

**Department** Associate Degree Nursing  
**Course Title:** Clinical Registered Nursing  
**Section Name :** RNSG 1512.5135 evening  
**Semester:** Fall 2013  
**Time:** M/W 1:00-3:50  
**Classroom:** CT 224  
**Instructor:** Barbara Stone , MSN, RNC, LRN, IBCLC, RLC  
**Email:** bstone@odessa.edu  
**Office:** CT 221C  
**Phone:** 432-335-6458  
**Office Hours:** M 4-515pm W 9-11:30am, W 4-515pm

**Total Course Hours:** 5 Credit Hours 4 Lecture Hours Weekly – 2 Lab Hours Weekly

**Placement:** Second Year, (third semester) of the Nursing Program

### **Course Description**

**Course Description:** Study of the concepts related to the provision of nursing care for childbearing and childrearing families; application of systematic problem-solving processes and critical thinking skills, including a focus on the childbearing family during the perinatal periods and the childbearing family from birth to adolescence; and competency in knowledge, judgment, skill, and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

**End-of-Course Outcomes:** Examine the roles of the professional nurse in the perinatal and pediatric settings; utilize a systematic problem-solving approach and critical thinking skills when providing nursing care for the childbearing and childrearing family.

**Lab Recommended:** Lab will occur the last hour of class. We will utilize different learning techniques which will apply AVID learning philosophy.

### **Required Texts:**

**REQUIRED TEXTBOOKS:** The following textbooks and references are required:

McKinney, E.S. et Al (2013), *Maternal-Child Nursing*. (4<sup>th</sup> ed.)  
St. Louis, Missouri: Elsevier Saunders

McKinney, E.S. et Al (2013), *Study Guide Maternal-Child Nursing*. (4<sup>th</sup> ed.)  
St. Louis, Missouri: Elsevier Saunders

McKinney, E.S. et Al (2013), *Virtual Clinical Excursions Maternal Child Nursing*, (4<sup>th</sup> ed.)  
St. Louis, Missouri: Elsevier Saunders

Stone, B. (2012). *RNSG 2201 Learning Materials Packet*. Unpublished manuscript.  
Odessa College Associate Degree Nursing: Odessa, Texas.

E versions of the above books are available and may be purchased if the student wishes.

Ignatavicius, D., Workman, M.L., (2012). *Medical-Surgical Nursing: Patient-Centered Collaborative Care*, Single Volume, (7th Edition) Publication Date: February 23, 2012 | ISBN-10: 1437728014 | ISBN-13: 978-1437728019 | Edition: 7

Deglin, J. & Vallerand, A. (2010) *Davis's Drug Guide for Nurses* (12th Ed.). Davis: Philadelphia Publication Date: June 14, 2010 | ISBN-10: 0803623089 | ISBN-13: 978-0803623088 | Edition: 12

Gahart, B. & Nazareno, A. (2012), *Intravenous Medications. A Handbook for Nurses and Health Professionals* (28th Ed.) Mosby: St. Louis. 8 Pagana, K.D. & Publication Date: July 29, 2012 | ISBN-10: 0323084818 | ISBN-13: 978-0323084819 | Edition: 29

Pagana, T.J. (2009) *Mosby's Manual of Diagnostic & Laboratory Test* (4th Edition ). Mosby: St Louis, Publication Date: October 21, 2009 | ISBN-10: 0323057470 | ISBN-13: 978-0323057479 | Edition:

Winningham, M. and Preusser, Barbara A. (2013) *Critical Thinking Cases in Nursing*. (5<sup>th</sup> ed.) St. Louis, Missouri: Elsevier Saunders

The following books are helpful but not required.

Hogan, M (2013) *Maternal Newborn Nursing Review & Rationale* (3<sup>rd</sup> ed.) Pearson: Upper Saddle River.

Hogan, M (2013) *Child Health Nursing Review & Rationale* (3<sup>rd</sup> ed.) Pearson: Upper Saddle River

### **Description of Institutional Core Objectives (ICO's)**

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013*, page 73)

### **Odessa College's Institutional Core Objectives (ICOs):**

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making

6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Learning Outcomes for RNSG 1512 Clinical- Registered Nursing**

<b>Outcome</b>	<b>ICO</b>
Utilize the five steps of the nursing process (assessment, analysis, planning, implementation and evaluation) and critical thinking to determine the health status and health needs of pediatric clients and their families. (PO1,2,3,5,7)	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Differentiate patterns and modes of family development, communication and decision making processes within the political, economic and societal environment influencing the family unit.(PO 1,3)	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
Correlate current literature and implication of research findings to improving obstetric and pediatric client care.	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Collaborate with patients, families and the multidisciplinary health care team for the planning, delivery and evaluation of care in the childbearing and childrearing family pediatric climate.	<i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Assume accountability and responsibility for quality nursing care, including the role of the nurse as advocate. (PO 12,13)	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
Relate concepts and processes related to Pediatric/OB clients and their families, including Physical and psychosocial Growth and development, medical diagnosis and treatments.	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

## Odessa College Policies

### **Academic Policies**

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities* <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

### **Scholastic Dishonesty**

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

#### **"Cheating on a test" shall include:**

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

### **Special Populations/Disability Services/Learning Assistance**

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive

accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at [www.odessa.edu/dept/counseling/disabilities.htm](http://www.odessa.edu/dept/counseling/disabilities.htm). The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013*, page 52)

### **Dropping a Course or Withdrawing from College**

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013*, page 36)

### **Learning Resource Center (LRC; Library)**

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

### **Student Success Center (SCC)**

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit [www.odessa.edu/dept/ssc/](http://www.odessa.edu/dept/ssc/) (Source: *Odessa College Catalog of Courses 2012-2013*, page 54)

### **Student E-mail**

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted**

**using your Odessa College email as an alternative method to contact you with information regarding this course.**

### **Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

#### *Reasonable Expectations of Engagement for Instructors*

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### *Reasonable Expectations of Engagement for Students*

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
  
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.

## Institutional Calendar Fall 2013 (8/27-12/14)

### Fall 2013 (8/26/13-12/14/13)

NOTE: College business offices are closed from Wed., Nov 27 through Sun., Dec 1.

#### FALL & SPRING BUSINESS HOURS :

Wrangler Express Center: M-Th: 7:30 am-7 pm; Fri: 7:30 am-5 pm; Sat: 9 am-noon

Other offices: M-Th: 8 am-5:30 pm; Fri: 8 am-1 pm

#### SUMMER BUSINESS HOURS

Wrangler Express Center: (beginning May 20) M-Th: 7:30 am-7 pm; Fri: 8 am-5 pm; Closed Saturdays

(beginning Aug 3, Wrangler Express will also be open 9 am-noon on Saturdays)

Other offices: May 20-Aug 17 (M-Th: 7:30 am-5:30 pm; closed Fridays)

#### Registration:

On the Web (5 am to Midnight, 7 days a week)..... Apr 15-Aug 25

In Person (See Business Hours Above)..... Apr 15-Aug 23

FOR TUITION AND FEE SCHEDULES & PAYMENT INFORMATION, PLEASE CHECK ONLINE AT [www.odessa.edu](http://www.odessa.edu)

Classes Begin.....Aug 26 (Mon)

#### Late Registration & Schedule Changes (Add/Drop):

On the Web (5 am to Midnight, 7 days a week).....Aug 26-27 (Mon-Tues)

In Person (See Business Hours Above)..... Aug 26-27 (Mon-Tues)

Holiday (Labor Day – Offices closed except for Wrangler Express – No Classes)..... Sep 2 (Mon)

Census Day..... Sep 11 (Wed)

Last Day to Drop or Withdraw with a “W” (1st eight week courses).....Oct 4 (Fri)

First Eight Weeks End.....Oct 18 (Fri)

Second Eight Weeks Begin.....Oct 21 (Mon)

Deadline for Fall Degree Application.....Nov 1 (Fri)

Last Day to Drop or Withdraw with a “W” (full semester length courses).....Nov 12 (Tues)

Last Day to Drop or Withdraw with a “W” (2nd eight week courses).....Nov 26 (Tues)

Student Evaluation of Instruction Survey Available Online.. Nov 18-22 (Mon-Fri)

Thanksgiving Holiday (begins 9 pm Tues, Nov 26).....Nov 27-30 (Thurs-Sat)

Last Class Day.....Dec 7 (Sat)

Final Exams.....Dec 9-12 (Mon-Thurs)

End of Semester.....Dec 12 (Thurs)

Fall Graduation..... Dec 14 (Sat)

College Offices Closed..... Dec 21-Jan 5 (Sat-Sun)

### Course Policies

#### TEACHING/LEARNING METHODS:

The following teaching/learning methods may be incorporated into RNSG 1512: Lecture, discussion, case studies, technological instructional modalities, reading assignments, peer interaction, role playing, group project/assignments, writing assignments, oral presentations, guest speakers, and study guides. Lab in RNSG 1512 includes skill demonstrations, case studies and virtual clinical assignments.

**MATH COMPETENCY:** Math competency will be demonstrated by the student throughout the course by correctly calculating math problems related to medication administration to children in the classroom and clinical environment, and through the use of ATI tutorials.

#### Math Competency Testing in Third Semester

##### Competency Testing in Third Semester

Third semester students will be tested on math competency during RNSG 2363, Clinical Obstetric/Pediatric. The exam will be administered during the second week of the semester of the course. Content will include content tested in second semester in addition to pediatric and obstetrical calculations.

The third semester student must achieve a minimum passing grade of 88% (25 x4 = 100%; 4 X 22 correct = 88%). The third semester student will be allowed to participate in clinical activities while completing medication math competency requirements since this level of student is closely supervised, or as in the case of the transition student, has nursing experience. Students not passing the first exam will take a second exam within two weeks of the first exam and after



completing documented remediation approved by the course instructor. If unsuccessful on the second attempt, the student must withdraw from Clinical-Obstetric/Pediatrics RNSG 2363 & RNSG 1512. The student will be eligible for re-admission to RNSG 1512 & RNSG 2363 pursuant to the readmission policies.

The student will be eligible for re-admission pursuant to the readmission policies

1. Adhere to the requirements in the OC Nursing Student Handbook.
2. Take all unit exams and the final exam.
3. All assignments must be turned in or the student will receive an incomplete (grade of "I") for the course.
4. Content to be tested on the unit exams will follow course objectives and may include: math problems, assigned reading, information from audiovisual/learning aids, classroom content, study guides and other assigned activities and since this is a comprehensive class each exam may contain questions related to prior content. Exam grades will not be posted.
5. Each unit of study will require the student to complete assignments as instructed.
6. Cell phones and beepers are distracting to students and the instructors when they ring during class. Cell phones and beepers must be turned off or placed in the silent mode while in class and placed in designated cell phone area.

### **Disclaimer**

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

### **General Course Requirements**

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.**

### **Original Effort**

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

### **Description of students**

Students enrolled in this course must have successfully completed the first year of the associate degree nursing program.

## Course prerequisites

Prerequisite: BIOL 2401, BIOL 2402, ENGL 1301, HPRS 1106, ITSC 1191, PSYC 2301, RNSG 1360, RNSG 1361, RNSG 1443, RNSG 1513, RNSG 2161, RNSG 2213, RNSG 2314 and/or consent of the department.

**Course Alignment with Industry Standards:** The Differentiated Essential Competencies (DECs) is the third generation of Texas Board of Nursing (BON) education competencies with differentiation based upon the education outcomes of three levels of prelicensure nursing education programs. They were written with input from the BON Advisory Committee for Education (ACE) with input from nursing programs, nursing organizations, affiliating agencies, employers, and other stakeholders. The 2010 revision incorporates concepts from current literature, national standards, and research. The DECs were designed to provide nursing education to for curriculum development and revision and for effective preparation of graduates who will provide safe, competent, compassionate care. The DECS outline knowledge, clinical behaviors, and judgments necessary to meet the essential competencies, but it is acknowledged that all competencies can be evaluated upon graduation.

**Course Objectives:** Course Objectives utilize the framework of Differentiated Essential Competencies of Graduates of Texas Nursing Programs. At the completion of this course, the student should be able to (PO = corresponding program objective).

### Member of a Profession:

1. Assume accountability and responsibility for quality nursing care, including the role of the nurse as advocate. (PO 12,13)

### Provider of Patient Centered Care:

Assist in determining the physical and mental health status, needs and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health related data.

Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.

2. Utilize the five steps of the nursing process (assessment, analysis, planning, implementation and evaluation) and critical thinking to determine the health status and health needs of pediatric clients and their families. (PO1,2,3,5,7)
3. Relate concepts and processes related to pediatric clients and their families, including physical and psychosocial growth and development, medical diagnosis and treatments, pathophysiology, cultural and spiritual practices related to health, illness, and death and dying.(PO 1,3)
4. Explain pharmacotherapeutic principles and teaching plans to the use, administration, and interaction of medications in the pediatric client.(PO 1,3,4)
5. Examine principles of disease transmission, risk factors for chronic and acute diseases, preventive health practices and health teaching for pediatric clients and their families.(PO 1,3,4)
6. Differentiate patterns and modes of family development, communication and decision making processes within the political, economic and societal environment influencing the family unit.(PO 1,3)
7. Differentiate age specific therapeutic communication principles in delivering nursing care to children and their families. (PO 1,3)
8. Correlate current literature and implication of research findings to improving pediatric client care. (PO7)

### Patient Safety Advocate:

9. Implement measures to promote a safe environment for patients and others. (PO14A )

**Member of the health care team:**

10. Collaborate with patients, families and the multidisciplinary health care team for the planning, delivery and evaluation of care in the pediatric climate. (PO 12,13)
11. Refer patients and their families to resources that facilitate continuity of care and health promotion. (PO 8,10)
12. Participate as an advocate in activities that focus on improving the health care of patients and their families.
  - a. Utilize a systematic process in prioritizing nursing actions while planning care for the obstetrical patient and the pediatric patient using the nursing process and critical thinking. (PO# 9)
  - b. Verbalize characteristics, concepts and processes related to patients, including anatomy and physiology with emphasis on male and female reproduction; physical and psychosocial growth and development; pathophysiology and psychopathology; ethical reasoning; and practices related to health, illness, birth experience, and death. (PO# 5,7)
  - c. Apply characteristics, concepts, and processes related to families, including family development, structure and function; family communication patterns; and decision making structures. ( PO#7 )
  - d. Demonstrate therapeutic communication and caring while providing nursing interventions for obstetric and pediatric families that set priorities and strategies for coordinating plans of care including discharge teaching and referrals for follow up care. (PO# 5,10)
  - e. Implement a plan of care for health practices and behaviors related to developmental level, gender, cultures, belief systems and environments with emphasis on African Americans, Hispanics, and Asians. (PO#9)
  - f. Verbalize understanding of principles and rationales underlying the use, administration, and interaction of pharmacological agents, including intravenous medications. (PO#5)

ending program objective).

**Digital Protocol**

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on “Blackboard” time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

**Attendance Policy** Students are expected to attend class regularly. Attendance will be recorded using a “sign in” sheet. Excessive absences will be grounds for disciplinary action and will be determined on a case-by-case basis. The door to the classroom will be closed and locked 5 minutes after class time, if you are more than 5 minutes late you will have to wait until the next break to enter classroom, please do not knock on the door as this is disruptive to other students.

**AVID:** This has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

### **Grading Policy**

Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week’s time. Grading for this course is letter grade and based on a 75 or greater percentage. Please be aware that you have one week after your test to schedule a time to go over, after one week all test will no longer be available.

### **EVALUATION AND GRADING:**

Class Activities	5%
ATI Testing	10%
Unit Exams (6)	60%
Final Exam* (Comprehensive)	25%
Total 100%	

### Grading Scale:

90—100=A  
80-89=B  
75—79=C  
60-74.99=D  
59 or below=F

### **Grade Inquiry Policy**

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

## ATI POLICY

- ATI policy: Assessment Technologies Institute’s (ATI) Comprehensive Assessment and Review Program (CARP) are designed to assist the student in passing the NCLEX-RN. It is composed of comprehensive on line learning tools that complement a variety of learning styles. Critical thinking and test taking skills are emphasized throughout the program. Focused content modules are comprised of critical thinking tools, practice exams, remediation guidelines and content driven proctored exam(s). Odessa College nursing students will begin ATI upon admission into the A.D.N. program and work through the program in each subsequent nursing course. Completion and successful attainment of level 2 or higher on each proctored exam at the end of each course of the Nursing program is a requirement for progression and graduation from the A.D.N. program for semesters one thru three.

For semesters one (1) thru three (3), see the table below for point distribution regarding 10% of final grade.

Proficiency level on ATI Proctored Assessments	Points Awarded for Achievement on ATI proctored Exams	Points awarded for Evidence of Remediation on missed topics from ATI assessment	Total points awarded out of ten
Proficiency Level 3 on the content mastery series	8	2	10
Proficiency Level 2 on the content mastery series	6.5	2	8.5
Proficiency Level 1 on the content mastery series	5.5	2	7.5
Proficiency Level below Level 1 on the content mastery series	4	2	6

- Students will be given 2 ATI practice exams A & B during the 16 week course,(A) will occur during the first week of class.
- Students will be allowed to take exam (A) as many times as student would like after the practice exam is given in class and remediation has been assigned.

- Students will perform remediation on items from the practice exam utilizing, “ create focused assessment”, and templates provided and will submit remediation for practice (A) on the day of testing for Practice (B) which will occur the 8<sup>th</sup> week of class and (after taking B, students can take it the second half of course as many times as they wish, after remediation has been assigned), students will then remediate on Practice B and it will be turned in on the date the 1<sup>st</sup> Proctored exam is scheduled.
- Students who have met the level 2 will remediate on Proctored exam items and submit it on the day of the final exam for the course.
- Students must achieve a level 2 or higher in order to progress to the next course level.
- Students who do not achieve a level 2 on the first proctored test will complete remediation and take a second proctored exam the week of finals, if the student still does not reach the required level 2 then the student will repeat the course as they have not met the minimum criteria for course progression.
- Students must use “create the focused assessment”, and the templates that are provided for all remediation for ATI. (NO cutting, copying or pasting is allowed)
- ATI remediation and assignments will be recorded as a daily grade, please refer to syllabus for grading criteria.

A grade below 75, “C” does not meet the criteria for progression in the Odessa College Associate Degree Nursing Program. Final course grades will not be rounded up to the next whole number in order for students to achieve a passing grade of 75%. (Example: 74.99 = grade of D).

ATI must be utilized with your text books throughout your nursing courses; correlating pages are given for each chapter in the syllabus for each course. Complete the application exercises at the end of each chapter as assigned. ATI is a valuable part of the preparation to take the NCLEX exam and therefore is considered an important part of course objectives to be utilized and completed as assigned.

### Communication Plan

The best way to communicate with the course instructor is via email through Blackboard. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled

### General Course Requirements

1. Attend class and participate
2. Contribute and cooperate with civility.
3. Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments needs to be presented to the instructor, Extensions will be allowed at the instructor’s discretion.

### Incomplete Policy

An ‘Incomplete’ grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an “T” will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

### Overview of assignments

<u>Type of assignment</u>	<u>Percentage</u>
1. Unit exams	60%
2. Daily grades, blogs, quiz, role play	5%

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|--------------------------|-----|
| 3. ATI standardized test | 10% |
| 4. Final exam            | 25% |

**COURSE CALENDAR:** The course calendar will be provided at the beginning of the course

**Schedule (Tentative and Subject to Change)**

<b>WEEK</b>	<b>TOPICS</b>	<b>CHAPTERS</b>
<b>1</b> <b>8/26</b> <b>Thru</b> <b>8/28</b>	<b>Introduction to Maternal-Child Health Nursing</b>	Chapter 1: Foundations of Maternity, Women’s Health, and Child Health Nursing Chapter 2: The Nurse’s Role in Maternity, Women’s Health, and Pediatric Nursing Chapter 32: Women’s Health Care <i>Above chapters have no correlating ATI chapters</i>
<b>2</b> <b>9/3</b> <b>Thru</b> <b>9/4</b>	<b>Conception and Fetal Development</b>	Chapter 10: Heredity and Environmental Influences on Development <i>no ati chapter</i> Chapter 11: Reproductive Anatomy and Physiology <i>no ati chapter</i> Chapter 12: Conception and Prenatal Development <i>no ati chapter</i> Chapter 31: Management of Fertility and Infertility ( <i>ATI unit 1 section 1-2, pages 2-22</i> )  <b>*Role of the nurse in contraception</b> <b>*Genetic counseling for birth defects</b> <b>*Selected environmental substances known to harm the fetus</b> <b>*Response to infertility treatment</b>
<b>3</b> <b>9/9</b> <b>Thru</b> <b>9/11</b>	<b>Pregnancy</b>	Chapter 13: Adaptations to Pregnancy ( <i>ATI unit 1, sections 3,4, pages 23-42</i> ) Chapter 14: Nutrition for Childbearing ( <i>ATI unit 1, section 5, pages 43-49</i> ) Chapter 15: Prenatal Diagnostic Tests <i>No specific reading assignment</i>  <b>*Childbirth education: Relevance in a high-tech society</b> <b>*Barriers to accessing prenatal care</b> <b>*Multifetal pregnancy</b> <b>*Danger signs during pregnancy</b> <b>*Birth plan considerations</b>

<b>4</b> <b>9/16</b> <b>Thru</b> <b>9/18</b>	<b>Pregnancy at Risk</b>	Chapter 24: The Childbearing Family with Special Needs <i>no specific ati reading assignment</i> Chapter 25: Pregnancy-Related Complications ( <i>ATI unit 1, section 7,9, pages 66-82 &amp;95-114</i> ) Chapter 26: Concurrent Disorders During Pregnancy ( <i>ATI unit 1, section 8,9, pages 83-114</i> )  <b>*Risk factors for ectopic pregnancy</b> <b>*Limits on childbearing: How old is too old?</b> <b>*Comparing hypertensive disorders in pregnancy</b> <b>*Maternal obesity in pregnancy: An epidemic</b>
<b>5</b> <b>9/16</b> <b>Thru</b> <b>9/25</b>	<b>Labor</b>	Chapter 17: Intrapartum Fetal Surveillance ( <i>ATI unit 1, section 6, pages 50-65</i> ) Chapter 18: Pain Management for Childbirth ( <i>ATI unit2, section 12, pages 142-157</i> ) <b>*Fetal monitoring: Has it improved outcomes?</b> <b>*Labor support: Back to basics</b> <b>*Risk factors for fetal compromise</b>
<b>6</b> <b>9/30</b> <b>Thru</b> <b>10/2</b>	<b>Birth</b>	Chapter 16: Giving Birth ( <i>ATI unit 2, sections 11,13,14, pages 128-141, 158-181</i> ) Chapter 19: Nursing Care During Obstetric Procedures ( <i>ATI unit 2, section 15, pages 182-203</i> ) Chapter 27: The Woman with an Intrapartum Complication( <i>ATI unit 1,2, section 10,16, pages 115-126 &amp;204-221</i> ).  <b>*Hospital or birth center</b> <b>*Cesarean birth rates: Why are they so high?</b> <b>*Nursing role at an emergency birth</b>
<b>7</b> <b>10/7</b> <b>Thru</b> <b>10/9</b>	<b>Postpartum</b>	Chapter 20: Postpartum Adaptations ( <i>ATI unit 3, sections 17,18,19, pages 223-254</i> ) Chapter 28: The Woman with a Postpartum Complication ( <i>ATI unit 3, section 20,21,22 pages 255-294</i> )  <b>*Identifying patients at risk for hemorrhage</b> <b>*Postpartum depression: In the media, screening</b> <b>*Phases of maternal role adaptation</b>
<b>8</b> <b>10/14</b> <b>Thru</b> <b>10/23</b>	<b>The Newborn</b>	Chapter 21: The Normal Newborn: Adaptation and Assessment ( <i>ATI unit 4, section 21, pages 296-311</i> ) Chapter 22: The Normal Newborn: Nursing Care ( <i>ATI unit 4, section 24, pages 312-323</i> ) Chapter 23: Newborn Feeding ( <i>ATI unit 4, section 23, pages 324-336</i> )



		<p>Chapter 29: The High-Risk Newborn: Problems Related to Gestational Age and Development <i>(ATI unit 4, section 27, pages 353-388)</i></p> <p>Chapter 30: The High-Risk Newborn: Acquired and Congenital Conditions <i>(ATI UNIT 4, section 27,pages 353-388)</i></p> <p><b>*Circumcision: Decision making</b>  <b>*WHO / Baby-Friendly Hospital Initiative</b>  <b>*Late-Preterm Initiative</b></p>
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- *Topics for small group discussion in a forum such as clinical conference or class.*

### READING ASSIGNMENTS PEDIATRICS

WEEK	TOPICS	CHAPTERS
<b>9</b>  <b>10/21</b> <b>Thru</b> <b>10/23</b>	<b>Introduction to Pediatric Nursing</b>	<p>Chapter 3: The Childbearing and Child-Rearing Family <i>no specific reading ati</i></p> <p>Chapter 4: Communicating with Children and Families <i>no specific reading ati</i></p> <p>Chapter 5: Health Promotion for the Developing Child <i>(see other individual age related chapters)</i></p> <p><b>*Cross-cultural health beliefs</b>  <b>*Performing a Denver Developmental Screening</b>  <b>*Immunizations: Benefits or harm</b></p>
<b>10</b>  <b>10/28</b> <b>Thru</b> <b>1030</b>	<b>Health Promotion</b>	<p>Chapter 6: Health Promotion for the Infant <i>(ATI unit 1, section 3, pages 23-31)</i></p> <p>Chapter 7: Health promotion During Early Childhood <i>(ATI unit 1, section 4&amp;5, pages 32-39)</i></p> <p>Chapter 8: Health Promotion for the School-Age Child <i>(ATI unit 1, section 6, pages 47-54)</i></p> <p>Chapter 9: Health Promotion for the Adolescent <i>(ATI unit 1, section 7, pages 55-62)</i></p> <p><b>*Motor vehicle safety: Car seats</b>  <b>*Healthy People 2020 objectives for toddlers and preschoolers</b>  <b>*Assessing recreational sports programs for the school-aged child</b></p>

		<b>*Tanner stages of sexual development</b>
<b>11</b> <b>11/4</b> <b>Thru</b> <b>11/6</b>	<b>Assessment/Pediatric Care Settings</b>	<p>Chapter 33: Physical Assessment of Children (<i>ATI unit 1 section 2 pages 7-22, and assigned at tutorials</i>)</p> <p>Chapter 34: Emergency Care of the Child (<i>ATI unit 2, section 42, pages 465-494</i>)</p> <p>Chapter 35: The Ill Child in the Hospital and Other Care Settings (<i>ATI unit 1, section 10, pages 82-91</i>)</p> <p>Chapter 36: The Child with a Chronic Condition or Terminal Illness (<i>ATI unit 1, section 11, pages 91-99</i>)</p> <p><b>*Potential indicators of child abuse</b>  <b>*Trauma scoring system for pediatrics</b>  <b>*Therapeutic play</b></p>
<b>12</b> <b>11/11</b> <b>Thru</b> <b>11/13</b>	<b>General Considerations</b>	<p>Chapter 37: Principles and Procedures for Nursing Care of Children <i>no specific reading for this chapter at</i></p> <p>Chapter 38: Medication Administration and Safety for Infants and Children (<i>ATI unit 1, section 8, pages 64-72</i>)</p> <p>Chapter 39: Pain Management for Children (<i>ATI unit 1, section 9, pages 73-81</i>)</p> <p><b>*Preparing children for procedures</b>  <b>*Critical to remember: Using restraints appropriately with children</b>  <b>*The use of pain scales with children</b></p>
<b>13</b> <b>11/18</b> <b>Thru</b> <b>11/19</b>	<b>A Systems Approach to Pediatric Nursing</b>	<p>Chapter 40: The Child with a Fluid and Electrolyte Alteration <i>no specific at reading assignment</i></p> <p>Chapter 41: The Child with an Infectious Disease (<i>ATI unit 2, section 35-37, pages 397-419</i>)</p> <p>Chapter 42: The Child with an Immunologic Alteration (<i>ATI unit 2, section 38, pages 420-429</i>)</p> <p>Chapter 43: The Child with a Gastrointestinal Alteration (<i>ATI unit 2, section 22,23, pages 233-261</i>)</p> <p><b>*Teaching parents how to prevent parasitic infections</b>  <b>*Using nursing research to improve practice: Teenagers and STDs</b>  <b>*The child with HIV in the community</b>  <b>*Communicating with schools about peanut allergies</b>  <b>*Nursing care plan: Oral rehydration</b></p>
<b>14</b>	<b>A Systems Approach to</b>	Chapter 44: The Child with a Genitourinary

<p>11/25 Thru 11/27</p>	<p><b>Pediatric Nursing</b></p>	<p>Alteration (<i>ATI unit 2, section 24-26, pages 263-287</i>)  Chapter 45: The Child with a Respiratory Alteration (<i>ATI unit 2, section 16-19, pages 142-191</i>)  Chapter 46: The Child with a Cardiovascular Alteration (<i>ATI unit 2, section 20, pages 193-210</i>)  Chapter 47: The Child with a Hematologic Alteration (<i>ATI unit 2, section 21, pages 211-231</i>)</p> <p><b>*Manifestations of UTI in children</b>  <b>*Preventing foreign body aspiration</b>  <b>*Classifications of congenital heart disease</b>  <b>*Home care for the child with hemophilia:</b>  <b>Creating a safe environment</b></p>
<p>15  12/2 Thru 12/4</p>	<p><b>A Systems Approach to Pediatric Nursing</b></p>	<p>Chapter 48: The Child with Cancer (<i>ATI unit 2, section 39-41, pages 430-463</i>)  Chapter 49: The Child with an Alteration in Tissue Integrity(<i>ATI unit 2, section 30-32, pages 340-376</i>)  Chapter 50: The Child with a Musculoskeletal Alteration (<i>ATI unit 2, section 27-29, pages 290-338</i>)  Chapter 51: The Child with an Endocrine or Metabolic Alteration (<i>ATI unit 2, sections 33-34, pages 378-395</i>)  Chapter 52: The Child with a Neurologic Alteration (<i>ATI unit 2, section 12-14, pages 101-133</i>)</p> <p><b>*Nursing responsibilities and precautions for chemotherapy</b>  <b>*Treating the child with a tinea (lice) infestation</b>  <b>*Treating the child with a soft-tissue injury</b>  <b>*Home management of type 1 diabetes</b></p>
<p><b>Topics to be discussed throughout semester Complete study guide chapters on these chapters</b></p>	<p><b>A Systems Approach to Pediatric Nursing</b></p> <p><b>To be discussed during post conference</b></p>	<p>Chapter 53: Psychosocial Problems in Children and Families (<i>ATI unit 2, section 43, pages 479-494</i>).  Chapter 54: The Child with a Developmental Disability (<i>ATI unit 2, section 43, pages 479-494</i>). <i>Majority of this information is covered in mental health.</i>  Chapter 55: The Child with a Sensory Alteration (<i>ATI unit 2, section 15, pages 134-140</i>)</p> <p><b>*Glasgow Coma Scale modified for children</b>  <b>*Strategies for managing a child with ADHD</b>  <b>*Safety concerns for developmentally delayed children</b></p>

COURSE OBJECTIVES:

**Course objectives:**

**Chapter 1. Foundations of maternity, women's health and child health nursing**

1. Compare current settings for childbirth both within and outside the hospital setting
2. Identify trends that led to the development of family-centered maternity and pediatric care
3. Apply theories and principles of ethics to ethical dilemmas
4. Relate how major social issues, such as poverty, homelessness, and access to health care, affect nursing practice
5. Identify measures used to defend malpractice claims
6. Identify current trends in health care and their implications for nursing

**Chapter 2 The Nurse's role in maternity, women's health and pediatric nursing**

- a. Identify roles the nurse may assume in maternity, women's health, and pediatric nursing practice.
- b. Employ and explain the incorporation of critical thinking as a part of clinical judgment into nursing practice.
- c. Utilize and describe the steps of the nursing process and relate them to maternity, women's health, and nursing care of children.
- d. Examine and explain issues surrounding use of complementary and alternative therapies.
- e. Identify and discuss the importance of nursing research and evidence-based care in clinical practice

**Chapter 3 The childbearing and childrearing family**

- a. Differentiate between healthy and dysfunctional families.
- b. Compare Western cultural values with values of other cultural groups.
- c. Examine and describe the effect of cultural diversity on nursing practice.
- d. Identify and describe common styles of parenting that nurses may encounter.
- e. Correlate and discuss the use of discipline in a child's socialization.
- f. Evaluate the effects of an ill child on the family

**Chapter 4 Communicating with children and families**

- a. Apply and describe components of effective communication with children.
- b. Examine and describe communication strategies that assist nurses in working effectively with children.
- c. Examine and explain the importance of avoiding communication pitfalls in working with children.

**Chapter 5 Health promotion for the developing child (ATI see other individual age related chapters)**

- a. Compare and discuss principles of growth and development.
- b. Compare and discuss the following theorists' ideas about growth and development: Piaget, Freud, Erikson, and Kohlberg.
- c. Identify methods used to assess growth and development.
- d. Identify and explain how play enhances growth and development.
- e. Identify health-promoting activities that are essential for the normal growth and development of infants and children.
- f. Apply and discuss recommendations for scheduled vaccines.
- g. Apply and discuss the components of a nutritional assessment.
- h. Analyze and discuss the etiology and prevention of childhood injuries

**Chapter 6 Health promotion for the infant (ATI see unit 1, section 3, pages 23-31)**

- a. Examine and describe the physiologic changes that occur during infancy.
- b. Examine and describe the infant's motor, psychosocial, language, and cognitive development.
- c. Relate and discuss common problems of infancy, such as separation anxiety, sleep problems, irritability, and colic.
- d. Examine and discuss the importance of immunizations and recommended immunization schedules for infants.
- e. Prepare parents with anticipatory guidance for common concerns during infancy, such as immunizations, nutrition, elimination, dental care, sleep, hygiene, safety, and play

**Chapter 7 Health promotion during early childhood, toddler and preschool (ATI see unit 1, section 4 & 5 pages 32-39).**

- a. Identify and describe the physiologic changes and the motor, cognitive, language, and psychosocial development of the toddler and preschooler.
- b. Provide parents with anticipatory guidance related to the toddler and preschooler.
- c. Identify interventions and discuss the causes of common toddler behaviors: temper tantrums, negativism, and ritualism.
- d. Identify strategies to alleviate a preschool child's fears and sleep problems.
- e. Apply strategies for disciplining a toddler and a preschooler.
- f. Identify signs of a toddler's readiness for toilet training, and offer guidelines to parents.

**Chapter 8 Health promotion for the school age child (ATI see unit 1, section 6, pages 47-54)**

- a. Identify the school-age child's normal growth and development and assess the child for normal developmental milestones.
- b. Identify and describe the maturational changes that take place during the school-age period and discuss implications for health care.
- c. Identify the stages of moral development in the school-age child and discuss implications for effective parenting strategies.
- d. Prepare parents with anticipatory guidance related to various health and safety issues seen in the school-age child.

**Chapter 9 Health promotion for the adolescent (ATI see unit 1, section 7, pages 55-62)**

- a. Identify and describe the adolescent's normal growth and development.
- b. Identify the sexual maturity rating and Tanner stages and recognize deviations from normal.
- c. Identify the developmental tasks of adolescence.
- d. Describe the concept of identity formation in relation to adolescent psychosocial development.
- e. Propose and describe appropriate health-promoting behaviors for adolescents and young adults.
- f. Provide anticipatory guidance for adolescents and their families regarding risk-taking behaviors, nutrition, and safety.
- g. Compare and discuss the prevalence of adolescent violence and strategies to deal with aggressive behavior.
- h. Identify and discuss adolescent sexuality and related health risks

**Chapter 10 Hereditary and environmental influences on development**

- a. Relate chromosome abnormalities to spontaneous abortion and to birth defects in the infant.
- b. Identify environmental factors that can interfere with prenatal development, and explain how their effects can be avoided or reduced.
- c. Identify and describe the process of genetic counseling.
- d. Compare and explain the role of the nurse in caring for individuals or families with concerns about birth defects

**Chapter 11 Reproductive anatomy and physiology**

- a. Compare and explain female and male sexual development from prenatal life through sexual maturity.
- b. Identify normal anatomy of the female and male reproductive systems.
- c. Identify normal function of the female and male reproductive systems.
- d. Identify normal structure and function of the female breast.

**Chapter 12 Conception and prenatal development**

- a. Relate ovulation and ejaculation to the process of human conception.
- b. Identify and explain implantation and nourishment of the embryo before development of the placenta.
- c. Identify and describe normal prenatal development from conception through birth.
- d. Identify and explain structure and function of the placenta, umbilical cord, and fetal membranes.
- e. Identify and describe how common deviations from usual conception and prenatal development occur.
- f. Compare prenatal circulation and the circulatory changes after birth.
- g. Identify mechanisms and trends in multifetal pregnancies

**Chapter 13 Adaptations to pregnancy (ATI unit 1, sections 3,4 pages 23-42)**

- a. Identify and describe the physiologic and psychological changes that occur during pregnancy.
- b. Compute gravidity, parity, and estimated date of delivery.
- c. Examine and describe preconception, initial, and subsequent antepartum assessments.
- d. Identify and discuss maternal adaptations to multifetal pregnancy.
- e. Identify common discomforts of pregnancy in terms of causes and measures to prevent or relieve them.
- f. Develop a plan of nursing care for common problems and discomforts of pregnancy.
- g. Identify the process of role transition.
- h. Identify factors that influence psychosocial adaptation to pregnancy such as age, parity, social support, absence of a partner, socioeconomic status, and abnormal situations.
- i. Identify and describe cultural influences on pregnancy and cultural assessment and negotiation.
- j. Examine the various types of education for childbearing families.

**Chapter 14 Nutrition for childbearing (ATI unit 1, section 5, pages 43-49)**

- a. Identify and explain the importance of adequate nutrition and weight gain during pregnancy.
- b. Compare the nutrient needs of pregnant and nonpregnant women.
- c. Identify and describe how common nutritional risk factors affect nutritional requirements during pregnancy.
- d. Compare the nutritional needs of the postpartum woman who is breastfeeding with those of the woman who is not breastfeeding.
- e. Apply the nursing process to nutrition during pregnancy, postpartum, and lactation

**Chapter 15 Prenatal diagnostic test (ATI unit 1, chapter 6, pages 50-63)**

- a. Identify indications for fetal diagnostic procedures.
- b. Identify and discuss the purpose, procedure, advantages, and risks of each diagnostic procedure presented in the chapter.
- c. Provide information in response to common questions parents have about procedures

**Chapter 16 Giving birth (ATI unit 2, sections 11,13, 14, pages 128-141, 158-181)**

- a. Relate maternal and fetal responses to labor.
- b. Identify and explain how components of the birth process affect the course of labor.
- c. Relate mechanisms of labor to the process of vaginal birth.
- d. Identify and explain premonitory signs of labor.
- e. Compare true labor with false labor.
- f. Compare common differences in the labors of nulliparous and parous women.
- g. Compare the stages of labor and the phases within the first stage.
- h. Identify nursing priorities when assisting the woman to give birth under emergency circumstances.
- i. Relate therapeutic communication skills to care of the intrapartum family.
- j. Apply the nursing process to care of the woman experiencing false labor.
- k. Apply the nursing process to care of the woman and her family during the intrapartum period

**Chapter 17 Intrapartum fetal surveillance (ATI unit 1, section 6, pages 50-65)**

- a. Identify the purposes of fetal surveillance before birth.
- b. Identify and explain the normal and pathologic mechanisms that influence fetal heart rate (FHR).
- c. Identify the advantages and limitations of each method of fetal surveillance: auscultation and electronic monitoring.
- d. Identify and explain the types of equipment used for electronic fetal monitoring (EFM) and the advantages and limitations of each.
- e. Identify and describe the interpretation of EFM data. Explain the methods that may be used in addition to EFM to judge fetal well-being.
- f. Apply and describe appropriate nursing responses to nonreassuring FHR patterns.
- g. Use the nursing process to plan care for a woman having electronic fetal monitoring

**Chapter 18 Pain management for childbirth (ATI unit 2, section 12, pages 142-157)**

- a. Compare childbirth pain with other types of pain.
- b. Examine and describe how excessive pain can affect the laboring woman and her fetus.
- c. Examine how physical and psychological forces interact in the laboring woman's pain experience.
- d. Identify and describe use of nonpharmacologic pain management techniques in labor.
- e. Identify and describe how medications may affect a pregnant woman and the fetus or neonate.
- f. Identify the benefits and risks of specific pharmacologic pain-control methods.

**Chapter 19 Nursing care during obstetric procedures (ATI unit 2, section 15, pages 182-203)**

- a. Identify clinical situations in which specific obstetric procedures are appropriate.
- b. Identify risks, precautions, and contraindications for each procedure.
- c. Identify nursing considerations for each procedure.
- d. Identify methods to provide effective emotional support to the woman having an obstetric procedure.
- e. Apply the nursing process to plan care for the woman having a cesarean birth

**Chapter 20 Postpartum adaptations (ATI unit 3, sections 17,18,19, pages 223-254)**

- a. Identify the physiologic changes that occur during the postpartum period.
- b. Examine nursing assessments and nursing care for postpartum physiologic and psychological adaptations.
- c. Compare the role of the nurse in health education and identify important areas of teaching.
- d. Compare nursing assessments and care for women who have undergone cesarean birth and vaginal birth.
- e. Identify the process of bonding and attachment, including maternal touch and verbal interactions.
- f. Identify the progressive phases of maternal adaptation to childbirth and the stages of maternal role attainment.
- g. Identify maternal concerns and how they change over time.
- h. Identify the cause, manifestations, and interventions for postpartum blues.
- i. Examine cultural influences on family adaptation.
- j. Identify assessments and interventions for postpartum psychosocial adaptations.

**Chapter 21 The normal newborn: adaptation and assessment (ATI unit 4, section 21, pages 296-311)**

- a. Identify the physiologic changes that occur in the respiratory and cardiovascular systems during the transition from fetal to neonatal life.
- b. Examine thermoregulation in the newborn.
- c. Compare gastrointestinal functioning in the newborn and adult.
- d. Identify the causes and effects of hypoglycemia.
- e. Identify the steps in normal bilirubin excretion and the development of physiologic, nonphysiologic, breastfeeding, and true breast milk jaundice.
- f. Examine kidney functioning in the newborn.
- g. Examine the functioning of the newborn's immune system.
- h. Identify the periods of reactivity and behavioral states of the newborn.
- i. Perform nursing assessments of the newborn.
- j. Identify the importance and the components of gestational-age assessment

**Chapter 22 The normal newborn; nursing care (ATI unit 4, section 24, pages 312-323)**

- a. Examine the purpose and use of routine prophylactic medications for the normal newborn.
- b. Identify the nurse's responsibility in ongoing cardiorespiratory and thermoregulatory assessments and care.
- c. Identify collaborative interventions for hypoglycemia.
- d. Identify prevention and parent teaching for jaundice.
- e. Compare the risks and benefits of circumcision.
- f. Compare the care of circumcised and uncircumcised male infants.
- g. Identify methods to protect newborns by proper identification.
- h. Identify how nurses can help prevent infant abductions.
- i. Identify methods to prevent infections in newborns.
- j. Examine important considerations in parent teaching.
- k. Identify the types and importance of newborn screening tests.
- l. Describe post discharge nursing care included in home visits, clinic visits, and telephone follow-up



**Chapter 23      Newborn feeding (ATI unit 4, section 23, pages 324-336)**

- a. Identify the nutritional and fluid needs of the infant.
- b. Compare the composition of breast milk with that of formula.
- c. Identify the benefits of breastfeeding for the mother and the infant.
- d. Identify important factors in choosing a method of infant feeding.
- e. Examine the physiology of lactation.
- f. Relate nursing management of initial and continued breastfeeding.
- g. Examine nursing assessments and interventions for common problems in breastfeeding.
- h. Examine nursing assessments and interventions in formula feeding

**Chapter 24      The child bearing family with special needs**

- a. Examine the incidence and factors that contribute to teenage pregnancy.
- b. Identify the effects of pregnancy on the adolescent mother, her infant, and the family.
- c. Examine the role of the nurse in the prevention and management of teenage pregnancy.
- d. Relate the major implications of delayed childbearing to maternal and fetal health.
- e. Identify the effects of substance abuse on the mother, fetus, and newborn.
- f. Identify nursing interventions to reduce or minimize the effects of substance abuse in the antepartum, intrapartum, and postpartum periods.
- g. Examine parental responses when an infant is born with congenital anomalies, and identify nursing interventions to assist the parents.
- h. Examine parental responses to pregnancy loss, and identify nursing interventions to assist parents through the grieving process.
- i. Examine the role of the nurse when the mother places her infant for adoption.
- j. Identify the factors that promote violence against women, and describe the role of the nurse in assessment, prevention, and interventions

**Chapter 25      Pregnancy related complications (ATI unit 1, section 7,9, pages 66-82 & 95-114)**

- a. Examine the hemorrhagic conditions of early pregnancy, including spontaneous abortion, ectopic pregnancy, and gestational trophoblastic disease.
- b. Identify disorders of the placenta, such as placenta previa and abruptio placentae, that may result in hemorrhage during late pregnancy.
- c. Identify the effects and management of hyperemesis gravidarum.
- d. Examine the development and management of hypertensive disorders of pregnancy.
- e. Compare Rh and ABO incompatibility in terms of etiology, fetal and neonatal complications, and management

**Chapter 26      Concurrent disorders during pregnancy (ATI unit 1, section 8,9, pages 83-114)**

- a. Examine the effects of pregnancy on glucose metabolism.
- b. Examine the effects and management of preexisting diabetes mellitus during pregnancy.
- c. Examine the effects and management of gestational diabetes mellitus.
- d. Compare management of the pregnant and postpartum woman who has heart disease.
- e. Examine the maternal and fetal effects of specific hematologic disorders and the required management during pregnancy.
- f. Identify the effects, management, and nursing considerations of specific preexisting conditions discussed in this chapter.
- g. Identify the maternal, fetal, and neonatal effects of the most common infections that may occur during pregnancy

**Chapter 27      The woman with an intrapartum complication (ATI unit 1, 2 section 10, 16 pages 115-126 & 204-221)**

- a. Identify abnormalities that may result in dysfunctional labor.
- b. Identify maternal and fetal risks associated with premature rupture of the membranes.
- c. Analyze factors that increase a woman's risk for preterm labor.
- d. Identify maternal and fetal problems that may occur if pregnancy persists beyond 42 weeks.
- e. Identify common intrapartum emergencies.
- f. Identify therapeutic management of each intrapartum complication.
- g. Apply the nursing process to care of women with intrapartum complications and to their families.

**Chapter 28      The woman with a postpartum complications (ATI unit 3, section 20,21,22, pages 255-294)**

- a. Identify postpartum hemorrhage in terms of predisposing factors, causes, signs, and therapeutic management.
- b. Examine major causes, signs, and therapeutic management of subinvolution.
- c. Identify three major thromboembolic disorders (superficial venous thrombosis, deep vein thrombosis, pulmonary embolism) and their predisposing factors, causes, signs, and therapeutic management.
- d. Identify puerperal infection in terms of location, predisposing factors, causes, signs and symptoms, and therapeutic management.
- e. Examine the major mood disorders (postpartum depression, postpartum psychosis, and bipolar II disorder) and anxiety disorders (panic disorder, postpartum obsessive-compulsive disorder, and posttraumatic stress disorder).

**Chapter 29      The high risk newborn: problems related to gestational age and development (ATI unit 4, section 27, pages 353-388)**

- a. Identify the implications of late preterm birth.
- b. Identify the special problems of the preterm infant.
- c. Identify common nursing diagnoses for preterm infants, and explain the nursing care for each.
- d. Identify the complications that may result from premature birth.
- e. Identify the characteristics and problems of the infant with postmaturity syndrome.
- f. Identify the effects of fetal growth restriction.
- g. Compare the problems of the large-for-gestational-age infant with those of the small-for-gestational-age infant.

**Chapter 30      The high risk newborn: acquired and congenital conditions (ATI unit 4, section 27, pages 353-388)**

- a. Identify the steps involved in neonatal resuscitation.
- b. Identify common respiratory problems in the newborn.
- c. Identify the causes and significance of nonphysiologic jaundice.
- d. Examine the nursing care of the infant with nonphysiologic jaundice.
- e. Identify causes of neonatal infections and nursing care for infants with infections.
- f. Identify the effect of maternal diabetes on the newborn and implications for nursing care.
- g. Identify hypocalcemia and phenylketonuria and the nursing considerations of each.
- h. Identify the effect of maternal substance abuse on the newborn and the nursing care.

**Chapter 31 Management of fertility and infertility (ATI unit 1 section 1-2, pages 2-22)**

- a. Identify the role of the nurse in helping couples choose contraceptive methods.
- b. Identify important considerations when choosing a contraceptive method.
- c. Explain why informed consent is important for contraception.
- d. Compare and contrast contraceptive needs of adolescent and perimenopausal women.
- e. Identify the mechanism of action, advantages, disadvantages, side effects, and teaching needed for methods of family planning.
- f. Identify factors that can impair a couple's ability to conceive.
- g. Identify factors that can cause repeated pregnancy losses.
- h. Specify evaluations that may be performed when a couple seeks help for infertility.
- i. Identify the use of procedures and treatments that may aid a couple's ability to conceive and carry the fetus to viability.
- j. Identify the nurse's role for families needing care related to fertility or infertility

**Chapter 32 Women's health care**

- a. Identify examinations and screening procedures that are recommended to maintain the health of women.
- b. Identify benign disorders of the breast, relate them to common age of onset, and describe the diagnostic procedures used to rule out breast cancer.
- c. Examine the incidence, risks, pathophysiology, management, and nursing considerations of malignant breast tumors.
- d. Identify cardiovascular disease in women, including risk factors, signs and symptoms, and measures to reduce risk.
- e. Identify the four most common menstrual cycle disorders.
- f. Identify management options for premenstrual syndrome (PMS) and premenstrual dysphoric disorder (PMDD), and nursing considerations.
- g. Identify procedures, possible complications, and follow-up care related to elective termination of pregnancy, also called induced abortion.
- h. Identify physical and psychological changes associated with menopause and options to alleviate uncomfortable changes.
- i. Examine osteoporosis and measures to reduce severity.
- j. Identify the major disorders associated with pelvic relaxation in terms of causes, treatments, and nursing considerations.
- k. Identify the signs and symptoms, management, and nursing considerations for the most common benign and malignant disorders of the reproductive tract.
- l. Identify care of the woman with an infectious disorder of the reproductive tract, including sexually transmitted diseases, pelvic inflammatory disease, and toxic shock syndrome

**Chapter 33 Physical assessment of children (ATI book see unit one section 2 page 7)**

- a. Apply principles of anatomy and physiology to the systematic physical assessment of the child.
- b. Identify the major components of a pediatric health history.
- c. Identify the principal techniques for performing a physical examination.
- d. Use a systematic and developmentally appropriate approach for examining a child.
- e. Compare the general sequence of the physical examination of the infant, the young child, the school-age child, and the adolescent.
- f. Record physical examination findings in a systematic way

**Chapter 34      Emergency care of the child (ATI unit 2, section 42, pages 465-494)**

- a. Compare the child's airway anatomy with that of an adult and explain the significance of the differences in managing the pediatric airway.
- b. Assess the early signs of shock in infants and children, recognizing that changes in heart rate and skin signs are more accurate signs of early shock than is decreased blood pressure.
- c. Examine *triage* and list the most important factors to assess when obtaining an overall ("across the room") impression of an infant's or a child's condition.
- d. Identify indications that suggest a child brought into the emergency care setting has been neglected or abused, and discuss the nurse's responsibility for reporting possible neglect or abuse.

**Chapter 35      The ill child in the hospital and other care settings(ATI unit 1, section 10, pages 82-91)**

- a. Identify the nurse's role in various settings where care is given to ill children.
- b. Examine the child's response to illness.
- c. Identify the stages of separation anxiety.
- d. Identify the factors that affect children's responses to hospitalization and treatment.
- e. Identify the psychological responses of families to the illness of a child in the family

**Chapter 36      The child with a chronic condition or Terminal illness (ATI unit 1, section 11, pages 91-99)**

- a. Analyze the effects of a chronic illness on the child and family.
- b. Compare the concerns and needs of the child and family dealing with a chronic illness.
- c. Compare the stages of death and dying.
- d. Apply the concepts of death and dying as they relate to the pediatric patient.
- e. Compare the concerns and needs of the child and family facing an impending death.
- f. Analyze the nurse's response to death and dying in the pediatric population.
- g. Use the nursing process to describe nursing care of the chronically ill and dying child

**Chapter 37      Principles and procedures for nursing care of children**

- a. Compare anatomic and physiologic differences in children and adults as they apply to selected procedures.
- b. Identify psychosocial considerations unique to children undergoing selected procedures.
- c. Identify techniques useful for eliciting cooperation from the child undergoing selected procedures.
- d. Identify step-by-step nursing actions and the rationales for performing selected procedures

**Chapter 38      Medication administration and safety for infants and children (ATI unit 1, section 8, pages 64-72)**

- a. Identify different methods of administering medications to children.
- b. Compare the advantages and disadvantages of each route of administering medication to children.
- c. Identify the physiologic differences between children and adults that affect medicating a child.
- d. Identify quality and safety issues associated with medication administration in children

**Chapter 39 Pain management for children (ATI unit 1, section 9, pages 73-81)**

- a. Compare the myths and realities of pain and pain management.
- b. Discriminate between acute and chronic pain.
- c. Examine pain assessment in children according to developmental stages.
- d. Identify common pain assessment tools.
- e. Compare non-pharmacologic and pharmacologic interventions that may be used for pediatric pain management.
- f. Use the nursing process to describe nursing care of the child in pain

**Chapter 40 The child with fluid and electrolyte alteration**

- a. Identify the regulatory mechanisms that maintain fluid and electrolyte balance in the body.
- b. Compare those differences in body fluid and electrolyte composition and regulation between infants or children and adults that make infants and children more vulnerable to imbalances.
- c. Examine dehydration and acid-base imbalance.
- d. Differentiate among the various types of acid-base disturbances.
- e. Identify the processes and nursing care of a child with diarrhea or vomiting.
- f. Integrate assessment findings with nursing implementation to determine the success of therapy.
- g. Identify nursing interventions to prevent fluid and electrolyte imbalances

**Chapter 41 The child with an infectious disease (ATI unit 2, section 35-37, pages 397-419)**

- a. Analyze the infectious process.
- b. Compare the modes of transmission of infectious diseases.
- c. Analyze the pathophysiology, clinical manifestations, complications, and nursing management of childhood infectious diseases.
- d. Analyze the pathophysiology, clinical manifestations, complications, and nursing management of sexually transmitted diseases.
- e. Use the nursing process to describe the nursing care of a child with an infectious disease

**Chapter 42 The child with an immunologic alteration (ATI unit 2, section 38, pages 420-429)**

- a. Identify how the immune system attempts to maintain homeostasis of the internal and external environment and what happens when it overfunctions or underfunctions.
- b. Identify how neonates acquire active and passive immunity.
- c. Delineate how to prevent the spread of organisms in children with an immune deficiency.
- d. Identify how to prevent, test for, care for, and support children with human immunodeficiency virus and their families throughout the entire spectrum of illness.
- e. Outline critical information needed by families with children receiving long-term corticosteroid therapy.
- f. Identify nursing interventions to help prevent the sudden death of a child having an anaphylactic reaction

**Chapter 43      The child with a gastrointestinal alteration (ATI unit 2, section 22,23, pages 233-261)**

- a. Identify the development of the gastrointestinal system and its relation to selected congenital defects.
- b. Identify the anatomy and physiology of the gastrointestinal system in the infant and child.
- c. Identify the common diagnostic and screening tests used to detect alterations in gastrointestinal function.
- d. Identify and discuss and demonstrate an understanding of the pathophysiology, etiology, clinical manifestations, diagnostic evaluation, and therapeutic management of malabsorption and infectious problems affecting the gastrointestinal system.
- e. Utilize expected nursing diagnoses for gastrointestinal alterations.
- f. Use the nursing process to develop nursing care plans and teaching guidelines for the child with gastrointestinal alterations.
- g. Develop home care guidelines for the child with gastrointestinal alterations.
- h. Implement child and family teaching.
- i. Develop nursing implications for common medications used with the child with gastrointestinal alterations.
- j. Demonstrate critical thinking skills to manage a given patient care situation

**Chapter 44      The child with a genitourinary alteration (ATI unit 2, section 24-26, pages 263-287)**

- a. Identify the anatomy and physiology of the infant's and child's genitourinary system.
- b. Identify the most common diagnostic and screening tests used to assess alteration in genitourinary function.
- c. Identify frequently seen alterations in the genitourinary system.
- d. Use the nursing process to assess, plan, and provide nursing care to children with common genitourinary alterations.
- e. Develop home care guidelines for the child with a genitourinary alteration

**Chapter 45      The child with a respiratory alteration (ATI unit 2, section 16-19, pages 142-191)**

- a. Identify the differences in the anatomy and physiology of the infant's or child's respiratory system that increase the risk for respiratory disease.
- b. Outline nursing care for a child with allergies to inhalants.
- c. Identify the pathophysiology, clinical manifestations, and therapeutic management of common acute and chronic respiratory alterations.
- d. Identify the nursing care needs of infants and children with acute and chronic respiratory alterations.
- e. Develop guidelines for the home care of a child with an acute respiratory alteration.
- f. Identify common triggers of asthma symptoms.
- g. Apply measures that can be taken to prevent and treat asthma episodes.
- h. Identify teaching needs for children with asthma and their families.
- i. Identify the nursing care of the child with cystic fibrosis.
- j. Identify measures to maintain adequate oxygenation and provide appropriate developmental stimulation for the child with bronchopulmonary dysplasia.
- k. Identify ways to prevent the transmission of tuberculosis and explain the importance of administering antituberculosis medications as prescribed

**Chapter 46      The child with cardiovascular alteration (ATI unit 2, section 20 pages 193-210)**

- a. Identify the anatomy and physiology of the normally functioning heart.
- b. Identify the major circulatory changes that occur in the fetus during the transition from intrauterine to extrauterine life.
- c. Identify the various classifications of congenital heart disease, describe their underlying mechanisms, and list the associated congenital cardiac defects.
- d. Identify the nursing process used for an infant or child with congestive heart failure.
- e. Identify the major physiologic features and the therapeutic management of a child with a heart defect, including left-to-right shunting lesions, right-to-left shunting lesions, and obstructive or stenotic lesions.
- f. Identify the importance of early recognition and treatment of infective endocarditis.
- g. Identify nursing care of a child with rheumatic fever, Kawasaki disease, or hypertension.
- h. Identify why high cholesterol is an important health issue for children and adolescents, and describe the assessment and nursing management of this problem in children in the community.
- i. Identify the effects of childhood obesity on future cardiovascular health

**Chapter 47      The child with hematologic alteration (ATI unit 2, section 21, pages 211-231)**

- a. Examine the anatomy and physiology of the hematopoietic system.
- b. Identify the pediatric differences related to blood and blood formation.
- c. Identify the role of the nurse in the prevention of iron deficiency anemia.
- d. Identify common factors in the care of a child with anemia.
- e. Examine the pathophysiology and therapeutic management of common hematologic alterations.
- f. Utilize possible nursing diagnoses for children with hematologic alterations.
- g. Identify possible nursing care for children with hematologic alterations

**Chapter 48      The child with Cancer (ATI unit 2, section 39-41, pages 430-463)**

- a. Identify common clinical manifestations of childhood cancer.
- b. Identify the treatment modalities used in the treatment of children with cancer.
- c. Demonstrate an understanding of the nursing care associated with caring for a child with cancer.
- d. Identify symptom management of the child with cancer

**Chapter 49      The child with alteration in tissue integrity (ATI unit 2, section 30-32, pages 340-376)**

- a. Contrast characteristics of the neonate's, child's, and adult's skin.
- b. Identify the manifestations of common skin disorders seen in infants and children.
- c. Identify the management of skin disorders seen frequently in children, such as bacterial, fungal, and viral infections; infestations; inflammatory disorders; acne vulgaris; and insect bites and stings.
- d. Identify common causes of burns in children and the prevention of burn injuries.
- e. Analyze the implications of burn injuries in children.
- f. Describe the therapeutic management and nursing care of children with minor burns.
- g. Apply the nursing process to the care of infants and children with skin disorders

**Chapter 50      The child with musculoskeletal alteration (ATI unit 2, section 27-29, pages 290-338)**

- a. Examine the implications of differences in the anatomy and physiology of the growing musculoskeletal systems of infants and young children in comparison to the mature musculoskeletal system.
- b. Identify the pathology, etiology, manifestations, diagnostic evaluation, and therapeutic management of musculoskeletal alterations frequently seen in infants, children, and adolescents.
- c. Identify characteristic assessments that indicate alterations in musculoskeletal function.
- d. Utilize appropriate nursing diagnoses for children with an alteration in musculoskeletal function.
- e. Summarize the treatment modalities used to manage the child with a musculoskeletal alteration.
- f. Design, implement, and evaluate appropriate nursing interventions for the child with altered musculoskeletal function

**Chapter 51      The child with endocrine or metabolic alteration (ATI unit 2, section 33-34, pages 378-395)**

- a. Identify the major hormones of the endocrine system.
- b. Compare and contrast the signs and symptoms of hypothyroidism versus hyperthyroidism.
- c. Compare and contrast diabetes insipidus and syndrome of inappropriate antidiuretic hormone as they relate to fluid and electrolyte balance.
- d. Identify the psychosocial issues concerning children with precocious puberty.
- e. Identify the role of insulin in the metabolism of carbohydrates, fats, and proteins in both the fasting and postprandial states.
- f. Compare and contrast type 1 diabetes mellitus and type 2 diabetes mellitus.
- g. Identify management goals and nursing implications of insulin therapy, diet therapy, exercise, self-monitoring of blood glucose, and urine ketone monitoring in the care of the child with type 1 diabetes.
- h. Identify the signs, symptoms, causes, and treatment of hypoglycemia and hyperglycemia in the child with diabetes.
- i. Identify the pathophysiology of diabetic ketoacidosis, and describe the management and nursing care of the child in diabetic ketoacidosis.
- j. Identify management goals and nursing implications of medication, diet therapy, exercise, and self-monitoring of blood glucose in the care of the child with type 2 diabetes

**Chapter 52      The child with neurologic alteration (ATI unit 2, section 12-14, pages 101-133)**

- a. Identify the anatomy and physiology of the nervous system.
- b. Identify the normal compensatory mechanisms that keep intracranial pressure within a constant range.
- c. Identify the neurologic differences among the infant, child, and adult.
- d. Perform a neurologic assessment of a child and record findings.
- e. Utilize the nursing process to assess, plan, and provide nursing care to children with common neurologic alterations.
- f. Identify the nursing implications of medications frequently used in the management of neurologic disorders.
- g. Prepare teaching strategies that can be used for the child with neurologic problems and the child's family.
- h. Identify the measures used to keep a child safe during a seizure.
- i. Identify the measures used to prevent or treat cerebral edema.
- j. Differentiate between abnormal flexion and extension posturing and discuss the significance of each.



**Chapter 53      Psychosocial problems in children and families (ATI unit 2, section 43, pages 479-494)**

- a. Identify risk factors for emotional and behavioral disorders that emerge in childhood and during adolescence.
- b. Recognize symptoms, behaviors, and characteristics for emotional and behavioral disorders.
- c. Identify the individual and familial factors and behaviors that correlate to childhood depression, suicide, or suicide attempts.
- d. Develop a nursing care plan for a child at risk for suicide and the child's family, as well as for the support of a family with a child who has committed suicide.
- e. Identify the incidence, risk factors, symptoms, and nursing interventions for children with eating disorders and their families and describe their nursing care.
- f. Identify the primary symptoms and manifestations of children with attention- deficit/hyperactivity disorder and describe their nursing care.
- g. Identify signs and symptoms of substance abuse disorders and develop a nursing care plan.
- h. Identify the major types of abuse and neglect seen in children, their contributing factors, and nursing care for abused children and their families

**Chapter 54      The child with developmental disability (most of this chapter covered in mental health)**

- a. Define the concepts of maturational and developmental disorders, including intellectual disability, developmental disorders, and autism spectrum disorders.
- b. Develop understanding of the use of the terms *intellectual disability* versus *mental retardation*.
- c. Identify the various causes of intellectual and developmental disabilities.
- d. Identify educational and support resources for families with a child who has an intellectual disability or developmental delay.
- e. Develop appropriate nursing strategies for supporting the family and child with an intellectual disability or developmental delay.
- f. Develop nursing strategies for families caring for a child with Down syndrome.
- g. Identify behavioral characteristics and appropriate nursing actions when working with a child with fragile X syndrome.
- h. Identify characteristics and appropriate nursing interventions for an infant with fetal alcohol syndrome, and appropriate family assessment and intervention.
- i. Identify the basic diagnostic criteria for the autism spectrum disorders.
- j. Identify genetic aspects of intellectual and developmental disorders.
- k. Identify the major considerations in working with the family of a child with an intellectual or developmental disorder or disability.
- l. Develop home care interventions appropriate to the family's abilities and to the developmental needs of a child with an intellectual or developmental disorder or disability

**Chapter 55      The child with sensory alteration (ATI unit 2, section 15, pages 134-140)**

- a. Identify the nurse's role in assessing for sensory alterations. Describe specific nursing care for children with health problems affecting the eye and ear.
- b. Identify how alterations in the sensory organs affect the child's ability to communicate.
- c. Identify potential growth and development interruptions that may occur with problems affecting the sensory organs

When using your ATI for studying please pay special attention to the NCLEX Connection pages, they will give you a focus for studying.