

KINGSBOROUGH COMMUNITY COLLEGE  
Of  
The City University of New York

Department of Nursing

**Nursing 23 – Nursing of Children**

**Prerequisites: NUR 20, 22**

**Pre or Co requisites: SOC 31**

**Course Syllabus 2009-2010**

**Credit – Hours: 5 cr., 17 hrs**

**(one – hour semester)**

**Catalog Description**

**Introduction to nursing care of children, from infancy through adolescence, and of their families. Learning experience include health care maintenance of children as well as concept relative to hospitalization children. Laboratory will be on or off campus, in hospital or other health agencies.**

**Course Overview**

**This course introduces the students to nursing care of children from infancy through adolescence, and their families. The students will develop an awareness of the physiological and psychosocial adaptation that may occur during childhood. It is expected that the student synthesize prior facts and principals from the biological, physical and behavioral sciences when utilizing the nursing process. Area such as normal growth and development, nutrition and anticipatory guidance will be discussed. Learning experience will include health care maintenance of children as well as concepts relevant to hospitalized children. Class work for the typical week will consist of lecture discussion -6 hours, weekly on-campus labs/simulation, and health agency experience -8 hours. It is essential to engage in addition practice for the maintenance of skills. Provisions are available for additional time in the college laboratory for practice.**

**Course Objectives: Upon completion of the course, the students will:**

1. incorporate knowledge and skills from biological, behavioral and physical sciences when caring for children from infancy through adolescence.
2. demonstrate knowledge of the influence of culture of the childbearing family in the delivery of nursing care
3. demonstrate knowledge of adaptive response of well and ill children and their families in meeting complex needs.
4. distinguish developmental tasks of children across the health/illness Continuum.
5. use critical thinking skills in the application of the nursing process in assisting children and their family across the health/illness continuum.
6. communicate therapeutically with children and families.
7. collaborate with the healthcare team when caring for children and their families.
8. maintain legal–ethical standards while providing care for children and their families.
9. utilize principals of safety based on growth and development al levels of children.
10. demonstrate competency in therapeutic nursing intervention , while caring for children.
11. demonstrate knowledge of effects of pharmacological agents when caring for children.
12. incorporate teaching-learning principals with children and their families..
13. provide anticipatory guidance for children and their families to prevent potential developmental and health problems.
14. identify available communities resources for the childbearing family.
15. utilize organizational skills in the management of nursing care for a group of clients.

## Topical Outline

**Unit I - Orientation to Nursing of Children**

**Unit II - Assessment and Management of the Infant and Family**

**Unit III - Assessment and Management of the Toddler and Family**

**Unit IV - Assessment and Management of the Preschooler and Family**

**Unit V - Assessment and Management of the School Age Children and Family**

**Unit VI – Assessment and Management of the Adolescent and Family**

## Teaching Strategies

**Lecture – Discussion**

**Weekly on-campus labs/simulation**

**Case Studies**

**Health Agency Experiences**

**School Experiences**

**Pre and Post Conferences**

**Multimedia**

## Course Requirements

### 1. Textbooks

**Required:** Hockenberry, Marilyn and Wilson, David. (2009) Wong's Essentials of Pediatric Nursing. St. Louis: Elsevier, Mosby Co., 8<sup>th</sup> Edition.,

Lowdermilk, Deitra and Perry, Shannon E. (2003) Maternity Nursing St. Louis: The C.V. Mosby Co., 6<sup>th</sup> Edition.,

Carpenito, Linda Jull. (2006) Nursing Diagnosis Handbook. Philadelphia: J.B. Lippincott Co., 12<sup>th</sup> Edition.,

Abram, A.C. (2007). Clinical Drug Therapy, 8<sup>th</sup> Edition, Lippincott, Co.,

Dudek, Susan G. (2006) Nutrition Handbook for Nursing Practice, 5<sup>th</sup> edition, J.B. Lippincott, Co.,

**Optional References: American journal of Nursing**

**Journal of maternal -Child Nursing**

### 2. Attendance

A student is deemed excessively absent in any course when he or she has been absent 15% of the number of contact hours a class meets during a semester. **More than five hours lecture, one campus lab or one-half agency experiences constitutes excessive absence in Nursing 23.** When a student is excessively absent, a grade of "W" or "WU" will be assigned as described in the college catalogue.

All pagers, wireless phones, electronic games, radios, tape or CD players or other devices that generate sound must be turned off when any member of the academic community enters a classroom. Cellular devices are allowed to be on in the classroom only if the owner is using the caller ID, voice messages or a vibrating battery or universal clip mechanism. **NO TEXTING IS ALLOWED AT ANY TIME DURING CLASS AND/OR LABS.** Members of the academic community must exit the classroom to make or receive calls.

Attendance at pre and post conference for laboratory experience is required. Absence from either pre or post conference constitutes an absence for the day's experience.

Fatigue can certainly impair a health care worker's ability to provide safe, professional nursing care. Thus KCC 's Nursing Department states : All students need to carefully assess his/her level of fatigue, school requirements in terms of lecture, on-campus labs and clinical experiences and own work schedules. This assessment should carefully consider the potential impact of excessive employment on his/her ability to provide safe, professional nursing care. Each student has an ethical responsibility to ensure that fatigue does not negatively impact student nurse responsibilities.

**3. Malpractice Insurance – Health Clearance and evidence of CPR Training** - Students are required to have malpractice insurance, health clearance and CPR training prior to registration.

During the semester any change in the student's health clearance (e.g. serious illness, accident, pregnancy, etc.) necessitates evaluation by student health service. A student responsibility includes notification of the clinical instructor and course coordinator. Health clearance must be maintained to continue course enrollment.

#### **4. Evaluation**

*Grades will be calculated according to college policy as follows:*

A+ 97 - 100%	A 93 - 96%	A- 90 - 92
B+ 87 - 89%	B 83 - 86%	B- 80 - 82
C+ 78 - 79%	C 75 - 77%	C- 70 - 74
D+ 66 - 69%	D 60 - 65%	

F 59% and below

INC -Incomplete (counts as an F unless work is completed within six months)

WU -Withdrew Unofficially (counts as failure)

W -Withdrew without penalty

#### **Nursing 23 grades will be determined as described below:**

Quizzes = 60%

Final Exam = 40%

Nursing Care Plans – satisfactory

Nursery School Assignment – satisfactory

Pediatric Client Assessment Guide – satisfactory

#### **Academic Integrity**

The Department of Nursing adheres to the policy and procedures on academic integrity put forth by the City University of New York. For details, refer to KCC Nursing Handbook, KCC catalogue, and/or CUNY website.

- **All students must use the “Test Taking Strategies” software within the first 2 weeks of the course. The program is located in all computer Labs.**
- **Students are expected to take all examination on scheduled dates.**

- **All make-up quizzes/exams will be given on the day of the final exam of the course.**
- **Students who fail to take the scheduled make-up exam will receive a grade of zero for the exam.**
- **All make-up final exams will follow college policy.**
- **The end of semester National League of Nursing (NLN) examination is required for completion of the course. Failure to take the exam as scheduled result in a grade of incomplete**

Students performance in the clinical agency experiences will be evaluated as satisfactory or unsatisfactory. Clinical performance designated as unsatisfactory at the course will result in failure of the course.

Written assignment – Pediatric Nursing Assessment and Nursing Care Plan, Nursery School Assessment and Pediatrics client Assessment Guide.

Pediatric nursing assessment and nursing care plan must be submitted: a minimum of two satisfactory sets (one infant, & one school-age or adolescent) are necessary for course completion. If these are not submitted, the students will receive a grade of “F” for the course. Late submission will not receive a satisfactory grade.

A conference with the instructor is required within the last three weeks of the semester, at which time the students progress in the course will be discussed. In addition, students may initiate conferences with the instructor at other times.

### **5. Clinical Agency Experience Requirements:**

To fulfill the clinical agency experience requirements, the students will:

- a. be on time for the scheduled pre-conference in full uniform.
- b. have a written nursing care plan for the assigned client as designated.
- c. have drug information for the assigned client’s medication needs.
- d. attend and participate in pre and post conferences.
- e. attend a practice laboratory at the college when requested to do so by the clinical instructor.

If these requirements are not met the student may be requested to leave the clinical area, this being considered an absence.

### **6. Dress Requirements**

Students must present themselves as professional role models. Students are to travel to and from clinical agencies in street clothes. “In Uniform” refers to the standard uniform of Kingsborough Community College Department of Nursing:

- Men – White surgical shirt, matching trousers, hose and shoes
- Women – Knee length dress or pant suit, plain white sheer or opaque hose, closed white nursing shoes.
- The uniform is to be properly fitted, clean, pressed and/or in good repair.
- Name pin must be worn.
- Watch with second hand.
- Bandage scissors.

5. Stethoscope.

6. No jewelry other than plain wedding ring.
7. Nails should not extend beyond fingertips and should be rounded and clean.
8. Hair is to be clean, neat, off the face and above the collar line. Decorative and pointed hair ornaments are not permitted.

**Dress requirements must be met prior to leaving the locker area and maintained until returning to locker area.**

### **7. Drug Calculation Policy**

**Nur/17 “Drug Calculation in Nursing” is a pre- or co- requisite of Nursing 18, and a pre-requisite to all other nursing courses. Throughout the rest of the program, drug knowledge and skills will be integrated and tested in every nursing course.**

### **Effective Fall 2009      Criteria for retention in the Nursing Program mandates that students:**

1. Earn a minimum of a “C” grade in every required Nursing and co-requisite course. **Students who achieve a C- grade in a required nursing course may apply to repeat the course one time only in the semester immediately following, subject to space availability. The online “Intent to Return to Nursing Course” form** must be completed and include a plan for success that demonstrates significant changes in how they will approach the course when repeated. Only one required nursing course may be repeated.
2. Students who enter Nursing 18 **MUST** complete the Nursing Program within four years from the date of entry into this course. Any student who has not attended required nursing courses for two or more consecutive semesters cannot be readmitted into the Nursing Program unless qualifying examinations have been passed in the required nursing courses previously successfully completed. Qualifying examinations may be taken only once.

(Required nursing courses: nursing 17, 18, 19, 20, 21, 22, 23, 24. Co-requisite courses: biology 12, biology 51, English 24, psychology 32, sociology 31)

(1993; revised 2003; revised 2008; revised 2009)

Orientation to pediatric Nursing Care Learning Objective	Content Outline	Related Learning Experiences	Clinical Objectives
<p>NUR23 Unit 1 Upon completion of this unit, the learner will be able to :</p> <ol style="list-style-type: none"> <li>1. Discuss the factors necessary for successful completion of This course</li> <li>2. Discuss current trends in health care for children.</li> <li>3. Use critical thinking skills in the application of the nursing process.</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Orientation to nursing               <ol style="list-style-type: none"> <li>a. Syllabus Review</li> <li>b. Course Requirement</li> </ol> </li> <li>2.1 <u>Concept Review</u> <ol style="list-style-type: none"> <li>a. Perspectives of Pediatric Nursing</li> <li>b. Mortality/Morbidity</li> <li>c. Therapeutic care</li> </ol> </li> <li>2.2 <u>Social/Cultured Health Promotion</u> <ol style="list-style-type: none"> <li>a. Transcultural Considerations.</li> </ol> </li> <li>2.3 <u>Family influence on child Health</u> <ol style="list-style-type: none"> <li>a. Critical thinking</li> <li>b. Nursing Process</li> </ol> </li> <li>3. <u>Nursing Process Review</u> <ol style="list-style-type: none"> <li>a. NANDA classification</li> <li>b. Health Teaching</li> <li>c. Legal-Ethical Implication of care:                   <ol style="list-style-type: none"> <li>1. Informed consent</li> <li>2. Preparation for Procedures.</li> <li>3. Methods of medications administration</li> </ol> </li> <li>d. Nursing Roles                   <ol style="list-style-type: none"> <li>1. acute care</li> <li>2. chronic/terminal care</li> <li>3. community care</li> <li>4. home care</li> <li>5. hospitalization</li> </ol> </li> </ol> </li> </ol>	<p>Required Readings N-23 Syllabus</p> <p>Wong's Essentials of Pediatric Nursing 8<sup>th</sup> Edition (2009) Chapter: 1-4</p> <p><u>Review Reading:</u> Sociology 31</p> <p><u>Required Reading:</u> Wong's Chap. 5--7</p> <p><u>Required Readings</u> Review Psychology 32</p> <p><u>Wong's</u> Chap. 18, 20 - 22</p> <p><u>Video/DVD:</u> "Promoting Normal Growth in the Hospitalized child"</p> <p>"Pediatric Intravenous therapy"</p> <p>"Assessing A Child for Pain "</p>	<p><b>Lab experience # 1</b> Immunization clinic The student will</p> <ol style="list-style-type: none"> <li>1. Assess a child's immunization status</li> <li>2. Prepare and correctly administer immunizations.</li> <li>3. Teach the parent manifestations of adverse effects.</li> </ol> <p><b>Clinical experience # 1</b></p> <p>The student will:</p> <ol style="list-style-type: none"> <li>1. perform a nursing assessment</li> <li>2. Analyze data</li> <li>3. Formulate nursing diagnoses</li> <li>4. prioritize nursing diagnoses</li> <li>5. formulate a plan of care to achieve client outcomes</li> <li>6. implement a plan</li> <li>7. evaluate client outcome</li> <li>8. communicate and collaborate with client, family and health care providers.</li> <li>9. Teach client:       <ol style="list-style-type: none"> <li>a. Preventive health care strategies</li> <li>b. Health Maintenance           <ol style="list-style-type: none"> <li>1. Dietary</li> <li>2. Medications</li> <li>3. Lifestyles Modification.</li> </ol> </li> </ol> </li> </ol>

<p>4. Discuss expected patterns of growth and development of children.</p> <p>5. Describe the nursing Assessment of children</p> <p>6. Develop a plan of care for A pediatric client.</p> <p>7. Implement a plan of care for children.</p> <p>8. Evaluate the plan care.</p>	<p>4. <u>Development Stages</u></p> <p>a. Patterns</p> <ol style="list-style-type: none"> <li>1. physical</li> <li>2. emotional</li> <li>3. spiritual</li> </ol> <p>b. Role of Play</p> <p>c. Stressors</p> <p>d. Safety Factors</p> <p>5. <u>Assessment</u></p> <ol style="list-style-type: none"> <li>a. nursing history</li> <li>b. physical assessment</li> <li>c. emotional assessment</li> <li>d. communication</li> <li>e. nutritional assessment</li> </ol> <p>6. <u>Planning</u></p> <ol style="list-style-type: none"> <li>a. Expected Outcome Criteria</li> <li>b. Health Promotion Activities.</li> <li>c. Therapeutic Intervention <ol style="list-style-type: none"> <li>1. Separation anxiety</li> </ol> </li> </ol> <p>7.1 <u>Independent Activities</u></p> <ol style="list-style-type: none"> <li>a. play</li> <li>b. therapeutic communication</li> </ol> <p>7.2 <u>Collaborative Activities</u></p> <ol style="list-style-type: none"> <li>a. referral/community</li> <li>b. discharge planning</li> </ol> <p>8.1 Evaluate of Outcome Criteria Revision of Plan</p>	<p><u>Handouts :</u></p> <p><u>Medicating Children</u></p> <p><u>Pediatric Immunization Sched</u></p> <p><u>Growth &amp; Development Guid</u></p>	
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Unit 11 Assessment and Learning Objectives	Management Of The Infant Content Outline	And Family Related Learning Experience	Clinical Objectives
<p>Upon completion of this until the learner will be able:</p> <ol style="list-style-type: none"> <li>Describe the developmental tasks of the infant.</li> <li>Identify adaptive response for an infant who is hospitalized.</li> <li>Describe the nursing assessment of the infant with a respiratory problem.</li> </ol>	<ol style="list-style-type: none"> <li> <u>Development</u> <ol style="list-style-type: none"> <li>Erikson- Trust vs. Mistrust</li> <li>Piaget – Sensorimotor Phase</li> <li>Freud-oral phase</li> <li>Motor development</li> <li>Social development</li> <li>Mental development</li> <li>Separation anxiety</li> <li>Play</li> </ol> </li> <li> <u>Health Maintenance Regimen</u> <ol style="list-style-type: none"> <li>Nutritional requirements</li> <li>Immunizations requirements</li> <li>Accident-Prevention Safety</li> </ol> </li> <li> <u>Related Factors</u> <ol style="list-style-type: none"> <li>age</li> <li>pain</li> <li>separation anxiety</li> <li>safety</li> <li>trans cultural considerations.</li> </ol> </li> <li> <u>Assessment</u> <ol style="list-style-type: none"> <li>Respiratory Syncytial Virus (RSV)</li> </ol> </li> </ol>	<p><u>Review:</u> Psy 32  <u>Required Readings:</u>  Wong, 8<sup>th</sup> Ed  Chap.9, 10  Chap11</p> <p><u>Video:</u></p> <p><u>Required Readings</u>  Wong. Chap 11  Chap. 23  Chap 24  Chap. 25</p> <p><u>Video:</u>  “Respiratory Distress in Infants and children”</p> <p><u>Required</u>  Chap 11</p> <p>Chap 23</p>	<p><b>Lab experience # 2:</b>  Immunization clinic  The student will</p> <ol style="list-style-type: none"> <li>Assess a child’s immunization status</li> <li>Prepare and correctly administer prescribed immunizations.</li> <li>Teach the parent manifestations of adverse</li> </ol> <p><b>Clinical experience # 2</b>  The student will:</p> <ol style="list-style-type: none"> <li>Perform a nursing assessment</li> <li>Analyze data</li> <li>Formulate nursing diagnoses</li> <li>Prioritize nursing diagnoses</li> <li>Formulate a plan of care to achieve client outcomes.</li> <li>Implement the plan</li> <li>Evaluate client outcomes.</li> <li>Communicate and collaborate with client, family, and health care providers.</li> <li>Teach clients: <ol style="list-style-type: none"> <li>Preventive health strategies.</li> <li>Health maintenance: <ol style="list-style-type: none"> <li>Dietary</li> <li>Medication use</li> <li>Lifestyle Modification.</li> </ol> </li> </ol> </li> </ol>

<p>4. Identify nursing diagnoses for an infant with a respiratory problem.</p> <p>5. Develop a plan of care for an infant with a respiratory problem.</p>	<ol style="list-style-type: none"> <li>2. Bronchiolitis</li> <li>3. Congenital Heart Disease</li> <li>4. Kawasaki Disease</li> <li>5. Sudden Infant Death Syndrome</li> <li>6. Apnea of Infancy <ol style="list-style-type: none"> <li>a. Nursing history</li> <li>b. Physical Assessment</li> <li>c. Diagnostic/Lab</li> </ol> </li> </ol> <p><u>Diagnostic Tests</u></p> <ol style="list-style-type: none"> <li>1. ELISA</li> <li>2. IFA Respiratory Secretions and Specimens</li> <li>3. Cardiac Catheterization</li> <li>4. Chest X - Ray</li> <li>5. Electrocardiograph</li> <li>6. Angiograph</li> <li>7. Cardiac (MRI)</li> </ol> <p>4A. <u>Nursing Diagnoses</u></p> <ol style="list-style-type: none"> <li>a. altered growth and development</li> <li>b. altered breathing patterns.</li> <li>c. altered tissue perfusion</li> <li>d. activity intolerance</li> <li>e. high risk for infection</li> <li>f. altered family process</li> <li>g. fluid volume excess/deficit</li> <li>h. decreased cardiac output</li> </ol> <p>5A. <u>Planning</u></p> <ol style="list-style-type: none"> <li>a. expected outcome criteria</li> <li>b. therapeutic</li> </ol>	<p>Chap 25</p>	
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<p>6. Implement a plan of care to meet the infant's need for oxygen</p> <p>7A. Evaluate the plan of care.</p>	<p>interventions.</p> <p>c. health promotion activities.</p> <p>d. lethal/ethical implications of care</p> <p>6.1A Independent Activities</p> <p>a. Health promotion</p> <p>6.2A Collaborative Activities</p> <p>a. <u>Procedures</u></p> <ol style="list-style-type: none"> <li>1. Intravenous fluid</li> <li>2. Oxygen monitoring</li> <li>3. selected shunt procedures.</li> </ol> <p>b. <u>Drug Therapy</u></p> <ol style="list-style-type: none"> <li>1. Ribavirin</li> <li>2. RSV immune globulin RespiGam</li> <li>3. Palivizumab</li> <li>Ace inhibitors <ol style="list-style-type: none"> <li>a. captopril</li> <li>b. vasotec</li> </ol> </li> <li>5. Furosemide (Lasix)</li> <li>6. Chlorothiazide (Diuril)</li> <li>7. Digoxin (Lanoxin)</li> <li>8. Indomethacin</li> <li>9. Potassium Supplement</li> <li>10. Morphine Sulfate</li> </ol> <p>c. Health Teaching</p> <p>d. Discharged planning</p> <p>e. Follow- up care</p> <p>f. Referral/community resources</p> <p>g. Transcultural consideration</p> <p>7.1A Evaluate of outcome criteria</p> <p>7.2A Revision of plan</p>		
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<p>3. Describe the nursing assessment of an infant with a gastrointestinal problem.</p>	<p>3B. Assessment</p> <ol style="list-style-type: none"> <li>1. Dehydration</li> <li>2. Acute Diarrhea (Gastroenteritis)</li> <li>2. Vomiting</li> <li>3. Hirschsprung disease</li> <li>4. Gastroesophageal Reflux (GER)</li> <li>5. Clef Lip/cleft palate</li> <li>6. Hypertrophic-pyloric Stenosis</li> <li>7. Intussusception</li> <li>8. Short-Bowel Syndrome (SBS)</li> <li>9. Hernias</li> <li>10. Failure to Thrive</li> </ol> <p>a. Nursing history</p> <p>b. Physical assessment</p> <p>c. Diagnostic/Lab Tests</p> <ol style="list-style-type: none"> <li>1. Skin assessment</li> <li>2. Urine specific gravity</li> <li>3. Stool cultures</li> <li>4. CBC</li> <li>5. BUN and Creatnine</li> <li>6. Barium Enema</li> <li>7. Endoscopy</li> <li>8. Scintigraph</li> <li>9. GI radiography</li> </ol>	<p><u>Required Readings</u> <u>Wong's</u> Chapter 24</p>	
<p>4. Identify nursing diagnoses for an infant with a gastrointestinal problem.</p>	<p>4. <u>Nursing Diagnoses</u></p> <ol style="list-style-type: none"> <li>a. Imbalanced nutrition less than body requirements</li> <li>b. Fluid volume deficit</li> <li>c. High risk for infection</li> <li>d. Altered growth and Development</li> <li>e. Altered family process</li> <li>f. Pain/alteration in comfort</li> </ol>		

<p>5. Develop a plan of care to meet the infant's need for nutrition and elimination.</p> <p>6. Implement a plan of care to meet the infant's need for nutrition and elimination.</p> <p>7B. Evaluate the plan of care</p>	<p>g. Impaired skin integrity</p> <p>5 Planning</p> <ol style="list-style-type: none"> <li>a. expected outcome criteria</li> <li>b. therapeutic intervention</li> <li>c. health promotion activities</li> <li>d. lethal/ethical implications of care</li> </ol> <p>6.1 Independent activities</p> <ol style="list-style-type: none"> <li>a. <u>Procedures</u> <ol style="list-style-type: none"> <li>1. Intravenous fluid</li> <li>2. Ostomy</li> <li>3. Gastrostomy</li> <li>4. Pre-post-op surgical Interventions.</li> <li>5. Pyloromyotomy</li> <li>6. Laparoscopy</li> </ol> </li> <li>b. <u>Drug Therapy</u> <ol style="list-style-type: none"> <li>1. oral hydration therapy (ORT)</li> <li>2. Antiemetics</li> <li>3. Cimetidine (Tagamet)</li> <li>4. Ranitidine (Zantac)</li> <li>5. Famotidine (pepcid)</li> <li>6. Analgesics</li> <li>7. TPN</li> </ol> </li> <li>c. Health Teaching</li> <li>d. Discharge Planning</li> <li>e. Follow- up care</li> <li>f. Referral/community resources</li> <li>g. Trans cultural consideration</li> </ol> <p>7.1 Evaluate of outcome criteria</p>		
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<p>5C. Develop a plan of care for an infant with an immune system/ congenital disorder.</p> <p>6C. Implement a plan of care for an infant with an immune system/ congenital disorder.</p>	<ul style="list-style-type: none"> <li>c. activity intolerance</li> <li>d. Impaired skin integrity</li> <li>e. high risk skin infection</li> <li>f. high risk for injury</li> <li>g. altered family process</li> <li>h. anxiety/fear</li> <li>i. pain/altered comfort</li> </ul> <p>5C. <u>Planning</u></p> <ul style="list-style-type: none"> <li>a. expected outcome criteria</li> <li>b. therapeutic intervention</li> <li>c. health promotion activities</li> <li>d. legal/ethical implications of care.</li> </ul> <p>6.1 Independent Activities</p> <ul style="list-style-type: none"> <li>a. Health promotion</li> </ul> <p>6.2 Collaborative Activities</p> <ul style="list-style-type: none"> <li>a. Procedures <ul style="list-style-type: none"> <li>1. cast immobilization</li> <li>2. Ventriculoperitoneal shunt (VP Shunt)</li> <li>3. Pavlik Harness</li> <li>4. Hip Spica Cast</li> </ul> </li> <li>b. Drug Therapy <ul style="list-style-type: none"> <li>1. Topical Sterioids</li> </ul> </li> <li>2. Nystatic (Myocastatin) <ul style="list-style-type: none"> <li>3. Acyclovie (zoviraz)</li> <li>4. Hydroxyzine</li> <li>5. Loratadine</li> <li>6. AZT (zidovudine)</li> </ul> </li> </ul>		
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<p>7C. Evaluate the plan care</p>	<p>7. Bactrim  8. Septra  9. Antibiotics  10. Analgesics  c. Health Teaching  d. Discharge Planning  e. Follow - up care  f. Referral/Community Resources  g. Transcultural consideration</p> <p>7.1 Evaluation of outcome criteria</p> <p>7.2 Revision of plan</p>		
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23 Unit III – Assessment and Management of the Toddler and Family

Learning Objective	Content Outline	Related Learner Experience	Clinical Objectives
<p>Upon completion of this unit learner will be able to:</p> <p>1. Describe the development task of the toddler</p> <p>2. Identify adaptive responses for a toddler who is hospitalized</p>	<p>1.1 <u>Development Tasks</u></p> <ul style="list-style-type: none"> <li>a. Erikson-Autonomy vs. Shame and Doubt</li> <li>b. Piaget-Sensorimotor Phase</li> <li>c. Physical Development</li> <li>d. Motor Development</li> <li>e. Social Development</li> <li>f. Mental Development</li> <li>g. Separation Anxiety</li> <li>h. Parent-Child Relationship</li> <li>i. Sibling Rivalry</li> <li>j. Toilet training</li> <li>k. Discipline/Limit Setting</li> <li>l. Play</li> </ul> <p>1.1 Health Maintenance</p> <ul style="list-style-type: none"> <li>a. Nutritional requirements</li> <li>b. Immunization requirements</li> <li>c. Dental care</li> <li>d. Accident prevention/safety</li> </ul> <p>2. <u>Related Factors</u></p> <ul style="list-style-type: none"> <li>a. age: Separation Anxiety, Loss of Control.</li> <li>b. bodily injury</li> <li>c. Pain</li> <li>d. Congenital</li> <li>e. Transcultural considerations</li> </ul>	<p>Review related materials Present in PSY 32 and Frisch &amp; Frisch</p> <p><u>Required Readings:</u> Wong, 8<sup>th</sup> edition Chaps 12, 14.</p> <p>Review: Wong's Chap 21, 22</p> <p>Required Reading Chap. 23</p>	<p><b>On-campus lab #3</b> Asthma in children The student will:</p> <ol style="list-style-type: none"> <li>1. Describe pathophysiology.</li> <li>2. Identify risk factors for asthma.</li> <li>3. Describe clinical manifestations.</li> <li>4. Develop a plan of care for asthma.</li> <li>5. Explain asthma medications.</li> <li>6. Identify health teaching of a child with asthma.</li> </ol> <p><b>Clinical experience #3:</b> The student will:</p> <ol style="list-style-type: none"> <li>1. perform a nursing Assessment of a toddler</li> <li>2. Analyze data</li> <li>3. Formulate nursing diagnoses</li> <li>4. Prioritize diagnoses</li> <li>5. Formulate a plan to achieve client outcomes.</li> <li>6. Implement the plan</li> <li>7. Evaluate client outcomes</li> <li>8. Communicate and collaborate with client, family and healthcare providers.</li> <li>9. Teach clients:             <ul style="list-style-type: none"> <li>a. Preventive health strategies</li> <li>b. Health maintenance:                 <ol style="list-style-type: none"> <li>1. Dietary</li> <li>2. Medication use</li> <li>3. Lifestyle modifications.</li> </ol> </li> </ul> </li> </ol>

<p>3A. Describe the nursing assessment of a toddler with a respiratory disorder.</p> <p>4A. Identify nursing diagnoses for a toddler with a respiratory disorder.</p> <p>5A. Develop a plan for a toddler with a respiratory disorder.</p>	<p>3A. <u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Tonsillitis, Pharyngitis, Influenza</li> <li>2. Otitis Media</li> <li>3. Asthma</li> <li>4. Croup Syndrome</li> <li>5. Pneumonias</li> <li>6. TB</li> <li>7. Foreign Body/Airway Obstruction <ol style="list-style-type: none"> <li>a. Nursing History</li> <li>b. Physical assessment</li> <li>c. Diagnostic/Labs tests <ol style="list-style-type: none"> <li>1. Throat culture-swab Pharynx and tonsils</li> <li>2. Sputum C &amp; S</li> <li>3. Chest x – ray</li> <li>4. RSV –ELISA of gastric washing (lavage), nasal washings</li> <li>5. Pulmonary function Tests (PFTs)</li> </ol> </li> </ol> </li> </ol> <p>4A. Nursing Diagnoses</p> <ol style="list-style-type: none"> <li>a. Altered growth and development</li> <li>b. altered breathing patterns.</li> <li>c. ineffective</li> <li>d. altered tissue perfection</li> <li>e. high risk for infection</li> <li>f. high risk for injury</li> </ol> <p>5A. Planning</p> <ol style="list-style-type: none"> <li>a. expected outcome criteria</li> <li>b. therapeutic interventions</li> <li>c. health promotion activities</li> </ol>		
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NUR23 Unit III – Assessment and Management of the toddler and family

Learning Objective	Content Outline	Related Learner Experience	Clinical Objectives
<p>3B. Describe the nursing assessment in meeting a toddler’s need for Physical and psychological safety and security.</p> <p>4B. Identify nursing diagnoses for a toddler with a need for physical and psychological safety and security.</p>	<p>3B. <u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Accident, Poisoning</li> <li>2. Plumbism</li> <li>3. Febrile convulsion</li> <li>4. Meningitis</li> <li>5. Communicable disease</li> <li>6. Child Abuse</li> <li>7. Burns</li> </ol> <ol style="list-style-type: none"> <li>a. Nursing history</li> <li>b. Physical assessment</li> <li>c. Diagnostic/lab test                             <ul style="list-style-type: none"> <li>Blood specimens</li> <li>Mucous membranes swabs</li> </ul> </li> </ol> <p>4B. <u>Nursing Diagnoses</u></p> <ol style="list-style-type: none"> <li>a. Altered growth and Development</li> <li>b. altered tissue perfusion</li> <li>c. high risk for injury</li> <li>d. High risk for infection</li> <li>e. altered family process</li> <li>f. Fear/anxiety</li> <li>g. Altered parenting</li> </ol>	<p><u>Required Readings</u></p> <p>Chap 14</p> <p>Chap 28</p> <p>Chap 30</p> <p><u>Handout:</u></p> <p>Child Abuse: New York State Regulations</p>	

<p>5B. Develop a plan of care for a toddler with a need for physical and psychological safety and security.</p> <p>6B. Implement a plan of care for a toddler with a need for physical and psychological safety and security.</p> <p>7B. Evaluate the plan of care</p>	<p>h. Knowledge deficit</p> <p>i. Impaired skin integrity</p> <p>j. risk for fluid volume deficit</p> <p>k. ineffective thermoregulation</p> <p>5B. Planning</p> <p>a. expected outcome criteria</p> <p>b. therapeutic intervention</p> <p>c. health promotion activities</p> <p>a. legal/ethical implications of care</p> <p>7.1 __Evaluate of outcome Criteria</p> <p>7.2 Revision of plan</p>		
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NUR23 Unit IV – Assessment and Management of the Preschooler and Family

Learner Objective	Content Outline	Related Learner Experience	Clinical Objectives
<p>Upon completion of this unit, the learner will be able to:</p> <p>1. Describe the developmental Task of the Preschooler</p> <p>2. Identify adaptive responses for a preschooler child who is hospitalized.</p>	<p><b>1.1 <u>Development tasks</u></b></p> <ul style="list-style-type: none"> <li>a. Erickson-Initiative vs. Guilt</li> <li>b. Piaget-Pre-Operational Phase</li> <li>c. Kohlberg-premoral development</li> <li>d. Physical development</li> <li>e. Social development</li> <li>f. Cognitive development</li> <li>g. Play</li> <li>h. Nursery school</li> <li>i. Sexuality</li> </ul> <p><b>1.2 <u>Health maintenance Regimen</u></b></p> <ul style="list-style-type: none"> <li>a. Nutritional requirements</li> <li>b. Immunization requirements</li> <li>c. Accidents prevention/ safety.</li> </ul> <p><b>2. <u>Related Factors</u></b></p> <ul style="list-style-type: none"> <li>a. age</li> </ul>	<p><u>Required Readings</u></p> <p>Wong's</p> <p>Chap. 13, 14</p>	<p><b>Lab experience #4</b></p> <p>Nursery school The student will</p> <ol style="list-style-type: none"> <li>1. Assess a pre-school age child growth a development</li> <li>2. Evaluative milestones.</li> <li>3. Observe play patterns.</li> <li>4. Complete nursery school assignment.</li> </ol> <p><b>Clinical experience #4</b></p> <p>The student will:</p> <ol style="list-style-type: none"> <li>1. Perform a nursing Assessment of a pre-school age child</li> <li>2. Analyze data</li> <li>3. Formulate nursing diagnoses</li> <li>4. Prioritize nursing diagnoses</li> <li>5. Formulate a plan of care to achieve client outcomes</li> <li>6. Implement the plan</li> <li>7. Evaluate client outcome</li> <li>8. Communicate and Collaborate with client, family, and health care providers.</li> <li>9. Teach client             <ol style="list-style-type: none"> <li>a. prevention health care strategies</li> <li>b. Health maintenance                 <ol style="list-style-type: none"> <li>1. Dietary</li> <li>2. Medication</li> </ol> </li> </ol> </li> <li>3. Lifestyle modifications</li> </ol>

<p>3A. Describe the nursing assessment of a preschooler with an elimination disorder.</p>	<ul style="list-style-type: none"> <li>b. Separation anxiety</li> <li>c. Body mutilation</li> <li>d. Fear</li> <li>e. Pain</li> <li>f. Transcultural considerations</li> </ul> <p>3.A <u>Assessment</u></p> <ul style="list-style-type: none"> <li>1. Cystic Fibrosis</li> <li>2. Celiac Disease</li> <li>3. Nephrotic Syndrome</li> <li>4. Acute Glomerulonephritis</li> <li>5. Wilms Tumor <ul style="list-style-type: none"> <li>a. Nursing history</li> <li>b. Physical assessment</li> <li>c. Diagnostic/Lab tests: <ul style="list-style-type: none"> <li>1. Chest radiograph</li> <li>2. Sweat chloride test</li> <li>3. Pulmonary Function studies</li> <li>4. Stool Analysis</li> <li>5. Barium Enemas</li> <li>6. Urinalysis</li> <li>7. Intestinal Biopsy</li> </ul> </li> </ul> </li> </ul>	<p><u>Required readings:</u>  Chap 23  Chap 24  Chap 27</p>	
<p>4A. Identify nursing diagnoses for a preschooler with a need for nutritional and elimination.</p>	<p>4A. <u>Nursing Diagnoses</u></p> <ul style="list-style-type: none"> <li>a. altered growth and development</li> <li>b. activity intolerance</li> <li>c. Ineffective airway clearance</li> <li>d. altered tissue perfusion</li> </ul>		

<p>5A. Develop a plan of care to meet the preschooler's need for nutrition and elimination.</p> <p>6A. Implement a plan of care to meet the preschooler's need for nutrition and elimination</p>	<p>e. fluid volume excess  f. high risk for infection  g. impaired gas exchange  h. altered family process</p> <p>5A. Planning  a. expected outcome criteria  b. therapeutic interventions  c. health promotion activities  d. legal/ethical implications of care</p> <p>6.1 Independent Activities  a. Health promotion</p> <p>6.2 Collaborative Activities  a. <u>Procedures</u>  1. Intravenous fluids  2. Chest Physiotherapy  Radiotherapy/chemotherapy  b. <u>Drug Therapy</u>  1. Pancreatic enzymes  2. Corticosteroids  3. Antihypertensive  4. Diuretics  5. Antibiotics  6. Water soluble Vitamins  c. Health Teaching  d. Discharge planning  e. follow-up care</p>		
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<p>7.A Evaluate the plan of care</p>	<p>f. Referral/Community Resources g. Transcultural considerations</p> <p>7.1 Evaluate of outcome Criteria</p> <p>7.2 Revision of plan</p>		
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Learner Objectives	Content Outline	Related Learner Experience	
<p>Upon completion of this unit, the learner will be able to:</p> <p>1. Describe the development task of the school-age child</p>	<p>1.1 Developmental Tasks</p> <ul style="list-style-type: none"> <li>a. Erikson-Industry vs. Inferiority.</li> <li>a. Piaget-Concrete Operational stage</li> <li>b. Kohlberg-moral development</li> <li>c. Physical development</li> <li>d. Social development</li> <li>f Cognitive development</li> <li>g. Spiritual development</li> <li>h. Play</li> <li>i. School experience</li> </ul> <p>1. Health Maintenance Regimen</p> <ul style="list-style-type: none"> <li>a. Nutrition</li> <li>b. Dental Health</li> <li>c. Immunization Boosters</li> <li>d. Accident-prevention/ Safety</li> <li>e. Sex Education</li> </ul>	<p><u>Review</u></p> <p>Psychology 32</p> <p><u>Required Readings</u></p> <p>Wong’s Chaps. 15, 17.</p>	

<p>2. Identify adaptive responses for a school-age child who is hospitalized.</p> <p>3A. Describe the nursing assessment in meeting a school-age child's need for oxygen.</p>	<p>2. <u>Related Factors</u></p> <ul style="list-style-type: none"> <li>a. age</li> <li>b. separation anxiety</li> <li>c. loss of control</li> <li>d. bodily injury/pain</li> <li>e. transcultural considerations</li> </ul> <p>3A. <u>Assessment</u></p> <ul style="list-style-type: none"> <li>1. Rheumatic Fever</li> <li>2. Sickle cell Anemia</li> <li>3. Hemophilia</li> <li>4. Thalessemia</li> <li>5. Leukemia</li> <li>6. Iron-Defeciency Anemia <ul style="list-style-type: none"> <li>a. Nursing History</li> <li>b. Physical assessment</li> <li>c. Diagnostic/Lab tests: <ul style="list-style-type: none"> <li>1. Aso titer</li> <li>2. Erythrocyte Sedimentation rate</li> <li>3. ECG</li> <li>4. Radiographs</li> <li>5. Sickledex</li> <li>6. Hgb Electrophoresis</li> </ul> </li> </ul> </li> </ul>	<p><u>Required Readings:</u></p> <p>Chap 25</p> <p>Chap 26</p>	
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NUR23 Unit V- Assessment and Management of the School-Age and Family

Learner Objective	Content Outline	Related Learner Experience	Clinical Objectives
<p>6A. Implement a plan of care to meet the school-age child’s need for oxygen.</p> <p>7A. Evaluation the plan of care</p>	<p>6.1 Independent Activities</p> <p>    a. Health promotion</p> <p>6.2 Collaborative Activities</p> <p>    a. <u>Procedures</u></p> <p>        1. Intravenous fluids</p> <p>        2. Central lines</p> <p>        3. Bone marrow Aspiration</p> <p>    b. <u>Drug Therapy</u></p> <p>        1. Chemotherapy</p> <p>        2. Cryoprecipitate AHF             ( Factor VIII) DDAVP</p> <p>        3. Antibiotics</p> <p>        4. Steroids</p> <p>        5. Opioids</p> <p>        6. Iron-Chelation Therapy</p> <p>            c. Health teaching</p> <p>            d. Discharge Planning</p> <p>            e. Follow-up care</p> <p>            f. Referral/Community Resources</p> <p>        g. Transcultural considerations</p> <p>7.1 Evaluation of outcome</p> <p>7.2 Revision of plan</p>		<p><b>Clinical experience #5:</b></p> <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Perform a nursing assessment of an adolescent.</li> <li>2. Analyze data</li> <li>3. Formulate nursing diagnoses</li> <li>4. Prioritize nursing diagnoses</li> <li>5. Formulate a plan of care to achieve client’s outcome</li> <li>6. Implement the plan</li> <li>7. Evaluate client outcome</li> <li>8. Communicate and collaborate with client, family and health care providers.</li> <li>9. Teach client             <ol style="list-style-type: none"> <li>a. Preventative health strategies</li> <li>    a. Medications</li> <li>    b. Lifestyle modifications</li> </ol> </li> </ol>



<p>6B. Implement a plan of care to meet the school-age child's need for nutrition and elimination</p>	<p>activites</p> <p>d. Legal/ethical implications of care</p> <p>6.1 Independent Activities</p> <p>a. Health promotion</p> <p>6.2 Collaborative Activities</p> <p>a. <u>Procedures</u></p> <p>1. Intravenous fluids</p> <p>2. Gastric decompression</p> <p>3. Blood Glucose monitoring</p> <p>b. <u>Drug Therapy</u></p> <p>1. Antiparasitic agents</p> <p>2. Insulin therapy</p> <p>3. Antibiotic agents</p> <p>c. Health teaching</p> <p>d. Discharge planning</p> <p>e. Follow-up care</p> <p>f. Refferal/Community resources</p> <p>g. Transcultural considerations</p>		
<p>7B. Evaluate the plan of care.</p>	<p>7.1 Evaluate of outcome Criteria</p> <p>7.2 Revision of plan</p>		

NUR23 Unit V- Assessment and Management of the School-Age and Family

Learner Objective	Content Outline	Related Learner Experience	Clinical Objectives
<p>3C. Describe the nursing assessment in meeting the school-age child for safety and security.</p>	<p>7.1 <u>Assessment</u></p> <ol style="list-style-type: none"> <li>1. Cerebral Palsey</li> <li>2. Duchenne Muscular Dystrophy</li> <li>3. Attention Defecit Hyperactivity disorder</li> <li>4. Mental Retardation (Review)</li> <li>5. Seizure Disorder Epilepsy</li> <li>6. Reye’s Syndrome</li> <li>7. Scabies</li> <li>8. Pediculosis Capatis</li> <li>9. Lyme Disease</li> <li>10. Dermatophytoses (Ring Worm)               <ol style="list-style-type: none"> <li>a. Nursing history</li> <li>b. Physical assessmest</li> <li>c. Diagnostic/Lab tests:                   <ol style="list-style-type: none"> <li>1. Auditory and visual perception measurements</li> <li>2. Electroencephalograph (EEG)</li> <li>3. Tomography</li> <li>4. Serum Electrolytes</li> </ol> </li> </ol> </li> </ol>	<p><u>Required Readings</u></p> <p>Wong’s</p> <p>Chap 17, 28, 30, 32</p>	

NUR23 Unit V- Assessment and Management of the School-Age and Family

Learner Objective	Content Outline	Related Learner Experience	Clinical Objectives
<p>4C. Identify nursing diagnoses for a school-age child with a need for safety and security.</p> <p>5C. Develop a plan of care to meet the school-age child's need for physical and psychological safety and security.</p>	<p>5. Electromyograph (EMG)</p> <p>6. SGOT and AST levels</p> <p>7. Skull Radiographs</p> <p>8. CT scan</p> <p>4C. Nursing Diagnoses</p> <ul style="list-style-type: none"> <li>a. Nursing physical mobility</li> <li>b. High risk for injury</li> <li>c. Self-care deficit</li> <li>d. Impaired verbal communication</li> <li>e. Body image disturbance</li> <li>f. Altered family process</li> <li>g. Altered growth and development</li> <li>h. Impaired skin integrity</li> <li>i. Sensory/perceptual alteration</li> <li>j. Knowledge deficit</li> </ul> <p>5C. Planning</p> <ul style="list-style-type: none"> <li>a. Expected outcome criteria</li> <li>b. Therapeutic intervention</li> <li>c. Health promotion activities.</li> <li>d. Legal/ethical implication of care.</li> </ul>		

<p>6C. Implement a plan of care to meet the school-age child's need for safety and security.</p>	<p>6.1 Independent Activities Health promotion</p> <p>6.2 Collaborative Activities</p> <p>a. <u>Procedures</u></p> <ol style="list-style-type: none"> <li>1. Muscle biopsy</li> <li>2. Lumber puncture</li> <li>3. Liver biopsy</li> </ol> <p>b. <u>Drug Therapy</u></p> <ol style="list-style-type: none"> <li>1. Ritalin</li> <li>2. Dexedrine</li> <li>3. Anticonvulsants</li> <li>4. Antiparastics</li> <li>5. Pyrethrins(RID)</li> <li>6. Permethrin</li> <li>7. Lindane</li> <li>8. Malathion (Ovide)</li> <li>9. DEET</li> </ol> <p>c. Health teaching</p> <p>d. Discharge planning</p> <p>e. Follow-up care</p> <p>f. Referral/Community resources</p> <p>g. Transcultural considerations</p>		
<p>7C. Evaluate the plan of care</p>	<p>7.1 Evaluation of outcome Criteria</p> <p>7.2 Revision of plan</p>		

NUR23 Unit VI – Assessment and Management of the Adolescent and Family

Learner Objectives	Content Outline	Related Learner Experience	Clinical Objectives
<p>Upon completion of this unit, the learner will be able to:</p> <p>1. Describe the developmental tasks of the adolescence.</p>	<p>1.1 Developmental tasks</p> <ul style="list-style-type: none"> <li>a. Erikson-Identify vs. role diffusion.</li> <li>b. Piaget-Formal Operations</li> <li>c. Kohlberg- moral development</li> <li>d. Social development</li> <li>e. Interpersonal development                             <ul style="list-style-type: none"> <li>a. peers</li> <li>b. Parents</li> </ul> </li> <li>f. Physical development                             <ul style="list-style-type: none"> <li>a. Puberty</li> <li>b. body image</li> <li>c. Sexuality</li> </ul> </li> </ul> <p>1.2 Health Maintenance Regime</p> <ul style="list-style-type: none"> <li>a. Nutrition</li> </ul>	<p><u>Review</u> psychology 32</p> <p><u>Required Readings</u> Wong’s Chap. 16, 17</p> <p><u>Video</u> Explosion</p>	<p><b>Campus lab # 6:</b> <u>Perioperative care of the child with an appendectomy:</u></p> <ol style="list-style-type: none"> <li>1. Identify the impact of developmental level with surgical experience</li> <li>2. Describe phases perioperative care</li> <li>3. Identify risks for complications</li> <li>4. Identify nursing diagnoses for pediatric surgical client</li> <li>5. Identify nursing actions for safety during perioperative experience</li> <li>6. Prioritize nursing interventions</li> <li>7. Evaluate effectiveness perioperative nursing care</li> </ol> <p><b>Clinical experience #6:</b> The students will:</p> <ol style="list-style-type: none"> <li>1. Perform a nursing assessment of an adolescent.</li> <li>2. Analyze data</li> <li>3. Formulate nursing diagnoses</li> <li>4. Prioritize nursing diagnoses</li> <li>5. Formulate a plan of care to achieve client’s outcome</li> <li>6. Implement the plan</li> </ol>

	<p>b. Immunization Boosters</p>		<p>7. Evaluate client outcome</p> <p>8. Communicate and collaborate with client, family and health care providers.</p> <p>9. Teach client</p> <p>a. Preventative health strategies</p> <p>a. Medications</p> <p>b. Lifestyle modifications</p>
<p>2. Identify adaptive responses for an adolescent who is hospitalized.</p> <p>3A. Describe the nursing assessment in the meeting adolescent's need for physical and psychological safety and security.</p>	<p>c. Activity, Rest and Sleep</p> <p>d. Dental Health</p> <p>e. Sex Education</p> <p>f. Accident-Prevention/ Safety</p> <p>2. <u>Related Factors</u></p> <p>a. Age</p> <p>b. Loss of control-stressors</p> <p>c. Body Image</p> <p>d. Transcultural considerations</p> <p>3A. <u>Assessment</u></p> <p>a. Infectious Diseases</p> <p>1. Mononucleosis</p> <p>2. Sexual Transmitted</p>	<p><u>Required Readings</u></p> <p>Wong's Chap 17, 23</p>	

	<p>Diseases</p> <ol style="list-style-type: none"> <li>a. Gonorrhea</li> <li>b. Chlamydia</li> <li>c. Syphilis</li> <li>d. Genital Herpes</li> <li>e. Human Immunodeficiency Virus (HIV)</li> </ol>		
	<ol style="list-style-type: none"> <li>b. Eating Disorders <ol style="list-style-type: none"> <li>1. Obesity</li> <li>2. Anorexia Nervosa</li> <li>3. Bulimia</li> </ol> </li> <li>c. <u>Substance Abuse</u> <ol style="list-style-type: none"> <li>1. Drug abuse</li> <li>2. Alcohol abuse</li> </ol> </li> <li>d. Suicide</li> <li>e. <u>Musculoskeletal Health Alteration</u> <ol style="list-style-type: none"> <li>1. Fractures</li> <li>2. Legg-Calve-Perthes Diseases</li> <li>3. Slipped Femoral Epiphysis</li> <li>4. Scoliosis</li> </ol> </li> </ol>	<p><u>Required Readings</u></p> <p>Wong's Chap 17</p> <p>Chap 31</p>	

	<p>5. Juvenile Rheumatoid Arthritis</p> <ul style="list-style-type: none"> <li>a. Nursing History</li> <li>b. Physical Assessment</li> <li>c. Diagnostic/lab tests <ul style="list-style-type: none"> <li>1. Monospot test</li> <li>2. Body fat measurements</li> <li>3. MRI</li> <li>4. Skeletal X-ray</li> </ul> </li> </ul> <p>Radiographic</p>		
<p>4A. Identify nursing diagnoses for an adolescence with the need for physical and psychological safety and security.</p> <p>5A. Develop a plan of care to meet the adolescence's need for physical and psychological safety and security.</p>	<p>4A. <u>Nursing Diagnoses</u></p> <ul style="list-style-type: none"> <li>a. Altered growth and development</li> <li>b. High risk for infection</li> <li>c. Altered nutrition less Than body requirement</li> <li>d. Impaired social Interaction</li> <li>e. altered sexual patterns</li> <li>f. Pain/altered comfort</li> <li>g. Altered family process</li> <li>h. Impaired physical mobility</li> <li>i. high-risk for injury</li> </ul>		

	<p>5A. Planning</p> <ul style="list-style-type: none"> <li>a. Expected outcome criteria</li> <li>b. Therapeutic intervention</li> <li>c. Health promotion activities</li> <li>d. Legal/ethical implications of care.</li> </ul>		
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**NUR23 Unit VI – Assessment and Management of the Adolescence and Family**

<b>Learner Objective</b>	<b>Content Outline</b>	<b>Related Learner Objective</b>	<b>Clinical Objectives</b>
6A. Implement a plan of care to meet the adolescent's need for physical and psychological safety and security.	<p>6.1 Independent Activities</p> <ul style="list-style-type: none"> <li>a. Health Promotion</li> </ul> <p>6.2 Collaborative Activities</p> <ul style="list-style-type: none"> <li>a. <u>Procedures</u> <ul style="list-style-type: none"> <li>1. Immobilization               <ul style="list-style-type: none"> <li>a. traction</li> <li>b. casting</li> </ul> </li> <li>2. Surgical spinal fusion</li> <li>3. Intravenous therapy</li> </ul> </li> <li>b. <u>Drug Therapy</u> <ul style="list-style-type: none"> <li>1. Antibiotic</li> <li>2. Analgesics</li> </ul> </li> </ul>		

<p>7A. Evaluate the plan of care.</p> <p>NUR9 N23S1-6.SP09</p>	<p>3. NSAIDS</p> <ul style="list-style-type: none"> <li>c. Health Teaching</li> <li>d. Discharge Planning</li> <li>e. Follow-up care</li> <li>f. Referral/Community resources</li> <li>e. Trans cultural consideration</li> </ul> <p>7.1 Evaluation of outcome Criteria</p> <p>7.2 Revision of plan</p>		
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