinical or lab assignments/assessment, practice exams*   **Summative Assessment of Student Learning:**   * Will not count more than 30% of final grade * Examples – *Final Exam, Term Paper or Term Project*   **Participation:**   * Student Participation will not account for more than 10% of the final grade. | **Assignment/Assessments** | **Due Date** | **Points** |
| **Maternity:** |  |  |
| **Formative Assessment:** |  |  |
| Case Studies (2) | Limit 20 Characters | 5 |
| Homework Assignments | Limit 20 Characters | 2.5 |
| Participation | Limit 20 Characters | 2.5 |
| **Summative Assessment:** |  |  |
| Examinations | Limit 20 Characters | 30 |
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| **Pediatrics:** |  |  |
| **Formative Assessment:** |  |  |
| Case Study Presentation | Limit 20 Characters | 5 |
| Homework Assignments | Limit 20 Characters | 2.5 |
| Participation | Limit 20 Characters | 2.5 |
| **Summative Assessment:** |  |  |
| Final Examination | Limit 20 Characters | 20 |
| **Additional Information:** Student must attain a score of at least 76% out of the 80% examination-oriented part of the total course grade. In other words, if the total number of points available in a given class is 100, then a minimum of 80 of those points are earned by taking examinations, and a student must earn at least 61 points of the 80 points (76%) out of those exam questions in order to pass the course. Assuming the student attains the minimum 76% (61 points), then the 20% non-examination activities (20 points) are added to calculate the final course grade. *Note – A student can attain 76% of the combined examinations and still fail the course if not attaining enough points from non-examination assignments.* | | |

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| **V. Policies and Procedures** | | | | |
| **West Coast University Grading Scale** (reflective of final course grade. See associated policy in Catalog) | **Grade** | **Points** | **WCU Numerical Scale for non-program specific courses** | **Nursing and Dental Hygiene Specific Numerical Score** |
| **A** | **4** | **90-100** | **91-100** |
| **B** | **3** | **80-89** | **84-90** |
| **C** | **2** | **70-79** | **76-83** |
| **D** | **1** | **60-69** | **64-75** |
| **F** | **0** | **59 and below** | **63 and below** |
| **TC** | **N/A** | **Transfer Credit** | **Transfer Credit** |
| **W** | **N/A** | **Withdrawal** | **Withdrawal** |
| **I** | **N/A** | **Incomplete** | **Incomplete** |
| **CR** | **N/A** | **Credit** | **Credit granted for 75% or higher on a challenge exam or Credit awarded for NURS 199** |
| **Attendance Policy** | West Coast University has a clear requirement for students to attend courses. Students should review the Attendance Policy in the “*Academic Policies and Procedures*” section of the [University Catalog](http://westcoastuniversity.edu/content.aspx?id=130&ekfrm=274). | | | |
| **Academic Integrity Policy** | Students are expected to approach their academic endeavors with the highest academic integrity. They must cite sources, and submit original work. Academic honesty is central to the institution/student partnership towards student success.  **Any assignment submitted for credit in one course cannot be submitted for any other course.**  Students are accountable for adhering to the Academic Integrity and Academic Dishonesty policies in the “*Academic Policies and Procedures*” section of the [University Catalog](http://westcoastuniversity.edu/content.aspx?id=130&ekfrm=274). | | | |
| **Academic Dishonesty** | Students should review the Academic Dishonesty Policy in the “*Academic Policies and Procedures*” section of the [University Catalog](http://westcoastuniversity.edu/content.aspx?id=130&ekfrm=274). | | | |
| **Reasonable Accommodations** | West Coast University strives to provide reasonable accommodations to students who have a defined need and who follow the appropriate steps towards seeking the accommodation. The Reasonable Accommodations Policy is found in the “*Academic Policies and Procedures*” section of the [University Catalog.](http://westcoastuniversity.edu/content.aspx?id=130&ekfrm=274) | | | |
| **West Coast University Make-up Work Policy** | * In order to meet course objectives, students may be required to make up all assignments and work missed as a result of absences. The faculty may assign additional make-up work to be completed for each absence. * Students are required to be present when an examination is given.  If unexpectedly absent for a documented emergency situation (i.e. death in the immediate family), it is the student’s responsibility to arrange for a make-up date by contacting the faculty member within 48 hours of the original assessment date. The make-up work must be completed within five (5) school days of the originally assigned date.  Students who do not take the exam on the scheduled make-up date or who do not contact the instructor within 48 hours will receive a zero score for that assessment activity.  The highest score possible on a nursing or dental hygiene make-up examination is passing grade (e.g., if a student obtained a perfect score (100%) in the make-up examination, the grade will still be recorded as a passing grade). | | | |
| **Classroom Policies** | * Students are expected to dress professionally during class time. * No children are allowed in classes or to be unattended on campus. * Use of cell phones, Blackberries or any other electronic devises in the classroom during class time is strictly prohibited. Unauthorized use may lead to faculty member confiscation of the device for the remainder of the class. * Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. A student responsible for disruptive behavior may be required to leave the class. | | | |
| **Testing and Examination Policy** | * The university testing policy stipulates that no phones or other electronic devices, food or drink, papers or backpacks can be taken into the examination area. In specific courses the faculty may have additional requirements. Talking during testing or sharing of information regarding the test questions is not allowed. * Once the exam results are available, students may schedule reviews of their exams with their instructors. Once the exam results are available, the instructor may review the test with students. This review is intended to help students learn, and is not intended for further distribution to other students. | | | |
| **Additional Program or Accreditation Requirements** | **Course Completion Requirements:**   * Students are expected to participate in class. Participation includes being present in the class, participation in discussions, and active engagement in the lecture/learning activities. * Students must achieve a passing grade of C or better, submit all required assignments, complete all required quizzes and examinations, and meet the standards of the University attendance policy. * Unscheduled quizzes may be given periodically throughout the term. The quizzes may include previously covered content and/or content to be covered during the current day’s class session. | | | |
|  | * Unless designated as a group project by the instructor, all student papers and assignments must be completed by the individual student and represent the student’s own original work. Group projects are designated as such so that all other assignments are individual assignments and are to be completed by the student and NOT as a group assignment. * Each student is responsible for his or her own learning which includes all aspects of the work required for a class. In order to maintain security and confidentiality, student assignments must be submitted directly to the instructor via the method(s) approved by the instructor. Do not fax papers to the campus. Do not e-mail papers to instructors without **written permission** from the instructor.   **AACN Essentials for Baccalaureate Education for Professional Nursing Practice**  The purpose of this section of the syllabus is to guide the student in understanding how the AACN 9 Essentials are incorporated into their education and to provide guidance to them in developing their individual portfolios.  The Essentials that are met in NUR 206 Introduction to Medical Surgical Nursing include the following:  Essential I, Liberal Education for Baccalaureate Generalist Nursing Practice:   * Use in class presentations of ancient and classical artwork and artifacts depicting the history and evolution of birthing throughout the ages. * Discussion and case studies from Women’s Health involving exploration of cultural, ethical, spiritual, psychosocial, anthropological and social justice issues.   Essential II, Basic Organizational and Systems Leadership for Patient Safety and Quality Care:   * Use of group and individual case studies, in class and assigned, that explore issues involving clinical teamwork, delegation, leadership, communication, and creative problem-solving to ensure patient safety. * Discussion of RN role in patient care team responsible for ensuring patient safety and quality of care.   Essential III, Scholarship for Evidence-Based Practice:   * Assigned research papers, care plans and case studies requiring the use of library and internet research databases, professional journals and texts. * Group PowerPoint and poster projects/presentations of issues involved in maternal/child /family nursing. * Interpret how the Healthy People 2010 objectives will improve the health and welfare of women, children, and families.   Essential IV, Information Management and Application of Patient Care Technology   * Discussion and analysis of fetal monitoring technologies that promote effective care management and patient safety. * Discussion of ethical and legal issues related to the use of information technologies as they relate to women’s health care. * Promotion of information literacy and computer skills through on-line and web-based research and testing programs, word processing and presentation software such as PowerPoint.   Essential V, Health Care Policy, Finance and Regulatory Environments   * Discussion and exploration of ethics and cost/benefit analysis in relation to access to and provision of healthcare for women, fetuses, infants and children through programs such as Medicaid/Medi-Cal, WIC, etc. * Discussion of Healthy Families 2010 and role of early prenatal care in promoting optimal outcomes in women’s reproductive health.   Essential VI, Interprofessional Communication and Collaboration for Improving Patient Health Outcomes   * Case study discussions with peers and healthcare professionals focusing on issues in women’s health. * Role-play scenarios emphasizing role of interdisciplinary team with RN in active role to promote patient safety and improve health outcomes.   Essential VII Clinical Prevention and Population Health for Optimizing Health   * Discussion and exploration of risk-identification and screening of women for health deviations, complications, genetic-influenced disorders and communicable diseases in women’s and obstetrical health care. * Discussion and case studies exploring how to obtain gynecological, obstetrical, sexual, genetic and psychosocial health histories of women for promotion of optimal health and disease prevention and planning of effective interventions for women and infants. * Family assessment written assignment for obtaining and analyzing family and cultural structures/history that impact women’s and infants’ health.   Essential VIII: Professionalism and Professional Values   * Discussion and case studies touching on ethical, legal and moral implications of patient care situations in maternal/child health care areas such as: abuse, withdrawal of life support, maternal vs. fetal rights, assistive reproduction, etc.   Essential IV: Baccalaureate Generalist Nursing Practice  Individual and group case studies exploring prioritization of patient care needs, decision making regarding patient care management and analysis of patient’s medical condition, pathophysiology and appropriate therapeutic interventions. | | | |

**Section B:** Course Outline

| **Week / Date** | **Class Objectives** | **Content Outline** | **Specific Course Activity** | **Student Assignments** |
| --- | --- | --- | --- | --- |
| **Week 1**  **Limit 20 Characters**  CLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Discuss theories of caring and holism as they apply to the nursing care of women as they transition through the life cycle.  Discuss the social, political, economic, and cultural trends that impact women’s and newborns’ health.  Identify and explore the role of the nurse as advocate, provider, manager, delegator and coordinator of therapeutic care for women, neonates and their families.  Assess and provide patients contraceptive care.  Analyze the nurse’s role in teaching and counseling clients about infertility and genetics.  Identify potential alternatives to childbearing for the infertile couple.  Discuss fetal growth & development.  Understand the nurse’s role in minimizing threats to the developing fetus. | Contemporary nursing care and current health care issues  - Family Centered Care  -Complementary and Alternative  - Health care/medicine (CAM)  - Evidence-based nursing practice  (EBPs)  Healthy People 2010: Blueprint for Action  -Increasing quality and years of healthy life  -Eliminating health disparities (WIC, Medicaid, Newborn and Mothers Health Protection Act, Family and Medical Leave Act)  Human Sexuality and Fertility  -Medication Free Contraception  -Hormonal Methods  -Sterilization  -Surgical/Medical Termination of Pregnancy  Assessments and Treatment Options for Infertility  Surrogacy and adoptions | Limit 1500 Characters | Ward & Hisley  Ch 1, 2, 6, 7, 8  **Review:**  Maternal Tasks and Role Transition (pg. 208- Table 8-5)  Paternal Adaptation to Pregnancy (pg. 209)  ATI Review  Other student Resources include:  1. Hesi Textbook  2. Tests online at ATI or Hesi Evolve  3. ATI Unproctored  Test  **Homework**: (due on week 2 during class)  Develop a concept map that shows how nurses can improve pregnancy outcomes and reduce maternal mortality. |
|  | Discuss developmental stages of adapting to pregnancy and the taking on of parenting roles within the family.  Identify the importance of assessment, history taking and establishing a therapeutic relationship in providing care to women in the prenatal care setting.  Describe physiological changes that occur during pregnancy and their etiologies | Conception and development of the embryo and fetus  Preparation for Parenthood  Nurse’s Role in Prenatal Evaluation  Physiological Changes During Pregnancy  Self Care during Pregnancy |  |  |
| **Week 2**  **Limit 20 Characters**  LO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Outline a prenatal schedule and describe the importance of prenatal care.  Describe holistic approaches to achieve optimal healthy pregnancy.  Identify the signs of pregnancy and methods to manage the common associated discomforts.  Discuss the special considerations in giving care to the pregnant adolescent.  Describe nutritional requirements for women during pregnancy, identify clients with special nutritional needs and discuss strategies for effective client teachings.  Recognize signs of impending complications of pregnancy and discus interventions to decrease morbidity and mortality. | Prenatal Assessment and Care  Promoting a Healthy Pregnancy  Early Signs & Anticipatory Teachings  Adolescent Pregnancy and Nutritional Needs  Maternal Nutrition  Recognizing Signs and Symptoms of Danger During Pregnancy  Caring for the Woman Experiencing Complications During Pregnancy  -Prenatal Loss  -Hemorrhagic Disorders  -Preterm Labor  -Premature Rupture of Membranes  -Hypertensive Disorders of Pregnancy | Limit 1500 Characters | **Exam #1 (covers CLOs 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 of week 1 lecture)**  Ward & Hisley  Chapter 9, 10, 11  ATI Review  Review Table 10-6 (pg. 282)-Example of a Prenatal Care Map |
|  | Identify complications of pregnancy and describe fetal surveillance tests to evaluate fetal well being.  Plan nursing assessments and interventions for the woman experiencing complications of pregnancy.  Identify assessment modalities for evaluating fetal well-being.  Discuss partner abuse common during pregnancy and plan nursing interventions when abuse is suspected. | DIC  -Multiple Gestation  -Infections  -Inflammatory Diseases  -Rh Isoimmunization  -Cardiovascular  -Diabetes  Psychiatric Complications During Pregnancy  Substance Abuse  Antepartum Nursing Assessment  -Chorionic Villus Sampling  -Percutaneous Umbilical Blood Sampling  -Amniocentesis  -Ultrasonography  -Kick Counts  -Fetal Biophysical Profile  -Nonstress Test  -Acoustic Stimulation  -Contraction Stress Test  Intimate Partner Violence During Pregnancy |  | Other student Resources include:   1. Hesi Text book 2. ATI Videos 3. Case studies online at Evlolve.com   ATI unproctored test  **Case Study #1 (to be announced)** |
| **Week 3**  **Limit 20 Characters**  CLO 3, 4, 5, 6, 9, 10 | Discuss normal physiological processes of labor and birth.  Discuss the stages of labor and birth and common responses of women to the birthing process.  Identify nursing interventions and patient teachings to facilitate the birthing process.  Recognize reassuring and non-reassuring FHR patterns, and provide appropriate nursing interventions.  Discuss the nurse’s role in conjunction with other care providers in providing care for women in labor and during obstetric emergencies.  Analyze concepts and research findings in regards to ensuring maternal-fetal safety while promoting labor and comfort during labor and birth.  Recognize intrapartal complications and provide the appropriate expected nursing management.  Demonstrate critical thinking abilities in synthesizing and applying knowledge in the care of women and newborns. | The Birth Experience: Intrapartum Nursing Care  Labor & Birth Processes (Four Stages of Labor)  Nursing Care During Labor  Ensuring Culture-Centered care  Assessment of Fetal Heart Rate  Birth-Related Procedures and Cesarean Section  Uterine Medications: Oxytocics & Tocolytics  Pain Management During labor  -Nonpharmacological Measures  -Pharmacological Measures  Caring for the Woman Experiencing Complications During Labor and Birth  Maternal:  -Hypertensive Disorders  -Diabetes  Fetal:  -Fetal malpresentation  -Shoulder dystocia  -Cephalopelvic disproportion  -Multiple gestation  -Non-reassuring FHR patterns  Obstetrical Emergencies  -Placenta previa  -Placental abruption  -Rupture of uterus  -Umbilical cord prolapse | Limit 1500 Characters | **Exam#2 (covers CLOs 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 of week 2 lectures)**  Ward &Hisley  Ch 12, 13, 14  ATI Content Mastery Series Maternal-Newborn Nursing ATI  Other Student Resources Include:   1. HESI Textbook 2. ATI Videos: Intrapartum 3. Case Studies online at EVOLVE.com 4. ATI unproctored test   Homework:  What are the characteristics of reassuring and non-reassuring FHR patterns by EFM? |
| **Week 4**  **Limit 20 Characters**  CLO  4, 5, 7, 8, 9, 10 | Discuss measures implemented to ensure safety for mother and infant.    Describe the physiological and psychological changes that occur in the postpartal woman.  Plan nursing interventions to prevent postpartum complications.  Provide nursing interventions during postpartum emergencies.  Plan a holistic nursing care for the postpartal woman and her family including strategies for home follow-up care.  Implement nursing plan to promote optimal breastfeeding or formula feeding outcomes for the mother and her infant.  Design comprehensive postpartal discharge planning and teaching.  Identify and describe physical assessment norms for neonates. | Ensuring Safety for the Mother and Infant  Care of the New Family:  -Maternal Assessment  -Maternal Physiological Adaptations  -Maternal Teachings to prevent complications  Postpartum Hemorrhage, Hematomas and Infection  Recovery and Self-care During Puerperium  Postpartum Depression/Psychosis  Facilitating Infant Nourishment: Making Informed Choices  Community Resources for the New Family | Limit 1500 Characters | **Cumulative OB Examination**  **(covers CLOs 1,2,3,4,5,6,7,8,9,10 0f weeks 1-4 lectures)**  Ward & Hisley  Ch 15, 16, 17, 18, 19  ATI Review  Hesi Textbook  Other Student Resources Include:   1. ATI Videos 2. Tests online at ATI or HESI EVOLVE   **Case Study #2 (to be announced)** |
|  | Discuss normal neonatal patterns of behavior during the first several hours after birth.  Identify the components of the immediate newborn care to promote maternal-newborn bonding and prevent neonatal complications.  Provide nursing care for high-risk newborns and newborn complications. | Newborn Physiologic Responses to Birth  Nursing Assessment of Newborn  Newborn Care: Normal  Newborn Care: High Risk |  |  |
| **Week 5**  **Limit 20 Characters**  CLO  1,4, 5, 7, 9 | Interpret how the Healthy People 2020 Objectives will improve the health and welfare of the pediatric population and their families.  Describe the role of the nurse, using Gordon’s 11 Functional Health Patterns, in the care of the pediatric client and the expanding family.  Analyze the central role of therapeutic care relationship in providing nursing care to pediatric clients in all care settings and situations.  Evaluate the impact of cultural, ethical, legal, gender, and economic issues related to the health care of pediatric populations and their families. | **PEDS**  Growth & Development (Review)  Ped. Nrsg. Interventions (Review Family Centered Care, Nutrition)  The Infant  Nursing care of the Child with Respiratory Disorder | Please read Chapter's 20-23 of Ward & Hisley textbook. We will follow the topics outlined in the PBWORKS website!! | Ward &Hisley  Ch 20, 21, 24  Infant focus pp. 652-654 and chapter 19  Other Student Resources Include:  HESI Textbook  Evolve Elsevier Case Studies and Practice Tests  Pearson Real Nursing Clinical Videos  Clinical Companion  Resource |
| **Week 6**  **Limit 20 Characters**  CLO 1, 4, 5, 6, 7, 9, 10 | Analyze potential and actual problems to the health and well being of children and families and plan age-appropriate nursing interventions for selected cases, including high risk cases.  Describe major health promotion and disease prevention concepts for children and families across the life cycle.  Identify principles, concepts, research and evidenced based findings from a variety of sources including the pharmaceutical, biological, psychosocial, and behavioral sciences for inclusion when planning nursing care for pediatric populations and their families.  Identify the role of the nurse in the care of children and families in relation to the provider, manager, and coordinator of therapeutic care.  Analyze family structures, coping mechanisms, roles, relationships, and stages for use in planning, implementing, and evaluating nursing care.  Identify community resources and referrals appropriate for children with major health problems and special health care needs. | Using Gordon’s conceptual framework, the nursing process, evidenced based practice, therapeutic communication, teaching/learning and role development in the therapeutic care of pediatric patients: Reviewing the most common reasons for hospitalizing a child  The Toddler  Cardiovascular System  Nursing Care of the Child with a Gastrointestinal Disorder  Care of the Child with Seizures | Please read chapters 24-27 of the textbook. | Ward & Hisley  Ch 27, 25  Toddler focus pp.655-657  Seizure focus pp. 929-933  **Exam # 1 (covers CLOs 1, 4,5,7, 9 of week 5 lecture) and**  **includes Peds Med math problems**  Slides on Seizures on pbWorks N 206  Other Student Resources Include:  HESI Textbook  Evolve Elsevier Case Studies and Practice Tests  ATI Unproctored Tests  Pearson Real Nursing Clinical Videos  Clinical Companion  Resource |
| **Week 7**  **Limit 20 Characters**  CLO  1, 4, 5, 6, 7, 9, 10 | Analyze potential and actual problems to the health and well being of children and families and plan age-appropriate nursing interventions for selected cases, including high risk cases.  Describe major health promotion and disease prevention concepts for children and families across the life cycle.  Identify principles, concepts, research and evidenced based findings from a variety of sources including the pharmaceutical, biological, psychosocial, and behavioral sciences for inclusion when planning nursing care for pediatric populations and their families.  Identify the role of the nurse in the care of children and families in relation to the provider, manager, and coordinator of therapeutic care.  Analyze family structures, coping mechanisms, roles, relationships, and stages for use in planning, implementing, and evaluating nursing care.  Identify community resources and referrals appropriate for children with major health problems and special health care needs. | Using Gordon’s conceptual framework, the nursing process, evidenced based practice, therapeutic communication, teaching/learning and role development in the therapeutic care of pediatric patients:  The Preschooler  The School Age Child  Nursing care of the Child with a Renal Disorder  Nursing care of a child with Endocrine Disorder | Please read chapters 28-31 of textbook. | **Exam #2 (covers CLOs 1, 4, 5,6, 7, 9, 10 of week 6 lecture) and includes Peds Med math problems**  Ward & Hisley  Ch 28, 32  Preschooler focus pp.  657-658  School age focus pp.’  659-670  Other Student Resources Include:  HESI Textbook  Evolve Elsevier Case Studies and Practice Tests  ATI Unproctored Tests  Pearson Real Nursing Clinical Videos  Clinical Companion  Resource |
| **Week 8**  **Limit 20 Characters**  CLO 1, 4, 5, 6, 7, 9, 10 | Analyze potential and actual problems to the health and well being of children and families and plan age-appropriate nursing interventions for selected cases, including high risk cases.  Describe major health promotion and disease prevention concepts for children and families across the life cycle.  Identify principles, concepts, research and evidenced based findings from a variety of sources including the pharmaceutical, biological, psychosocial, and behavioral sciences for inclusion when planning nursing care for pediatric populations and their families.  Identify the role of the nurse in the care of children and families in relation to the provider, manager, and coordinator of therapeutic care.  Analyze family structures, coping mechanisms, roles, relationships, and stages for use in planning, implementing, and evaluating nursing care.  Identify community resources and referrals appropriate for children with major health problems and special health care needs. | Using Gordon’s conceptual framework, the nursing process, evidenced based practice, therapeutic communication, teaching/learning and role development in the therapeutic care of pediatric patients:  The Adolescent  Nursing care of a child with Trauma, Cognitive/sensory disorder, neuromuscular disorder  Nursing care of the child with Hematological-Oncological Disorder | Please read chapters 32-35 of the textbook. | **Cumulative Peds Exam #3 (covers CLOs 1,2,3,4,5,6,7,8,9,10 of weeks 5-8 lecture) and includes Peds Med math problems**  Ward & Hisley  Ch 23, 29, 30, 33, 34  Adolescent focus pp.660-661  Other Student Resources  Include:  HESI Textbook  Evolve Elsevier Case Studies and Practice Tests  ATI Unproctored Tests  Pearson Real Nursing Clinical Videos  Clinical Companion  Resource |
| **Week 9**  **Limit 20 Characters** | Final Exam (Covers CLOs 1,2,3,4,5,6,7,8,9,10 weeks 1-8 OB and Peds ) |  | Final examination room location tTBD. | Study for NURS 206 week 1-8 lectures |