

STANDARDIZED COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Nursing 206 CRN: 3240 / 5171

COURSE TITLE: Family Health Nursing III

COURSE CATALOG DESCRIPTION: This course builds upon knowledge and skills presented during the first year of the nursing program. It is designed to enable the student to care for family members experiencing regulatory imbalance across the life span.

One focus of the course is on human development from infancy through adolescence and to common and recurring health issues and challenges experienced by family members.

Secondly, the course focuses on the concept of regulatory imbalance and the effects of sensorimotor deprivation and hormonal imbalance on the maintenance of homeodynamics.

Clinical experiences are selected to allow students to care for families from diverse cultural backgrounds in a variety of settings. These settings are selected to enable students to apply critical thinking skills to clinical practice.

LECTURE HOURS PER WEEK: 4

CREDIT HOURS: 9

LAB HOURS PER WEEK (if applicable): 15

PREREQUISITE(S): successful completion of Nursing 117 with a minimum grade of C

SECTION II

- A. SCOPE: Students focus on the effects of the stressor: “regulatory imbalance” and “child rearing” on the basic human needs of individuals and their families. Students initially either learn the principles related to child rearing or endocrine imbalance. The students advance to the study of childhood diseases or neurological sensorimotor deficits. Students’ clinical experiences in both the pediatric and medical-surgical areas will be integrated to correlate with the integrated lecture content.

Students in Nursing 206 progress from a single to a two patient assignment. Through simulated critical thinking laboratories, focused small group discussion and clinical practice, students strengthen their use of the nursing process. Emphasis is placed on discharge planning and the development of long term goals. Students are provided with faculty advisors, clinical conferences and clinical experiences to promote their functioning as a contributing member of a multi-disciplinary health team.

B. REQUIRED WORK:

1. Completion of required readings for each class period.
2. Submission of written clinical assignments (for example: care plans, reflective journals) on a weekly basis.
3. Completion of five (5) quizzes and one (1) final examination. A final grade is based on adherence to policies within the Division of Nursing and Health Careers and includes:

Examination	
Quiz I	15%
Quiz II	15%
Quiz III	15%
Quiz IV	15%
Quiz V	15%
Final	25%
Total	100%

4. Medication Dose Calculation Examination
 1. Students are required to pass a medication dose calculation test. The passing grade is 90.
 2. Students who do not pass the medication dose calculation test will have the opportunity to study and retake the test. Retakes of the test are limited to two.
 3. Students who do not pass the medication dose calculation test on the third try will be unable to attend clinical and therefore will be withdrawn from the program.
5. Satisfactory performance in clinical laboratory by satisfactory achievement of all behaviors identified on the clinical evaluation tool.

SUCCESSFUL COMPLETION OF THE COURSE IS BASED ON A MINIMUM GRADE OF “C” IN THEORETICAL PERFORMANCE AND SATISFACTORY “S” PERFORMANCE IN CLINICAL LABORATORY.

Students with disabilities (learning or otherwise) who may require accommodation should contact the Disabilities Coordinator, at the beginning of each semester. The students must self-identify and provide documentation of their specific disability to the Disabilities Coordinator in order for accommodations to be provided by instructors. The Disabilities Coordinator will notify the instructor/course leader that the student has filed and discuss recommended accommodations. It is also the students’ responsibility to discuss what the needed accommodations are with the instructor. Instructors in conjunction with appropriate college officials will provide assistance and/or accommodations only to these students who have completed this process.

- C. **ATTENDANCE AND PARTICIPATION:** It is expected that student will attend all scheduled learning activities. The faculty believes that clinical and classroom attendance is critical to progress in the Nursing Program.
- A. If unable to attend simulated or clinical laboratory, the student must assume the responsibility for notifying the nursing laboratory, hospital unit or community agency to which he/she is assigned before the experience is scheduled to begin.
 - B. Faculty will review clinical and simulated lab attendance in relation to student's consistent progress in meeting weekly clinical objectives.
 - C. An assignment will be required for any clinical absence.
- D. **METHODS OF INSTRUCTION:** The methods of instruction are determined by course faculty and may include but are not limited to lecture, lecture/discussion, small group collaborative learning, experimental/exploration, distance learning, students presentations, or use of technologies such as audio-visual materials, computer, language laboratory, and calculator.

E. OBJECTIVES, OUTCOMES and ASSESSMENT

Students' grades will be based on achievement of learning the objectives and outcomes listed below as measured by the course faculty's methods of assessment:

1 Analyze the effects of regulatory imbalance and childrearing on basic human needs of family members across the lifespan.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSEMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
1. The effects of regulatory imbalance and childrearing on basic human needs of family members across the life span.	<p>-correlate the neuro-hormonal response and selected stressors affecting regulatory balance in selected stressors affecting childrearing.</p> <p>-examine nurturing process</p> <p>-examine group relationships</p> <p>-evaluate communication methods of the child</p>	<p>Concepts Related to Regulatory Balance</p> <p>-neuro-hormonal response</p> <p>-stressors affecting regulatory balance i.e. sensory/motor deprivation, hormonal imbalance</p> <p>Concepts Related to childrearing selected stressors affecting childrearing</p> <p>-developmental changes</p> <p>-family adaptation</p> <p>BASIC HUMAN NEEDS OF THE FAMILY DURING THE CHILDREARING PERIOD OF LIFE</p> <p>A. Psychosocial Needs</p> <p>1. Love/Self-Esteem</p> <p>-nurturing process i.e. cultural influences, child-parent bonding</p> <p>-group relationships i.e. cultural influences</p> <p>-group relationships i.e. structured/unstructured</p> <p>-communication methods of the child i.e. self/others</p>	<p>Observations in:</p> <p>-community agencies</p> <p>- public schools</p> <p>Use of Pre-Clinical data card to describe needs of the family during the childrearing period of life:</p> <p>-psychosocial</p> <p>-safety</p> <p>-physiological</p> <p>Observation in community</p> <p>-day care centers</p> <p>-family visits</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSEMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
1. The effects of regulatory imbalance and childrearing on basic human needs of family members across the life span	<ul style="list-style-type: none"> -determine the effects of genetic disorders in family systems -support grieving process -compare theories of environmental influences -generate ideas for health promotion of families within the community -determine effects of hospitalization on the child -determine the effects of family deprivation -determine hygienic considerations of the child -forecast vulnerability to bacterial invasion 	<ul style="list-style-type: none"> -genetic disorders -grieving process i.e. death as part of living -response of children to disaster -environmental influences, i. e. nature vs nurture -family as a system -health promotion of children and adolescents -clinics i.e. communicable disease, family violence prevention -cultural considerations -effects of hospitalization on the child -separation anxiety -family deprivation i.e. social...,parental (battered child), abuse B. Safety Needs 1. Asepsis -hygienic considerations of the child (i.e. skin care) -vulnerability to bacterial invasion i.e. disruption of skin integrity (burns dermatitis, acne) 	<ul style="list-style-type: none"> -genetic disorders i.e. Down's Syndrome Small group discussion to identify: Use of Pre-Clinical Data Card to describe stressors affecting the basic human needs of the family during the childrearing period of life Community based ongoing health care-clinics, day care (Students investigate areas in their own community) -psychosocial -safety -physiological Observation in clinical laboratory: -pediatric unit -pediatric clinic Observation in: -O.P.D. clinics -operating room 	<ul style="list-style-type: none"> Achievement of a minimum grade of C (75%). Achievement of satisfactory performance in the clinical laboratory.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSEMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
1. The effects of regulatory imbalance and childrearing on basic human needs of family members across the life span	<p>-determine biological invasion on the child</p> <p>-describe potential environmental injuries to the child</p> <p>-examine external stressors i.e. lead exposure, bike safety</p> <p>-support immune process</p> <p>-generate ideas for risk reduction and health promotion strategies</p> <p>-utilize pediatric medication dosage calculation guidelines</p> <p>-differentiate action of selected drugs</p> <p>-compare sexual development in the child</p> <p>-examine sequential development of pain in the child</p> <p>-evaluate cultural influences on pain perception</p>	<p>-biological invasion on the child i.e. common communicable disease untoward responses to communicable diseases – (e.g. Reyes Syndrome bacterial meningitis)</p> <p>2. Prevention From Harm</p> <p>-immune process i.e. active/passive immunity, immunizations</p> <p>-risk reduction, health promotion for differing age groups i.e. alcohol and drug education, poison, accident, and abuse prevention</p> <p>-pediatric medication dosage calculation guidelines i.e. body weight, body surface area</p> <p>-action of selected drugs i.e. bronchodilators</p> <p>C. Physiological Needs</p> <p>1. Sexuality</p> <p>-development of sexual awareness i.e. secondary sex characteristics, delayed or precocious development.</p> <p>2. Pain Avoidance</p> <p>-sequential development of pain in the child.</p> <p>-cultural influences on pain perception i.e. life experiences</p>	<p>Student Panel presentation on stressors or developing child</p> <p>-failure to thrive</p> <p>-battered child</p> <p>-substance abuse</p> <p>Small Group Discussion on administration of medication to the child.</p> <p>Observation in clinical laboratory:</p> <p>-outpatient clinical (pediatric)</p> <p>-pediatric units</p> <p>-family in the community</p> <p>-nutritional preferences</p> <p>-fine/gross motor performance</p> <p>-communications</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSEMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
1. The effects of regulatory imbalance and childrearing on basic human needs of family members across the life span	<ul style="list-style-type: none"> -evaluate dietary needs of the child -examine cultural influences on dietary habits -analyze significance of birth weight on growth and development -describe the management of selected congenital defects -determine elimination patterns of developing child -compare motor development with developmental norms -anticipate changing patterns activity -assess development of coordination of the child -differentiate injuries of the child -determine limitation of motion -determine sleep patterns of the child 	<p>3. Nutrition/Fluids</p> <ul style="list-style-type: none"> -dietary needs of growing child -cultural influences on dietary habits -significance of birth weight -fluid & electrolytes imbalances -congenital defects affecting nutrition i.e. cleft lip, palate, gastrointestinal and food intolerances anomalies <p>4. Elimination</p> <ul style="list-style-type: none"> -elimination patterns of developing child i.e. voluntary vs. involuntary control <p>5. Activity</p> <ul style="list-style-type: none"> -motor development fine/gross -changing patterns of activity -development of coordination of the child i.e. special awareness, muscular control -injuries of the child i.e. nerve damage, fractures, dislocations, soft tissue injury -limitation of motion i.e. fractures, muscle spasms, contractual deformities, paresis <p>6. Rest/Sleep</p> <ul style="list-style-type: none"> -flexibility vs. rigidity, sleep interruptions 	<p>Small group discussion on physiological status of newborn</p> <p>Group discussion of videotape on group of school children</p> <ul style="list-style-type: none"> -nutritional habits -motor considerations <p>Group activity to complete Denver Development Tool</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will:			As measured by:
1. The effects of regulatory imbalance and childrearing on basic human needs of family members across the life span	<p>-analyze positioning to support oxygenation of child</p> <p>-correlate developmental changes affecting vital signs</p> <p>-discriminate altered levels of consciousness</p> <p>-determine altered patterns of orientation</p> <p>-predict vulnerability to bacterial invasion</p>	<p>7. Oxygen</p> <p>-positioning to support oxygenation of child</p> <p>-body alignment</p> <p>-vital signs i.e. developmental changes</p> <p>-conditions affecting oxygenation in children (e.g. laryngotracheobronchitis, bronchiolitis, cystic fibrosis, asthma, Kawasaki disease)</p> <p>EFFECTS OF SENSORY MOTOR DEPRIVATION ON BASIC HUMAN NEEDS</p> <p>A. Psychosocial Needs</p> <p>1. Love/Self-Esteem</p> <p>-altered levels of consciousness i.e. lethargy, stupor, coma (head injuries)</p> <p>-altered patterns of orientation i.e. confusion</p> <p>B. Safety Needs</p> <p>1. Asepsis</p> <p>-vulnerability to bacterial invasion i.e. disruption of skin integrity (burns) immobility</p>		<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will:			As measured by:
1. The effects of regulatory imbalance and childrearing on basic human needs of family members across the life span	<p>-distinguish hazards of altered neuromuscular activity</p> <p>-conceptualize altered sensory perception</p> <p>-differentiate action of selected drugs</p> <p>-differentiate selected nutritional therapy</p> <p>-recognize altered sexual performance</p> <p>-determine fluid/electrolyte imbalance</p> <p>-compare altered methods of feeding</p> <p>-differentiate altered elimination patterns</p>	<p>2. Prevention</p> <p>-hazards of altered neuromuscular activity i.e. seizure patterns, rigidity, tetany, spasticity, flaccidity (Parkinson's, multiple sclerosis, epilepsy)</p> <p>-altered sensory perception i.e. blindness, deafness</p> <p>-action of selected drugs i.e. anti-convulsants, autonomic nervous system drugs, anti-Parkinson drugs, skeletal muscle relaxants, endocrine agents</p> <p>-actions of selective chemical agents used in acts of terrorism i.e. Sarin</p> <p>-nutritional theory i.e. food plans related to metabolic imbalances</p> <p>C. Physiological Needs</p> <p>1. Sexuality</p> <p>-altered sexual performance</p> <p>2. Nutrition/Fluid</p> <p>-fluid/electrolyte imbalance</p> <p>-altered methods of feeding</p> <p>3. Elimination</p> <p>-altered elimination patterns i.e. incontinence; retention, constipation</p>	<p>Completion of Drug Card for clinical laboratory experience</p> <p>Observation in clinical laboratory of:</p> <p>-use of selected drugs</p> <p>Small group discussion on effects of sensory/motor deprivation on basic human needs:</p> <p>-psychosocial</p> <p>-safety</p> <p>-physiological</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will:			As measured by:
1. The effects of regulatory imbalance and childrearing on basic human needs of family members across the life span	<p>-determine altered equilibrium</p> <p>-evaluate mobility dependency</p> <p>-correlate altered transport of gases</p> <p>-assess neurogenic shock</p> <p>-assess altered vital signs</p> <p>-interrelate altered pain perception</p> <p>-interrelate clinically altered life style</p> <p>-detect decreased resistance to infection</p>	<p>4. Activity/Rest/Sleep</p> <p>-altered equilibrium i.e. ataxia</p> <p>-mobility dependency i.e. impaired locomotion (hemiplegia, paraplegia, quadriplegia, herniated disc)</p> <p>5. Oxygen</p> <p>-altered transport of gases i.e. obstructed airway, cerebral anoxia, (cerebral vascular accident)</p> <p>-type of shock i.e. neurogenic shock</p> <p>-altered vital signs i.e. increased intracranial pressure</p> <p>6. Pain Avoidance</p> <p>-altered pain perception i.e. pain associated with depth of burn injury</p> <p>Effects of Hormonal Imbalance on Basic Human Needs</p> <p>A. Psychosocial Needs</p> <p>1. Love/Self-Esteem</p> <p>-prolonged altered life style i.e. hormone dependence, fixed daily schedule</p> <p>B. Safety Needs</p> <p>1. Asepsis</p> <p>-decreased resistance to infection</p>	<p>Observation in:</p> <p>-physical therapy department</p> <p>-occupational therapy department</p> <p>Use of Pre-Clinical Data Card to describe effects of hormonal imbalance on basic human needs</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will:			As measured by:
1. The effects of regulatory imbalance and childrearing on basic human needs of family members across the life span	<p>-determine autoimmune response</p> <p>-differentiate action of selected drugs</p> <p>-differentiate selected diet therapy</p> <p>-distinguish glandular influences</p> <p>-differentiate selected acid/base imbalance</p> <p>-draw conclusions from altered output</p> <p>-differentiate altered patterns of activity</p> <p>-predict vulnerability to postural imbalance</p> <p>-assess impaired tissue oxygenation</p>	<p>2. Prevention</p> <p>-autoimmune response</p> <p>-action of selected drugs i.e. hormones, hypoglycemic agents</p> <p>-nutritional therapy i.e. American Diabetic Association diet</p> <p>C. Physiological Needs</p> <p>1. Sexuality</p> <p>-glandular influences i.e. adrenal, thyroid, pancreas</p> <p>-genetic influences i.e. hormonal production, (hypo-hyper)</p> <p>2. Nutrition/Fluid</p> <p>-acid base imbalance i.e. ketoacidosis</p> <p>3. Elimination</p> <p>-altered output i.e. fluctuations (hypo-hyper)</p> <p>4. Activity/Rest/Sleep</p> <p>-altered activity patterns (hypo-hyper)</p> <p>-vulnerability to postural imbalance i.e. weight, weight distribution</p> <p>5. Oxygen</p> <p>-impaired tissue oxygenation i.e. gangrene, retinopathy</p> <p>-respiratory alterations i.e. Kussmaul respirations_</p>	<p>Observation in clinical laboratory of:</p> <p>-use of selected drugs</p> <p>-diabetic diet counseling</p> <p>Preparation and small group discussion of diabetic diet</p> <p>Small group discussion on effects of hormonal imbalance on basic human needs</p> <p>-psychosocial</p> <p>-safety</p> <p>-physiological</p> <p>Group discussion on evaluation of community observations Pre/Post clinical conferences.</p> <p>Observation in O.P.D. clinics</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will:			As measured by:
1. The effects of regulatory imbalance and childrearing on basic human needs of family members across the life span	-assess types of altered sensory perception	6. Pain Avoidance -altered sensory perception i.e. peripheral	-psychosocial -safety -physiological Completion of Drug Card for clinical experience	Achievement of a minimum grade of C (75%). Achievement of satisfactory performance in the clinical laboratory.

2 Adapt nursing activities independently based on integration of physical and mental health principles to meet family members basic human needs affected by regulatory imbalance and childrearing.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSEMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
2. independent adaptation of nursing activities based on integration of physical and mental health principles to meet family members' basic human needs affected by regulatory imbalance and childrearing.	<ul style="list-style-type: none"> -initiate intellectual stimulation -utilize effective communication skills to support adaptive coping mechanisms to altered life style -support response to separation and loss -initiate goal directed communications -promote support systems for the family -foster nurturance between parents and child -provide diversionary activities for the child -establish relationship with child -support coping/adapting mechanisms of hospitalized child 	<p>Nursing Activities to Meet Basic Human Needs</p> <p>A. Psychosocial Needs</p> <p>1. Love/Self-Esteem</p> <ul style="list-style-type: none"> -methods to enhance intellectual functioning i.e. comprehension, reality orientation -methods to foster coping with altered life styles i.e. acute/chronic cultural considerations -methods to support response to separation and loss -goal directed communications i.e. appropriate techniques -support systems for the family i.e. internal/external -measures to foster nurturance between parents and child i.e. structure environment, touching, talking -selection of diversionary activities i.e. play, communication techniques -methods to establish relationship with child -methods to support coping/ adapting mechanisms to hospitalized child i.e. play activity, structure environmental, parental assisting 	<p>Experience in simulated laboratory with:</p> <ul style="list-style-type: none"> - client interview <p>Clinical laboratory experience in:</p> <ul style="list-style-type: none"> -therapeutic use of self -identification of behavioral manifestations of pain -use of pain relieving measures <ul style="list-style-type: none"> -psychosocial -safety -physiological <p>Experience in clinical laboratory with:</p> <ul style="list-style-type: none"> -playing with children -communicating with children/family <p>Use of Pre-Clinical Data Card to describe stressors effecting needs of the hospitalized child:</p> <ul style="list-style-type: none"> -psychosocial -safety -physiological 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

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To demonstrate an understanding of:	Student will:			As measured by:
2. independent adaptation of nursing activities based on integration of physical and mental health principles to meet family members' basic human needs affected by regulatory imbalance and childrearing.	<ul style="list-style-type: none"> -establish relationship with deprived child -monitor personal hygiene -maintain aseptic environment -provide skin care to child -maintain skin mucous membrane integrity -maintain control of the environment -protect individual from injury -administer selected drugs -monitor effects of selected drugs -administer selected nutritional therapy -support adaptation to visual/perceptual defects -support adaptation to impaired sexuality -support sexual awareness of child/young adult 	<ul style="list-style-type: none"> -methods to establish relationship with deprived child i.e. establishing trust (timing, approaches) B. Safety Needs <ul style="list-style-type: none"> 1. Asepsis <ul style="list-style-type: none"> -control of hygienic care -skin and mucous membrane integrity i.e. skin care -skin care for child i.e. bathing 2. Prevention <ul style="list-style-type: none"> -control of environmental stimuli -protective measures i.e. seizure precautions, common restraints -chemical decontamination -selected nutritional therapy -methods to support adaptation to visual/perceptual defects C. Physiological Needs <ul style="list-style-type: none"> 1. Sexuality <ul style="list-style-type: none"> -methods to support adaptation to impaired sexuality -methods to support sexual awareness i.e. privacy, modesty, dress, individuality 	<ul style="list-style-type: none"> Clinical laboratory experience with: <ul style="list-style-type: none"> -diabetic foot care -burn care -orthopedic pin care -special skin care Clinical laboratory experience with: <ul style="list-style-type: none"> -selected controlled environments -seizure precautions -administration of selected drugs -selected nutritional therapy -methods of chemical decontamination Completion of CHA orientation packet. 	<ul style="list-style-type: none"> Achievement of a minimum grade of C (75%). Achievement of satisfactory performance in the clinical laboratory.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSEMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
2. independent adaptation of nursing activities based on integration of physical and mental health principles to meet family members' basic human needs affected by regulatory imbalance and childrearing.	<ul style="list-style-type: none"> -assist in dietary planning -monitor fluid volume -promote use of adaptive feeding equipment -assist parents to feed children -support appropriate nutritional habits -utilize methods to promote elimination -support toileting habits of children -structure periods of rest -structure exercise activities -maintain proper positioning and alignment -utilize principles of body mechanics to aid mobilization 	<p>2. Fluids/Nutrition</p> <ul style="list-style-type: none"> -dietary planning i.e. exchange lists -fluid volume expanders i.e. plasma, albumin, lactated Ringer's solution -adaptive feeding equipment -methods to feed children i.e. weaning, adaptive utensils, types of food, size of portions -nutritional habits i.e. cultural, religious, physiological, personal -support alternate methods of feeding children <p>3. Elimination</p> <ul style="list-style-type: none"> -methods to stimulate adequate elimination i.e. bowel/bladder training, intermittent self-catheterization -toileting habits of children <p>4. Activity/Rest/Sleep</p> <ul style="list-style-type: none"> -periods of rest i.e. restlessness, agitation -exercise activities -positioning and body alignment i.e. postural restrictions (crutchfield tongs, traction, skin/skeletal, special beds, casts) -aids to mobilization i.e. log rolling crutches 	<p>Clinical laboratory experience with:</p> <ul style="list-style-type: none"> -dietary planning -fluid volume expanders -adaptive feeding equipment <p>Experience in clinical laboratory with:</p> <ul style="list-style-type: none"> -toileting children -diapering -monitoring intake and output -vital signs -recreational activities -alternate methods of feeding children i.e. equipment/techniques <p>Clinical laboratory experience with:</p> <ul style="list-style-type: none"> -bowel/bladder training -neurological signs -hypothermia blanket <p>Experience in simulated laboratory with:</p> <ul style="list-style-type: none"> -use of special beds i.e. Clinitron beds, circoelectric beds -traction -crutch walking -cast care -log rolling -selected components of neurological assessment 	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSEMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
2. independent adaptation of nursing activities based on integration of physical and mental health principles to meet family members' basic human needs affected by regulatory imbalance and childrearing.	<ul style="list-style-type: none"> -monitor recreational activity -promote rest/sleep -maintain patent airway -take neurological signs -initiate methods to stabilize body temperature -monitor peripheral circulation -interpret behavioral manifestations of pain -initiate measures to relieve pain -promote security of child 	<ul style="list-style-type: none"> -recreational activity and exercise -measures to promote rest/sleep i.e. rocking, holding, bathing, soothing sounds, regular sleep routines 5. Oxygen <ul style="list-style-type: none"> -patent airway i.e. peak flow meter, nebulizer therapy, tracheostomy care -neurological signs -methods to stabilize body temperature i.e. hypo/hyperthermia -peripheral circulation 6. Pain Avoidance <ul style="list-style-type: none"> -behavioral manifestations of pain i.e. verbal/non-verbal -pain relieving measures i. e. pharmacologic, nonpharmacologic methods - conscious sedation -security of child i.e. physical contact wrapping, cuddling 	Pre/Post Clinical Conference	<ul style="list-style-type: none"> Achievement of a minimum grade of C (75%). Achievement of satisfactory performance in the clinical laboratory.

3 Utilize the nursing process to provide *continuity of care* to family members whose basic human needs have been affected by regulatory imbalance and childrearing.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSEMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
3. Utilization of the nursing process to provide continuity of care to family members whose basic human needs have been affected by regulatory imbalance and childrearing.	<p>-formulate a nursing diagnosis utilizing selected data</p> <p>-develop plan of care to meet long term goals -prepare the patient for discharge</p> <p>-analyze factors that affect the discharge process</p> <p>-transcribe plan to patient record</p>	<p>The Nursing Process</p> <p>A. Assess</p> <ul style="list-style-type: none"> -nursing history -selection of relevant data -family relationships, developmental stages -laboratory reports relative to regulatory imbalance -diagnostic tests i.e., sensory/motor, hormonal -reports i.e. morning, consultant -nurse/family interaction -resource personnel <p>B. Plan</p> <ul style="list-style-type: none"> -realistic goal setting i.e. long term -discharge plan -referral process (i.e. verbal and written communication.) -community resources -patient/family teaching -selected federal/state regulations -health care economics – info prospective payment, payor sources (federal, state, insurance, self) -transcription of plan to patient record 	<p>Clinical laboratory experience with:</p> <ul style="list-style-type: none"> -laboratory reports -diagnostic tests -written nursing care plans -care plan on Kardex/patient record -patient/family interview <p>Participate in “Critical Thinking” Laboratory Experience Participate in Discharge Planning Laboratory experience</p> <p>Written evaluation of care plan weekly Discharge Planning Learning Laboratory Small group discussion with Discharge Planning Case Studies</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSEMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
3. Utilization of the nursing process to provide continuity of care to family members whose basic human needs have been affected by regulatory imbalance and childrearing.	<ul style="list-style-type: none"> -implement plan of care to minimize effects of regulatory imbalance -promote the continuity of care -utilize family participation in implementation of care -evaluate care plan -modify written care plan 	<p>C. Implement</p> <ul style="list-style-type: none"> -plan of care to minimize effects of regulatory imbalance -managed care -clinical pathways/Care maps -family participation in providing care i.e. hospital/home <p>D. Evaluate</p> <ul style="list-style-type: none"> -identification of goal achievement -modification of written plan 	<p>Small group discussion on written patient/family plan</p> <p>Documentation on reflective journal.</p> <p>Pre/Post Clinical Conferences</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

4 Collaborate as a contributing member of the interdisciplinary health team in providing health care to family members whose basic human needs have been affected by regulatory imbalance and childrearing.

LEARNING OBJECTIVES	LEARNING OUTCOMES	CONTENT	SUGGESTED ACTIVITIES	ASSEMENT METHODS
To demonstrate an understanding of:	Student will:			As measured by:
4. Collaborating as a contributing member of the <i>interdisciplinary</i> health team in providing health care to family members whose basic human needs have been affected by regulatory imbalance and childrearing.	<ul style="list-style-type: none"> -interpret selected State Laws -report physical abuse -evaluate standards of care -maintain standard of care -adhere to hospital policies and protocols -function within the scope of practice of student nurse -initiate measures to ensure accountability -document relevant data -report relevant data -collaborate in formal/informal education -outline opportunities for participation in professional organizations -summarize process of ethical decision making -participate in peer review -evaluate self in nursing role 	<p>The Nursing Role on the Health Team with:</p> <ul style="list-style-type: none"> -State Laws i.e. prophylactic/diagnostic requirements, immunizations -standards of care, i.e. quality assurance programs, nursing audit Diagnosis Related Groups (DRG's) -hospital policies/protocols <p>Nursing responsibility</p> <ul style="list-style-type: none"> -scope of practice, i.e. accountability, reporting, recording <p>-formal/informal education</p> <ul style="list-style-type: none"> -employer expectations <p>Process of Ethical Decision Making</p> <ul style="list-style-type: none"> -ethical decision making i.e. models, applications (e.g. refusal of treatment, withholding/withdrawing treatment, ordinary vs. extraordinary treatment) -rights of children i.e. treatment decisions -confidentiality issues e.g. STD's in adolescence <p>Evaluation</p> <ul style="list-style-type: none"> -peers -self 	<ul style="list-style-type: none"> -Interactive video -role playing of client interaction with refusal of treatment -small group discussion -review case studies requiring ethical decision making -critical thinking exercise <p>Pre/Post Clinical Conference Documentation on reflective journal.</p>	<p>Achievement of a minimum grade of C (75%).</p> <p>Achievement of satisfactory performance in the clinical laboratory.</p>

F. TEXTS AND MATERIALS:

Adams, M., et. al. *Pharmacology for Nurses, a pathophysiologic approach*. Prentice Hall, 2004

Altman, Buchsel, Coxon. *Delmar's Fundamental and Advanced Nursing Skills*. 2nd ed. Delmar. 2004.

Black, J. & Hawks, J. *Medical-Surgical Nursing, Clinical Management for Positive Outcomes*. 7th ed. Elsevier Saunders, 2005.

*Cherry, B. & Jacob, S. *Contemporary Nursing: Issues, Trends, and Management* 3rd ed. Elsevier Mosby, 2005.

Doenges, M. & Moorehouse, M. *Nurse's Pocket Guide/ Nursing Diagnoses, Interventions, and Rationales*. 9th ed. F.A. Davis Co. 2004

Grodner, Anderson, DeYoung. *Foundations and Clinical Applications of Nutrition: A Nursing Approach*. 3rd ed. Mosby. 2003

*Hockenberry-Eaton, et. al. *Whaley & Wong's Nursing Care of Infants and Children*. 7th ed. Mosby, 2003.

Keltner, Schwecke, Bostrom. *Psychiatric Nursing*. 4th ed. Mosby, 2003

Lowdermilk, D. L. *Maternity Nursing* 6th ed. Mosby, 2003.

Morris, D. G. *Calculate with Confidence*. 3rd ed. Mosby. 2002

Pagana, K. & Pagana, T. *Mosby's Diagnostic and Laboratory Test Reference*. 7th ed. Elsevier Mosby, 2005.

Potter & Perry. *Fundamentals of Nursing*. 6th ed. Mosby 2004

Saunders *Nursing Drug Handbook 2005*. Elsevier Saunders, 2005.

Taber's Cyclopedic Medical Dictionary. 19th Ed. F.A. Davis Col. 2001.

Nurse Pack

* New text for Nursing 206

G. INFORMATION TECHNOLOGY:

Students are expected to access Web CT Vista on a regular basis. Faculty will utilize this media to communicate with students both individually and as a group/class.

Written assignments can be submitted via this method, including reflective journals.