



## **RNSG 1412**

### **Care of the Childbearing and Childrearing Family**

**Fall 2023**

**Instructor Information:**

**Course Facilitator:**

**René Lovett, MSN, RN, CPNP**

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**Office Hours:** By appointment

**Co-faculty:**

**Molly Gundermann, MSN, RN**

[mgundermann@com.edu](mailto:mgundermann@com.edu)

**Office Hours:** By appointment

**Student hours and location: Fri 0800-1100 and 1130-1330 STEAM # 102**

**Required Textbook/Materials:** 1. McKinney, E.S. (2022) *Maternal-Child Nursing (6<sup>th</sup> ed.)*  
St. Louis, MO: Elsevier

2. McKinney, E.S. (2022) *Maternal-Child Nursing, Study guide 6<sup>th</sup> ed.)* St. Louis, MO:  
Elsevier

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

4. **Elsevier Adaptive Quizzing - Next Generation: Instructor-Led Course**

Elsevier Adaptive Quizzing for McKinney Maternal-Child Nursing (eComm), 6th Edition

ISBN: 9780323876780

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Instructor: Rene Lovett

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**Course Description:** This course is an introduction to the theoretical aspects of nursing care of the childbearing and childrearing family encompassing wellness through illness on the continuum.

#### **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 75% on any exam, he/she should schedule a counseling appointment with the instructor.
2. **Comprehensive Standardized Final Assessment (1)** – Assesses overall knowledge and understanding of complete course content. The standardized final assessment 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 standardized final assessment will be required to remediate.

### Determination of Course Grade/Detailed Grading Formula:

#### 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
Subtotal 75% Rule	
<b>Exams*</b>	<b>60</b>
Standardized Final Assessment	10
EAQ Quiz Average (5% each)	20
Sherpath Pharmacology Lessons	10
<b>Weighted Assignments**</b>	<b>40</b>
<b>Course Total</b>	<b>100%</b>
* ≥ 75% weighted exam average required to pass the course	
**Weighted assignments calculated only after 75% weighted exam average met	

#### 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.

#### 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.

**Attendance Policy:**

See the attendance policy in the Nursing Student Handbook

**Student Learning Outcomes** Upon completion of the units listed below, the student will:

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
1. Analyze knowledge in the humanities, psychosocial, natural, biological, and nursing sciences as a framework for promoting homeostasis in maternal/child patient and family experiencing common health alterations/disruptions.	Outcome 1: Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care	Standardized Final Exam
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 patient with common health alterations/disruptive factors/disequilibria/stressors to achieve, improve, or maintain an optimal level of wellness.	Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patientcentered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	Standardized Final Exam

<p>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 in health and illness.</p>	<p>Outcome 7: Develop, implement and evaluate teaching plans for patients, family members that address health promotion and restoration.</p>	<p>Standardized Final Exam</p>
<p>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</p>	<p>Outcome 1: Integrate critical thinking when incorporating</p>	<p>Standardized Final Exam</p>
<p>pharmacology to maternal/child patients experiencing common health alterations/disruptions.</p>	<p>knowledge from the sciences and humanities in the delivery of professional nursing care</p>	
<p>5. Analyze basic principles and techniques of interpersonal communication in patient centered caring therapeutic interactions with culturally diverse maternal/child patients at various stages of the lifespan, experiencing common health alterations/disruptions along the wellness- illness continuum in a variety of settings.</p>	<p>Outcome 8: Practice the delivery of safe and costeffective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.</p>	<p>Standardized Final Exam</p>
<p>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 with common health alterations/disruptions.</p>	<p>Outcome 6: Integrate principles of teaching and learning to organize and plan the teaching of patients, family members, and other health care providers with socioeconomic, cultural, and spiritual diversity.</p>	<p>Standardized Final Exam</p>

7. Develop and implement teaching-learning plans for culturally diverse maternal/child patients with common health alterations/disruptions, utilizing evidenced based practice literature concerning health promotion, maintenance, and restoration.	Outcome 7: Develop, implement and evaluate teaching plans for patients, family members that address health promotion and restoration.	Standardized Final Exam
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 experiencing common health alterations/disruptions.	Outcome 7: Develop, implement, and evaluate teaching plans for patients, family members that address health promotion and restoration.	Standardized Final Exam
9. Demonstrate professional nursing responsibility for personal/professional development by seeking out selfdirected learning experiences to meet identified	Outcome 4: Synthesize principles and techniques of interpersonal	Standardized Final Exam

strengths and weaknesses as a member of the profession.	communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.	
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.	Outcome 2: Demonstrate principles of collaborative practice within the nursing and interdisciplinary teams fostering mutual respect and shared decisionmaking to achieve stated outcomes of care.	Standardized Final Exam

<p>11. Demonstrate knowledge of accurate calculations, as well as knowledge of actions, indications, side effects, and nursing implications of specific drugs for maternal/child patients with common health alterations/disruptions with a focus on safety factors and safe practice</p>	<p>Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patientcentered care.</p>	<p>SHERPATH ASSIGNMENTS</p>
<p>12. Identify health care and economic resources available to assist the maternal/child patients experiencing common health alterations/disruptions.</p>	<p>Outcome 8: Practice the delivery of safe and costeffective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.</p>	<p>Standardized Final Exam</p>
<p>13. Recognize spirituality and other factors as it relates to the maternal/child patients experiencing health alterations and help facilitate the utilization of personal spirituality in reaching homeostasis.</p>	<p>Outcome 1: Synthesize knowledge from the humanities and the psychosocial, biological and nursing sciences.</p>	<p>Standardized Final Exam</p>

**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)

### Academic Dishonesty:

Any incidence of academic policy 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, and 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 appropriate discipline action.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact the course faculty using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the course facilitator. If questions remain after this, please contact the Director of Nursing- Dr. Debra Bauer at [dbauer3@com.edu](mailto:dbauer3@com.edu).

### 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](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/txttrdg.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 nonacademic 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](http://com.mywconline.com), or by clicking the SRWC icon on the COM website.

### **Methods of Instruction**

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

**Course outline:**

**Exam 1-**

**Chapter 4: (pages 58-60) Play (pages 73-74)**

Explore the importance of developmentally appropriate communication with pediatric patients during periods of wellness and illness with or without visual and hearing impairment.

**Chapters 5-9 and Immunizations:**

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

**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: (pages 788-796)**

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

**Chapter 49:**

Describe various dermatologic disorders, including burns.

**Chapter 54: (pages 1351-1356 & 1359-1360)**

Discuss the child with Down's Syndrome (trisomy 21) and the child with Failure to Thrive.

**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.

**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.

### **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 43:**

Discuss various gastrointestinal disorders associated with the pediatric population.

#### **Chapter 44:**

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

#### **Chapter 50:**

Discuss various musculoskeletal disorders of children.

#### **Chapter 52:**

Discuss neurologic disorders of pediatric patients.

### **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 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.

#### **Chapter 47:**

Discuss hematologic and oncologic disorders affecting the pediatric population.

#### **Chapter 48: (pages 1152-1154 & 1158-1164 & 1167-1170)**

Discuss oncologic disorders and treatment modalities affecting the pediatric population (Chemotherapy, Leukemia and Lymphomas)

**Chapter 51:**

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

**Exam 1 content:**

**Chapters 5-9: Health Promotion**

Learning Content for Each Age Group (infants, early childhood, school age, 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 Intra conception 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 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. Acne
  - 4. Seborrheic dermatitis
- III. Burns
  - A. Characteristics of burn injury
  - B. Other factors
  - C. General principles
    - 1. Minor burns
    - 2. Major burns
  - D. Care of burn wounds
  - E. Sunburn

**Chapter 54 (pgs 1351-1356 and 1359-1360) Learning**

Content:

- D. I. Down Syndrome
- E. II. Failure to Thrive

**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 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 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. Short Bowel Syndrome
- IX. Intussusception

#### **Chapter 44: The Child with a Genitourinary Alteration**

Learning Content:

- I. Nephrotic Syndrome
- II. Glomerulonephritis A. Acute
- III. Urinary Dysfunction
  - A. Enuresis
  - B. UTI
  - C. Epispadias, Hypospadias
- IV. Nursing Care

#### **Chapter 50: The Child with a Musculoskeletal Alteration**

Learning Content:

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

## **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. Cerebral malformations
  - A. Cranial deformities (microcephaly)
  - B. Hydrocephalus
  - C. Cognitive and Sensory impairment
- V. 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 45: The Child with a Respiratory Alteration**

Learning Content: **Acute Upper Respiratory Tract Infections**

- A. Allergic Rhinitis
- B. Pharyngitis
- C. Tonsillitis

- D. Otitis media
- E. Acute epiglottitis
- F. Acute laryngitis
- G. Croup
- I. Infections of the Lower Airway
  - A. Bronchitis
  - B. Respiratory syncytial virus (RSV) bronchiolitis
- II. Asthma
- III. 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

### **Chapter 47: The Child with a Hematologic Alteration** Learning

Content:

- I. Red Blood Cell disorders
  - A. Iron deficiency anemia
  - B. Sickle cell anemia
- II. Defects in Hemostasis - Hemophilia
  - A. Factor VIII (Hemophilia A/classic)
  - B. Factor IX (Hemophilia B)

## **Chapter 48: The Child with Cancer** Learning

Content:

- I. Chemotherapy II.  
Leukemia
- III. Lymphomas
  - A. Hodgkin
  - B. Non-Hodgkin

## **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. Diabetes Mellitus Type II
  - A. DKA
- IV. Pituitary Dysfunction
  - 1. Precocious Puberty

## **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://www.com.edu/student-services/docs/Student\\_Handbook\\_2023-2024\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.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.*

**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 Kimberly Lachney at 409-933-8919 or [klachney@com.edu](mailto:klachney@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

**Textbook Purchasing Statement:** 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.

**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 1<sup>st</sup> 8-week session is October 11. The last date to withdraw from the 16-week session is November 28. The last date to withdraw for the 2<sup>nd</sup> 8-week session is December 7.

**F<sub>N</sub> Grading:** The F<sub>N</sub> grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F<sub>N</sub> 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 F<sub>N</sub> grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F<sub>N</sub> 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.

#### **Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

**Resource to Assist with Feelings of Depression:** College of the Mainland has partnered with UTEAP (UT employee assistance programs). Students may call 713-500-3852 for access to in-the-moment support or to schedule an appointment with a counselor.

**Statement of Eligibility for an Occupational Licensure:** 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](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](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.

