



Practical Nursing II (PNN-604)

Course Information Basics

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| Semester Hours: | 13 Semester Hours |
| Semester and Year: | Fall 2017 |
| Location: | MH107 (Lecture), MH104H (Lab) |
| Meeting days and times: | College Lab: Monday, 8:00 AM-1:40 PM |
| | Lecture: Tuesday, 8:00 AM-1:40 PM |
| | Wednesday, 8:00 AM-12:30 PM |
| | Clinical: Thursday/Friday, 6:30 AM-12:30 PM |

Time Commitment Expectations:

For every one credit hour in which you enroll, you will spend approximately two to three hours outside of class studying. Therefore, to help determine the course load most appropriate for you, use the formula:

13 credit hours = 13 hours in class per week = 26–39 hours study time per week

Instructor Contact Information

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| Instructor: | Brandi Hiscocks, RN, BSN | Holly Hendrikson, RN, BSN |
| Email: | Brandi.Hiscocks@niacc.edu | Holly.Hendrikson@niacc.edu |
| Phone: | 641-422-4217 | 641-422-4165 |
| Office location: | MH109E | MH109F |
| Office hours: | Monday: 2:30-3:30PM | Monday: 2:30-3:30PM |
| | Tuesday: 2:00-3:00PM | Tuesday: 2:00-3:00PM |
| | Wednesday: 1:00-3:30PM | Wednesday: 1:00-3:30PM |

Preferred Method of Communication:

Email or Office Phone

Expected Response Time:

Emails or phone calls received during office hours will be returned that same day.

Course Information Specifics

Prerequisite:

Practical Nursing I (PNN-603), Healthcare Provider Certification for the adult, child, and infant from American Heart Association and maintained during the enrollment in the program); Body Structure and Function (HSC-150); Composition I (ENG-105)

Corequisite:

Introduction to Psychology (PSY-111). At least a C is required for support courses to progress in the PN program.

Course Description:

Practical Nursing II continues to utilize the nursing process with emphasis on implementation in meeting client needs resulting from physical and psychological impairments. Pharmacology, diet modification, psychosocial concepts, disease process, and health maintenance are incorporated into the student's knowledge and skills. Introduction of concepts and care of the obstetric, newborn, and pediatric client. The student will continue to practice advanced skills in the college lab as well as clinical experiences in long-term care, pediatrics, medical-surgical, maternal-newborn, and community settings.

Learning Materials:

- Fundamental Nursing Skills and Concepts, 10th edition, Timby, 2013
- Understanding Medical Surgical Nurses, 5th edition, Williams and Hopper, 2015
- Introduction to Maternity and Pediatric Nursing, 7th edition, Leifer, 2015
- Basic Pharmacology for Nursing, 17th edition, Clayton and Stock, 2013
- Basic Nutrition and Diet Therapy, 15th edition, S. R. Williams, 2013
- Dosage Calculations, 9th edition, Pickar, 2013
- Taber's Cyclopedic Medical Dictionary, 23rd edition, F. A. Davis (OPTIONAL), 2013
- Davis's Drug Guide for Nurses, 15th edition, Deglin and Vallirand, 2015
- Nurse's Pocket Guide, Diagnoses, Interventions, and Rationales, 14th edition, Doenges, Moorhouse and Geissler-Murr, 2013
- Simchart, Elsevier, 2013 web access-6mo- DO NOT ACCESS UNTIL DIRECTED TO FROM INSTRUCTOR
- Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests, 7th edition, VanLeeuwer and Poelhuis-Leth, 2015 (Recommended)

Academic Resources:

The Student Learning Center (SLC) provides a place for individual students or groups to study with resources close at hand. Students may drop in for help or make an appointment with an instructor or peer tutor for assistance in most subject areas. The SLC can assist student with study strategies, test taking tips, and not taking systems.

Testing Center

641-422-4237 OR
1-888-GO-NIACC, ext. 4237
Beem Center, Room 103
Testing Hours

Student Learning Center

641-422-4266 OR
1-888-GO-NIACC, ext. 4266
Beem Center, Room 103
Tutorial Hours
Monday-Thursday: 8:20 AM until 8:00 PM
Friday: 8:20 AM until 2:30 PM

Measurable Course Objectives:

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

1. Discuss the concepts of health, illness, nursing, and issues in general population and maternal-newborn practice.
2. Define the steps of the nursing process.
3. Demonstrate knowledge and application of the concepts of medical asepsis, surgical asepsis, standard precautions and specific types of client isolation.
4. Demonstrate physical assessment skills, recognize the spiritual needs of a client, document basic assessment data, and nursing care meeting legal requirements.
5. Assist with admitting, transferring and discharging of client within the role of the Practical Nursing student.
6. Apply principles of skin care and tissue healing to client care situations and identify the nursing care needs of the dying client.
7. Implement nursing care promoting cardiopulmonary functioning.
8. Identify observations pertinent to the practical nurse's role with IV and blood administration and demonstrate administration of non-medicated IV therapy.
9. Describe the preoperative, intraoperative, and postoperative care of a general surgical client.
10. Identify basic concepts of drug therapy including responsibility for the administration of medications, as well as knowledge of basic information concerning the main effects, uses, dosage, interactions, side effects, adverse reactions and teaching implications.
11. Identify nutritional needs of clients across the life span, cultural diets and sources of basic nutrients and the signs and symptoms of nutritional deficiencies.
12. Describe the different signs of pregnancy, the medical assessments, and how they relate to physiologic changes in a woman's body and explain normal physical, physiologic, and psychologic changes occurring in a woman throughout pregnancy and fetal development.
13. Correlate and discuss behavioral changes of a woman in labor with the physical changes in each phase or stage of labor with emphasis on nursing assessments to maintain or promote well-being of the healthy mother and fetus experiencing normal progress of labor and delivery.
14. Explain elective obstetric procedures used when deviation from normal progress of labor occurs and the nursing responsibilities associated with each.
15. Use common assessment tools used to screen the normal newborn and describe the physiologic complications of neonates at or beyond term who deviate from the appropriate gestational age.
16. Discuss physiologic immaturity and adaptation of the preterm neonate at birth, special considerations, and nursing care.
17. Describe the physical and psychologic adaptations that occur postpartally in a woman and nursing interventions that facilitate a positive attachment process.

18. Assess characteristics of normal growth and development from infancy through adolescence, identify common disorders and disease conditions prevalent in each age period, and the effect of illness and hospitalization on the child and his family..
19. Describe the role of the nurse in preventive and acute pediatric care with emphasis on immunizations and safety as each applies to child care.

COLLEGE LAB/CLINICAL OUTCOMES

Assessment

1. Identifies basic physical, emotional, spiritual, and sociocultural needs of clients.
2. Identifies basic health status deviations of the client.
3. Reports and records pertinent assessments using appropriate terminology.
4. Assesses family support and interaction.
5. Assesses client's teaching needs.

Planning

1. Prioritizes nursing care needs of clients.
2. Individualizes clients' cares.
3. Initiates specific changes to improve the quality of client's care.
4. Cooperates with other team members by appropriately assisting others with client cares and sharing of educational opportunities.
5. Prepares for clients' cares.
6. Assists in the review and revision of nursing care plans to meet the client's changing needs.
7. Develops teaching plan to meet client needs.

Implementation

1. Implements appropriate psychomotor skills safely to meet client's needs.
2. Demonstrates effective interpersonal relationships with co-workers, clients, and their families.
3. Maintains self-direction for optimum performance.
4. Provides emotional support to clients and their families.
5. Demonstrates good use of and planning of time and executing of work.
6. Implements the developed teaching plan based on client's needs.
7. Reports and records client's response to therapy, environment, and care given.
8. Orients client to procedures and use of equipment in the clinical environment.

Evaluation

1. Evaluates the client's response to nursing interventions.
2. Evaluates own feelings regarding perceptions of performance of clinical rotation.

Member of Discipline

1. Evaluates own abilities and limitations realistically.
2. Accepts responsibility for attendance and punctuality and written work.
3. Demonstrates an accepting attitude toward the client, family, health care team, peers, and faculty.
4. Functions as a client advocate.
5. Demonstrates appropriate attire and grooming.
6. Maintains a professional manner that reflects the nursing code of ethics.
7. Assumes responsibility for self-development and continued learning (prepares for clients' cares).
8. Initiates independent action to assist in implementing client's Bill of Rights.
9. Demonstrates ability to adapt to stressful situations.

Course Units:

See Practical Nursing II syllabus for listing of course units.

Course Calendar:

Clinical, college lab, and a topical outline with classroom schedules are provided with course orientation information.

Grading:

In order to satisfactorily complete this course, the student must obtain a "C" or better grade of the total accumulated points. The grading scale is as follows:

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|------------------------|---|---------------|---|---|
| 92.00 | - | 100 percent | = | A |
| 85.00 | - | 91.99 percent | = | B |
| 77.00 | - | 84.99 percent | = | C |
| 69.00 | - | 76.99 percent | = | D |
| 68.99 percent or below | | | = | F |

Students must satisfactorily complete the college laboratory and clinical portions of this course. An unsatisfactory college laboratory or clinical experience for this course will result in an automatic "F" for this course, regardless of the grade earned in theory. See the Practical Nursing Student Handbook for policies regarding probation, withdrawal, and readmission.

Method of Evaluation:

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|--|-----------------------|
| Completion of Written Assignments | Quizzes |
| Unit tests, Accumulated Units, and Final Examinations | Observational Reports |
| College Laboratory/Simulation and Clinical Performance | Care Plans |
| Class Presentations and Performance | Clinical Assignments |

Progression in Course:

Students must have a 74 percent or above in Practical Nursing II by the midterm of the fall semester and maintain at or above 74 percent for the remainder of the semester to continue in Practical Nursing II. A 77 percent cumulative grade is required to advance to Practical Nursing III (PNN-607).

Math and Pharmacology Components of the Curriculum:

1. All students will have taken a math test during Practical Nursing I (PNN-603). Students with math scores below 85 percent are encouraged to seek help in the Independent Study Lab prior to testing in the fall.
2. Students must pass a dosage calculation test fall semester at 85 percent before administering medications in the clinical setting. The student will receive the points for the first dosage calculation test as the academic grade for this test. Students will be allowed an additional two attempts to achieve an 85 percent. However, no points will be awarded for retakes. Students must pass the dosage calculation test by the third attempt to perform administration of medications and meet the clinical objectives for Practical Nursing II. Failure to pass the dosage calculation test with an 85 percent on the third attempt by the date of the college lab final will result in unsuccessful college lab performance. Students must satisfactorily complete all college lab competencies to continue in Practical Nursing II to advance to Practical Nursing III.

Final Conferences:

Students are not to bring children to their semester evaluation conferences. This day is considered an official college class day.

Attendance and Tardiness Policy:

Refer to Practical Nursing Student Handbook.

Late Work Policy:

An incomplete grade will be assigned to students for any required assignments not turned in. An Incomplete will also be given to the student who has not returned materials loaned to them during the course.

Submission Policy:

See the SimChart guidelines provided for fall semester.

Classroom Policies:

See Practical Nursing Student Handbook.

Class Recording and Social Media Policies:

Students may not bring cell phones into the clinical setting in any facility. This policy applies to the preceptorship in Practical Nursing III, as well. Students are prohibited from false, defamatory, discriminatory or harassing communication concerning events and situations

associated with the College and clinical agencies. This pertains to all verbal or written communication including, but not limited to, social media. Confidentiality pertains to all verbal and written communication including, but not limited to, social media. Students view information on only their assigned client. Students may not print client records from any clinical site computer unless authorized by the instructor.

Academic Integrity Policy:

According to the Student Conduct Code, (see the NIACC Student Handbook, found at <http://www.niacc.edu/student-life/>) academic dishonesty, including but not limited to cheating, plagiarism, knowingly furnishing false information to the college, forgery, alteration or misuse of college documents or records shall be subject to disciplinary procedures.

Course Specific Safety Procedures:

See Practical Nursing Student Handbook.

Disclaimer Statement:

Practical Nursing faculty reserve the right to alter this course's syllabus, policies, grading scale, texts, and calendar as needed at any time during the semester. Students will be alerted to any changes.

Division Chair Information:

Division Chair: Laurie DeGroot
Email: Laurie.DeGroot@niacc.edu
Phone: 641-422-4322

Technical Support:

NIACC's Helpdesk can help with technical problems related to NIACC passwords, logging in to lab computers, MyNIACC, E-mail, Canvas (online course management system), NIACC wireless, WebAdvisor, lab computers, office computers for staff, software issues, and more. NIACC Technology Services does not repair nor support personal computers. For many problems you may get the fastest results if you call our toll-free number below (24 hours – seven days per week).

On campus: 641-422-4357 Toll free: 866-614-5020 helpdesk@niacc.edu

[Technology Support Access](http://www.niacc.edu/student-life/technology-services/help-desk/)

<http://www.niacc.edu/student-life/technology-services/help-desk/>

College Policies

If you have questions regarding issues like grade appeals, grievance policies, and academic probation, refer to the NIACC Student Handbook, which can be accessed at

[Student Life](http://www.niacc.edu/student-life/)

<http://www.niacc.edu/student-life/>.

NONDISCRIMINATION POLICY

It is the policy of North Iowa Area Community College to not discriminate on the basis of race, color, national origin, sex (including pregnancy), disability, age, sexual orientation, gender identity, genetic information, creed, religion, actual or potential parental, family or marital status or veteran's status in its programs, activities or employment practices as required by the Iowa Code sections 216.6 and 216.9, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

Individuals having questions or complaints related to compliance with this policy should contact Shelly Schmit, EEO/AA Officer, 500 College Drive, Mason City, IA 50401 or via telephone at 641-422-4211. Inquiries may also be directed to the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison, Suite 1475, Chicago, IL 60661, phone number 312/730-1560, fax 312/730-1576.

DISABILITY SERVICES

North Iowa Area Community College strives to provide an accessible environment for students, faculty, and staff. A student needing accommodations should register with NIACC Disability Services and speak to Lisa Vance, the Disability Services Counselor, in the Student Access Office, AB106. For additional information, contact us at 1-888-466-4222, Ext. 4413, and ask for a brochure regarding Disability Services or to request a meeting with the Disability Services Counselor. You may also contact Lisa Vance directly at 641-422-4296 or vancelis@niacc.edu, or the [disabilities website](#).

<http://www.niacc.edu/student-life/disability-services/>.

If you have concerns regarding equal access to NIACC's services, programs, and activities you may contact NIACC Disability Services or learn more about filing a grievance at the [grievance-procedures website](#)

<http://www.niacc.edu/student-life/disability-services/policies-procedures/grievance-procedure/>.

A Disability Services Student Handbook can be found on our website at [disability services student handbook](#) (full link below) or can be provided in hard copy (or an alternate format), upon request, and lists contact information for NIACC's ADA Coordinator and ADA Compliance Officer, along with other helpful information.

<http://www.niacc.edu/student-life/disability-services/disability-services-student-handbook/>

INCLEMENT WEATHER: <http://www.niacc.edu/about/campus-safety/inclement-weather/>

NIACCAlerts is a free service that alerts you immediately when a decision is made to close campus or delay classes due to weather conditions. This is your best and most accurate means of communication. Sign up here:

<http://www.niacc.edu/about/campus-safety/niaccalerts/>

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|--|--|--|
| <u>INTRODUCTION TO CLASS AND CLINICAL</u> | | | | |
| 1. Discuss overview and objectives of the course. | 1. Orientation a. Class b. Objectives c. Clinical | | Review syllabus and schedule. Review objectives and expectations of clinical rotations. | |
| <u>INTRODUCTION TO TOTAL CLIENT CARE</u> | | | | |
| 1. Discuss the concept of total client care including the definition of health. | 1. Total Client Care Health | Williams & Hopper: Ch. 3 Timby: Ch. 4 | Review student handbook | College lab: Review Head-to-Toe Assessment: |
| 2. Identify the various components of the health care delivery system in the U.S. and differentiate between levels of care facilities; health services available; and ambulatory and home health agencies. | 2. Health care delivery systems a. Hospitals b. Extended care facilities c. Ambulatory care d. Home health agencies e. Government health departments f. Other health care facilities | | | |
| 3. Identify economic issues related to health care systems. | 3. Economic issues a. Diagnosis-related groups b. Medicare c. Medicaid d. Managed health care e. HMO's and PPO's | | | |
| 4. List and contrast the three different organizational patterns of nursing service. | 4. Nursing delivery systems | | | |
| 5. Discuss the levels of nursing education and differentiate the level of practice appropriate to educational level. | 5. Nursing education and scope of practice | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
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| 6. Define and discuss the concept of holistic care. | 6. Holistic care a. Physical needs b. Psychosocial needs c. Spirituality d. Culture | | | |
| 7. Discuss the concept of human needs and life span issues related to nursing care. | 7. Life span needs | | | |
| 8. Identify the client rights. | 8. Client's rights | | | Sign Confidentiality Statement |

THE NURSING PROCESS

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| 1. List the five parts of the nursing process in the correct order. | 1. The nursing process a. Assessment b. Nursing diagnosis c. Assisting with the planning of nursing care d. Implementation e. Evaluation | Williams & Hopper: Ch. 1 Timby: Ch. 2 | Information sheets: "Guidelines for Nursing Care Plans" | Review care plans in clinical. |
| 2. Prioritize client needs according to Maslow's Hierarchy. | 2. Maslow's Hierarchy a. Physiological b. Safety and security c. Love and belonging d. Self-esteem e. Self-actualization | | Write care plans | |
| 3. Utilize the nursing process by participating in the development of a client's plan of care. | 3. Care plan a. Nursing diagnosis b. Nursing outcomes c. Nursing interventions d. Evaluation of outcomes | | Chapter Worksheet | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|--|-------------------------------------|
| <u>DOCUMENTATION AND MEDICAL RECORDS</u> | | | | |
| 1. Discuss seven uses of the client's chart. | 1. Uses for clients' records a. Permanent account b. Inform personnel c. Safety and continuity in care d. Legal document e. Data for research f. Determine reimbursement g. Agency accreditation | Timby: Ch. 9 | Documentation Case Studies | Practice documentation in clinical. |
| 2. Compare traditional records to problem-orientated records. | 2. Types of client records a. Traditional record 1) Physicians orders 2) Nurses notes 3) Progress notes 4) Lab reports 5) Vitals graph b. Problem-oriented record 1) Database 2) Problem list 3) Initial plan 4) Progress notes and follow-up | | Practice writing each type of Nurses Note: Narrative, DARP, SOAP | |
| 3. List and describe five methods of charting. | 3. Methods of charting a. Narrative charting b. SOAP charting c. Focus charting d. PIE charting e. Charting by exception f. Computerized charting | | | |
| 4. Explain rationale for using approved abbreviations and military time when making entries into the client's record. | 4. Using abbreviations Making entries on client's records Converting to military time | | | |
| 5. List other written forms of communication regarding client's care. | 5. Other written forms of communication a. Nursing care plan b. Nursing kardex c. Checklists and flow sheets | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|-------------------|-----------------------------------|
| 6. List other methods of exchanging information. | 6. Other methods for exchanging information <ol style="list-style-type: none"> a. Change of shift records b. Assignment sheets c. Conferences d. Records e. Telephone | | | |
| <u>ADMITTING, TRANSFERRING, AND DISCHARGING A CLIENT</u> | | | | |
| 1. List at least three health care delivery methods being used to decrease the time a client spends in the hospital. | 1. Trends in health care delivery <ol style="list-style-type: none"> a. Immediate care centers b. Outpatient services c. Home health care d. Extended care facilities | Timby: Ch. 11 | | Clinical: Long-term care facility |
| 2. Identify at least four common emotional reactions that a client experiences upon admission to a health care facility. | 2. Common routines to hospitalization <ol style="list-style-type: none"> a. Separation anxiety b. Loneliness c. Insecurity d. Decreased privacy e. Loss of identity | | | |
| 3. Identify measures that the nurse can utilize while carrying out her responsibilities of admission that will minimize the effects of admission on the client. | 3. Admitting the client | | | |
| 4. List the nurse's role in assisting with the transfer of a client from one health care unit to another whether within the same or to a different facility. | 4. Transferring the client | | | |
| 5. Discuss the purpose of referral and the information included in a referral. | 5. Referring the client | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|--------------------------|-------------------|----------------------|
| 6. Discuss discharging planning with the client including the actual discharge procedure. | 6. Discharging the client | | | |
| 7. Describe the correct procedure to follow when a client chooses to leave a hospital against advice. | 7. Leaving against medical advice | | | |
| <u>PHYSIOLOGIC ASPECTS OF INFECTIOUS DISEASE</u> | | | | |
| 1. Discuss the major courses of illness and disease. | 1. Courses of disease | Williams & Hopper: Ch. 8 | | |
| 2. Define the term microbiology and identify characteristics of the four types of microbes. | 2. Microorganisms a. Bacteria b. Viruses c. Fungi d. Protozoa | Timby: Chs. 10 and 22 | | |
| 3. Describe the major physiologic defense mechanisms of the body. | 3. Physiologic defense mechanisms | | | |
| 4. Explain the process of inflammation, its manifestations throughout the body and the nursing intervention required in caring for someone with an inflammatory process. | 4. Inflammation Infection Intervention | | | |
| 5. Identify the role of the immune system in combating and preventing disease. | 5. Immunity a. Natural b. Acquired 1) Active 2) Passive c. Humoral immunity d. Cellular immunity | | | |
| 6. Discuss the usage of chemicals in treating disease. | 6. Chemotherapeutic agents | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|---|-------------------|-----------------------------------|
| <u>INFECTIOUS CONTROL</u> | | | | |
| 1. List the five conditions that must be present to support life. | 1. Characteristics of microorganisms | Timby: Chs. 10 and 22 (Review from PN I) | | |
| | | Williams & Hopper: Ch. 8 | | |
| 2. List seven natural body defenses and their effects on microorganisms. | 2. Natural body defenses | | | Clinical: Long-term care facility |
| 3. Discuss factors that increase the risk for acquiring infections. | 3. Factors that weaken defenses | | | |
| 4. Describe the mechanisms involved with the spread of infections. | 4. The infectious process cycle | | Isolation video | |
| 5. Differentiate between surgical and medical asepsis. | 5. Description of asepsis | | | |
| 6. Identify common nursing practices of medical asepsis. | 6. Common practices of medical asepsis a. Antimicrobial agents b. Handwashing c. Wearing uniform and hospital garment d. Using hair and shoe covers e. Using a mask | | | |
| 7. Differentiate between disinfection and sterilization and give examples of each. | 7. Methods of disinfection and sterilization a. Destroying microbes with heat b. Destroying microbes with chemicals | | | |
| 8. Discuss surgical asepsis and list examples using this technique. | 8. Principles of surgical asepsis | | | |
| 9. Discuss nosocomial infections, including incidence, hosts, and methods of transmission. | 9. Hospital infections a. Incidence of nosocomial infection b. High-risk clients c. Methods of transmission | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|---------------------------|----------------------|
| 10. List the common sites associated with nosocomial infections. | 10. Nosocomial infections a. Urinary tract infections b. Pneumonia c. Surgical wound infection d. Bacteremia e. Other sites of nosocomial infections | | | |
| 11. Identify measures to control nosocomial infections. | 11. Prevention and control a. Infection control committee b. Infection control practitioner c. Surveillance d. Preventive policies and procedures e. Control policies and procedures | | | |
| <u>PROMOTING TISSUE HEALING</u> | | | | |
| 1. Describe the manner in which the body reacts to injury including the healing process. | 1. The body's reaction to injury a. The inflammatory response b. Healing mechanisms c. Factors affecting healing | Timby: Ch. 28 | Williams & Hopper: Ch. 53 | |
| 2. List and describe at least five types of wounds. | 2. Types of wounds | | | |
| 3. Discuss the concept of the pressure sore including: a. Factors that predispose a client to develop a pressure sore b. Susceptible clients c. Common locations d. Prevent a pressure sore e. Treat a pressure sore | 3. Promoting skin integrity a. Understanding the causes of pressure sores b. Recognizing signs of a pressure sore c. Identify individuals at risk for developing pressure sores d. Preventing skin breakdown e. Treating pressure sores | | | |
| 4. Identify four reasons for leaving a wound undressed and five purposes of a dressing. | 4. Caring for a wound a. The undressed wound b. The dressed wound | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|---|---------------------|-------------------------------------|----------------------|
| 5. Identify various types of dressings and procedures used to treat specific wounds. | 5. Types of dressings a. Preparing a client for a dressing change b. Performing an irrigation c. Caring for a wound with a drain d. Packing a wound | | Discuss wound and dressing supplies | |
| 6. List five purposes of bandages and binders. | 6. Using bandages and binders | | | |
| 7. Discuss six factors that affect applications of heat and cold and the rationale for such applications. | 7. Understanding the use of heat and cold | | | |

ASSESSING THE CLIENT'S STATE OF HEALTH

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|---|---|-----------------------|-------------------------|---|
| 1. List information usually obtained in a health history. | 1. Gathering information about the client | Timby: Chs. 12 and 13 | Assessment Case Studies | Physical Assessment Skills: - Peripheral Pulses and Peripheral Vascular Adequacy - Bowel Sounds/ Additional Assessment |
| 2. Differentiate between signs and symptoms and give examples of each. | 2. Noting signs and symptoms | | | Clinical: Long-term care facility |
| 3. Identify three purposes for a physical assessment. | 3. Purposes of physical assessment | | | |
| 4. List four methods of examinations used during a physical examination. | 4. Methods of physical assessment | | | |
| 5. Discuss the steps and proper techniques used in assessing the entire body. | 5. Performing a physical assessment | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|--|----------------------------|----------------------|
| 6. Give examples of abnormal findings that may be observed during a physical assessment. | 6. Assessment <ul style="list-style-type: none"> a. Mental b. Neurological c. Respiratory d. Cardiovascular e. Gastrointestinal f. Urinary g. Skin | | | |
| <u>DEATH AND THE DYING CLIENT</u> | | | | |
| 1. Discuss the changing attitude of society toward death including common terms; actual time of death and prolongation of life. | 1. Death <ul style="list-style-type: none"> a. Definitions of death b. Tharatology c. Attitudes | Timby: Ch. 38 Williams & Hopper: Ch. 17 | Video: "Why Me?" - 10 min. | |
| 2. Discuss the concept of the "living will"/advanced directives and explain how this contributes to death with dignity. | 2. Living will documents/Advanced Directives | | | |
| 3. Identify the common fears experienced by the dying client. | 3. Fear of dying and death | | | |
| 4. Discuss the phase of grief and bereavement. | 4. Grief and bereavement | | | |
| 5. Describe the characteristic behaviors associated with each stage of dying. | 5. Physical stages experienced in the dying process | | | |
| 6. Discuss care options available to the terminally ill. | 6. Options for care <ul style="list-style-type: none"> a. Coordination of services in acute, nursing facility, and home care b. Hospice Care <ul style="list-style-type: none"> 1) In patient 2) Outpatient | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|---|---------------------|--|--|
| 7. Identify the physical, emotional, and needs common to the dying client and suggest nursing interventions that will supply needed support. | 7. Nursing care of the dying client a. Signs of approaching death b. Comfort care c. Pain control d. Nourishment e. Maintaining elimination f. Environment g. Family support | | | Recognize signs of approaching death. Provide comfort care. |
| 8. Identify care respecting spiritual values and plan care to include interventions respecting spiritual needs. | 8. a. Assessment of spiritual concerns 1) Religious preferences: diet, treatment, practices 2) Spiritual distress: anxiety, depression, loss of meaning b. Spiritual care 1) Accepting attitudes 2) Therapeutic communication 3) Spiritual leader and family included 4) Referrals | | | |
| 9. Identify the care of the body after death. | 9. Postmortem care | | | |
| 10. Identify the importance of organ donation and process for donation of organs. | 10. Organ donation a. Need b. Legal process c. Care of body | | Caring for the Dying Client" - 24 min. | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
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| <u>NURSING INTERVENTIONS TO PROMOTE CARDIOPULMONARY FUNCTIONING</u> | | | | |
| 1. Identify two methods for thinning respiratory secretions. | 1. Clearing the airway | Timby: Chs. 21, 36, 37 Williams & Hopper: Ch. 29 | | Clinical: Long-term care facility College Lab: - Blood Glucose - Hemocult - Urine Dipstick - TED hose |
| 2. Discuss humidity - warmed vs. cooled. | 2. Warmed air inhalation Cool mist inhalation | | | |
| 3. Identify three alternate methods of cleaning air passageways and explain each. | 3. Administering postural drainage Using percussion and vibrations | | | |
| 4. Describe indications for suctioning, appropriate actions and procedure for collecting a sputum specimen. | 4. Suctioning the airway Collecting a sputum specimen | | | |
| 5. List signs of airway obstruction and describe appropriate technique for dislodging an object from airway. | 5. Relieving airway obstruction a. Signs of sudden airway obstruction b. Dislodging an object from the airway | | | |
| 6. List basic information the nurse should know about oxygen administration, equipment and nursing care of the client. | 6. a. Providing oxygen therapy b. Basic guidelines for administering oxygen c. Handling an oxygen tank d. Methods of delivery oxygen | | Jeopardy Study Review | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
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FAMILY-CENTERED MATERNAL CARE

The Past, Present and Future

| | | | | |
|---|--|--------------------|--|--|
| 1. Define obstetrics and pediatrics and the nurse's role today. | 1. Then and Now | Leifer: Chapter 1 | | |
| 2. Name contributions of persons in history to maternity and pediatric care. | 2. a. Soranus b. Karl Crede c. Ignaz Semmelweis d. Louis Pasteur e. Joseph Lister f. Samuel Bard g. Oliver Wendell Holmes h. Abraham Jacobi | | | |
| 3. Identify the function of the government influences in maternity and pediatric care | 3. a. The Children's Bureau b. White house conferences c. Sheppard and Towner Act d. Title V e. Title XIX f. WIC g. FMLA | | | |
| 4. List at least three national and international organizations concerned with child care and define their functions. | 4. a. The International Year of the Child (IYC) b. Public Health Department c. Healthy People 2020 | | | |
| 5. Discuss the effects of genetics upon the child and current research in that area. | 5. Heredity and the Developing Child a. Karyotypes b. Advances in Human Genome Project c. Advances in fetal research | Leifer: Chapter 15 | | |

Female Reproductive System

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|---|--|-------------------|--|--|
| 1. Name, identify, and describe the functions of the female external and internal organs of reproduction. | 1. External female genitalia a. Vulva b. Perineum c. Mons pubis | Leifer: Chapter 2 | | |
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| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|---------------------|-----------------------------------|----------------------|
| 2. Name and describe the layers and divisions of the uterus. | 2. Internal female genitalia <ul style="list-style-type: none"> a. Ovaries b. Fallopian tubes c. Uterus <ul style="list-style-type: none"> 1) Divisions 2) Layers 3) Functions d. Vagina e. Cervix | | | |
| 3. Diagram and explain the hormonal control of the normal menstrual cycle. | 3. Menstrual cycle <ul style="list-style-type: none"> a. Ovulation <ul style="list-style-type: none"> 1) Organs involved 2) Hormones b. Monthly cycle c. Puberty <ul style="list-style-type: none"> 1) Ovarian cycle 2) Uterine cycle | | Handout of reproductive hormones. | |
| 4. Name and describe the bones comprising the pelvis. | 4. Bony pelvis and obstetric implications <ul style="list-style-type: none"> a. Anatomic landmarks of the pelvis b. True vs. False pelvis | | | |
| 5. Explain the structure and function of the breasts. | 5. Accessory organ <ul style="list-style-type: none"> a. Breasts | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|--------------------------|---|----------------------|
| <u>Male Reproductive System</u> | | | | |
| 1. Name, identify, and describe the functions of the male external and internal organs of reproduction. | 1. External male genitalia a. Penis b. Scrotum | Leifer: Chapter 2 cont. | Handout of anatomy of reproductive system | |
| 2. Trace the pathway of the sperm from the testes to the outside of the body. | 2. Internal male genitalia a. Testes b. Ducts 1) Epididymis 2) Vas deferens 3) Seminal vesicles c. Urethra d. Prostate e. Cowpers gland | | | |
| 3. Name the major male sex hormone and describe its major functions. | 3. Male hormones a. Puberty | | | |
| <u>Women's Health Care</u> | | | | |
| 1. Explain examinations and various screening procedures that are recommended to maintain the health of women. | 1. Gynecological assessment a. Breast exam b. Pelvic exam c. Papanicolaou smear | Leifer: Chapter 11 cont. | Practice on self, breast exam on model | |
| 2. Identify three major gynecologic health concerns. | 2. Major gynecologic health concerns a. Breast conditions 1) Fibrocystic breast disease 2) Breast cancer b. Menstrual disorders 1) PMS 2) Dysmenorrhea 3) Amenorrhea 4) Menorrhagia 5) Metrorrhagia 6) Endometriosis c. Pelvic infections 1) Vaginitis 2) STI 3) TSS | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|---|---------------------|----------------------------------|----------------------|
| 3. Identify the most common sexually transmitted diseases. | 3. Sexually Transmitted Diseases a. Syphilis b. Trichomoniasis c. Herpes Simplex Virus d. HPV/Genital warts e. AIDS f. Gonorrhea g. Chlamydia h. HIV/AIDS | | | |
| 4. Describe the role of the nurse in helping couples choose contraceptive methods. | 4. Family Planning a. Sources of information b. Role of the Nurse | Leifer: Chapter 11 | Samples of contraceptive devices | |
| 5. Compare and contrast contraceptive methods. | 5. Considerations when choosing a method a. Safety b. Effectiveness c. Convenience d. Education needed e. Interference with spontaneity f. Availability g. Expense h. Client preference | | Birth control products | |
| 6. Explain the mechanism of action of each contraceptive method. | 6. Methods of contraception a. Barrier methods b. Hormonal contraceptives c. Intrauterine devices d. Natural family planning e. Sterilization f. Less effective methods g. Future methods | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|---|---------------------|-------------------|----------------------|
| 7. Identify Religious, cultural, and psychological reactions to infertility. | 7. Infertility Psychological impact a. shock b. guilt c. isolation d. depression e. stress on relationship | | | |
| 8. Identify Causes of infertility Male & Female | 8. Male a. abnormal sperm b. abnormal erection c. abnormal ejaculation d. abnormal seminal fluid Female a. Disorders of ovulation b. Abnormal fallopian tubes c. Abnormal uterus, cervix, ovaries d. Hormone abnormalities | | | |
| 9. Explain Therapy for Infertility | 9. Infertility a. medications b. surgical c. Insemination d. surrogate | | | |
| 10. Discuss the normal physiologic changes a woman experiences during aging | 10. Aging a. Menopause b. Osteoporosis c. Pelvic floor dysfunction d. Fibroids e. Ovarian cysts | | | |

THE FAMILY IN THE ANTEPARTUM PERIOD

Conception and Normal Fetal Development

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|--|--|-------------------|--|
| 1. Explain why the number of chromosomes in a mature germ cell differ from the number of chromosomes in a body cell. | 1. Review of the genetic process a. Chromosomes and genes b. Cellular process of mitosis and meiosis | Leifer: Chapter 3 | Video: "Caring for the Antepartum Patient" |
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| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|--|----------------------|
| 2. Describe what happens to the ovum from fertilization to implantation. | 2. Fertilization and implanting a. Zygote b. Embryo 1) Ectoderm 2) Mesoderm 3) Entoderm or endoderm c. Fetus | | | |
| 3. Name the two membranes that surround the embryo. | 3. Chorion-amnion membrane | | | |
| 4. List four or five functions of the amniotic fluid. | 4. Amniotic fluid | | | |
| 5. Describe the placenta and lists its functions. | 5. Placenta (development, function) | | | |
| 6. Describe the composition of the umbilical cord and tell its functions. | 6. Umbilical cord | | | |
| 7. Give examples of teratogens that are harmful to a developing fetus. | 7. Teratogens | | | |
| 8. Summarize important landmarks in fetal development. | 8. Fetal growth | | | |
| 9. Describe fetal circulation and tell how it differs from circulation after birth. | 9. Fetal circulation a. Foramen ovale b. Ductus arteriosus c. Ductus venosus d. Umbilical circulation | | Follow path of blood circulation in a fetus using a diagram. | |
| 10. Discuss the difference between identical and fraternal twins. | 10. Multifetal pregnancies a. Monozygotic twins b. Dizygotic twins | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|--|----------------------|
| <u>Normal Prenatal Physical and Psychosocial Changes</u> | | | | |
| 1. List the presumptive, probable, and positive signs and symptoms of pregnancy. | 1. Signs of pregnancy a. Presumptive b. Probable c. Positive | Leifer: Chapter 4 | | |
| 2. Define gestation, gravida and para. | 2. Terms a. Gestation b. Gravida c. Para | | | |
| 3. Determine a pregnant woman's estimated date of confinement using Naegel's rule. | 3. Determination of delivery date | | Calculate several EDC's using Naegel's rule. | |
| 4. Explain the normal physical changes that occur in a woman's body throughout pregnancy. | 4. Physical effects of pregnancy a. Reproductive system 1) Uterus 2) Vagina and perineum 3) Fallopian tubes and ovaries 4) Breasts b. Other body systems 1) Musculoskeletal system 2) Cardiovascular 3) Respiratory 4) Gastrointestinal 5) Urinary Tract 6) Weight 7) Endocrine system 8) Integumentary 9) Metabolism | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|---|---------------------|-------------------|----------------------|
| 5. Describe the possible psychological effects of pregnancy during each trimester of pregnancy. | 5. Psychosocial effects of pregnancy <ul style="list-style-type: none"> a. Common psychological responses to pregnancy <ul style="list-style-type: none"> 1) First trimester 2) Second trimester 3) Third Trimester b. Developmental tasks of pregnancy <ul style="list-style-type: none"> 1) Mimicry 2) Role Playing 3) Fantasy 4) Taking in c. Expectant father | | | |
| <u>Prenatal Visits and Assessments</u> | | | | |
| 1. List various assessments and lab tests completed by the physician during prenatal visits. | 1. Prenatal visits <ul style="list-style-type: none"> a. Initial visit b. Follow-up visits | Leifer: Chapter 4 | | |
| 2. Describe the essential components of a comprehensive prenatal assessment. | 2. Prenatal assessment <ul style="list-style-type: none"> a. Health history b. Gyn and OB history c. Psychosocial assessment d. Weight gain assessment e. V.S. assessment f. Physical assessment g. Pelvic exam h. Fundal height i. Lab tests | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|---|---------------------|-------------------|----------------------|
| <u>Prenatal Health Promotion</u> | | | | |
| 1. Name the minerals and vitamins that need to be increased during pregnancy and list their sources. | 1. Nutritional counseling | Leifer: Chapter 4 | | |
| 2. Identify common areas of concern by expectant mothers and nursing interventions. | 2. Common areas of concerns during pregnancy | | | |
| 3. Name nine or ten minor discomforts of pregnancy and suggest simple remedies. | 3. Common discomforts of pregnancy (discomforts, causes, and relief measures) | | | |
| 4. List the positive signs of labor that expectant mothers should report to the physician. | 4. Preparation for childbirth | | | |
| 5. List four or five danger signals to be repeated immediately by the pregnant woman. | 5. Danger signals to teach | | | |
| 6. Describe situational factors that have a significant impact on pregnancy. | 6. Adolescent and cultural considerations | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|-------------------|----------------------|
| <u>Family at Risk in the Antepartum Period</u> | | | | |
| 1. Describe hemorrhagic conditions of early pregnancy. | 1. Bleeding in early pregnancy <ul style="list-style-type: none"> a. Abortion <ul style="list-style-type: none"> 1) Spontaneous 2) Induced 3) Assessment 4) Management b. Ectopic pregnancy <ul style="list-style-type: none"> 1) Incidence 2) Symptoms 3) Assessment and management c. Hydatidiform mole <ul style="list-style-type: none"> 1) Symptoms 2) Assessment and management | Leifer: Chapter 5 | | |
| 2. Explain disorders of the placenta that result in hemorrhagic conditions of late pregnancy. | 2. Bleeding in late pregnancy <ul style="list-style-type: none"> a. Placenta previa <ul style="list-style-type: none"> 1) Types 2) Assessment and management b. Placenta abruptio <ul style="list-style-type: none"> 1) Sites 2) Assessment and management c. DIC <ul style="list-style-type: none"> 1) Symptoms 2) Assessment and management | | | |
| 3. Describe the treatment and nursing care of the client with hyperemesis gravidarum. | 3. Hyperemesis gravidarum <ul style="list-style-type: none"> a. Assessment b. Management | | | |
| 4. Describe Rh (D) immune globulin and explain how, to whom, and when it is administered. | 4. Rh and ABO incompatibility <ul style="list-style-type: none"> a. Assessment b. Management | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|---------------------|-------------------|--|
| 5. Discuss the symptoms of preeclampsia and eclampsia and list symptoms that may indicate the preeclamptic client is about to have a convulsion. | 5. PIH a. Assessment b. Management | | | Examine and identify equipment used for preeclampsia/eclampsia emergencies, also nursing protocol. |
| 6. List three or four effects that diabetes may have on a pregnancy and/or fetus. | 6. Diabetes a. Gestational 1) Assessment 2) Management b. Pre-existing | | | |
| 7. Mention four or five infectious diseases and discuss the effects they may have on a pregnancy. | 7. Infections a. UTI b. Teratogenic infections c. TB | | | |
| 8. Identify implications of anemia in pregnancy. | 8. Anemias a. Iron deficiencies b. Sickle cell | | | |
| 9. Describe the effects of the physiologic changes in pregnancy associated with thromboembolic disease. | 9. Thromboembolic a. Assessment b. Management | | | |
| 10. Discuss assessment for domestic violence | 10. Domestic violence a. assessment b. nurse's role c. resources | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|---|--------------------------|-------------------|---|
| <u>Assessment of Fetal Health</u> | | | | |
| 1. Explain the procedure and nursing care involved during an amniocentesis. | 1. Amniocentesis a. Indications b. Procedure and nursing care c. Complications d. Results | Leifer: Chapter 5, cont. | | Observe client undergoing diagnostic procedures for determining fetal status as they become available and discuss in post-conference. |
| 2. List one reason for determining maternal estriol levels during pregnancy. | 2. Triple Serum Test | | | |
| 3. Describe three purposes for using ultrasound during pregnancy. | 3. Ultrasound a. Advantages b. Procedure c. Indications for | | | |
| 4. Describe how the OCT is administered and interpreted. | 4. Contraction - Stress test a. Basis b. Procedure and nursing implications c. Indications d. Contraindications | | | |
| 5. Describe the procedure for a non-stress test. | 5. Non-stress testing | | | |
| 6. Describe the advantages and disadvantages of external and internal fetal monitoring. | 6. Fetal monitoring a. Indications b. Methods for c. Data obtained d. Nursing responsibilities | | | View various fetal monitors on clinical unit. |
| 7. Describe the procedures for chorionic villi sampling. | 7. Chorionic villi sampling | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
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| <u>THE FAMILY IN THE INTRAPARTUM PERIOD</u> | | | | |
| <u>The Process of Normal Labor and Delivery</u> | | | | |
| 1. Discuss specific cultural beliefs the nurse may encounter when providing care to a woman in labor. | 1. Cultural groups and birth practices | | | |
| 2. Compare advantages and disadvantages for each type of childbearing setting | 2. Settings a. Hospital b. freestanding birth center c. home | | | |
| 3. List the four forces of labor | 3. Forces of labor a. Powers b. Passenger c. Passage d. Psyche | Leifer: Chapter 6 | Visual aids showing effacement and dilation Video: "Stages of Labor" | Compare and contrast labor of a primigravida and multigravida. Determine the length of each stage of labor from the charts of clients. |
| 4. Diagram the seven mechanisms of labor. | 4. Mechanisms of labor a. Engagement b. Descent c. Flexion d. Internal rotation e. Extension f. External rotation g. Expulsion | | | View the cardinal movements during an observed vaginal delivery. |
| 5. Describe how the nurse admitting the labor client can establish a rapport with her. | 5. Admission assessment and preparation | Leifer: Chapter 6 | | Student assigned with a labor nurse to assist giving care to families in false and true labor. Discuss in post conference |
| 6. Discuss the onset of labor and list the signs of true labor | 6. Signs of approaching labor a. signs and symptoms b. true vs. false | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
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| 7. Describe the nurse's role before the birth | 7. Nurse's role a. monitoring the fetus b. monitoring the laboring woman c. helping the woman cope with labor | | | View monitor strips to identify FHR patterns |
| 8. List the stages of labor, patient behaviors, and nursing interventions for each stage. | 8. Stages of labor a. First 1) Latent 2) Active 3) Transition b. Second c. Third d. Fourth | | Visual aids showing effacement and dilation Video: Stages of Labor: | Compare and contrast labor of a primigravida and multigravida. Determine the length of each stage of labor from the charts of clients. View the cardinal movements during an observed vaginal delivery. |
| 9. Describe the nursing actions in postpartum checks and the pertinent observations made with each check. | 9. Immediate PP care a. Physical care 1) PP check 2) Urinary bladder 3) Perineal care 4) Observe for hemorrhage 5) Promote comfort | | | |
| 10. Develop a nursing care plan for the immediate care of a normal newborn after delivery. | 10. Immediate care after birth a. Airway b. Cord c. Warmth d. Identification e. Bonding | Leifer: Chapter 6, pp. 150-155 | CD-ROM: "Physical Assessment of the Newborn" | Observe immediate nursing care of neonate, including physical assessments and Apgar. |
| 11. Calculate the Apgar score of a newborn when given a report on their physical assessment. | 11. Apgar assessment | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|--|--|
| 12. Discuss the observations and nursing care given to a newborn during the first four hours of life. | 12. Transitional period care <ul style="list-style-type: none"> a. Thermoregulation b. Cardiorespiratory function c. Elimination d. Eye care e. Vitamin K injection f. Cord blood banking | | | Assist in the daily care of newborns in the nursery. |
| <u>Nursing Care During Normal Labor and Childbirth</u> | | | | |
| 1. List the common types of classes offered to childbearing families. | 1. Classes <ul style="list-style-type: none"> a. Childbirth preparation b. Exercise c. Breastfeeding d. Infant care e. Vaginal birth after cesarean (VBAC) | Leifer: Chapter 7 | Video: "Choices in Childbirth-Epidural Anesthesia" | |
| 2. Describe factors that influence labor pain. | 2. Factors of Pain <ul style="list-style-type: none"> a. pain threshold b. pain tolerance c. sources of pain | | | |
| 3. Explain nonpharmacological methods of pain management and the nurse's role for each. | 3. Nonpharmacological <ul style="list-style-type: none"> a. Dick-Read Method b. Bradley Method c. Lamaze Method d. Relaxation and Positioning e. Skin Stimulation f. Diversion and distraction g. Breathing | | | |
| 4. Explain types of pharmacological pain management and nurse's role. | 4. Pharmacological <ul style="list-style-type: none"> a. Analgesics b. Adjunctive c. Epidural d. Pudendal block e. Spinal block f. General anesthesia | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|---------------------|-------------------|------------------------|
| <u>Nursing Care in the Complicated Intrapartum Period</u> | | | | |
| 1. Define preterm labor and list ten contributing factors. | 1. Preterm labor a. Assessment b. Management | Leifer: Chapter 8 | | |
| 2. Discuss methods of inducing labor and nursing interventions associated with each. | 2. Inducing labor a. Reasons for b. Methods of | | | Observe labor process. |
| 3. Distinguish between hypertonic and hypotonic uterine dysfunction. | 3. Dystocia a. Uterine dysfunction b. Persistent occiput posterior positions c. Breech presentation (4 types) d. CPD | | | |
| 4. Describe three conditions which affect the progress of labor and birth. | 4. Other conditions affecting the onset of labor a. PROM b. Hydramnios c. Multiple gestation | | | |
| 5. List the dangers and interventions associated with a prolapsed cord. | 5. Complications during childbirth process a. Prolapse of umbilical cord b. Uterine rupture c. Uterine inversion | | | |
| 6. Define cesarean birth and list five reasons for this operative procedure. | 6. Operative procedures a. Forceps delivery b. Vacuum delivery c. C-birth 1) Assessment 2) Management | | | |
| 7. Define VBAC. | 7. VBAC | | | |
| 8. Describe the nurse's role in emergency delivery. | 8. Emergency delivery by nurse | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|---|---------------------|--|---|
| <u>THE FAMILY IN THE POSTPARTUM PERIOD</u> | | | | |
| <u>Normal Postpartum Physical and Psychosocial Changes</u> | | | | |
| 1. Describe postpartum care for specific groups and cultures | 1. Adaptations a. adolescent b. single mother c. economically poor d. mother of twins or preterm e. cultural | Leifer: Chapter 9 | | |
| 2. Describe the significant physical changes in the reproductive system and maternal and nursing care associated with those changes. | 2. Physical changes in the reproductive system a. Changes in the reproductive organs 1) Uterine involution 2) Fundal position 3) Lochia 4) Cervix 5) Vagina and perineum 6) Breasts b. Changes in other body systems 1) Cardiovascular 2) Urinary 3) Gastrointestinal 4) Integumentary 5) Musculoskeletal 6) Immune | | CD-ROM: "Nursing Assessment of the Postpartum Patient" | Complete needed assessments and charting. |
| 3. Explain the nursing assessments and interventions for the woman who had a cesarean section. | 3. Cesarean section a. uterus b. lochia c. dressing d. urinary catheter e. respiratory care f. preventing thrombophlebitis g. pain management | | | |
| 4. List at least three psychosocial events the family typically experiences after childbirth. | 4. Psychosocial changes a. Reliving birth experience b. Parental response 1) Maternal 2) PP depression 3) Paternal c. Parent-newborn attachment d. Sibling response | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|---|---------------------|-------------------|----------------------|
| 5. Discuss nursing interventions that promote bonding. | 5. Promoting family wellness a. Rooming in b. Sibling and grandparent visitation | | | |
| 6. Describe nursing care of the normal newborn 30 minutes to 2 hours after birth | 6. Newborn Care a. Thermoregulation b. Bowel and urinary elimination c. Evaluating gestational age d. Vital signs e. Measurements f. Cord care | | | |
| 7. Identify signs and symptoms that may indicate a complication in the newborn | 7. Complications a. Hypoglycemia | | | |
| 8. Discuss principles of breastfeeding | 8. Principles a. Prolactin b. oxytocin c. let-down reflex | | | |
| 9. Compare and contrast bottle vs. breastfeeding | 9. Newborn feedings a. Breast feeding 1) Technique 2) Advantages 3) Disadvantages b. Bottle feeding 1) Technique 2) Advantages 3) Disadvantages | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|-------------------|--|
| <u>Nursing Care in the Complicated Postpartum Period</u> | | | | |
| 1. Describe the symptoms of nursing interventions in cases of post-partum hemorrhage. | 1. Puerperal hemorrhage and hematomas a. Risk factors b. Preventions c. Causes d. Early vs. late post-partal hemorrhage e. Nursing responsibilities | Leifer: Chapter 10 | | Provide care for and complete assessments on postpartum clients. |
| 2. Describe the symptoms and nursing interventions in cases of puerperal infections. | 2. Puerperal infections a. Risk factors b. Local vs. general infections c. Endometritis d. Parametritis e. Nursing responsibilities | | | |
| 3. Explain why the affected leg of a mother with thrombophlebitis is never massaged. | 3. Thromboembolic disease a. Thrombophlebitis b. Pulmonary embolism | | | Present chosen OB topic in post conference. |
| 4. Describe the symptoms and treatment of cystitis. | 4. Puerperal cystitis a. Overdistention b. Cystitis c. Nursing responsibilities | | | |
| 5. Describe the symptoms and treatment of mastitis. | 5. Disorders associated with the breast a. Mastitis b. Breast abscess | | | |
| 6. Recognize various forms of puerperal psychiatric disorders. | 6. Postpartum psychosocial problems a. Postpartum depression b. Postpartum psychosis | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|---|-------------------|----------------------|
| <u>GASTRIC GAVAGE AND NURSING CARE</u> | | | | |
| 1. Identify alternative methods of nourishing a client. | 1. Alternative methods of providing nourishment | Timby: Ch. 29 Williams & Hopper: Ch. 32, pp. 707-713 | | |
| 2. Define gastric gavage: site indications for use, proper procedure for using, and common problems. | 2. Using gavage | | | |
| 3. Discuss the proper procedure for a gastrostomy feeding. | 3. Administering nourishment through a gastrostomy | | | |
| 4. Identify areas of concern in caring for a client with a feeding tube. | 4. Common problems associated with tube feedings | | | |
| <u>IV THERAPY/BLOOD TRANSFUSIONS</u> | | | | |
| 1. Discuss the sources of body water, its function, and ways it is normally lost. | 1. Understanding fluid balance a. Body fluid proportions b. The main functions of body water c. The chief sources of water d. Methods of eliminating water | Timby: Ch. 35 Williams & Hopper: Chs. 6 & 7 | | |
| 2. Describe techniques used in assessing for fluid imbalances. | 2. Assessing fluid balance | | | |
| 3. Identify means of determining I & O and the correct way to record it. | 3. Documenting fluid intake and output a. Determining fluid intake b. Recording fluid intake c. Determining fluid output d. Recording fluid output | | | |
| 4. Discuss ways of promoting fluid balance. | 4. Correct fluid imbalance a. Increasing oral fluid intake b. Restricting oral fluid intake | | | |
| 5. List six reasons for administering fluids IV. | 5. Purposes of administering IV fluids | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|---|---------------------|-------------------|----------------------|
| 6. List five assessments useful in determining a client's response to fluid therapy. | 6. Assessing the client requiring fluid therapy | | | |
| 7. Discuss the nurse's role in providing routine care for the client with an IV. | 7. Maintaining the IV infusion a. Monitoring the rate of infusion b. Caring for site | | | |
| 8. List possible complications of IV infusion and appropriate nursing response for each. | 8. Detecting complications Discontinuing the infusion | | | |
| 9. Identify various types of transfusion reactions and the nurse's response to each. | 9. Administering a blood transfusion | | | |
| 10. List seven signs and symptoms including a possible electrolyte imbalance. | 10. Detecting electrolyte imbalance | | | |
| 11. Identify measures to help prevent or correct an electrolyte imbalance. | 11. Preventing and correcting electrolyte imbalance | | | |
| 12. Discuss acid-base balance; recognizing imbalance and ways of preventing and correcting the imbalance. | 12. Understanding acid-base balance a. Identifying acid-base imbalance b. Preventing and correcting acid-base imbalance | | | |
| 13. Differentiate between intracellular and extracellular fluid. | 13. The nature of body fluid | | | |
| 14. Explain the processes involved in fluid and electrolyte exchange throughout the body. | 14. Fluid and electrolyte exchange | | | |
| 15. Classify the major types of shock according to cause. | 15. Shock a. Types of shock | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|-------------------------------|---|--|
| 16. Outline the goals of drug therapy and the nursing management of the client in shock. | 16. Intervention for shock | | | |
| <u>CARING FOR THE SURGICAL CLIENT/TRACHEOSTOMY CARE</u> | | | | |
| 1. List five types of surgery according to their urgency. | 1. Types of surgery | Timby: Ch. 27 | | |
| 2. List four reasons for undergoing surgery. | 2. Reasons for performing surgery | Williams & Hopper: Ch. 12, 29 | Classroom demonstration of trach care | College Lab: - Sterile Gloving - Sterile Techniques - Heart Sounds - Wound Suctioning, Draining, and Specimen Collection |
| 3. Discuss the rationales for predonating blood prior to surgery. | 3. Predonating blood | | | |
| 4. Discuss outpatient surgery: criteria for and disadvantages of. | 4. Outpatient surgery | | | Clinical: Acute Care/Peds/OB |
| 5. Identify five advantages of laser surgery and three safety hazards and special precautions associated with this type of procedure. | 5. Laser surgery a. Benefits of laser surgery b. Laser safety | | | |
| 6. Identify the phases of care of the surgical client. | 6. Perioperative care a. Preoperative care b. Intraoperative care c. Postoperative care | | Video Clip from <u>The Point</u> : Pre-Op Care Post-Op Care | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|---------------------|-------------------|----------------------------------|
| 7. Identify five common interventions for preoperative care. | 7. Preoperative care a. Psychological support b. Teaching c. Surgical site d. Consent e. Medication | | | |
| 8. Identify the common types of anesthesia and their uses. | 8. Anesthesia a. General b. Topical c. Local d. Spinal e. Epidural f. Conscious sedation | | | |
| 9. Identify principles of surgical asepsis. | 9. Surgical asepsis a. Sterile technique b. Sterile fields | | | |
| 10. Plan nursing measures to prevent post-operative complications. | 10. Postoperative care a. Adequate oxygenation b. Pain management c. Positioning d. Ambulation | | | |
| 11. Identify seven post-operative complications. | 11. Postoperative complications a. Shock b. Blood loss c. Respiratory arrest d. Cardiac arrest e. Pneumonia f. Infection g. Thrombosis and embolism h. Dehiscence and evisceration | | | |
| 12. Describe the nursing care for the client with a tracheostomy. | 12. Caring for the client with a tracheostomy | | | Review of skills in college lab. |
| 13. Outline discharge planning for the surgical client. | 13. Discharge planning a. Activity b. Restrictions c. Diet d. Medications e. Complications | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|---|--------------------------------|-------------------|---|
| <u>PROMOTING URINARY ELIMINATION</u> | | | | |
| 1. Discuss the formation and elimination of urine. | 1. Understanding urinary structure and function | Timby: Ch. 30 | | College lab: - Insertion, Care and Removal of Urinary Catheter |
| 2. List and discuss six alterations in normal patterns of urinary eliminations. | 2. Identifying abnormal urinary patterns | Williams & Hopper: Chs. 36, 37 | | |
| 3. Discuss normal and abnormal characteristics of urine. | 3. a. Examining urine b. Identifying abnormal characteristics of urine | | | |
| 4. Outline nursing care of clients with urinary incontinence. | 4. Managing incontinence | | | |
| 5. Discuss the use of an external catheter. | 5. Using an external catheter | | | |
| 6. State several reasons for catheterization. | 6. Indications for catheterization | | | |
| 7. Describe the nursing techniques used in caring for a client with an indwelling catheter. | 7. Managing an indwelling catheter | | | |
| 8. Discuss intermittent self-catheterization. | 8. Teaching self-catheterization | | Case Study | |
| 9. List eight nursing measures used in caring for a client with a urinary diversion. | 9. Eliminating urine from a surgical opening | | | |
| 10. Describe the proper procedures for collecting urine specimens by: voiding clean-catch, midstream, 24 hour collection, straight catheter, indwelling catheter, and urinary stoma. | 10. Obtaining urine specimens | | | Demonstration of urine specimen collection Labeling of specimens |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---|---|--|
| <u>PHARMACOLOGY</u> | | | | |
| 1. Demonstrate proficiency in basic math skills. | 1. Mathematics review for dosage calculations | Clayton & Stock: Ch. 6 Pickar: Chs. 1-11 | Handouts: "Math Worksheets", "Weights and Measures", "Common Abbreviations and Numbers", "Drug Classifications" | College Lab: - Demonstration and Practice of oral meds Clinical: Acute Care/ Peds/OB |
| 2. Identify the three basic systems of measurements used in drug administration. | 2. Systems of measurement | | Pickar: CAI, Sections 6-11 | |
| 3. Discuss conversions and equivalencies used in converting from one system to another. | 3. Conversions | | | |
| 4. Demonstrate ability to utilize abbreviations and conversions used in administering meds. | 4. List of abbreviations Weights and Measures | | | |
| 5. Read, correctly interpret a med order, and calculate correct dosages. | 5. Interpreting drug orders/calculations | | | |
| 6. Describe equipment used in administering medications in the health care setting. | 6. Hospital equipment used in dosage measurement | | | |
| 7. List seven components of a medication order. | 7. Receiving a medication order | | | |
| 8. Differentiate among generic, official, and brand names of medicines. | | Clayton: Chs. 1-3 | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|---|-----------------------|------------------------|----------------------|
| 9. Identify examples of literature sources for researching meds, drug reactions, and drug incompatibilities. | | | | |
| 10. Discuss the legislative acts that control drug abuse and drug usage. | | | | |
| 11. Differentiate among Schedule I, II, III, IV, and V meds. | 11. Schedule I, II, III, IV, and V meds a. Describe nursing responsibilities associated with each type of medication | | Small Group Activities | |
| 12. Identify five basic principles of drug action. | 12. Basic principles a. Absorption b. Distribution c. Metabolism d. Excretion e. Half-life | | | |
| 13. Describe the mechanisms by which drug interactions may occur. | | | | |
| 14. Discuss the effect of one's age on drug action. | | | | |
| 15. Explain how medications are supplied and safe-guarded in the health care facility. | 15. a. Supplying medications b. Safeguarding medications | Clayton: Chs. 7-10 | | |
| 16. Discuss guidelines that must be followed for safety in preparing and administering meds. | 16. Following basic guidelines for administering medications a. Applying the seven rights b. Before preparing meds c. While preparing meds d. While administering meds e. After administering meds | Timby: Ch. 32, 33, 34 | | |
| 17. Define the four categories of medication orders. | 17. Four categories a. State order b. Single order c. Standing order d. PRN order | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|--|--|---|
| 18. Identify the three routes of drug administration. | 18. Three routes of drug administration a. Enteral b. Parenteral c. Percutaneous | | | College Lab: - Parental meds |
| 19. Identify parts of a syringe and the range of syringe and needle size used for injections. | 19. Selecting equipment for parenteral administration | | | |
| 20. Demonstrate the proper selection of site and position for various injection techniques. | 20. a. Administration of an IM injection b. Administering a subcutaneous injection c. Administering an intradermal injection | | | |
| 21. Identify common families, their actions, specific family members, side effects, and nursing considerations. | 21. Drug families a. Drugs used to relieve tension, relax, and produce sleep b. Drugs used for depression, psychosis c. Drugs that control seizure activity d. Drugs that relieve pain or analgesics e. Drugs that affect the cardiovascular system f. Drugs that affect the respiratory system g. Drugs that affect the digestive system h. Drugs that affect the endocrine system i. Antimicrobial agents | Clayton: a. Ch. 14 b. Chs. 16, 17, 18 c. Ch. 19 d. Ch. 20 e. Chs. 21-28 f. Chs. 29-31 g. Chs. 32-35 h. Chs. 36-39 i. Ch. 46 | Student Reports D-R-U-G-O "Bingo" | Clinical: Acute Care/ Peds/OB College Lab: - Bandages/Binders - NG Insertion/ Irrigation/Removal/ Care of - Suctioning |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|---|---------------------|--|---|
| <u>FAMILY-CENTERED CARE OF THE NEWBORN</u> | | | | |
| <u>Newborn's Transition to Extrauterine Life</u> | | | | |
| 1. Explain the factors that establish a newborn's respirations after birth | 1. Establishment of respirations a. Chemical b. Sensory c. Thermal d. Mechanical | Leifer: Chapter 12 | DVD: "Assessment of the Newborn: The First 10 Minutes" | Assist and observe Apgar scoring done at 1, 5, and 10 minutes after birth. |
| 2. Name and describe reflexes normally present in the infant at birth. | 2. Normal reflexes a. Rooting b. Sucking c. Gag d. Swallow e. Extrusion f. Optical blink g. Auditory h. Tonic neck i. Grasp j. Moro k. Babinski l. Stepping | | DVD: "Assessment of the Newborn: Gestational Age and Newborn Reflexes" | |
| 3. Use common assessment tools to perform a physical assessment of a normal newborn. | 3. Physical examination of the neonate a. Head b. Eyes c. Ears d. Sleep e. Pain f. Respiratory g. Circulatory h. Musculoskeletal i. Genitounary j. Integumentary k. Gastrointestinal | | CD-ROM: "Physical Assessment of the Newborn" | Assist the nursery nurse with the physical examination of a newborn. Observe in a nursery. |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|---------------------|--|---|
| 4. Describe manifestations which would indicate normal neurologic and sensory functioning. | 4. Neurologic and sensory-perceptual functioning a. Posture and movement b. Vision, smell, taste, hearing and tactile | | | |
| 5. Differentiate between caput succedaneum and cephalhematoma. | 5. Head adaptations a. Moldings b. Caput succedaneum c. Cephalhematoma d. Fontanelles | | View pictures of molding, caput succedaneum, and cephalhematoma. | Palpate the fontanelles and suture lines on a newborn's head. |
| 6. State the normal range for a newborn's heart rate. | 6. Circulatory transition a. Clinical manifestations | | | |
| 7. Contrast ways in which a newborn loses and produces heat | 7. Temperature regulation a. Heat loss b. Heat production | | | |
| 8. Explain the assessment of male versus female genitalia | 8. Genitourinary a. Male genitalia b. Female genitalia c. Kidney function | | | |
| 9. Identify integumentary manifestations of the newborn | 9. Skin manifestations a. Lanugo b. Vernix caseosa c. Milia d. Epstein's Pearls e. Mongolian spots f. Acrocyanosis | | | |
| 10. Contrast physiologic jaundice from pathological jaundice. | 10. Hepatic adaptation a. Physiologic vs. Pathologic jaundice | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|---|--|
| 11. Describe the types and number of stools of the newborn who is being either breast or bottle fed. | 11. Gastrointestinal adaptation a. Meconium b. Transitional | | | |
| 12. Contrast the difference between passive and acquired immunities | 12. Immunologic adaptations a. Passive immunity b. Acquired immunity | | | |
| 13. Develop a nursing care plan incorporating parental education needs relating to newborn cares at home. | 13. Parent education a. feeding b. furnishings c. clothing | | | |
| <u>Nursing Care of the Pre-term & Post-term Neonate</u> | | | | |
| 1. Tell how weight and gestational age are used in classifying newborns. | 1. Classifications a. Preterm, term, post-term b. AGA, SGA, LGA | Leifer: Chapter 13 | CD-ROM: "Gestational Age Assessment of the Newborn" | |
| 2. List four of the most common ways to decrease the risk of delivering a preterm infant. | 2. Preterm prevention | | | |
| 3. Describe the external appearance of the preterm infant. | 3. Appearance of preterm infant | | | Compare and contrast physical appearance of post and pre-term baby in the nursery. |
| 4. Discuss the physiologic immaturity and adaptations of the preterm neonate at birth and special considerations. | 4. Handicaps of preterm infant a. RDS b. Hypoglycemia c. ROP d. NEC e. Icterus | | | |
| 5. Predict the nursing care of the preterm infant relating to its handicaps. | 5. Nursing care of preterm infant a. Airway b. Conserve energy c. Body temperature regulation d. Safety, prevent infection e. Nutritional needs and feeding | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|----------------------------------|--|
| 6. Discuss possible medical problems of the post-term infant. | 6. Post-term infant a. Asphyxia b. Meconium aspiration c. Hypoglycemia d. Polycythemia | | | |
| <u>GROWING CHILDREN AND THEIR FAMILIES</u> | | | | |
| 1. Discuss the nursing implications of growth and development | 1. Nursing Process applied to growth and development a. Data collection b. Nursing diagnosis c. Planning d. Implementation | Leifer: Chapter 15 | | |
| 2. Explain the differences between growth, development and maturation. | 2. a. Growth and maturation b. Nursing Implications of growth and development c. Terms d. Teeth | | Read a growth chart for children | |
| 3. Identify growth standards. | 3. a. Factors that influence growth and development b. Growth charts | | | Discuss the nutritional needs of the infant and child. |
| 4. Demonstrate an understanding of the role of the family and cultural practices upon the developing child. | 4. The Family a. Cultural influence | | | Video: "Communicating with Children and Families" |
| 5. Identify three growth and development theorists. | 5. a. Personality development b. Cognitive development c. Moral development | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|---|----------------------------|--|--|
| 6. Discuss the nutritional needs of the infant and child | 6. a. Preparing for pregnancy b. Teenage pregnancy c. Child's nutritional heritage d. Feeding ill child e. Feeding well child f. The teeth | | NCLEX review questions | |
| 7. Describe the relationship of play to physical, cognitive and emotional development. | 7. a. Therapeutic play b. Age appropriate toys c. Computer games | | | |
| <u>HEALTH CARE ADAPTATIONS FOR CHILDREN AND THEIR FAMILIES</u> | | | | |
| 1. Describe the various healthcare delivery settings. | 1. Health care delivery a. Outpatient clinics b. The children's unit c. Community/home | Leifer: Chapters 21 and 22 | Information Sheets: Vital Signs, Feeding Infants, Safety Measures, Admission and Discharge, General Peds Policies and guidelines for clinical practice | |
| 2. List five safety measures applicable to the care of the hospitalized child. | 2. a. Safety measures b. Transporting, positioning, and restraining the child | | | |
| 3. Discuss the effects of illness upon the child and his family. | 3. a. The child's reaction to hospitalization b. Parent's feelings c. Cultural response | | | |
| 4. Demonstrate the procedure for admission of a child to pediatrics. | 4. a. Hospital admission b. Assessment c. Vitals d. Collection of specimens e. Lumbar puncture | | | Video: "Physical Examination and Health Assessment: Head-To-Toe Assessment of the Child" |
| 5. Contrast the administration of medicines to children and adults. | 5. Medications a. Oral b. IM c. Nose, ear, eye drops | Pickar: Chapter 14 | | Video: "With Care and Caring - Pediatric Med Administration" |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|---|---------------------|-------------------|----------------------|
| 6. Discuss two precautions necessary when a child is receiving parenteral fluids and the rationale for each. | 6. Principles of fluid balance in children a. Oral b. Parenteral c. TPN | | | |
| 7. Describe adaptation of selected procedures to children. | 7. a. Gastrostomy b. Enema c. Tracheostomy d. Oxygen therapy | | | |
| 8. Describe routine preoperative and postoperative care for the child. | 8. a. Preoperative teaching b. Preoperative care c. Postoperative teaching | | | |
| 9. Identify means of assisting the child and his family face death. | 9. a. Facing death with the child and his family b. Child's awareness of condition c. Stages of dying | | | |

THE NEWBORN WITH A CONGENITAL MALFORMATION

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|---|---|--------------------|--|---|
| 1. Describe management of care of infants at risk for asphyxia immediately after birth. | 1. Respiratory problems and nursing care a. Asphyxia neonatorum b. RDS c. Pneumonia | Leifer: Chapter 14 | | View various problems of newborns and nursing care required as it becomes available in the nursery. |
| 2. Identify clinical manifestations and general nursing interventions for babies with selected and developmental and heredity problems. | 2. Developmental and heredity problems and nursing care a. Congenital heart defect b. Cleft lip and palate c. Hydrocephalus d. Clubfoot e. Tracheoesophageal fistula f. Pyloric stenosis g. Omphalocele h. Spina bifida i. Imperforated anus j. Cryptorchidism k. Epispadias and hypospadias l. Downs m. Phenylketonuria | | Video: "Giving your Child a Smile, Cleft Lip and Palate" Video: "Cardiopulmonary Assessment and Cardiac Anomalies." | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|---|---------------------|-------------------|---|
| 3. Explain the signs and symptoms and general nursing care involved for a newborn with various infections. | 3. Infections and nursing care a. Staphylococcal b. Diarrhea c. Thrush d. Rotavirus e. RSV | | | |
| 4. List four or five withdrawal symptoms of a drug-addicted infant. | 4. Nursing care of the drug-addicted infant | | | |
| 5. Discuss the effects of diabetes on the fetus. | 5. Babies of diabetic mothers a. Signs and symptoms b. Nursing treatment | | | |
| 6. Identify clinical manifestations and general nursing interventions with hemolytic diseases of the newborn. | 6. Problems involving the blood a. Rh incompatibility b. Phototherapy | | | Assist with babies receiving phototherapy as available. |

THE CHILD WITH A COMMUNICABLE DISEASE

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|---|--|--------------------|--|--|
| 1. List five factors that contribute to the spread of communicable disease. | 1. Progress toward infection control | Leifer: Chapter 32 | | |
| 2. Identify two general approaches to the prevention of the spread of microbes. | 2. Limiting the transmission of pathogens a. Types of infection control practices | | | |
| 3. Explain how transmission barriers prevent the spread of infection. | 3. Common transmission barriers | | | |
| 4. Demonstrate appropriate isolation techniques. | 4. Isolation techniques a. Confining the client and equipping the room b. Wearing isolation garments c. Disposing of contaminated linen, equipment, and supplies d. Handling secretions and excretions | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|-----------------------------------|--|
| 5. Describe the importance of health maintenance including the role of immunizations in preventing disease. | 5. a. Health maintenance b. Immunizations | | Handout: Immunization Schedule | Visit Public Health Immunization Clinics |
| 6. Describe the symptoms and nursing considerations of a child with the common childhood diseases. | 6. Communicable diseases a. Rubeola b. Rubella c. Chicken pox d. Mumps | | | |

THE INFANT

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|---|--|--------------------|--|--|
| 1. Discuss the general characteristics of the infant, including physical development, social behavior and care, and guidance of the infant during the first year of life. | 1. a. General characteristics b. Physical development, social behavior, and care and guidance | Leifer: Chapter 16 | | |
| 2. Instruct the parent in the nutritional needs of the infant. | 2. Nutrition counseling of parents | | | |
| 3. Explain why infants and young children become more easily dehydrated than adults. | 3. Fluid imbalance a. Dehydration b. Overhydration | | | |

THE CHILD WITH A GASTROINTESTINAL CONDITION

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|---|---|--------------------|--|--|
| 1. Discuss the disorders of the G.I. tract of the infant, their treatment and nursing care. | 1. GI tract disorders a. Pyloric stenosis b. Diarrhea c. Gastroenteritis d. Megacolon e. Celiac syndrome | Leifer: Chapter 28 | | |
| 2. List symptoms of appendicitis and discuss treatment and nursing care of a child with this diagnosis. | 2. Appendicitis | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|----------------------------|--|
| <u>THE CHILD WITH A GENITOURINARY CONDITION</u> | | | | |
| 1. Discuss pathology of the urinary system. | 1. Disorders of the urinary system a. Glomerulonephritis b. Nephrotic syndrome c. UTI d. Wilms Tumor | Leifer: Chapter 29 | | |
| 2. Discuss disorders in elimination in the child. | 2. Elimination disorders a. Enuresis b. Encopresis | | | |
| <u>THE CHILD WITH A SENSORY CONDITION</u> | | | | |
| 1. Discuss the anatomical structure of the ear canal in infants and its relationship to otitis media. | 1. The ears a. Otitis externa b. Otitis media c. Hearing deficits | Leifer: Chapter 23 | | Video: Otitis Media or Cochlear Implants (available on Pediatric Unit) |
| 2. Describe various eye disorders and treatment. | 2. Eye disorders a. Cataracts b. Glaucoma c. Strabismus d. Eye infections e. Blindness | | | |
| <u>THE CHILD WITH A NEUROLOGICAL CONDITION</u> | | | | |
| 1. Describe cerebral palsy. | 1. Cerebral palsy a. Causes b. Prevention c. Nursing care | Leifer: Chapter 23 | | |
| 2. Identify CNS disorders and its manifestations/ nursing care. | 2. CNS disorders a. Reye's Syndrome b. Meningitis c. Head injury d. Seizure disorders | | Video: "Seizure First Aid" | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|--|-------------------|----------------------|
| 3. Define mental retardation and identify the management and nursing care of a child with this diagnosis. | 3. The nervous system a. Mental retardation b. Down's Syndrome | | | |
| <u>THE CHILD WITH A MUSCULOSKELETAL CONDITION</u> | | | | |
| 1. Discuss the treatment of conditions affecting the musculoskeletal system. | 1. Musculoskeletal system a. Osteomyelitis b. Muscular Dystrophy c. Juvenile Rheumatoid Arthritis d. Rheumatic Fever Polyarthritis e. Fractures f. Scoliosis | Leifer: Chapter 24 | | |
| 2. Identify the use of immobilization for musculoskeletal disorders and related nursing care. | 2. Immobilization a. Casts b. Traction 1) Bryants 2) Cervical 3) Russell Skin Traction 4) Halo | | | |
| <u>THE TODDLER</u> | | | | |
| 1. Describe the normal growth and development and physical characteristics of the toddler. | 1. General characteristics | Leifer: Chapter 17, Chapter 21 - Review | | |
| 2. Identify objectives helpful in managing the toddler. | 2. Guidance | | | |
| 3. Describe the correct method of meeting the child's psychosocial needs. | 3. Psychosocial needs a. Play b. Discipline c. Sharing | | | |
| 4. List six suggestions that will help the parents cope more effectively with toileting. | 4. Toilet independence | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|---------------------|-------------------|----------------------|
| 5. Recite the value of accident prevention in the life of the toddler and appropriate parent teaching. | 5. Accident prevention a. MVA b. Ingestion of toxic substance c. Burns | | | |
| 6. List common causes of accidents in the toddler and prevention/treatment. | 6. Common accidents a. Lead poisoning b. Ingestion of foreign objects c. Burns d. Drowning e. Head injury | | | |

THE PRESCHOOL CHILD

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|---|---|--------------------|--|--|
| 1. Describe the growth and development of the preschool-age child. | 1. General characteristics, physical, mental, emotional, and social development a. The Trusting Threes b. The Frustrating Fours c. The Fascinating Fives | Leifer: Chapter 18 | | |
| 2. Discuss guidance necessary for the preschool age child. | 2. Guiding the preschool child a. Discipline b. Language development c. Masturbation | | | |
| 3. Discuss the nursery school and how it helps meet the needs of the preschooler and his parents. | 3. Nursery school | | | |
| 4. Identify the daily care needs of that age child. | 4. Daily care | | | |
| 5. Discuss the value of play in the life of a child. | 5. Play in health and illness a. Value of play b. Nurse's role c. Toys d. Playmates | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|----------------------------|---------------------------------|----------------------|
| <u>THE SCHOOL-AGE CHILD</u> | | | | |
| 1. Describe the general characteristics of the school-age child. | 1. General characteristics a. Physical growth b. Sex (role, development, and education) | Leifer: Chapter 19 | | |
| 2. Describe the physical and psychosocial development of the school-age child listing age specific events. | 2. Physical, mental, emotional, and social development a. Six years b. Seven years c. Eight years d. Nine years e. Preadolescence (ages 10, 11, and 12) | | | |
| 3. Describe methods of health maintenance in the school-age child. | 3. Health maintenance a. Disease preventions b. Safety c. Sex education | | | |
| 4. Discuss the major developmental tasks of the school-age child. | 4. Developmental tasks a. Erikson: Industry vs. Inferiority | | | |
| <u>THE CHILD WITH A RESPIRATORY AND CARDIOVASCULAR DISORDER</u> | | | | |
| 1. Define nasopharyngitis, including etiology, symptoms, treatment and nursing care. | 1. Nasopharyngitis | Leifer: Chapters 25 and 26 | | |
| 2. Identify SIDS. | 2. Sudden Infant Death Syndrome | | | |
| 3. Outline the nursing care of the child with respiratory disorders. | 3. Respiratory system a. Croup b. Epiglottitis c. Laryngitis d. Laryngotracheobronchitis e. RSV f. Allergic rhinitis | | Video: "To Breathe, To Breathe" | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|-------------------|----------------------|
| 4. Describe cystic fibrosis, its symptoms, its treatment, and nursing care. | 4. Cystic fibrosis a. Pancreatic involvement b. Pulmonary involvement c. Treatment d. Nursing care | | | |
| 5. Summarize the pre and post op care of the preschooler scheduled for a T & A. | 5. The respiratory system a. Tonsillitis and adenoiditis b. Tonsilectomy | | | |
| 6. Discuss the signs and symptoms of the child with asthma and application of the nursing process. | 6. Asthma a. Signs and symptoms b. Treatment c. Self-care | | | |
| 7. Distinguish major and clinical manifestations of rheumatic fever and discuss the treatment and nursing care of the child with this disorder. | 7. Rheumatic fever a. Precipitating factors b. Signs and symptoms c. Polyarthritis, Chorea and Carditis d. Treatment | | | |
| 8. Contrast signs and symptoms of Kawasaki Disease with rheumatic fever and identify the nursing care. | 8. Kawasaki Disease | | | |
| 9. Identify the assessment and nursing care for Cardiac disorders. | 9. Cardiac Disorders a. CHF b. Systemic hypertension c. Hyperlipidemia | | | |

THE CHILD WITH CONDITIONS OF THE BLOOD, BLOOD FORMING ORGANS AND LYMPHATIC SYSTEM

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|---|--|--------------------|--|--|
| 1. Differentiate between iron deficiency anemia and sickle cell disease and the implications and treatment of each. | 1. a. Iron deficiency anemia b. Sickle cell disease | Leifer: Chapter 27 | | |
| 2. Contrast leukemia to hemophilia including etiology, treatment, nursing care and prognosis. | 2. Blood a. Leukemia b. Hemophilia | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|---|---------------------|-------------------|--|
| 3. Develop a care plan for the child with cancer. | 3 Nursing care for the child receiving therapy for cancer <ul style="list-style-type: none"> a. Medical treatment <ul style="list-style-type: none"> 1) Chemotherapy 2) Radiation 3) Bone marrow transplant b. Related nursing problems <ul style="list-style-type: none"> 1) Nutrition 2) Pain management 3) Infection risks 4) Psychosocial Care | | | Video: "Loss and Grief: The Child Who Left Us" |

THE ADOLESCENT

| | | | | |
|---|---|--------------------|--|--|
| 1. Describe the general physical characteristics of the adolescent. | 1. General characteristics <ul style="list-style-type: none"> a. Preadolescence b. Post adolescence | Leifer: Chapter 20 | | |
| 2. Describe the physical, mental, emotional, and social developmental tasks of the adolescent. | 2. <ul style="list-style-type: none"> a. Physical development b. Cognitive growth c. Social development d. Peer relationships e. Need for responsible dating | | | |
| 3. List nutritional requirements for the adolescent and two factors that may contribute to dietary deficiency for this age group. | 3. Health education and guidance <ul style="list-style-type: none"> a. Nutritional requirements b. Exercise c. Prevention of obesity and extreme dieting | | | |
| 4. Outline for the adolescent his personal care needs. | 4. Personal care | | | |
| 5. Discuss sexual responsibility with the adolescent. | 5. Adolescent pregnancy and sexual responsibility | | | |
| 6. Differentiate between the illness and hospitalization of an adolescent and that of a younger child. | 6. Nursing goals in the care of the hospitalized adolescent | | | |
| 7. Describe infectious diseases common to the adolescent. | 7. Infectious diseases <ul style="list-style-type: none"> a. Infectious mononucleosis b. Pulmonary tuberculosis | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|-------------------|----------------------|
| 8. Define acne vulgaris, sebum, comedones, papules, and blackheads. | 8. The skin | | | |
| 9. Describe the symptoms, treatment and nursing goals of clients with dysmenorrhea. | 9. Reproductive system a. Dysmenorrhea b. PMS c. Amenorrhea | | | |
| 10. List the special needs of the teenager with a sexually transmitted disease. | 10. Special needs a. Sexually transmitted diseases b. Vaginitis c. Adolescent pregnancy | | | |
| 11. Identify maladaptive reactions to stress by the adolescent. | 11. Special topics a. Depression and suicide | | | |
| 12. Discuss the problems confronting the teenager who uses drugs indiscriminately. | 12. a. Substance abuse b. Teenage alcoholism c. Marijuana | | | |

THE CHILD WITH A SKIN CONDITION

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|--|--|--------------------|--|--|
| 1. Identify the nursing measures for a child with infantile eczema and state the rationale for each measure. | 1. Skin disorders a. Infantile eczema b. Impetigo | Leifer: Chapter 30 | | |
| 2. Outline the symptoms, treatment, and nursing care of a child with skin conditions. | 2. The skin a. Pediculosis b. Scabies c. Skin allergies d. Bites e. Burns | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|---|---------------------|-------------------------|----------------------|
| <u>THE CHILD WITH A METABOLIC CONDITION</u> | | | | |
| 1. Differentiate between Type I and Type II Diabetes Mellitus. | 1. Endocrine system a. Diabetes mellitus | Leifer: Chapter 31 | | |
| 2. Identify diagnostic tools used to diagnose D.M. | 2. Diagnostic blood tests | | | |
| 3. Outline the educational needs of the diabetic child and his parents in the following areas: nutrition, exercise, blood tests, administration of insulin, recognizing signs and symptoms of crisis, and hygienic needs. | 3. Educational needs a. Diabetic ketoacidosis b. Nutritional management c. Insulin management d. Insulin shock e. Glucose and insulin imbalances | | | |
| <u>THE CHILD WITH AN EMOTIONAL OR BEHAVIORAL CONDITION</u> | | | | |
| 1. Describe characteristics of psychological problems. | 1. Infantile autism | Leifer: Chapter 33 | | |
| 2. Discuss the effect of emotional disturbances on behavior. | 2. Special topics a. Overview of emotional and behavioral disorders b. School phobia | | | |
| 3. Describe the condition known as Attention Deficit Hyperactivity Disorder. | 3. Attention Deficit Hyperactivity Disorder a. Characteristics b. Medications c. Behavior modifications | | | |
| 4. Identify the problems that cause and result from overeating. | 4. Obesity | | | |
| 5. Differentiate between anorexia nervosa and bulimia. | 5. Anorexia nervosa/bulimia a. Criteria for diagnosis b. Treatment | | "Eating Disorder" Video | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|---|------------------------|----------------------|-------------------------|
| 6. Describe four types of child abuse, causes, and application of the nursing process. | 6. Types of child abuse a. Physical b. Munchausen syndrome c. Emotional abuse d. Sexual abuse | | | |
| 7. Describe the effect of divorce and homelessness on the child. Describe the needs of the latchkey and runaway child. | 7. Effects a. Runaway child b. Latchkey child c. Divorce and the child d. Homeless family | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|-------------------------|---|---|
| Upon completion of the nutrition unit, the student will be able to: | | | | |
| <u>INTRODUCTION TO NUTRITION</u> | | | | |
| 1. Describe eight ways in which today's life styles relate to food and eating habits. | 1. Nutrition today a. Today's life styles b. Influences on eating habits c. Current and future influences on health care | Williams: Chs. 1 and 17 | | College Lab: Written Final In the clinical area, the student will assess the client's diet and the rationale for its order. |
| 2. Name the six essential nutrients and their primary functions. | 2. Nutrients and their functions a. Carbohydrates b. Proteins c. Fats d. Minerals e. Vitamins f. Water | | | |
| 3. Recognize symptoms of malnutrition. | 3. Deficiency diseases a. Scurvy b. Rickets c. Osteoporosis d. Goiter e. Blindness | | | The student will identify clients at risk for a nutritional deficiency due to diet and disease process. |
| 4. Identify guidelines and rationale for planning and evaluating food intake. | 4. Nutrient Standards and Guidelines a. RDA's b. Food Labeling | | Reading food labels | |
| 5. List the 4 food groups and the number of daily servings recommended for adults and the major nutrient contributed by each one. | 5. Food Guide Pyramid a. Vegetables b. Fruits c. Grain products d. Milk and milk produce e. Meat, poultry, fish, dry beans and peas, eggs, nuts | | List the foods in the Food Guide Pyramid with the correct servings Video: "Food Guide Pyramid" | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
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|---|-----------------------|--|--|--|
| 6. Summarize the seven. U.S. Dietary Goals. | 6. U.S. Dietary Goals | | | |
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DIGESTION AND ABSORPTION

- | | | | | |
|---|--|-----------------|---|--|
| 1. Name the organs in the digestive system and describe their function. | 1. Digestive tract a. Organs b. Sphincters c. Peristalsis d. Accessory organs | Williams: Ch. 5 | Trace Digestion of a meal (chemical and mechanical processes) | |
| 2. Describe the process of digestion. | 2. Digestive process a. Mechanical digestion b. Chemical digestion 1) Hydrolysis 2) Enzymes 3) Hormones 4) Water | | | |
| 3. Identify the stage at which nutrients are digested. | 3. Stages of digestion a. Mouth b. Stomach c. Small intestine | | | |
| 4. Describe the process of absorption. | 4. Absorption a. Physiology b. Extent of absorption c. Excretion of wastes | | | |

CARBOHYDRATES

- | | | | | |
|---|---|----------------------|-------------------------------------|--|
| 1. Identify the major functions of carbohydrates. | 1. Introduction and functions | Williams: Chs. 2, 20 | Case Study: Carbohydrate Metabolism | |
| 2. Name the pulmonary source of carbohydrates. | 2. Sources | | | |
| 3. Diagram the classifications of carbohydrates. | 3. Classes of carbohydrates a. Monosaccharides b. Disaccharides c. Polysaccharides | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|---|----------------------|---------------------------------------|----------------------|
| 4. Describe carbohydrate digestion and metabolism given the carbohydrate ingested. 5. Specify what percentage of the daily diet should consist of carbohydrates. | 4. Metabolism and elimination 5. Dietary requirements | | | |
| <u>FATS</u> | | | | |
| 1. List the seven main functions of fat in the diet. | 1. Introduction and functions | Williams: Chs. 3, 19 | Case Study: Diet and Artherosclerosis | |
| 2. Identify sources high in dietary fat. | 2. Sources | | | |
| 3. Explain common classifications of dietary fat. | 3. Classifications a. Lipids b. Triglycerides c. Fatty acids 1) Saturated 2) Monounsaturated 3) Polyunsaturated 4) Essential or non-essential d. Lipoproteins | | | |
| 4. Discuss cholesterol sources and problems encountered in excessive cholesterol intake. | 4. Cholesterol a. Sources b. Desirable levels | | | |
| 5. Describe the digestion and absorption of dietary fat. | 5. Digestion and absorption | | | |
| 6. Describe the metabolism and elimination of fat. | 6. Metabolism and elimination | | Case Study: Three Types of Metabolism | |
| 7. Review U.S. dietary requirements and goals to reduce fat in diet. | 7. U.S. Dietary requirements and goals | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
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| <u>PROTEINS</u> | | | | |
| 1. List the six main functions of protein. | 1. Introduction and functions | Williams: Chs. 4, 21 | Assignment of Vitamin and Mineral Verbal Presentations | |
| 2. Choose foods which contain all of the essential amino acids. | 2. Essential and nonessential amino acids | | | |
| 3. State the difference between complete and incomplete protein foods. | 3. Complete and incomplete proteins | | | |
| 4. Identify foods high in protein content. | 4. Sources a. Animal b. Plant | | | |
| 5. Describe the digestion and absorption of protein. | 5. Digestion and absorption | | | |
| 6. Describe the metabolism and elimination of proteins. | 6. Metabolism and elimination | | | |
| 7. Specify certain conditions where alterations in protein intake may be needed. | 7. Dietary requirements a. Nitrogen equilibrium b. Positive nitrogen balance c. Negative balance | | | |
| 8. Describe the effects of protein deficiency. | 8. Protein deficiency | | | |
| 9. Identify specific disease processes caused by protein malnutrition. | 9. Protein Calorie Malnutrition (PCM) a. Marasmus b. Kwashiorkor | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|------------------------------|--|----------------------|
| <u>ENERGY BALANCE</u> | | | | |
| 1. Differentiate between voluntary and involuntary body energy needs. | 1. Body energy needs a. Voluntary work or exercise b. Involuntary body work | Williams: Chs. 6, 15, and 16 | Assignment of Therapeutic and Cultural Written Reports | |
| 2. Identify the energy producing nutrients and state their fuel value. | 2. Sources of fuel | | | |
| 3. Define and give the unit for measurement of energy in nutrition. | 3. Measurement of energy a. Calorie b. Kilocalorie | | | |
| 4. Specify the number of kcal/g each energy nutrient provides. | 4. Fuel factor of energy nutrients | | | |
| 5. Define energy balance. | 5. Energy balance a. Energy intake b. Energy output 1) Physical activity 2) BMR 3) Effect of food | | | |
| 6. Define ideal body weight and ways to achieve it. | 6. Weight maintenance and ideal weight | | | |
| 7. Relate food intake and intake requirements as a person ages. | 7. Energy requirements and goals | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|---------------------|------------------------------|----------------------|
| <u>VITAMINS</u> | | | | |
| 1. Describe the general characteristics of vitamins. | 1. Introduction and human requirements | Williams: Ch. 7 | Student verbal presentations | |
| 2. List eight ways to preserve vitamin content in food. | 2. Preserving vitamin content in food | | | |
| 3. Record the functions, sources, and deficiency symptoms of fat-soluble vitamins. | 3. Fat-soluble Vitamins <ul style="list-style-type: none"> a. Vitamin A <ul style="list-style-type: none"> 1) Functions 2) Sources 3) Deficiency b. Vitamin D <ul style="list-style-type: none"> 1) Functions 2) Sources 3) Deficiency c. Vitamin E <ul style="list-style-type: none"> 1) Functions 2) Sources 3) Deficiency d. Vitamin K <ul style="list-style-type: none"> 1) Functions 2) Sources 3) Deficiency | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|--|---------------------|-------------------|----------------------|
| 4. Record the functions, sources, and deficiency symptoms of water-soluble vitamins. | 4. Water-soluble Vitamins <ul style="list-style-type: none"> a) Thiamin <ul style="list-style-type: none"> 1) Functions 2) Sources 3) Deficiency b) Riboflavin <ul style="list-style-type: none"> 1) Functions 2) Sources 3) Deficiency c) Niacin <ul style="list-style-type: none"> 1) Functions 2) Sources 3) Deficiency d) Folate <ul style="list-style-type: none"> 1) Functions 2) Sources 3) Deficiency e) Vitamin C <ul style="list-style-type: none"> 1) Functions 2) Sources 3) Deficiency f) Cobalmin - B₁₂ <ul style="list-style-type: none"> 1) Functions 2) Sources 3) Deficiency g) Pyndoxine - B₆ <ul style="list-style-type: none"> 1) Functions 2) Sources 3) Deficiency h) Biotin <ul style="list-style-type: none"> 1) Functions 2) Sources 3) Deficiency i) Pantothenic Acid <ul style="list-style-type: none"> 1) Functions 2) Sources 3) Deficiency | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
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| 5. Record the functions, sources, and deficiency symptoms of antioxidants. | 5. Antioxidants a) Selenium 1) Functions 2) Sources 3) Deficiency b) Beta carotene 1) Functions 2) Sources 3) Deficiency | | | |
| <u>MINERALS</u> | | | | |
| 1. Describe the characteristics of the minerals. | 1. Introduction | Williams: Ch. 8 | Student verbal presentations | |
| 2. Differentiate between macrominerals and microminerals. | 2. Classifications a. Macrominerals b. Microminerals (trace elements) | | | |
| 3. Describe the symptoms of excessive amounts of minerals. | 3. Toxicity | | | |
| 4. List the sources, functions, and deficiency symptoms of each macromineral. | 4. Macrominerals a. Calcium (Ca) b. Phosphorus (P) c. Magnesium (Mg) d. Sodium (Na) e. Potassium (K) f. Chloride (Cl) g. Sulfur (S) 1) Functions of each 2) Sources of each 3) Deficiency symptoms of each | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|--|---------------------|-------------------|----------------------|
| 5. List the sources, functions, and deficiency symptoms of each micromineral. | 5. Microminerals a. Iron (Fe) b. Copper (Cu) c. Iodine (I) d. Manganese (Mn) e. Zinc (Zn) f. Cobalt (Co) 1) Functions of each 2) Sources of each 3) Deficiency symptoms of each | | | |

WATER BALANCE

| | | | | |
|---|--|-----------------|--|--|
| 1. List the seven functions of water in the body. | 1. Introduction and function of water | Williams: Ch. 9 | | The student will identify clients at risk for fluid imbalance. |
| 2. Explain water-balance and its maintenance. | 2. Water and electrolyte balance a. Homostasis b. Dehydration | | | The student will identify the presence of edema in assigned clients. |
| 3. Give causes and consequences of water depletion and water balance. | 3. Excessive water accumulation | | | |
| 4. Describe acid-base balance of the human body. | 4. Acid-base balance a. Acid, base and pH b. Buffer systems c. Acidosis and alkalosis | | | |

NUTRITION DURING INFANCY

| | | | | |
|---|---|------------------|--|--|
| 1. Compare and contrast breastfeeding and bottle feeding for an infant. | 1. Nutritional requirements of the infant a. Breastfeeding b. Bottlefeeding 1) Method of preparation | Williams: Ch. 11 | | |
| 2. Describe how and when foods are introduced into the baby's diet. | 2. Supplementary foods | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|--|---|-----------------------|-------------------------------|----------------------|
| 3. Describe inborn errors of metabolism and their dietary treatment. | 3. Metabolic disorders a. Galactosemia b. Phenylketonuria c. Maple Syrup Urine Disease | | | |
| <u>NUTRITION DURING CHILDHOOD AND ADOLESCENCE</u> | | | | |
| 1. Identify nutritional needs of children aged 1-12. | 1. Nutritional requirements of young children | Williams: Chs. 11, 15 | Children's Food Guide Pyramid | |
| 2. Identify nutritional needs of adolescents. | 2. Nutritional requirements of adolescents | | | |
| 3. Discuss relation of body image and self-esteem to eating and behavior patterns. | 3. Problems of weight control during adolescence a. Anorexia nervosa b. Bulimia c. Obesity | | Video: "The Hunger Within" | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
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| <u>NUTRITION DURING YOUNG AND MIDDLE ADULTHOOD</u> | | | | |
| 1. Identify the nutritional needs of young adults and middle aged. | 1. Nutritional requirements | Williams: Ch. 12 | | |
| <u>NUTRITION DURING LATE ADULTHOOD</u> | | | | |
| 1. Explain the nutrition needs of people 65 and over. | 1. Nutritional requirements of senior citizens | Williams: Ch. 12 | Case Study: Nutritional Risks in Elderly | |
| 2. Evaluate the quality of a senior citizen's diet. | 2. Food habits of senior citizens | | | |
| 3. Explain how diet can have an effect on chronic disease processes. | 3. Nutrition and chronic disease a. Osteoporosis b. Arthritis c. Cancer d. Diabetes e. Hypertension f. Heart disease | | | |
| 4. Identify government programs that may assist senior citizens to achieve a balanced diet. | 4. Federal government programs to assist the elderly a. Older American Act 1) Congregate Meals 2) Home delivery meals b. Public Health Service c. U.S. Department of Agriculture | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
|---|---|---------------------|-------------------|----------------------|
| <u>COMMUNITY AND HEALTH NUTRITION</u> | | | | |
| 1. Explain how foods can contain natural toxins of their own. | 1. Natural toxins of food | Williams: Ch. 13 | | |
| 2. Identify causes, symptoms and prevention of bacterial contaminated foods. | 2. Bacterial contamination a. Staphylococcus aureus b. Salmonella c. Clostridium perfringens d. Clostridium botulinum e. Campylobacter jejuni | | | |
| 3. Identify molds' effect on food. | 3. Molds a. Aflatoxin | | | |
| 4. Identify causes, symptoms and prevention of food contamination with parasites. | 4. Parasites a. Trichinosis b. Anisakis | | | |
| 5. List some common reasons in which food may be accidentally contaminated. | 5. Accidental or natural food contamination a. Toxic metals b. Environmental pollution and fish c. Accidental | | | |
| 6. Identify who is responsible for the maintenance of pesticides in the U.S. | 6. Pesticides | | | |
| 7. State precautions for protecting food from contamination. | 7. Rules of food safety a. Prevention of food-borne illness b. Microwave safety | | | |
| 8. Relate the importance of a varied diet and contaminated food. | 8. Importance of varied diet | | | |
| 9. Identify the various governmental agencies and their roles in protecting the U.S. food supply. | 9. Government role in regulation of food supply a. Food and Drug Administration b. Bureau of Animal Husbandry c. Environmental Protection Agency d. Federal Trade Commission e. State and local agencies | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
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| 10. Recognize some of the more common food assistance programs offered in the United States. | 10. Food assistance programs <ol style="list-style-type: none"> a. Commodity distribution programs b. WIC c. School lunch and breakfast programs d. Older American programs e. Food Stamps | | | |
| <u>CULTURAL AND THERAPEUTIC DIETS</u> | | | | |
| 1. Identify the dietary patterns of various cultural groups. | 1. Food customs based on culture <ol style="list-style-type: none"> a. Native American b. Southern U.S. c. Mexican d. Puerto Rican e. Italian f. Middle East g. Chinese h. Japanese | Williams & Hopper: Ch. 4 Williams: Chs. 14, 18, 22, 23 | Students' Reports on Diets Due | The student will identify clients whose diets are modified due to culture and/or religion/philosophy and what these modifications are. |
| 2. Identify the dietary patterns of people based on their religious belief or philosophy. | 2. Food patterns based on religion or philosophy <ol style="list-style-type: none"> a. Jewish b. Roman Catholic c. Seventh Day Adventist d. Mormons e. Moslem f. Vegetarians g. Lacto-veg h. Ovo-lacto-veg | | | |
| 3. Describe how food fads or misconceptions may adversely affect a person. | 3. Misconceptions <ol style="list-style-type: none"> a. Common nutritional frauds b. Likely vitamins c. Solutions | | | |
| 4. List seven reasons why food patterns are changing in American families. | 4. Changing American food patterns <ol style="list-style-type: none"> a. Households b. Working women c. Family meals d. Meals and snacks e. Health and fitness f. Economical buying g. Fast foods | | | |

| OBJECTIVES | CONTENT | STUDENT PREPARATION | IN CLASS ACTIVITY | CLINICAL EXPERIENCES |
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| 5. Identify the most common therapeutic diet used in clinical care. | 5. a. Low fat b. Low sodium c. High/Low protein d. Clear Liquid/Full Liquid e. Renal f. Soft/mechanical g. ADA (Diabetic) h. Low calcium i. Gluten-control j. Low residue k. High fiber 1) Modification from general diet 2) Medical condition or reason for diet 3) Rationale 4) Restricted foods 5) Typical foods allowed 6) Is diet adequate in nutrients? Identify any inadequacies | | Students' report information on modified diets covered | The student will identify assigned client's diet, its modification from a general diet, reasons for modification, and its adequacy. |

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