

**Nursing 125**  
**Nursing Process II**

Instructor: Donna Davis

**I. Course Description:**

This course is designed to integrate previous science and nursing course theory. This course provides theoretical perspective, science-based knowledge and principles needed by students to guide their application of the nursing process and choice of the nursing interventions for individuals with common physiological alterations. Professional, legal and ethical issues are explored. Through utilization of developmental theories (primarily Erickson) and the Roy Adaptation Model, this course focuses on the nursing role as communicator, provider of care, patient advocate, and client teacher for individuals experiencing adaptation problems across the lifespan in the physiologic mode, psychologic mode, and selected adaptation problems for person with common and/or chronic medical and/or surgical conditions related to surgery, respiratory system, musculoskeletal system, reproductive system, and integumentary system. Maternal-newborn nursing is presented, including antenatal, intrapartal, and postpartum normal and abnormal adaptation. Normal and high-risk neonatal care is examined. Components of infusion therapy will also be discussed. Variations in nursing care for individual of different socio-economic and cultural backgrounds will be considered. This course also involves clinical application of both theoretical concepts taught in this class, Nursing Process I, and tactile skills taught in Nursing Skills Laboratory I and II. All aspects of the nursing process will be applied to client situations.

**II. A. Prerequisites, if any:**

NURS 110	Nursing Process I
NURS 111	Nursing Skill Lab I
NURS 112	Nursing Process Application I
NURS 113	Pharmacology I

**B. Co-requisites, if any:**

NURS 121	Nursing Skills Lab II
NURS 123	Pharmacology II

**III. Student Learning Objectives:**

Upon completion of this unit, the student will be able to:

**THEORY COMPONENT:**

1. Determine the planning, implementation and evaluation of care for the adult, geriatric and pediatric client receiving infusion therapy.
2. Describe principles of physical assessment.
3. Determine the planning, implementation and evaluation of care for the adult, geriatric and pediatric client during the immediate pre and post surgical period.
4. Differentiate history and physical data to determine the client's level of respiratory adaptation and identify appropriate nursing care.

5. Determine actual and potential problems of the upper respiratory system in adult and pediatric clients and plan for health promotion, maintenance or restoration through the implementation of appropriate nursing care.
6. Determine actual and potential problems of the lower respiratory system in adult, geriatric and pediatric clients and plan for health promotion, maintenance or restoration through the implementation of appropriate nursing care.
7. Determine actual and potential problems of the musculoskeletal system in adult, geriatric, and pediatric clients and plan for health promotion, maintenance, or restoration through the implementation of appropriate nursing care.
8. Determine actual and potential problems of the reproductive system, both cancerous and non-cancerous and plan for health promotion, maintenance, or restoration through the implementation of nursing care.
9. Determine actual and potential problems of infertility and genetics.
10. Discuss nursing actions related to the use of contraceptives and the impact of cultural and religious beliefs and socioeconomic factors.
11. Differentiate history and physical data to determine health problems that may interfere with the functions of the integumentary system.
12. Determine actual and potential problems of the integumentary system for adult, geriatric and pediatric clients and plan for health promotion, maintenance or restoration through the implementation of appropriate nursing care.
13. Determine major concepts and conceptual issues underlying nursing care related to pregnancy and infants.
14. Differentiate history and physical data to determine the client's level of adaptation during the maternity cycle.
15. Determine actual and potential problems of pregnancy during the antepartal period and plan for health promotion, maintenance, or restoration through the implementation of appropriate nursing care.
16. Determine actual and potential problems of pregnancy during the intrapartum period and plan for health promotion, maintenance, or restoration through the implementation of appropriate nursing care.
17. Determine actual and potential problems of pregnancy during the postpartum period and plan for health promotion, maintenance, or restoration through the implementation of appropriate nursing care.
18. Determine actual and potential problems of the newborn and plan for health promotion, maintenance, or restoration through the implementation of appropriate nursing care.
19. Determine actual and potential problems associated with the high-risk newborn and plan for health promotion, maintenance, or restoration through the implementation of appropriate nursing care.

**CLINICAL COMPONENT:**

1. Demonstrate competency in starting and maintaining peripheral infusion therapy
2. Demonstrate ability to administer intravenous fluids and medications, and to hang "piggy-backs" through a peripheral line
3. Assess for complications secondary to IV therapy

4. Demonstrate a head to toe assessment on adult, geriatric and pediatric patients
5. Plan and implement nursing care for an adult, geriatric and pediatric patients preparing for surgery.
6. Plan and implement nursing care for an adult, geriatric and pediatric patients recovering from surgery.
7. Plan, implement, and evaluate nursing care for adult, geriatric and pediatric patients with common and/or chronic adaptive disorders of the respiratory system.
8. Plan, implement and evaluate nursing care for adult, geriatric and pediatric patients with common and/or chronic adaptive disorders of the musculoskeletal system.
9. Plan, implement and evaluate nursing care for adult, geriatric and pediatric patients with common and/or chronic adaptive disorders of the integumentary system.
10. Plan, implement and evaluate nursing care for adult, geriatric and pediatric patients with common and/or chronic adaptive disorders of the reproductive system.
11. Plan, implement and evaluate nursing care for adult, geriatric and pediatric patients with common acute adaptive disorders of the reproductive cancers.
12. Plan, implement, and evaluate nursing care for women and families during the normal maternity cycle.
13. Plan, implement, and evaluate nursing care for women and families during the high-risk maternity cycle.
14. Plan, implement and evaluate care for the normal newborn adaptation.
15. Plan, implement and evaluate care for the high-risk newborn adaptation.

#### **IV. Course Requirements:**

##### **A. Hours**

Nursing Process II, Nursing 125, is an 8.5 unit theory and clinical course. Lectures are held 4 hours and 30 minutes per week and clinical hours are 13 per week. **Clinical hours may be adjusted to meet the required assignment locations; this may include a clinical rotation at a different time than posted or on a different day. Students are responsible for transportation to clinical sites and attendance at all scheduled clinical rotations.**

##### **B. Assignments:**

Reading, CD/video, and writing assignments are required. Students will be expected to read, understand, and critique information from college level textbooks, nursing journals, or equivalent. The reading list will include texts used in prior nursing courses and those required of this course (see text book list). Additional reading assignments will be required to supplement textbook material. Writing assignments will reflect the objectives listed and may include, but not be limited to, short essays and/or professional papers. Outside assignments including but not limited to nursing lectures, independent exercises, and learning center activities may be assigned and are required.

Clinical pre-assignments will include preparing for clinical by obtaining patient data, developing a mini-care plan, writing out drug cards or having reviewed PDA drug information, and completing pre-assignments as designated for each clinical area. Clinical hours will be spent providing professional nursing care to assigned patients and observations in various clinical departments. Written post-assignments will relate to the clinical experience and may include but not be limited to care plans, case studies, professional papers, and journal entries. Clinical sites may include hospitals, clinics, schools, and social service agencies.

You must complete all facility requirements, i.e., CPR, immunizations, background checks, etc., prior to clinical rotations. You will not be allowed to attend any clinical hours until this is done. If over the maximum hours of absenteeism because of this, you will be dropped.

Simulations are a safe learning environment where all students will have the opportunity to interact within a structured scenario. Simulations may be utilized during this class and simulation materials will be handed out during the semester. All advance assignments must be completed before the start of class. Failure to complete the pre-assignment will prevent you from attending the class for the day and results in a clinical absence.

Plagiarism and cheating policies noted in the student handbook and IVC policies will be strictly enforced. It is recommended that you visit the college library to become acquainted with research tools available to you.

### **C. Methods of Evaluation:**

Students must maintain a “C” average grade as determined by the scale below:

- A = 92-100%
- B = 83-91%
- C = 75-82%
- D = 68-74%
- F = Below 68%

Grades will not be “rounded”. To advance to the next semester, a “C” or better is required in this course and the co-requisite courses.

All of the following must be attained to successfully pass this course:

- A. Final Theory Exam score must be passed at a 75%.
- B. Clinical grade must total equivalent of 75% or greater based on all points accumulated.
- C. Theory grade must total equivalent of 75% or greater.
- D. Pharmacology math quiz must be passed as described below.
- E. Attendance requirements as noted below must be met.
- F. Less than 3 unsatisfactories in clinical work must occur.

Once the above are met, theory and clinical grades will be combined with theory worth 70% and clinical worth 30% to give the final overall grade.

Testing will include no more than 10 examinations in addition to written, demonstration, and oral assignments, and a final examination. Pop quizzes may be included. THERE WILL BE NO MAKE-UPS FOR TESTS OR QUIZZES MISSED DUE TO ABSENCE.

Clinical evaluation will be done on an ongoing basis with a student required to “meet expectations” in all areas to pass the course. Evaluation is based on written assignments, adherence to nursing standards of care, and professional performance. An unsatisfactory in clinical may be given based on the same standards of care and professional performance and will require remediation in the learning center. Three unsatisfactory grades given in clinical or failure to meet the clinical objectives will result in failure of this class regardless of the overall grade.

As a measure of safety, a math dosage calculation exam will be given. The math dosage calculation exam will have 25 questions. The student must obtain a score of 92% or better to pass the test and course. The score will not be included in the grade point average for this class; it is a pass/fail assignment. If the student is unsuccessful on the third attempt taking the math exam, the student will not be allowed to progress to the next semester. The student will receive a grade of “F” in the current nursing course if the third attempt occurs after the last day to drop with a “W”. The first exam will be given during clinical hours. Any follow-up exams will take place outside of regularly scheduled clinical hours.

Schedule and total points available may change at the discretion of the instructors, taking into account the progress of students with the materials.

ATI testing on Maternal-Newborn nursing is a part of the theory graded section of the NS125 course. The “Adjusted Individual Score” will be counted as one test grade. Two opportunities will be given for this test with the higher score being used for the grade. Students are responsible for reading all material in the ATI Maternal-Newborn book prior to the assigned test date.

To evaluate a student’s ability to provide for patient safety and to demonstrate clinical competence, students must be present in clinical. Absenteeism and/or tardiness beyond the maximum allowed will result in being dropped from NS125. This will result in a “W” grace if before the drop date and “F” if after that date.

You are responsible for withdrawing (W) from the class before the deadline as outlined on your registration forms. Failure to pass this class will affect your ability to progress to the next semester. Students failing or withdrawing must complete a Petition to Re-Enter.

**D. Attendance:**

It is the responsibility of each student to attend all classroom and clinical hours and to contact the faculty person before the start of class of any need to be excused from class. If a student does not contact the faculty member by the assigned time and is absent, a clinical unsatisfactory for

professional behaviors will be given. Students are expected to attend all classes. **Absences are limited to 4 hours and 40 minutes of theory and 13 hours of clinical throughout the semester (equivalent to number of hours class meets in one week).** A student who reaches the maximum allowable hours of absenteeism or tardiness may be dropped by the instructor.

Acceptance of absenteeism excuses is at the discretion of the faculty member and may result in failure of the class. A student who reaches the maximum allowable number of hours absent and is not allowed to continue may file a petition to reenter the nursing program. The teaching team will meet with the student to discuss remediation and the possibility of reentry.

Students who are late for class/clinical three times will be considered absent for one day.

## **V. Methods of Instruction**

The appropriate method of instruction will be determined by each instructor and may include, but not be limited to the following: classroom lecture, small group discussions, student presentations, demonstration, simulations, video/CD assisted instruction, audiovisuals, textbooks, handouts, and required reading and assignments.

During all classroom and clinical instruction time, every person will be respected within the group and it is expected that all interactions between students, faculty, and other staff will take place professionally and courteously.

## **VI. Student Learning Outcomes**

Upon completion of this course, the student will be able to:

1. determine actual and potential problems of the maternity cycle and appropriate nursing responses to restore and promote health.
2. plan, implement, and evaluate outcome of nursing care of adult and/or pediatric patients with common problems of the respiratory, surgical, and/or reproductive systems.
3. demonstrate safe medication administration in a simulated or clinical setting.
4. demonstrate critical thinking through development of a nursing care plan on one selected patient in the clinical setting.
5. demonstrate effective verbal and written communication in a clinical setting.
6. plan, implement, and evaluate nursing care of the obstetric and newborn client.
7. demonstrate theoretic knowledge of nursing care for the patient with a respiratory problem.
8. demonstrate professionalism and preparation for effective participation in the clinical setting.

## **VII. Disabilities**

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible.

DSP&S  
Health Science Building, Room 2117  
355-6312

**Books for 2<sup>nd</sup> semester F12-NS125 and NS121  
REQUIRED**

Author	ISBN	Title	Edition	Year	Publisher
Ball Bindler Cowan	9780132111751	Principles of Pediatric Nursing: Caring for Children	5 <sup>th</sup>	2012	Pearson Prentice Hall
Davidson London Ladewig	9780132109079	Old's Maternal Newborn Nursing & Women's Health across the Lifespan w/CD	9 <sup>th</sup>	2012	Prentice Hall
Smeltzer	9780781785907	Brunner Textbook of Med-Surg Nursing w/CD (2-vol set)	12 <sup>th</sup>	2010	Wolters Kluwer LWW
Lynn	9780781793841	Taylor's Clinical Skills	3rd	2011	Wolters Kluwer LWW

**RECOMMENDED**

Author	ISBN	Title	Edition	Year	Publisher
Hogan	9780132956864	Reviews & Rationales: Maternal Newborn Nursing	3rd	2013	Prentice Hall
Smeltzer	9780781785921	Handbook for Brunners Textbook of Med-Surg Nursing	12 <sup>th</sup>	2009	Wolters Kluwer LWW
London	9780132557788	Workbook for Olds' Maternal Newborn Nursing	9th	2012	Prentice Hall
Smeltzer	9780781785945	Brunners Study Guide for Textbook of Med-Surg Nursing	12 <sup>th</sup>	2009	Wolters Kluwer LWW
Springhouse	9781451108187	NCLEX-RN Maternal	1st	2010	Wolters

		Neonatal Nursing Made Incredibly Easy w/CD			Kluwer LWW
Springhouse	9781605471983	IV Therapy Made Incredibly Easy	4 <sup>th</sup>	2009	Wolters Kluwer LWW
Fischbach	9780781771948	Manual of Lab and Diagnostic Testing	8 <sup>th</sup>	2008	Wolters Kluwer LWW

(5/9/12)

## **CLASSROOM OBJECTIVES:**

### **Unit #1: Nursing Physical Assessment**

#### **Description:**

This unit focuses on the theoretical and practical knowledge necessary to perform a health assessment.

#### **Unit Outcome Competencies:**

The student will be able to describe a comprehensive nursing assessment.

#### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will be able to:

1. Describe subjective and objective data needed to formulate a nursing diagnosis
2. Identify the components of a complete health history
3. Identify the components of a cultural, spiritual, nutritional and physical assessment
4. Describe the physical examination techniques of inspection, palpation, percussion, and auscultation
5. Describe the techniques of health history and physical assessment skill applied to different age groups

#### **Learning Activities:**

1. Know terminology
2. Complete reading assignments
3. View assigned audiovisual materials.
4. Discuss in class physical assessment skills for the adult, pediatric, and geriatric patient.
5. Discuss in class the components of a medical history and techniques used to effectively obtain information from a patient.



## **Unit #2: Infusion Therapy**

### **Description:**

This unit is designed to acquaint the student with the major concepts and components of peripheral infusion therapy.

### **Unit Learning Competencies:**

The student will engage in active practice to become familiar with all aspects of infusion therapy.

### **Student Learning Classroom Objectives:**

Upon completion of this unit the student will be able to:

1. Discuss all necessary policies and procedures needed and safely manage patient with I.V. therapy.
2. Discuss indication for venipuncture and intravenous therapy.
3. Discuss advantages and disadvantages of intravenous infusion therapy.
4. Discuss nutritional support, fluid volume replacement and volume maintenance.
5. Explain the principles of infection control instituted for the protection of the patient, self and others.
6. Discuss the nurses' role in providing health teaching in regard to I.V. therapy.
7. Identify the high risk factors related of I.V. therapy.
8. Discuss the interrelatedness of the cardiovascular, renal, respiratory and nervous system as to their effect on I.V. therapy.
9. Discuss nursing interventions designed to prevent adverse effects of I.V. therapy.
10. Discuss the difference of I.V. therapy for adults, children and the elderly.

### **Learning Activities**

1. Review the anatomy and physiology of the arterial and venous system
2. Review acid-base imbalances
3. Review fluid and electrolyte changes
4. Read/view assigned computer programs, A.V material and journal articles
5. Review I.V. math calculations

### **Unit #3: Nursing Process in Caring for the Pediatric and Adult Surgical Patient**

#### **Description:**

Hospitalization causes many changes in a person's perception of self. When surgery is planned while the patient is hospitalized, additional stress is placed on the patient and the family. Skillful and sensitive nursing care is required for patients and families to recover from the stress of illness and from the impact of an altered body image. The ultimate objective of nursing care of a surgical patient is to create an environment in which recovery is fully potentiated.

#### **Unit Learning Competencies:**

This unit will provide the theoretical and practical knowledge necessary to provide nursing care for surgical patients.

#### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will

1. Contrast the operative phases of a surgical procedure.
2. Identify the nurse's responsibility for each phase.
3. Explain the nurse's role in pre and postoperative patient teaching.
4. Discuss the effects of pain on a surgical patient throughout the operative phases.
5. Identify common pharmaceutical agents used pre and postoperatively for pain management.
6. Discuss common anesthetic drugs and relate them to the stages of anesthesia.
7. Discuss common complications that may occur during or after the surgical procedure.
8. Relate common complications to the body system affected and identify the symptoms and nursing interventions for each.
9. Discuss briefly the nurse's responsibility in the recovery room.
10. Discuss commonly used pre and post-operative medications (other than pain medications) in terms of their actions and side effects.
11. Discuss the various types of wound closure techniques, indications for use, removal techniques, and characteristics of wound healing/complications.

#### **Learning Activities:**

1. Know terminology
2. Read handout(s)
3. Use the preoperative, and postoperative checklists from the hospitals to plan care for simulated patient.
4. Familiarize yourself with the surgical checklist from the local hospitals.
5. Familiarize yourself with the anesthesia checklist used at the local hospitals.
6. View assigned videos and computer software.

## **Unit #4: Nursing Process in Providing Immediate Pre and Post Surgical Care to Individuals**

### **Description:**

Pre- and postoperative care is a common function of the nurse. The quality of the care given has a significant impact on the recovery of the client. Good preoperative teaching contributes to the client's response to surgery and prepares him/her for the postoperative period. The nurse's responsibility extends to the client and the family. This unit focuses on preoperative and post-operative nursing care for common surgical procedures and introduces nursing care for common complications of surgery.

### **Unit Outcome Competencies:**

This unit will provide the theoretical and practical knowledge necessary to provide nursing care to pre and post surgical patients.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will

1. Discuss the nurse's responsibility to client and family relative to emotional support prior to and during surgery.
2. Describe common cultural and religious considerations a nurse must have to be sensitive in providing pre and postoperative care.
3. Describe legal procedures that are required of the nurse and the doctor.
4. Discuss ethical responsibilities of the nurse in preparing a client for surgery.
5. Explain the purpose of surgical skin preparation.
6. List the characteristics of three types of anesthesia:
  - 1) General
  - 2) Regional
  - 3) Local
7. Discuss nursing interventions for common surgical complications:
  - 1) Pain
  - 2) Anxiety
  - 3) Nausea/Vomiting
  - 4) Hemorrhage
  - 5) Emotional Needs
8. Discuss the nurse's responsibility when the client is returned to the unit.
9. Discuss care plan development for any preoperative client across the lifespan.

### **Learning Activities:**

1. Know Terminology
2. Read assigned chapters
3. Read assigned chapters
4. View appropriate videos.
5. Use assigned computer software.
6. Discuss informed consent

## **Unit #5: Nursing Process in Assessment of the Respiratory System and Nursing Interventions in Caring for Adult Patients with Common Health Problems of the Upper Airway**

### **Description:**

Oxygen and gas exchange has a primary role in health maintenance. This unit focuses on prevention, maintenance, and restoration of acute and chronic upper respiratory problems in the adult.

### **Unit Learning Competencies:**

The student will demonstrate an understanding of the essential components of care for the adult client with an upper respiratory problem.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will

1. Identify the impact of respiration on the maintenance of homeostasis throughout the life span.
2. Explain common environmental/infectious interferences in the respiratory process.
3. Identify common symptoms of respiratory problems
4. Identify nursing responsibilities for prevention, maintenance and rehabilitation of patients with oxygen deficits.
5. Identify nursing interventions based on analysis of data collected on symptoms common to respiratory problems.
6. Explain importance of patient teaching in caring for patients with common problems of the respiratory system.
7. Explain nutritional requirements for a patient with respiratory problems.
8. Recognize common pharmacologic agents used for respiratory problems.
9. Explain common diagnostic tests used in diagnosis or treatment of patients with respiratory problems.

### **Learning Activities:**

1. Review anatomy & physiology of respiration.
2. Know terminology.
3. View audio-visual and computer software materials on respiratory function.
4. Discuss, in class, common symptoms of respiratory problems.
5. Discuss the nursing care for a patient having an oxygen deficit problem, including:
  - a) Physical assessment data
  - b) Diagnostic tests
  - c) Nursing interventions
    - a) Procedures
    - b) Medications
    - c) Nutrition
    - d) Interpersonal support systems

## **Unit #6: Nursing Process in the Care of Adult Patients with Common Health Problems of the Lower Airway and Inadequate Respiratory Exchange**

### **Description:**

This unit focuses on the identification of adaptation problems of the lower respiratory system and prevention, maintenance, and restoration of the client in relation to this system.

### **Unit Learning Competencies:**

The student will demonstrate an understanding of the essential components of care for the adult client with a lower respiratory system problem.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will

1. Identify common conditions of the lower respiratory system that result in problems for the adult.
2. Describe nursing care for an adult patient with a respiratory problem.  
Include:
  - a) Pathophysiology
  - b) Diagnostic tests
  - c) Pharmacologic agents
  - d) Nutritional requirements
  - e) Teaching/learning needs
  - f) Nursing interventions
  - g) Growth and development needs
  - h) Coping mechanisms
  - i) Legal/ethical issues
  - j) Cultural aspects
  - k) Psychosocial needs
3. Identify common infectious processes that result in respiratory problems in the adult.
4. Discuss health teaching needs of patients with acute and chronic respiratory problems.
5. Contrast pre & postoperative care of adult patients with chest surgery.
6. Identify nursing care needed for adult patients with common complications of chest surgery.

### **Learning Activities:**

1. Know terminology.
2. Review audio-visual material on respiratory conditions.
3. View assigned videos and computer software.
4. Discuss the psychological implications of chronic respiratory problems.
5. Discuss in class common lower respiratory system problems and nursing care and responsibilities in caring for these patients.

## **Unit #7: Nursing Process in the Care of the Pediatric Patient with Respiratory Problems**

### **Description:**

Oxygen and gas exchange has a primary role in health maintenance. This unit focuses on prevention, maintenance, and restoration of acute and chronic respiratory problems in the pediatric client. Alterations in patient management between the adult and pediatric client will be addressed.

### **Unit Learning Competencies:**

The student will demonstrate an understanding of the essential components of care for the pediatric client with a respiratory problem.

### **Classroom Objectives:**

Upon completion of this unit, the student will

1. Identify common conditions (including congenital) that result in respiratory problems in infants and children.
2. Describe data relevant to planning nursing care for infants and children with respiratory distress.
3. Analyze data relevant to planning nursing care for infants and children with respiratory distress.
4. Describe nursing care for infants and children with respiratory distress.

Include the following:

- a) Pathophysiology
  - b) Diagnostic tests
  - c) Pharmacologic agents
  - d) Nutritional requirements
  - e) Teaching/learning needs
  - f) Nursing interventions
  - g) Growth and developmental needs
  - h) Coping mechanisms
  - i) Legal and ethical issues
  - j) Cultural aspects
  - k) Psychosocial needs
5. Identify common infectious and allergic process that result in respiratory problems in infants and children.
  6. Explain pre and postoperative care of children with chest surgery.
  7. Identify nursing interventions for complications of children having chest surgery.
  8. Recognize cultural beliefs that may impact the nursing care of infants and children.
  9. Identify health promotion, maintenance and prevention methods utilized for pediatric respiratory disorders.

**Learning Activities:**

1. Know terminology
2. Read assigned chapters and articles.
3. Describe a patient teaching plan for parents of children with a recurring or chronic respiratory problem.
4. Discuss the diagnostic tests used in respiratory care for infants and children.
5. Discuss situations that demonstrate the need for sensitivity to social and cultural heritage and/or belief systems especially in the care of infants and children.
6. View assigned videos and computer software.

## **Unit #8: Nursing Care of the Patient with Common Problems of the Integumentary System**

### **Description:**

This unit focuses on the integumentary system and the application of the nursing process in caring for clients with adaptation problems to this system.

### **Unit Outcome Objectives:**

The student will demonstrate an understanding of the nursing care needed when working with the client with a problem of the integumentary system.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will

1. Identify subjective and objective data needed when assessing and planning care of the client with problems of the integumentary system.
2. Identify the three layers of skin and their function.
3. State the skin changes associated with aging.
4. Identify common skin lesions and their characteristics.
5. Describe nursing functions related to common skin tests and procedures used in diagnosing skin related disorders.
6. Describe the health education needs of the patient with infectious or parasitic skin diseases.
7. Compare the various types of dermatologic surgeries.

### **Learning Activities:**

1. Read assigned chapters.
2. View assigned audiovisual materials.
3. Know terminology and review objectives at beginning of chapters.
4. Discuss in class the physical, psychological, and social problems of the patient with integumentary system problems.
5. Discuss the nursing care of the patient with a problem of the integumentary system.



## **Unit # 9: Nursing Care of the Patient with Common Problems of the Musculoskeletal System-Adult**

### **Description:**

This unit focuses on the musculoskeletal system and the application of the nursing process to the problems associated with dysfunction and immobility of the adult.

### **Unit Outcome Competencies:**

The student will demonstrate an understanding of the essential components of care for the adult client with a musculoskeletal disorder.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will be able to:

1. Discuss the hazards of immobility as they impact a client's lifestyle.
2. Compare and contrast musculoskeletal disorders involving trauma, infection, inflammation, neoplasm and degenerative abnormalities.
3. Plan nursing care for a patient with a musculoskeletal problem.
4. Discuss the types of traction used in the care of clients with musculoskeletal dysfunctions including nursing interventions, safety, and health teaching needs
5. Compare and contrast the nursing interventions needed in the care of clients with surgical versus non-surgical musculoskeletal problems
6. Describe the importance of pain assessment and pain control in the clients with musculoskeletal dysfunction
7. Discuss the rehabilitation needs of the clients with one or more of the various types of musculoskeletal problems
8. Plan nursing care for a patient with a musculoskeletal problem.

Include:

- 1) Pathophysiology
  - 2) Diagnostic tests
  - 3) Pharmacologic agents
  - 4) Nutritional requirements
  - 5) Teaching/teaming needs
  - 6) Nursing interventions
  - 7) Growth and developmental needs
  - 8) Coping mechanisms
  - 9) Legal/ethical issues
  - 10) Cultural aspects
  - 11) Psychosocial needs
9. Identify inflammatory and infectious processes that result in musculoskeletal problems in the adult.
10. Discuss health teaching needs of patients with musculoskeletal problems.
11. Discuss common safety measures that can protect the musculoskeletal system and prevent accidents from occurring.
12. Compare the nursing needs of the patient undergoing total hip replacement to those of the patient undergoing total knee replacement.

13. Using the nursing process, discuss the nursing care of the elderly patient with a fractured hip.
14. Describe the rehabilitative and health education needs of the patient who has had an amputation.
15. Compare the health teaching needs and nursing interventions of the patient in traction to those of the patient with a cast.
16. Discuss the types of bone cancers, medical and surgical treatment modalities and nursing interventions.
17. Differentiate between contusions, strains, sprains and dislocations.
18. Identify assessment parameters used to identify pain and neurovascular complications related to musculoskeletal dysfunction.

**Learning Activities:**

1. Review physiology of bone healing.
2. Know terminology.
3. Review audio-visual material and computer programs on the musculoskeletal system as assigned.
4. Read current articles as assigned by instructors.
5. List the various types of casts, splints and slings, and their specific health teaching needs for each.
6. Discuss the psychological implications of having chronic musculoskeletal problems.
7. Discuss common musculoskeletal problems and nursing care and responsibilities in caring for these patients.

## **Unit # 10: Nursing Care of the Patient with Common Problems of the Musculoskeletal System – Pediatric**

### **Description:**

The unit focuses on common musculoskeletal problems in the infant, child and adolescent and emphasizes the importance of the nurse's role in health promotion of the child and support for the family.

### **Unit Outcome Competencies:**

The student will demonstrate an understanding of the essential components of care for the pediatric client with a musculoskeletal disorder.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will be able to:

1. Describe common congenital anomalies of the musculoskeletal system.
2. Compare and contrast the various medical and surgical treatment modalities used for common musculoskeletal disorders in pediatric clients.
3. Describe common surgical interventions and appropriate nursing care for the child with common bone and joint problems.
4. Discuss common infectious processes which result in musculoskeletal disorders.
5. Compare and contrast the types of fractures and discuss nursing principles involved in cast care, correctional devices and traction.
6. Discuss the various types of bone cancers in pediatric clients with emphasis on the nursing assessment, intervention and evaluation necessary. Include the importance of emotional support for both client and family.
7. Specify common diagnostic tests and nursing responsibilities related to diagnostic procedures used in evaluation of the pediatric patient.
8. Discuss nursing measures to prevent complications of immobility.
9. Discuss cultural considerations when caring for a child with a musculoskeletal disorder.
10. Describe types of traction equipment used for the child with a structural abnormality.
11. Describe nursing assessment of the musculoskeletal system.
12. Describe the significance of early assessment to the diagnosis of musculoskeletal dysfunction.

### **Learning Activities:**

1. Review anatomy and physiology and normal human growth and development of the musculoskeletal system.
2. Know terminology.
3. Review assigned audio-visual material and computer programs on the musculoskeletal system specific to the pediatric patient.
4. Review common congenital malformation, diagnostic assessments, treatments medical and surgical management, and nursing interventions.

5. Discuss in class the medical and surgical management of a pediatric patient with a musculoskeletal disorder.

## **Unit #11: Nursing Process in Caring for Patients with Common Health Problems of the Reproductive System**

### **Description:**

This unit presents common male and female reproductive system disorders that may occur over the lifespan. Nursing care of these disorders is presented and includes adaptation of the patient to changes in the reproductive system.

### **Unit Outcome Competencies:**

The student will demonstrate appropriate responses to patients requiring nursing care for reproductive disorders.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will be able to:

1. Describe diagnostic tests used to determine alterations in functioning of the male and female reproductive systems
2. Relate the physiology of menstruation and menopause with psychosocial and cultural considerations
3. Identify the educational and counseling needs of patients with STIs
4. Compare the various conditions of the uterus and ovaries with regard to nursing, medical, surgical, chemotherapeutic, and radiological interventions.
5. Identify risk factors, genetic issues, detection methods, treatments, and nursing interventions in managing benign and cancerous breast masses
6. Describe the physical, psychosocial, cultural, and rehabilitative needs of the patient following mastectomy
7. Compare and contrast different types of surgical intervention for cancer and hyperplasia of the prostate and nursing care for the patient undergoing treatment
8. Explain the physiological functioning of the male reproductive system
9. Describe common pediatric conditions of the male and female reproductive organs and nursing interventions
10. Identify contraceptive options for men and women and nursing education when caring for the patient requiring a method.

### **Learning Activities:**

1. Know terminology and review objectives at beginnings of chapters
2. Complete assigned readings
3. View assigned audio-visual materials and computer software
4. Discuss nursing care of the patient with a reproductive health problem, benign and cancerous.
5. Discuss the psychosocial and emotional issues related to reproductive health problems and implications for nursing practice.

## **Unit #12: Introduction to Maternal Newborn Health and Current Issues affecting this Population**

### **Description:**

This unit presents a basic overview of the concept of family-centered care, maternal-newborn nursing science, and social/legal/ethical issues in current perinatal care. It describes the changes in maternal-newborn nursing and the implications for nursing practice when caring for families.

### **Unit Outcome Competencies:**

The student will demonstrate an understanding of the dynamics of the family during the childbearing years and possible factors causing difficulty in this adaptation.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will be able to:

1. Identify significant social, legal, and ethical issues affecting childbearing families and nursing practice
2. Identify responsibilities of the nurse suspecting domestic violence
3. Describe the adaptation needs of the pregnant adolescent
4. Identify role options and care locations for nurses practicing in the maternal-newborn field
5. Identify care options available to maternal-newborn clients
6. Identify cultural beliefs affecting the provision of nursing care during the childbearing cycle
7. Delineate the nurse's responsibilities in providing sensitive and competent care to individuals and families during the maternity cycle

### **Learning Activities:**

- a. Know terminology and review objectives at beginning of chapters.
- b. Complete reading assignments on class schedules
- c. View assigned audio-visual materials and computer software.
- d. Discuss in class the contemporary maternal-newborn care issues, nursing roles and professional issues, statistical, ethical and legal issues.
- e. Discuss in class domestic violence issues with an emphasis on statistics, reporting requirements, nursing assessment and interventions for the care of an abused or abusing client.
- f. Discuss in class adolescent pregnancy statistics, risk factors, and factors promoting healthy outcomes.
- g. Investigate cultural considerations that may affect the provision of nursing care during the childbearing cycle.

## **Unit #13: Conception and Fetal Development, Changes of Pregnancy and Adaptation Problems related to Infertility and Genetics**

### **Description:**

The pregnant patient adapts to facilitate development of the fetus, protection of the pregnant patient and fetus, and passage of the fetus to the extrauterine environment. For some families, this adaptation works smoothly, for others problems related to infertility or genetics cause stress in the physiologic and psychologic modes. This unit explores the multisystem changes that occur in the woman's body during pregnancy, the phases of fetal development, and possible factors causing difficulty in this adaptation zone.

### **Unit Outcome Competencies:**

The student will demonstrate an understanding of the many changes to the body systems that occur during pregnancy, normal growth and development of the fetus, genetics and infertility issues.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will be able to:

1. Describe the anatomic and physiologic adaptations that occur in pregnancy to the woman and fetus
2. Summarize the significant changes in growth and development of the fetus and the vulnerable periods related to malformations
3. Identify the vulnerable periods during which malformations may occur and causes of these problems of fetal development
4. Identify the physical, emotional and psychological changes that commonly occur in a woman, her partner, and family during pregnancy
5. Identify the essential components of fertility and common causes of infertility
6. Describe current availability of options for families dealing with infertility and the nurse's role in providing care to these families
7. Identify the physiological and psychological effects of infertility on the couple
8. Compare characteristics of autosomal dominant, autosomal recessive, and X-linked recessive disorders
9. Describe preconception and postconception testing and treatment options related to genetic disorders
10. Describe the nurse's role in genetic counseling

### **Learning Activities:**

- a. Know terminology and review objectives at beginning of chapters.
- b. Complete reading assignments on class schedules
- c. View assigned audio-visual materials and computer software
- d. Review reproductive anatomy and physiology, conception, and fetal development.
- e. Discuss in class infertility causes, treatment options, and the nurse's role in providing infertility care.
- f. Discuss in class genetics and how it relates to pregnancy, nursing education of

- the patient, and testing options.
- g. Discuss your feelings about providing infertility and genetic counseling and nursing care.



## **Unit #14: Nursing Process in Caring for the Pregnant Patient**

### **Description:**

The nurse plays a significant role in assessing and planning care for individuals and families during the prenatal period. Emphasis on the promotion of a healthy lifestyle in an effort to improve the fetal outcome is provided. This unit presents a basic overview of the nursing assessments and interventions utilized during the prenatal period.

### **Unit Outcome Competencies:**

The student will demonstrate an understanding of the essential components of prenatal care during the childbearing years.

### **Student Learning Classroom Objectives:**

- a. Define the critical elements in a comprehensive prenatal history, including physical, nutritional, psychosocial, cultural, and socioeconomic.
- b. Define common obstetrical terms used in prenatal charting.
- c. Describe the expected physiological and psychological findings noted during assessment of the pregnant patient.
- d. Determine an estimated date of delivery using Nagele's rule and a pregnancy calculation wheel.
- e. Explain the danger signs associated with pregnancy and their related causes.
- f. Describe the recommended diet for a pregnant patient and adaptations required for the adolescent patient, underweight and overweight patients.
- g. Identify factors affecting teaching needs of the prenatal patient and how the nurse can individualize messages to meet these needs.
- h. Describe common discomforts in pregnancy and nursing interventions to resolve these discomforts.
- i. Describe cultural factors affecting the provision of prenatal care.
- j. Explain indications for antenatal fetal surveillance and options available.
- k. Compare procedures available for fetal evaluation and the benefits and risks related to each.
- l. Identify the nurse's role in fetal assessment in the outpatient and inpatient setting.
- m. Describe characteristics of reassuring and non-reassuring fetal heart rate patterns on the non stress test

### **Student Learning Activities:**

- a. Know terminology and review objectives at beginning of chapters.
- b. Complete reading assignments on class schedules
- c. View assigned audio-visual materials and computer software
- d. Describe the prenatal history taking process and the elements required in a comprehensive history.
- e. Discuss normal physical and psychological findings expected when doing a prenatal assessment.
- f. Discuss methods of fetal surveillance and assessment used throughout the

pregnancy, nursing practice related to these methods, and family response to testing.

- g. Compare diet recommendations for a low-risk prenatal patient with that of the pregnant adolescent, obese patient, and underweight patient.
- h. Describe the cultural adaptations related to the provision of prenatal care and education.
- i. Calculate estimated dates of delivery by using Nagele's Rule and a pregnancy calculation wheel.

## **Unit #15: Nursing Process in Caring for the Pregnant Patient At Risk**

### **Description:**

Although pregnancy is a normal event, it places physiological and psychological risk on the patient and her family. The nurse must be able to recognize pregestational and gestational health alterations that can affect the pregnancy and provide nursing care to decrease risks to the patient. This unit presents specific health disorders that can affect adaptation to the pregnancy and the nursing process utilized to facilitate care.

### **Unit Outcome Competencies:**

The student will demonstrate an understanding of the essential components of care for the pregnant woman with a disorder affecting the adaptation to pregnancy.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will be able to:

1. Define high-risk pregnancy and identify factors that can make a pregnancy high risk.
2. Describe pregestational health problems and their effect on a pregnancy.
3. Describe the nursing assessment and interventions required when caring for a pregnant patient with an underlying health problem.
4. Identify family and patient adaptations needed when dealing with a high-risk pregnancy.
5. Describe common health risks that may develop during a pregnancy and their effect on the management of care.
6. Describe the nursing assessment and interventions required when caring for a pregnant patient who develops a condition adding risk to the pregnancy.
7. Describe commonly used medications safe for use with high-risk pregnancies.
8. Use critical thinking to analyze ways that nursing care can remain family centered when caring for a patient with a high-risk pregnancy.

### **Learning Activities:**

- a. Know terminology and review objectives at beginning of chapters.
- b. Complete reading assignments on class schedules.
- c. View assigned audio-visual materials and computer software.
- d. Using simulated case studies, assess, plan, and implement nursing care for patients with a variety of high-risk conditions.
- e. Discuss your feelings when caring for patients with high-risk pregnancies.
- f. Discuss in class pregestational and gestational factors causing a pregnancy to be designated as high risk and the nursing process in providing care to these patients.
- g. Discuss in class the medical treatment and nursing interventions used in caring with patients with health risks affecting the pregnancy.

## **Unit #16: Nursing Process in Caring for the Intrapartum Patient**

### **Description:**

The labor process requires physiologic and psychological adaptations on the part of the pregnant patient and her family. During this time of rapid change, the nurse must utilize strong assessment and educational skills to provide appropriate care to the patient. This unit describes the labor process and the nursing management of patients during this life phase.

### **Unit Outcome Competencies:**

The student will demonstrate an understanding of the process of labor and nursing care of the intrapartum patient.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will be able to:

1. Describe the physiological and psychological changes occurring during labor.
2. Describe the premonitory signs of labor and differentiate between true and false labor
3. Describe the stages of labor and the maternal and fetal responses to labor.
4. Compare the educational needs of the patient and her coach during the stages of labor
5. Identify signs of complications in labor and delivery process and the nursing interventions needed.
6. Identify the intrapartum physical, psychosocial, and cultural assessments needed to plan nursing care for the intrapartum period.
7. Identify nursing interventions to meet the physiological and psychological needs of the laboring patient and her family during each stage of labor.
8. Describe nursing actions to facilitate and support the labor process for the woman and her family

### **Learning Activities:**

- a. Know terminology and review objectives at beginning of chapters.
- b. Complete reading assignments on class schedules
- c. View assigned audio-visual materials and computer software
- d. Review diagrams of fetal presentations and identify each one and its implication on labor.
- e. Discuss psychosocial and cultural aspects of patients and their effect on the labor and delivery process.
- f. Discuss in class the physiological and psychological effects of the labor process.
- g. Discuss the nursing process in caring for a labor patient and include
- h. Describe signs of labor and warning signs for imminent delivery. assessment and interventions needed in each stage of labor.
- i. Describe prepared childbirth education classes and breathing and coping techniques utilized during the labor and delivery process.

## **Unit #17: Nursing Process in Caring for the Intrapartum Woman at Risk, Pain Management in the Intrapartum Unit.**

### **Description:**

The birthing process is a time of normal responses for most individuals. Occasionally, labor and delivery can be a risk to mother and/or child. In such cases, the nurse must be able to assess the situation quickly and accurately and implement nursing actions appropriate to the situation. This unit presents a basic overview of caring for the patient with a complication affecting labor, and pain management during labor.

### **Unit Outcome Competencies:**

The student will demonstrate an understanding of the signs, symptoms, and nursing care of a patient with a complication affecting labor and delivery, and current medications used to manage labor pain.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will be able to:

1. Describe the psychological factors that may affect complications during labor and delivery.
2. Summarize types of fetal malposition and malpresentation, dysfunctional labor patterns, and fetal developmental abnormalities and their effects on labor.
3. Describe nursing care of the patient with a complicated delivery including fetal distress, fetal death, prolapsed cord.
4. Compare placental complications and the nursing assessment and interventions required
5. Describe nursing care required when caring for a patient with fetal distress
6. Identify ways to promote optimal family care when dealing with a high risk delivery situation
7. Describe rationale for use, procedure, nursing assessment, interventions, and evaluation needed during use of birth related procedures such as induction, amniotomy, episiotomy, forceps, and vacuum assistance.
8. Explain the indications for Cesarean birth, impact on the family unit, preparation and teaching needs, and nursing interventions.
9. Describe the use of systemic drugs to promote pain relief in labor
10. Compare the major types of regional analgesia and anesthesia, advantages and disadvantages, techniques, and nursing interventions and implications.
11. Describe the possible complications of regional and general anesthesia.
12. Formulate nursing diagnoses that address the needs of the woman and her family experiencing a complicated birth.

### **Learning Activities:**

- a. Know terminology and review objectives at beginning of chapters.
- b. Complete reading assignments on class schedules
- c. View assigned audio-visual materials and computer software

- d. Discuss in class common labor complications and the nursing process in caring for patients with these complications.
- e. Identify psychosocial and cultural factors affecting care of the patient with a labor complication.
- f. Formulate nursing diagnoses that address the needs of the woman and her family experiencing a complication of pregnancy.
- g. Discuss in class common birth-related procedures and the nursing interventions needed to promote safe and appropriate use.
- h. Identify nursing actions that may assist the family in coping with a complication at the time of delivery.
- i. Discuss in class common analgesia and anesthesia methods used in the intrapartum unit and nursing interventions related to their use.

## **Unit #18: The Nursing Process when Caring for a Patient during the Puerperium**

### **Description:**

The period after childbirth extends for approximately six weeks and is referred to as the puerperium. There are physiologic and psychological adaptations taking place for the entire family. Occasionally the postpartum period is disrupted by complications that need quick and efficient recognition and intervention. The nurse must assist the patient and family when adjusting to these circumstances. This unit presents a basic overview of the assessments and nursing interventions utilized during the postpartum period.

### **Unit Outcome Competencies:**

The student will demonstrate an understanding of the essential components of care for the postpartum woman and her family.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will be able to:

1. Identify the physical and emotional changes that take place during the postpartum period.
2. Describe nursing actions and assessment performed during the early and late stages of the postpartum period.
3. Identify psychosocial and cultural attitudes that impact the mother and family
4. Identify pharmacological agents commonly used for the mother during the postpartum period.
5. Provide proper discharge teaching to a postpartum patient leaving the hospital.
6. Identify community resources available for follow-up care of the postpartum woman and her newborn.
7. Develop and implement a plan of care for the postpartum patient and her family.
8. Identify problems that can occur during the puerperium, risk factors for these problems, and nursing interventions required
9. Design nursing actions for a postpartum woman with any of the following complications:
  - a. hemorrhage
  - b. puerperal infection
  - c. postpartum depression, psychosis
  - d. mastitis
  - e. thrombophlebitis
10. Identify the nurse's role in the prevention of postpartum complications, including anticipatory guidance, assessment, intervention, and education
11. Describe the nurse's role in assisting the patient and her family to cope with the complication and its effect on the family system.
- 12 . Compare nutritional needs of the breastfeeding and formula feeding patients

**Learning activities:**

- a. Know terminology and review objectives at beginning of chapters.
- b. Complete reading assignments on class schedules
- c. View assigned audio-visual materials and computer software
- d. Discuss in class the physiological, nutritional, and psychological adaptations of the postpartum patient and nursing interventions to facilitate these adaptations.
- e. Discuss cultural and socioeconomic impacts on the provision and availability of care for patients in the postpartum period.
- f. Identify and describe nursing practice as it relates to proper use of common postpartum medications.
- g. Discuss commonly prescribed medications related to specific postpartum complications.
- h. Discuss in class common postpartum complications and utilization of the nursing process in providing care for these patients.
- i. Identify potential and actual nursing diagnoses for the family dealing with a postpartum complication.



## **Unit #19: Nursing Process in Caring for the Newborn**

### **Description:**

The neonate must make many physical and psychological adaptations during the transition from fetal life. Homeostasis must be established independent of the mother. Growth and development tasks are of primary importance and the nurse must be able to assess stages of physiologic and psychosocial growth in order to assist the infant and the family in adapting to this. This unit presents a basic overview of techniques in the assessment and care of the normal newborn and the adaptation of the family unit.

### **Unit Outcome Competencies:**

The student will demonstrate an understanding of the adaptation process in the transition of the fetus to neonate.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will be able to:

1. Describe the physiological adaptations required during the transition period from fetus to newborn.
2. Describe the behavioral adaptations of the newborn
3. Describe the normal physical and behavioral characteristics of a newborn
4. Explain the components included in the physical assessment of a newborn
5. Identify how to complete a gestational age assessment
6. Explain the nursing care of the newborn upon admission to the nursery and throughout the hospital stay
7. Describe topics and content to be included in parent teaching regarding newborn care
8. Explain common pharmacological agents used with the low risk neonate
9. Recognize the influences of culture on infant care
10. Describe newborn nutrition and infant feeding techniques
11. Identify activities that should be included in the daily care plan of a low risk newborn
12. Identify community resources available for care upon discharge from the hospital

### **Learning Activities:**

1. Know terminology and review objectives at beginning of chapters.
2. Complete reading assignments on class schedules
3. View assigned audio-visual materials and computer software
4. Discuss in class the normal physical and behavioral characteristics expected when doing physical assessment of the newborn.
5. Discuss in class the physiological changes and behavioral changes of the newborn and how the nurse supports these adaptations to extrauterine life.
6. Demonstrate the physical assessment of a newborn using a mannequin.
7. Develop a guideline for parent teaching related to infant care and infant feeding and identify cultural aspects that may affect teaching.

8. Identify community resources available for parents and newborns and how to access services.
9. Review administration of medications to the newborn and discuss rationale for use of these medications.
10. Discuss key aspects of nursing care during the transition period of the neonate and subsequent days.

## **Unit #20: Nursing Process in Caring for the Newborn at Risk**

### **Description:**

This unit presents a basic overview of common complications of newborns and the assessment and care of the at-risk neonate and family. Common disorders of the at risk infant are presented and nursing actions needed to assist the infant in adapting to extrauterine life are introduced. Support for the family unit is discussed.

### **Unit Outcome Competencies:**

The student will demonstrate an understanding of the fundamental care and assessment of the neonate and family at risk.

### **Student Learning Classroom Objectives:**

Upon completion of this unit, the student will be able to:

1. Identify factors that may put a newborn at risk.
2. Describe the impact of maternal disease on the neonate, including diabetes, AIDS, infection, substance abuse and implications for nursing management
3. Describe nursing interventions for the newborn with problems related to maturity or size
4. Relate the consequences of common maternal health problems with the management of the neonate
5. Describe common congenital anomalies and the nursing assessments, interventions, and referrals needed
6. Identify nursing interventions that provide family support and enhance attachment to family members dealing with the birth of an at-risk infant
7. Describe how to identify an infant in need of resuscitation and the method to be used
8. Describe the various types of respiratory distress and the components of nursing care needed when dealing with this
9. Differentiate between physiologic and pathologic jaundice and identify the nursing implications in providing care to the infant with jaundice
10. Explain rh and ABO incompatibilities and their treatment
11. Identify the special initial and long-term needs of the parents with an at risk infant
12. Identify appropriate interventions that the nurse can use in caring for families experiencing anticipatory grief or loss in the neonatal period

### **Learning Activities**

- a. Know terminology and review objectives at beginning of chapters.
- b. Complete reading assignments on class schedules
- c. View assigned audio-visual materials and computer software
- d. Discuss in class common conditions of at-risk infants seen in the newborn nursery and/or NICU and the nursing implications of each
- e. Discuss nursing actions to support family members in caring for the at risk newborn

- f. Review gavage feeding, suctioning, and temperature control methods used in caring for neonates
- g. Discuss how to provide daily care to the at-risk infant.
- h. Discuss how the nurse can support a family with anticipatory grief or grief related to the at-risk infant or an infant death.

## **CLINICAL OBJECTIVES**

### **Unit # 1: Application of Nursing Assessment**

#### **Statement of Purpose:**

The clinical objectives for the nursing health assessment and physical examination unit are to reinforce classroom theory and lab practice to provide the skills necessary to assess, analyze, plan, implement and evaluate a plan of care for a patient.

#### **Clinical Objectives:**

1. Complete a history of present illness for a chief complaint on assigned patients.
2. Perform a review of system on assigned patients.
3. Conduct a cultural, nutritional, and spiritual assessment on assigned patients.
4. Perform a nursing assessment and formulate a nursing diagnosis on assigned patients.

## **Unit # 2: Application of Infusion Therapy**

### **Statement of Purpose:**

The clinical objectives are designed to reinforce classroom theory and provide the practical skills necessary to assess, analyze, plan, implement and evaluate the nursing care given to individual receiving I.V. therapy.

### **Clinical Objectives:**

1. Perform cannulation on selected patient.
2. Regulate and maintain I.V. infusion therapy on selected patients.
3. Calculate and set infusion rates on selected patients.
4. Recite pharmacological principles related to the preparation and administration of I.V. medication.
5. Administer I.V. medication to selected patients.
6. Record intake and output of patients with I.V. therapy.
7. Observe patient for fluid and electrolyte balance.

## **Unit # 3: Application of the Surgical Process**

### **Statement of Purpose:**

The surgical clinical objectives are designed to reinforce classroom theory and provide the practical skills necessary to assess, analyze, plan, implement and evaluate the nursing care given to an individual with pre- and post-surgical conditions.

### **Clinical Objectives:**

1. Perform admission procedures for a surgical patient
2. Prepare a patient for surgery:
  - a) Complete diagnostic procedures
  - b) Assess laboratory procedures and values
  - c) Check for signatures on permits and informed consent
  - d) Prepare skin for surgical procedures
  - e) Provide safe keeping of valuables
  - f) Administer preoperative medications
3. Complete the pre-operative checklist.
4. Provide preoperative teaching as appropriate.
5. Assess a patient's emotional, physical and sociocultural needs related to a surgical procedure.
6. Perform a head to toe physical assessment on a surgical patient.
7. Provide care for a post surgical patient.
8. Assess the value of the pre-operative teaching.





**Unit #5:      Application of the Nursing Process for Patients with Problems of the Integumentary System**

**Statement of Purpose:**

The clinical objectives are designed to reinforce classroom theory and provide the practical skills necessary to assess, analyze, plan, implement, and evaluate the nursing care given to a client with a problem of the integumentary system.

**Clinical Objectives:**

1. Perform a physical assessment on an assigned patient paying particular attention to the integumentary system.
2. Complete a nursing care plan on a patient with a common health problem of the integumentary system.
3. Administer medications to assigned patients.
4. Prepare an assigned patient for diagnostic testing if available.
5. Provide nursing care for adult, pediatric, and geriatric patients with a variety of integumentary conditions.

## **Unit #6:      Application of the Nursing Process to Patients with Musculoskeletal System Problems**

### **Description:**

Clinical objectives are designed to reinforce classroom theory and provide the practice skills necessary to assess, analyze, plan, implement, and evaluate the nursing care given to individuals and groups of patients.

### **Clinical Objectives:**

1. Assess assigned patients for evidence of alterations in musculoskeletal system integrity.
3. Provide nursing care to an adult patient with a musculoskeletal problem.
4. Prepare a patient for a diagnostic procedure and observe when possible.
5. Assist and observe a therapist applying traction to a patient if available and provide nursing care for the patient in traction.
6. Observe a cast application when possible and provide nursing care for the patient in a cast.
7. Provide nursing care to an infant or child with a musculoskeletal problem.
8. Prepare a child and the family for a diagnostic procedure and observe when possible.
9. Provide pre and postoperative nursing care for a diagnostic patient with a musculoskeletal disorder.
11. Complete a nursing care plan for a patient with a musculoskeletal disorder.
12. Administer medications to a patient with a musculoskeletal disorder.
13. Prepare a teaching plan for a patient and/or family of a person with a musculoskeletal condition.

**Unit #7:      Application of the Nursing Process in Caring for Patients with  
Reproductive Health System Problems**

**Description:**

Clinical objectives are designed to reinforce classroom theory and provide the practical skills needed to provide nursing care to these patients.

**Clinical Objectives:**

1. Provide nursing care to patients with a variety of reproductive health conditions.
2. Perform a physical assessment on assigned patient.
3. Develop a nursing care plan for a patient with a reproductive health problem.
4. Provide appropriate teaching to a patient with a reproductive health problem or for prevention care.
5. Assist with medical procedures relevant to reproductive health patients when possible.
6. Record appropriate documentation on assigned patient.
7. Identify and administer accurately all medications prescribed for assigned patient.
8. Discuss psychosocial, emotional, ethical, and cultural issues related to patients with reproductive health system problems.
9. Provide care to a child with a reproductive health system problem when possible.
10. Identify common tests, procedures, and treatments for patients with benign and cancerous problems of the reproductive system.
11. Using critical thinking skills, develop a nursing care plan for a patient with a reproductive system problem.

**Unit #8: Introduction to Maternal-Newborn Health and Current Issues affecting This Population**

**Statement of Purpose:**

Clinical objectives related to the Introduction to Maternal-Newborn Nursing Unit are designed to reinforce classroom theory and provide the practical skills necessary to use the nursing process in providing care to childbearing patients and families.

**Clinical Objectives:**

- a. Assess assigned patients for indications of problems in the perinatal health mode.
- b. Include psychosocial and cultural data in your assessment of each patient.
- c. Include individualized educational messages in nursing interventions related to the childbearing family.
- d. At postconference, discuss adaptation factors affecting the care of an individual patient
- e. Design nursing interventions that reflect sensitivity to the psychosocial and cultural uniqueness of the individual.

**Unit #9: Conception and Fetal Development, Changes of Pregnancy and Adaptation Problems related to Infertility and Genetics**

**Statement of Purpose:**

Clinical objectives related to Conception and Fetal Development, Changes of Pregnancy and Adaptation Problems related to Infertility and Genetics are designed to reinforce classroom theory and provide the practical skills needed to utilize the nursing process in caring for a patient during the prenatal period.

**Clinical objectives:**

- a. Assess assigned patients for physiologic changes related to pregnancy.
- b. Assess assigned patients for emotional or psychological needs.
- c. Identify patients in need of genetic testing or referral to a genetic counselor.
- d. Provide referral sources to patients in need of prenatal care, genetic counseling, and infertility services.
- e. Discuss in postconference the social, financial, and cultural factors affecting care of the patient referred for genetic or infertility services.
- f. Teach a patient about the common changes seen during pregnancy.

## **Unit #10: Nursing Process in Caring for the Pregnant Patient**

### **Statement of Purpose:**

Clinical objectives related to Caring for the Pregnant Patient are designed to reinforce classroom theory and provide the practical skills necessary to apply the nursing process to the care of a pregnant patient and her family.

### **Clinical Objectives:**

- a. Assess assigned patient for gestational age, physiologic, nutritional, psychosocial, and educational status.
- b. Assess fetal heart rate by external monitoring with Doppler and/or fetal heart monitor.
- c. Provide patient with nutritional recommendations based on individual's weight status, gestational age, culture, and personal history.
- d. Provide patient and family with education needed as relates to gestational age and individual factors affecting the pregnancy.
- e. Teach family and patient the danger signs of pregnancy.
- f. Describe the various roles of nurses in providing prenatal services to the pregnant family, fetus, and community.
- g. Review fetal heart rate strips and identify reassuring and non-reassuring rates on a non-stress test
- h. Observe an obstetric ultrasound, amniocentesis, and non-stress test, if possible.

## **Unit #11: Nursing Process in Caring for the Pregnant Patient At Risk**

### **Statement of Purpose:**

Clinical objectives related to the Nursing Process in Caring for the Pregnancy Patient at Risk are designed to reinforce classroom theory and provide the practical skills needed to provide nursing care to at risk pregnant patients and their families.

### **Clinical Objectives:**

1. Assess assigned patients for pregestational and gestational onset risk factors to pregnancy.
2. Identify nursing care needs of the assigned patient designated as high risk
3. Develop a nursing care plan based on the needs of the assigned patient.
4. Administer prescribed medications and give rationale for usage.
5. Describe appropriate nursing care along with medical care and diagnostic testing of your patient.
6. Provide nursing care based on the developed care plan and update care as required based on evaluation methods.
7. Prepare patient for diagnostic testing and observe testing if possible.
8. Identify cultural, financial, and psychosocial aspects of the health care risk and nursing care.

## **Unit #12: Nursing Process in Caring for the Intrapartum Patient**

### **Statement of Purpose:**

Clinical objectives for the unit covering the nursing process of the intrapartum patient are designed to reinforce classroom theory and provide the practical skills needed to use the nursing process in caring for the laboring patient.

### **Clinical Objectives:**

- a. Assess assigned patient for risk factors, EDD, stage of labor, coping mechanisms, and family support.
- b. Participate in admission of a patient to the labor unit.
- c. Teach a patient breathing and relaxation techniques to assist with labor when possible.
- d. Provide appropriate medications as ordered and describe rationale for each.
- e. Place patient on electronic fetal monitor and identify normal fetal heart tones and signs of fetal distress.
- f. Determine onset, duration, strength, and frequency of contractions by palpation and by fetal monitoring.
- g. Assist staff nurse with set up for delivery and assist with delivery if possible.
- h. Observe both a vaginal and Cesarean birth.
- i. Palpate and massage the uterine fundus and bladder during the fourth stage of labor.
- j. Discuss your experiences and feelings in postconference related to observation of a birth.



**Unit #13: Nursing Process in Caring for the Intrapartum Woman at Risk, Pain Management in the Intrapartum Unit.**

**Statement of Purpose:**

Clinical objectives for the unit on nursing care of the patient with a complication during labor and pain management in labor are designed to reinforce classroom theory and provide the practical skills needed for utilizing the nursing process in caring for the labor patient.

**Clinical Objectives:**

- a. Provide nursing care to a laboring patient through delivery.
- b. Identify factors increasing a patient's risk in the intrapartum period.
- c. Assist staff nurse with a vaginal and cesarean delivery
- d. Identify common instruments used in the delivery room and their usage.
- e. Assist and observe immediate neonatal care in the delivery room.
- f. Observe the placenta and umbilical cord and identify characteristics related to the birth.
- g. Provide patient with medications as ordered using appropriate technique and be able to give rationale for usage.
- h. Discuss in postconference your experiences and feelings related to your observation of a complicated birth.

## **Unit #14: The Nursing Process when Caring for a Patient during the Puerperium**

### **Statement of Purpose:**

Clinical objectives for the unit on caring for a patient during the puerperium are designed to reinforce classroom theory and provide the practical skills needed to apply the nursing process to the care of a postpartum woman and her family.

### **Clinical Objectives:**

- a. Assess, plan, and implement care on a postpartum patient.
- b. Assess the dietary needs of a breastfeeding mother and contrast with the needs of the formula feeding mother.
- c. Contrast similarities and dissimilarities of primiparous and multiparous patients in terms of nursing care and educational needs.
- d. Develop a care plan for a postpartum patient.
- e. Develop a teaching plan for a postpartum patient.
- f. Use critical thinking skills in the assessment, planning, and implementation of care for a patient with a postpartum complication.
- g. Discuss nursing actions appropriate to a variety of postpartum complications and give rationale for each during postconference.
- h. Adapt the routine postpartum teaching plan to meet the needs of a patient with a complication.

## **Unit #15: Nursing Process in Caring for the Newborn**

### **Statement of Purpose:**

Clinical objectives for the unit dealing with nursing process in caring for the newborn are designed to reinforce classroom theory and provide the practical skills needed to utilize the nursing process and provide care to a low risk newborn.

### **Clinical Objectives:**

- a. Observe delivery of infant and immediate delivery room care of the newborn.
- b. Assist staff nurse with the immediate newborn care
- c. Assist with admission of the newborn to the nursery unit.
- d. Administer routine medications to the newborn following proper medication administration techniques.
- e. Perform a physical assessment and gestational age assessment on a newborn and document findings.
- f. Provide discharge education on newborn care to the parents.
- g. Provide daily care to a newborn including bathing, dressing, swaddling, changing diaper, and feeding.
- h. Assist a new mother with breastfeeding her newborn.
- i. Discuss circumcision, state required blood tests, and aspects of the nurse's responsibilities in providing newborn care during postconference

## **Unit #16: Nursing Process in Caring for the Newborn at Risk**

### **Statement of Purpose:**

Clinical objectives for the unit dealing with the at-risk neonate are designed to reinforce classroom theory and provide the practical skills needed to utilize the nursing process in providing care to a neonate and family.

### **Clinical Objectives:**

- a. Compare nursing actions in the care of a normal newborn and an at risk newborn and describe these differences during postconference.
- b. Assist the staff nurse with care of an at risk newborn
- c. When possible, provide daily care to an at risk newborn
- d. Discuss in postconference the emotional support needed by the family of an at risk newborn.
- e. Observe the equipment used in the NICU and explain rationale for its use
- f. Discuss in postconference the needs of the staff nurse caring for newborns in the NICU