



RNSG 1412 Care of the Childbearing and Childrearing Family

Fall 2021, 16 Weeks

Mon/Tues 0830-1050 - STEAM # 102

Course Facilitator: René Lovett, MSN, RN, CPNP

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Co-faculty:

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Office Hours: Tues 1200-1600 and Wed 0900-1230

Required Textbooks:

McKinney, E.S. (2018) *Maternal-Child Nursing (5th ed.)* St. Louis, MO: Elsevier

McKinney, E.S. (2018) *Maternal-Child Nursing, Study guide (5th ed.)* St. Louis, MO: Elsevier

Elsevier (2019). *Sherpath for Pharmacology (Lilley version)*, 9th edition. St. Louis: Elsevier, Inc.*

Elsevier Adaptive Quizzing for McKinney Maternal-Child Nursing - Classic Version, 5th Edition:

COURSE ID 163888_kbell689_1001

INSTRUCTOR Karen Bell

Elsevier Adaptive Quizzing for the NCLEX-RN Exam (36-Month) - Classic Version, 2nd Edition:

COURSE ID 160224_amccreight2_1003

INSTRUCTOR Amanda Ordonez

Recommended Textbooks

All previously required nursing course textbooks.

A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

All students will need **HESI Next Generation Student Access**.

Enrollment Video link: https://elsevier.zoom.us/recording/share/cYf1xlNqkcKYrJ-ZoI240QLKsQNRJ_VLbXPOsxx45WwlumekTziMw

COURSE ID 159640_amccreight2_3001

All new students in Level 1 will need to enroll. Any student who is a readmission student may need to enroll. Students who enrolled Fall 2018 will have access throughout the curriculum.

Remediation Video Instruction link:

<https://evolve.elsevier.com/studentlife/video/student-view-of-hesi-next-generation-remediation.html>

Levels 1-3 will be required to complete the Essential Packets in HESI Next Generation for any total score less than 850. Level 4 students will be required to complete the Essential Packets for a score less than 900

Alternative Online Classroom requirements (due to classroom restrictions due to the COVID-19 pandemic precautions enacted by the Governor of the State of Texas and College of the Mainland administration):

- A desktop or laptop computer with the following specifications (PC or Mac):
 - o 2 GB Free HDD space
 - o 4 GB RAM Required, 8 GB recommended
 - o CPU equivalent to Intel i3 2+GHz
 - o Operating System: ▪ MAC OS 10.13, 10.14, or 10.15 ONLY, or
 - Windows 10 (version 1809 or 1903) ONLY
- Webcam Required
- Microphone required (cannot be a headset)

Because of the restrictions of our testing applications, these requirements cannot be substituted with tablets or smartphones.

WECM End-of-Course Outcomes

Explain the roles of the professional nurse in caring for maternal/child patients with a variety of health needs; use therapeutic communication; utilizes critical thinking skills and a systematic problem-solving process for providing care to maternal/child patients experiencing a variety of health needs.

Course Objectives/Student Learning Outcomes

Upon completion of the course, the student will:

1. Apply knowledge in the humanities, psychosocial, natural, biological, and nursing sciences as a framework for promoting homeostasis in the maternal/child patient and family experiencing common health alterations/disruptions.
2. Apply the nursing process by delivering and documenting safe and effective therapeutic patient centered nursing care based on principles utilizing evidence based practice with informatics, technology and procedures in primary, secondary, and tertiary settings to promote health by assisting the maternal/child patients and their family with common health alterations/disruptive factors/disequilibria/stressors to achieve, improve, or maintain an optimal level of wellness.
3. Examine the roles of the associate degree nurse as Member of a Profession, Provider of Patient Centered Nursing Care, Patient Safety Advocate, and Member of a Health Care Team which are utilized in caring for the maternal/child patient and family in health and illness.
4. Apply national patient safety goals and effective therapeutic nursing care, based on principles and procedures from the humanities, psychological, biological, and nursing sciences, nutrition, and pharmacology to maternal/child patients and their families experiencing common health alterations/disruptions.
5. Analyze basic principles and techniques of interpersonal communication in patient centered caring therapeutic interactions with culturally diverse maternal/child patients and families at various stages of the lifespan, experiencing common health alterations/disruptions along the wellness- illness continuum in a variety of settings.
6. Identify fundamental principles of patient care management when coordinating and collaborating with members of the health care team while providing therapeutic patient centered nursing care for culturally diverse maternal/child patients and their families with common health alterations/disruptions.
7. Develop and implement teaching-learning plans for culturally diverse maternal/child patients and their families with common health alterations/disruptions, utilizing evidenced based practice literature concerning health promotion, maintenance, and restoration.
8. Utilize clinical data and evidence-based literature as a basis for decision making in nursing practice when providing therapeutic nursing interventions to the maternal/child patient and family experiencing common health alterations/disruptions.
9. Demonstrate professional nursing responsibility for personal/professional development by seeking out self-directed learning experiences to meet identified strengths and weaknesses as a member of the profession.
10. Apply the practice of nursing according to Legal and Ethical Standards of Practice within the parameters of the law, Differentiated Essential Competencies (DEC), and while maintaining safe practice.
11. Demonstrate knowledge of accurate calculations, as well as knowledge of therapeutic

actions, indications, side effects, contraindications and nursing implications of specific drugs for maternal/child patients with common health alterations/disruptions with a focus on safety factors and safe practice.

12. Identify health care and economic resources available to assist maternal/child patients and their families experiencing common health alterations/disruptions.
13. Recognize a patient's spirituality and spiritual factors as it relates to the maternal/child patient and family experiencing health alterations and help facilitate the maternal/child patient and family to utilize his/her personal spirituality in reaching homeostasis.
14. Correlate manifestation of cellular dysfunction with human responses to pathophysiological changes in the maternal/child patient experiencing health alterations.

Course Policies

Attendance:

See the Attendance Policy in the Nursing Student Handbook.

Tardiness:

See the Attendance Policy in the Nursing Student Handbook.

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf>. An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal. https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement:

Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is in the Student Success Center in the student center.

Counseling Statement: Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2nd 8-week session is December 2.

FN Grading: The FN grade is issued in cases of failure due to a lack of attendance, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Classroom Conduct Policy/Student Conduct:

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/studenthandbook.php>. Students should always act in a professional manner. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook <http://www.com.edu/student-services/student-handbook.php>, nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Academic Dishonesty

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website, and pasting it into your paper, using someone else's words without quotation marks. An assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate discipline action. See Behavior/Conduct policy in the Nursing Student Handbook.

Avoiding Plagiarism: [Http://www.plagiarism.org](http://www.plagiarism.org)

COVID-19 Statement:

All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance, when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

Communicating with your instructor:

ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS).

Course Assignments/Requirements:

1. **Unit Exams (4)** - Assess knowledge and understanding of incremental and overall course content. Exams will use multiple choice, multiple answer, and alternative style questions as indicated to follow NCLEX-RN testing format. If a student receives below a 75% on any exam, he/she should schedule a counseling appointment with the instructor.
2. **Comprehensive final exam (1)** – Assesses overall knowledge and understanding of complete course content. Exam will use multiple choice, multiple answer, and alternative style questions as indicated to follow NCLEX-RN testing format.
3. **EAQ (Elsevier Adaptive Quiz) (4):** Assesses knowledge and application of content integrated within the course. Students will complete quizzes as assigned. The quizzes are multiple choice, multiple answer, and alternative-style questions. The student will have **one** attempt to complete each EAQ quiz. Failure to submit a quiz by the due date and time will result in a grade of zero (0) for that quiz. The average of all assigned quizzes will be calculated for the final EAQ grade.

4. **Sherpath Pharmacology Lessons:** Assesses knowledge and application of selected pharmacologic content. Students must complete each required lesson by the due date. You will have **one** attempt for each Pharmacology Lesson. Failure to submit a lesson by the due date will result in a grade of zero (0) for that lesson. The average for all assigned lessons will be calculated for the final grade.
5. **Remediation:** All students scoring < 75% on Unit Exams and < 850 on the HESI will be required to remediate.

Make-up Policy/Late Assignments

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments policy in the Nursing Student Handbook.

Grading Scale

- A = 90 - 100.00 %
- B = 80 - 89.99 %
- C = 75 - 79.99 %*
- D = 60 - 74.99 %
- F = < 60 %

*A minimum final grade of “C” is required to pass this course.

Grade Calculation

All assignments, including pass/fail, must be submitted to pass the course. The exam average must be at least 75% before non-examination assignment grades are calculated into the final course grade. See Grade Determination & Calculation in the Nursing Student Handbook.

Assignment	%
Unit Exams (4)	60
Comprehensive Final Exam (HESI)	15
Exams*	75
Sherpath Pharmacology Lessons**	10
EAQ Quiz Average	15
Weighted Assignments**	25
Course Total	100%
* ≥ 75% weighted exam average required to pass the course	
**Weighted assignments calculated only after 75% weighted exam average met	

Concerns/Questions

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If after discussing your concern with me, you continue to have questions, please contact the Course Facilitator. If, after discussing your concerns with the Course Facilitator, you still have questions, please contact Director of Nursing Amanda Ordonez at (409) 933-8425 or mordonez@com.edu.

See the Student Concerns Policy in the Nursing Student Handbook.

Successful Tips for Students

1. Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:
 - 4 Steps to Reading a Textbook:
<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
 - Active Reading Strategies:
<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
 - The Reading Cycle: Plan-Do-Review
<http://www2.swccd.edu/~asc/lrnglinks/txttdg.html>
 - How to Read Your Textbooks More Efficiently College Info Geek (video)
<https://www.youtube.com/watch?v=tgVjmFSx7rg>
 - 5 Active Reading Strategies for Textbook Assignments College Info Geek (video)
[5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

ANA Scope and Standards of Practice

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards.)

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

The Speaking, Reading, and Writing Center:

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking the SRWC icon on the COM website.

Statement of Eligibility for an Occupational Licensure:

Notice to Students Regarding Licensing

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements:
https://www.bon.texas.gov/licensure_eligibility.asp.

Should you wish to request a review of the impact of criminal history on your potential Registered Nurse License prior to or during your quest for a degree, you can visit this link and request a “Criminal History Evaluation”: https://www.bon.texas.gov/licensure_endorsement.asp.

This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

Methods of Instruction

Lecture	Critical Thinking Exercises
Small group discussion	Case Studies
Role Play	Independent Study
Audiovisual instruction	Online Student Response System

Faculty Office Hours and Location

All nursing faculty post their office hours on or by their doors. The offices are in Steam Building.

Student Learning Outcomes Upon completion of the units listed below, the student will be able to:

Exam 1-

Chapter 4:

Discuss the role of communication in nursing pediatric patients as it relates to well and impaired children.

Chapters 5-9 and Immunizations:

Discuss the well child from infancy through adolescence. Describe health promotion, safety and anticipatory guidance throughout childhood.

Chapter 12:

Describe the normal prenatal development from conception through birth.

Chapter 13:

Describe the physiologic and psychological changes that occur during pregnancy.

Chapter 14:

Explain the importance of adequate nutrition and weight gain during pregnancy.

Chapter 15:

Identify indications for fetal diagnostic procedures.

Chapter 35:

Describe nursing care as it relates to the hospitalized child, including therapeutic play.

Chapter 54 (p1342-1346):

Discuss the child with Down's Syndrome (trisomy 21).

Exam 2-

Chapter 16:

Describe maternal and fetal responses to labor.

Chapter 17:

Identify the purposes of fetal surveillance before birth.

Chapter 18:

Discuss nursing care related to different types of intrapartum pain management, both non pharmacologic and pharmacologic.

Chapter 19:

Identify clinical situations in which specific obstetric procedures are appropriate.

Chapter 21:

Discuss the physiologic changes during the transition from fetal to neonatal life.
Describe nursing assessments of the newborn.

Chapter 22:

Describe ongoing nursing assessments and care of the newborn.

Chapter 23:

Identify the nutritional and fluid needs of the newborn.

Chapter 31:

Describe the nurse's role in contraceptive counseling and education.

Chapter 43:

Discuss various gastrointestinal disorders associated with the pediatric population.

Exam 3-

Chapter 20:

Explain the physiologic and psychological changes that occur during the postpartum period.

Chapter 24:

Discuss nursing care related to special needs of the childbearing family.

Chapter 29:

Discuss the possible complications associated with gestational age and development.

Chapter 30:

Discuss acquired and congenital conditions of high-risk newborns.

Chapter 47:

Discuss hematologic and oncologic disorders affecting the pediatric population.

Chapter 49:

Describe various dermatologic disorders, including burns.

Chapter 50:

Discuss various musculoskeletal disorders of children.

Chapter 51:

Discuss disorders of the endocrine system, including type 1 diabetes, thyroid dysfunction and pituitary dysfunction

Chapter 52:

Discuss neurologic disorders of the pediatric patient.

Exam 4-

Chapter 25:

Discuss the various complications of pregnancy, including hemorrhagic conditions, disorders of placenta, hyperemesis gravidarum and hypertensive disorders.

Chapter 26:

Discuss the effects and management of preexisting diabetes, gestational diabetes, heart disease, hematologic disorders and infections during pregnancy.

Chapter 27:

Discuss the possible complications and therapeutic management during the intrapartum period.

Chapter 28:

Discuss the various complications of the postpartum period including hemorrhage, subinvolution, thromboembolic disorders, and puerperal infection.

Describe the major mood disorders and anxiety disorders.

Chapter 44:

Discuss genitourinary disorders, both infectious and acquired, experienced in children.

Chapter 45:

Discuss disorders of the respiratory tract, both infectious and acquired in pediatrics.

Chapter 46:

Discuss congenital and acquired cardiac conditions of the pediatric population.

Exam 1 content:

Chapter 4: Communication in the Pediatric Population

Chapters 5-9: Health Promotion

Learning Content for Each Age Group (infants, early childhood, schoolage, adolescent):

- I. Health promotion
- II. Common health problems
 - A. Communicable diseases
 - B. Immunizations
- III. Leading causes of death and preventive strategies

Chapter 12: Conception and Prenatal Development

Learning Content:

- I. Conception
- II. Pre-Embryonic Period
 - I. Embryonic Period
 - II. Fetal Period
- III. Auxiliary Structures
 - A. Placenta
 - B. Fetal Membranes/Amniotic Fluid
 - C. Fetal Circulation
- IV. Multifetal Pregnancy

Chapter 13: Adaptations to Pregnancy

Learning Content:

- I. Changes in Body Systems
- II. Confirmation of Pregnancy
- III. Antepartum Assessment and Care
 - A. Preconception and Intraconception Care
 - B. Subsequent Assessments

- IV. Common Discomforts of Pregnancy
- V. Psychological Responses to Pregnancy

Chapter 14: Nutrition for Childbearing

Learning Content:

- I. Weight Gain During Pregnancy
- II. Nutritional Requirements During Pregnancy
- III. Factors That Influence Nutrition
- IV. Nutritional Risk Factors
- V. Nutrition After Birth

Chapter 15: Prenatal Diagnostic Tests

Learning Content:

- I. Ultrasound
- II. Alpha-Fetoprotein Screening
- III. Multiple-Marker Screening
- IV. Chorionic Villus Sampling
- V. Amniocentesis
- VI. Non stress Test
- VII. Contraction Stress Test
- VIII. Biophysical Profile
- IX. Maternal Assessment of Fetal Movement

Chapter 35: The Ill Child in the Hospital and Other Care Settings

Learning Content:

- I. Reactions to hospitalization and anticipatory guidance
 - A. Infant
 - B. Toddler
 - C. Preschooler
 - D. School-aged child
 - E. Adolescent
- II. Play
 - A. Types
 - B. Function
 - C. Strategies to incorporate into play

Chapter 54 (p1342-1346)

Learning Content:

- I. Downs Syndrome

Exam 2 content:

Chapter 16: Giving Birth

Learning Content:

- I. Physiologic Effects of the Birth Process
- II. Components of the Birth Process
 - A. Powers
 - B. Passage
 - C. Passenger
 - D. Psyche
- III. Normal Labor
 - A. Premonitory Signs
 - B. True and False Labor
 - C. Stages and Phases of Labor
- IV. Nursing Care During Labor and Birth
- V. Fetal Oxygenation
- VI. Nursing Care During the Late Intrapartum Period

Chapter 17: Intrapartum Fetal Surveillance

Learning Content:

- I. Fetal Oxygenation
- II. Auscultation and Palpation
- III. Electronic Fetal Monitoring Equipment
- IV. Evaluating Electronic Fetal Monitoring Strips
- V. Significance of FHR Patterns

Chapter 18: Pain Management for Childbirth

Learning Content:

- I. Adverse Effects of Excessive Pain
- II. Variables in Childbirth Pain
- III. Non pharmacologic Pain Management
- IV. Pharmacologic Pain Management

Chapter 19: Nursing Care during Obstetric Procedures

Learning Content:

- I. Amniotomy
- II. Induction and Augmentation of Labor
- III. Version
- IV. Operative Vaginal Birth
- V. Episiotomy
- VI. Cesarean Birth

Chapter 21: Newborn Adaptation and Assessment

Learning Content:

- I. Initiation of Respiration
- II. Adaptations
 - A. Cardiovascular
 - B. Neurologic
 - C. GI System
 - D. Hepatic System
 - E. Urinary System
 - F. Psychosocial
- III. Assessments
 - A. Cardiorespiratory Status
 - B. Thermoregulation
 - C. Anomalies
 - D. Body Systems
 - E. Hepatic Function
 - F. Gestational Age

Chapter 22: Normal Newborn Nursing Care

Learning Content:

- I. Early Care
 - A. Vitamin K
 - B. Eye Treatment
- II. Ongoing Assessments and Care
- III. Circumcision
- IV. Immunization
- V. Newborn Screening
- VI. Discharge and Newborn Follow Up

Chapter 23: Newborn Feeding

Learning Content:

- I. Nutritional Needs of the Newborn
- II. Breast Milk and Formula Composition
- III. Considerations in Choosing a Feeding Method
- IV. Normal Breastfeeding
- V. Common Breastfeeding Concerns

Chapter 43: The Child with a GI Alteration

Learning Content:

- I. Dehydration
- II. Acute and Chronic Diarrhea
- III. Vomiting
- IV. Constipation
- V. Hirschsprung Disease
- VI. Cleft Lip and Cleft Palate
- VII. Pyloric Stenosis
- VIII. Necrotizing Enterocolitis
- IX. Short Bowel Syndrome
- X. Intussusception
- XI. Failure to Thrive

Chapter 31: Management of Fertility and Infertility

Learning Content:

- I. Contraception
- II. Considerations When Choosing a Contraceptive Method
- III. Informed Consent
- IV. Adolescents
- V. Methods of Contraception
 - A. Sterilization
 - B. Intrauterine Devices (IUD)
 - C. Hormonal Contraceptives
 - D. Barrier Methods
 - E. Natural Family Planning Methods
 - F. Abstinence

Exam 3 content:

Chapter 20: Postpartum Adaptations

Learning Content:

- I. Reproductive System
- II. Cardiovascular System
- III. GI/GU System
- IV. Musculoskeletal System
- V. Integumentary System
- VI. Endocrine System
- VII. Postpartum Assessments
- VIII. Care in the Immediate PP Period
- IX. Nursing Care after Cesarean Birth

- X. Process of Becoming Acquainted
- XI. Maternal Role Adaptation
- XII. Family Adaptation
- XIII. Cultural Influences on Adaptation

Chapter 24: The Childbearing Family with Special Needs

Learning Content:

- I. Adolescent Pregnancy
- II. Delayed Pregnancy
- III. Substance Abuse
- IV. Birth of Infant with Congenital Anomalies
- V. Perinatal Loss
- VI. Intimate Partner Violence

Chapter 29: The High-Risk Newborn

Learning Content:

- I. Late Preterm Infants
- II. Preterm Infants
 - A. Respiratory Distress Syndrome (RDS)
 - B. Intraventricular Hemorrhage (IVH)
 - C. Retinopathy of Prematurity (ROP)
 - D. Necrotizing Enterocolitis (NEC)
- III. Small for Gestational Age (SGA)
- IV. Large for Gestational Age (LGA)

Chapter 30: High-Risk Newborn: Acquired and Congenital Conditions

Learning Content:

- I. Respiratory Complications
 - A. Asphyxia
 - B. Transient Tachypnea of the Newborn (TTN)
 - C. Meconium Aspiration Syndrome (MAS)
- II. Hyperbilirubinemia
- III. Infection
- IV. Infant of Diabetic Mother
- V. Prenatal Drug Exposure

Chapter 49: The Child with an Alteration in Tissue Integrity

Learning Content:

- I. Integumentary Dysfunctions
 - A. Skin lesions
 - B. Skin of younger children
 - C. Pathophysiology of dermatitis
 - D. Diagnostic evaluation
- II. Infections of the skin (Review)
 - A. Bacterial infections
 - B. Viral infections
 - C. Dermatophytosis (fungal infections)
 - D. Contact dermatitis
 1. Scabies
 2. Pediculosis capitis
 - E. Other dermatological conditions
 1. Diaper dermatitis
 2. Atopic dermatitis (eczema)
 3. Seborrheic dermatitis
 4. Acne
- III. Burns
 - A. Characteristics of burn injury
 - B. Other factors
 - C. General principles
 1. Minor burns
 2. Major burns
 - D. Fluid replacement therapy
 - E. Care of burn wounds
 - F. Sunburn

Chapter 47: The Child with a Hematologic Alteration

Learning Content:

- I. Red Blood Cell disorders
 - A. Iron deficiency anemia
 - B. Sickle cell anemia
 - C. B-Thalassemia (Cooley anemia)
- II. Defects in Hemostasis - Hemophilia
 - A. Factor VII (Hemophilia A/classic) I
 - B. Factor IX (Hemophilia B/Christmas Disease)
- III. Malignant Tumors
 - A. Neuroblastoma
 - B. Osteogenic Sarcoma

- C. Ewing Sarcoma
- D. Rhabdomyosarcoma
- IV. Leukemia
- V. Lymphomas
 - A. Hodgkin Disease
 - B. Non-Hodgkin Lymphoma

Chapter 50: The Child with a Musculoskeletal Alteration

Learning Content

- I. The Immobilized Child
 - A. Cast
 - B. Buck's and skeletal traction
- II. Congenital Defects/Syndromes
 - A. Developmental dysplasia of the hip
 - B. Congenital clubfoot
 - C. Osteogenesis imperfecta
 - D. Achondroplasia
- III. Acquired Defects
 - A. Kyphosis
 - B. Lordosis
 - C. Scoliosis
- IV. Juvenile Rheumatoid Arthritis
- V. Muscular Dystrophy

Chapter 51: The Child with an Endocrine or Metabolic Alteration

Learning Content

- I. Disorders of the Thyroid Gland
 - A. Hypothyroidism
 - B. Hyperthyroidism
- II. Diabetes Mellitus Type I
- III. Pituitary Dysfunction
 - A. Hyperfunction of Anterior Pituitary
 - 1. Precocious Puberty
 - 2. Acromegaly
 - B. Hypopituitarism

Chapter 52: The Child with a Neurologic Alteration

Learning Content:

- I. Intracranial Infections
 - A. Bacterial meningitis
 - B. Nonbacterial (aseptic) meningitis
- II. Seizure Disorders
- III. Hyperthermia
- IV. Glasgow Coma Scale
- V. Cerebral malformations
 - A. Cranial deformities (microcephaly, craniosynostosis)
 - B. Hydrocephalus
 - C. Cognitive and Sensory impairment
- VI. Neuromuscular or muscular dysfunction
 - A. Cerebral Palsy
 - B. Spina Bifida (Myelomeningocele)

Exam 4 content:

Chapter 25: Pregnancy-Related Complications

Learning Content:

- I. Hemorrhagic Conditions of Early Pregnancy
 - A. Abortions
 - B. Ectopic Pregnancy
 - C. Gestational Trophoblastic Disease (Hydatidiform Mole)
- II. Hemorrhagic Conditions of Late Pregnancy
 - A. Placenta Previa
 - B. Abruptio Placentae
- III. Hyperemesis Gravidarum
- IV. Hypertension During Pregnancy
- V. HELLP Syndrome
- VI. Chronic Hypertension
- VII. Incompatibility Between Maternal and Fetal Blood

Chapter 26: Concurrent Disorders during Pregnancy

Learning Content:

- I. Diabetes Mellitus
 - A. Preexisting Diabetes
 - B. Gestational Diabetes
- II. Cardiac Disease
- III. Anemias
- IV. Infections During Pregnancy

Chapter 27: Intrapartum Complications

Learning Content:

- I. Dysfunctional Labor
- II. Premature Rupture of the Membranes
- III. Preterm Labor
- IV. Prolonged Pregnancy
- V. Intrapartum Emergencies
 - A. Placental Abnormalities
 - B. Prolapsed Umbilical Cord
 - C. Uterine Rupture
 - D. Uterine Inversion
 - E. Anaphylactoid Syndrome
- VI. Trauma

Chapter 28: Postpartum Complications

Learning Content:

- I. Postpartum Hemorrhage
 - A. Uterine Atony
 - B. Trauma
- II. Hypovolemic Shock
- III. Subinvolution of the Uterus
- IV. Thromboembolic Disorders
 - A. Superficial Venous Thrombosis
 - B. Deep Venous Thrombosis
- V. Pulmonary Embolism
- VI. Puerperal Infection
 - A. Endometritis
 - B. Wound Infection
 - C. UTI
 - D. Mastitis
 - E. Septic Pelvic Thrombophlebitis
- VII. Affective Disorders
 - A. Peripartum Depression
 - B. Postpartum Psychosis
 - C. Bipolar II Disorder
 - D. Postpartum Anxiety Disorders

Chapter 44: The Child with a Genitourinary Alteration

Learning Content:

- I. Nephrotic Glomerular syndrome
- II. Glomerulonephritis
 - A. Acute
 - B. Chronic
- III. Urinary Dysfunction
 - A. Enuresis
 - B. Ureteral Reflux
 - C. Epispadias, Hypospadias
 - D. Varicocele/ Hydrocele
 - E. Undescended testes
- IV. Inguinal Hernia
- V. Nursing Care

Chapter 45: The Child with a Respiratory Alteration

Learning Content:

- I. Acute Upper Respiratory Tract Infections
 - A. Allergic Rhinitis
 - B. Pharyngitis
 - C. Tonsillitis
 - D. Otitis media
 - E. Acute epiglottitis
 - F. Acute laryngitis
 - G. Croup
- II. Infections of the Lower Airway
 - A. Bronchitis
 - B. Respiratory syncytial virus (RSV) bronchiolitis
 - C. Pneumonia
- III. Asthma
- IV. Cystic Fibrosis

Chapter 46: The Child with a Cardiovascular Alteration

Learning Content:

- I. Cardiovascular Dysfunction
 - A. Circulatory changes at birth
 - B. Altered hemodynamics
- II. Congenital Heart Disease

- A. Acyanotic vs Cyanotic
 - B. Defects with increased pulmonary blood flow
 - C. Obstructive defects
 - D. Defects with decreased pulmonary blood flow
 - E. Mixed defects
 - F. Clinical Consequences of Congenital Heart Disease
 - 1. Cardiac Surgery
 - 2. Cardiac Catheterization
 - G. Congestive heart failure
 - H. /Hypoxemia
- III. Acquired Cardiovascular Disorders
- A. Rheumatic Fever
 - B. Vascular Dysfunction
 - C. Systemic hypertension
 - D. Kawasaki disease