

Department:

Practical Nursing

Course Description:

This course provides an integrative, family-centered approach to the care of childbearing women, newborns, and children. Emphasis is placed on care of the pregnant woman and newborn, normal growth and development, and common pediatric disorders.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Describe how to conduct a focused assessment on childbearing women, newborns, and children and identify deviations from normal.
2. Develop a relationship-centered plan of care that incorporates current evidence and includes cultural, spiritual, and developmentally appropriate interventions for childbearing women, newborns, and children.
3. Describe the role of members of the health care team in regard to childbearing women, newborns, and children.
4. Apply a basic knowledge of pharmacology, health alterations, and nutrition to the care of childbearing women, newborns, children, and adolescents.
5. Articulate verbal and nonverbal communication strategies that are used to promote caring, therapeutic relationships with childbearing women, newborns, children, and adolescents.
6. Describe how information technology is used to support documentation of client and family educational needs and evidence-based practice in regard to the care of childbearing women, newborns, and children.
7. Describe the health education needs experienced by childbearing women, newborns, children, and their families.
8. Describe strategies that provide quality care in a safe environment for clients, self, and others.
9. Discuss how organizational and time management skills are used when providing care to childbearing women, newborns, children, and their families.
10. Describe the role of the practical nurse in maintaining personal and professional accountability for the delivery of standard-based, ethical and legal care to childbearing women, newborns, children, and their families.

Course Content:

- A. Trends in maternal health care
 1. Identify current trends in maternal health care
 2. Discuss the effect of current trends on maternal health care
 3. Discuss the role of the nurse in women's/maternal health care
 4. Describe the role of the family during the perinatal experience
- B. Legal/ethical issues
 1. Identify current legal/ethical issues in reproductive health care.

2. Discuss the nurse's role in caring for clients who have had a therapeutic abortion, in-vitro fertilization, or have had a baby through a surrogate pregnancy.
- C. Reproductive health care
1. Describe various methods of female and male contraception.
 2. Discuss advantages and disadvantages of identified methods of contraception.
 3. Identify the most common sexually transmitted infections (STIs) that affect the male and female reproductive systems, including gonorrhea, chlamydia, syphilis, genital herpes, hepatitis B and HIV.
 4. Describe the pathophysiology, clinical manifestations, medical management and nursing care of clients who have common STDs.
- D. Antepartum care
1. Discuss the components in the physical and psychosocial assessment of the pregnant woman.
 2. Describe physiological changes that occur in women during the normal antepartum period.
 3. Discuss nutritional needs of the pregnant woman and the effects of poor nutrition on the mother and baby.
 4. Describe common diagnostic procedures/tests that may be used during the antepartum experience.
 5. Identify commonly prescribed and over-the-counter medications used during the antepartum period.
 6. Discuss the effects of medications used during the antepartum period and their nursing implications.
 7. Describe health education needs of the pregnant woman during the antepartum period.
 8. Identify signs and symptoms of common complications of pregnancy and appropriate nursing interventions.
 - a. pregnancy induced hypertension
 - b. hyperemesis gravidarum
 - c. gestational diabetes
 - d. type 1 diabetic mother
 - e. TORCH infections
 - f. eclampsia
- E. Intrapartum care
1. Describe the four stages of labor.
 2. Discuss the role of fetal monitoring during active labor.
 3. Recognize variations from normal on a fetal monitoring strip.
 4. Discuss the nurse's role in providing comfort and support to client and family during the intrapartum experience.
- F. Postpartum care
1. Describe the physiological changes that occur during the postpartum experience.
 2. Describe the nursing assessment components and interventions appropriate for the care of the postpartum client.
 3. Identify common medications used for the postpartum client.
 4. Discuss the use of medications commonly used by the postpartum client, their actions, potential side effects, and related nursing interventions.
 5. Identify complications that may occur during the postpartum experience.
 - a. Postpartum Hemorrhage
 6. Discuss appropriate nursing interventions while caring for patients experiencing complications.
 7. Describe the role of the nurse in promoting the bonding experience between mother and baby.

8. Discuss health education needs of the mother and family as well as the role of the nurse in providing the teaching.
- G. Newborn care
1. Describe the physiological needs of the normal newborn.
 2. Discuss newborn assessment, including use of Apgar scores and the importance of testing reflexes.
 3. Describe common diagnostic tests used for newborns including the purpose of the tests and nursing implications.
 4. Discuss care of the normal newborn.
 5. Discuss nutritional needs of the newborn.
 6. Explain advantages of breast feeding versus bottle feeding.
 7. Describe common potential newborn complications that may occur
 - a. infant of a diabetic mother
 - b. hyperbilirubinemia
 - c. blood incompatibilities
 8. Identify common medications given during the neonatal period.
- H. Basic Concepts of Pediatric Nursing
1. Identify current trends in child health.
 2. Describe physical and psychosocial assessments for children of all age groups.
 3. Describe the role of play for children of all age groups.
 4. Discuss elimination needs for children of all age groups.
 5. Describe the role of the nurse in caring for children and their families of different cultures and ethnicities.
 6. Identify types of families, their purpose, and implications in caring for children.
 7. Identify the most common safety issues for children of all age groups.
 8. Identify methods of communication with children of all age groups and their families.
 9. Describe well-child and preventive care provided for children of all age groups.
 10. Demonstrate techniques for safe administration of medications, including pediatric dosage calculations, to children of all age groups.
 11. Discuss principles of pain management for children of all age groups.
 12. Discuss the child and family's response to illness and ability to cope with the stressor of hospitalization.
 13. Apply knowledge of physiological, psychosocial, and developmental variations when planning care for children of all ages during the pre- and postoperative phases of the surgical experience.
- I. Communicable diseases
1. Discuss common communicable diseases of childhood, their signs and symptoms, and appropriate nursing interventions and education to prevent transmission of communicable diseases.
 - a. Varicella
 - b. Rubella
 - c. Rubeola
 - d. Fifth disease
 - e. Mumps
 - f. Conjunctivitis
 - g. Epstein-Barr virus (Infectious mononucleosis)
 2. Review the CDC's schedule for immunizations to protect against communicable diseases.
 3. Describe the nurses' role in promoting scheduled immunizations of children.
- J. Pediatric emergencies and accident prevention
1. Identify risk factors and injuries consistent with child and sexual abuse and neglect.

2. Identify appropriate persons/agencies to whom suspected abuse and neglect should be reported.
3. Describe the role of the nurse in providing family-centered care for children who have sustained an accident.
4. Identify health education and safety needs for children who sustained an accident and their families.
5. Describe the pathophysiology, clinical manifestations, emergency management and nursing interventions for children involved in an accident such as:
 - a. Drowning
 - b. Poisoning
 - c. Burns
 - d. Choking and suffocation
 - e. Electrical shock

K. Dehydration and Overhydration

1. Recognize alterations in the laboratory values of electrolytes, significant weight change parameters, physiologic manifestations, and changes in child's behavior that indicate dehydration or overhydration.
2. Compare and contrast the amount of body surface of newborns, infants, and children.
3. Apply knowledge of pathophysiology when planning care for clients with dehydration or overhydration.
4. Identify priority actions for clients with dehydration or overhydration.

L. Alteration in Regulation and Metabolism

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in regulation and metabolism.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in regulation and metabolism.
3. Identify priority actions for children who have an alteration in regulation and metabolism.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in regulation and metabolism.
5. Recognize alterations in laboratory values related to alterations in regulation and metabolism.
6. Discuss the correct use and functioning of therapeutic devices that support regulation and metabolism.
7. Describe the role of the nurse in providing quality care to children who have an alteration in regulation and metabolism.
8. Identify health care education and safety needs for children who have an alteration in regulation and metabolism.
9. Exemplars:
 - a. type 1 diabetes - pediatric implications
 - b. growth hormone deficiency
 - c. phenylketonuria

M. Alteration in Oxygenation

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in oxygenation.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in oxygenation.
3. Identify priority actions for children who have an alteration in oxygenation.

4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in oxygenation.
5. Recognize alterations in pulse oximetry and other laboratory values related to alterations in oxygenation.
6. Discuss the correct use and functioning of therapeutic devices that support oxygenation.
7. Describe the role of the nurse in providing quality care to children who have an alteration in oxygenation.
8. Identify health care education and safety needs for children who have an alteration in oxygenation.
9. Exemplars:
 - a. Infectious and inflammatory disorders (upper/lower respiratory infections, tonsillitis, Respiratory Syncytial Virus)
 - b. Obstructive disorders (croup syndromes, asthma, cystic fibrosis)
 - c. Unknown etiology disorders (Sudden Infant Death Syndrome)

N. Alteration in Cardiac Output and Tissue Perfusion

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in cardiac output and tissue perfusion.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in cardiac output and tissue perfusion.
3. Identify priority actions for children who have an alteration in cardiac output and tissue perfusion.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in cardiac output and tissue perfusion.
5. Recognize alterations in laboratory values and screening tests related to alterations in cardiac output and tissue perfusion.
6. Discuss the correct use and functioning of therapeutic devices that support cardiac output and tissue perfusion.
7. Describe the role of the nurse in providing quality care to children who have an alteration in cardiac output and tissue perfusion.
8. Identify health care education and safety needs for children who have an alteration in cardiac output and tissue perfusion.
9. Exemplars:
 - a. Congenital disorders (congenital heart disease)
 - b. Decreased cardiac output (congestive heart failure-pediatric implications)
 - c. Elevated lipids (hyperlipidemia)
 - d. Hematologic disorders (iron deficiency anemia, sickle cell anemia, hemophilia, leukemias)
 - e. Pharmacology (Cardiac glycosides, Renin-angiotensin-aldosterone system (RAAS) inhibitors, Angiotensin-converting enzyme (ACE inhibitors), Diuretics, Vitamins, Minerals, Iron Supplements)
 - f. Nutrition (iron rich foods, Caffeine restricted diet, Vitamin C, E, folate, zinc supplementation)

O. Alteration in Cognition and Sensation

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in cognition and sensation.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in cognition and sensation.

3. Identify priority actions for children who have an alteration in cognition and sensation.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in cognition and sensation.
5. Recognize alterations in laboratory values related to alterations in cognition and sensation.
6. Discuss the correct use and functioning of therapeutic devices that support cognition and sensation.
7. Describe the role of the nurse in providing quality care to children who have an alteration in cognition and sensation.
8. Identify health care education and safety needs for children who have an alteration in cognition and sensation.
9. Exemplars:
 - a. Health Alteration/ Infectious and inflammatory disorders (meningitis)
 - b. Health Alteration/ Electrical conduction disorders (seizure disorders, cerebral palsy)
 - c. Health Alteration/ Congenital disorders (Down Syndrome, anencephaly)
 - d. Health Alteration/ Vision related disorders (strabismus, conjunctivitis, amblyopia)
 - e. Health Alteration/ Hearing related disorders (otitis media, otitis externa)

P. Alteration in Integument

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in integument.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in integument.
3. Identify priority actions for children who have an alteration in integument.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in integument.
5. Recognize alterations in laboratory values related to alterations in integument.
6. Discuss the correct use and functioning of therapeutic devices that support integument.
7. Describe the role of the nurse in providing quality care to children who have an alteration in integument.
8. Identify health care education and safety needs for children who have an alteration in integument.
9. Exemplars:
 - a. Infectious and inflammatory disorders including bacterial/viral/fungal, arthropod bites/stings; skin infestations, contact/atopic dermatitis, and MRSA.

Q. Alteration in Mobility

1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in mobility.
2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in mobility.
3. Identify priority actions for children who have an alteration in mobility.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in mobility.
5. Recognize alterations in laboratory values related to alterations in mobility.
6. Discuss the correct use and functioning of therapeutic devices that support mobility.

7. Describe the role of the nurse in providing quality care to children who have an alteration in mobility.
 8. Understand basic pathophysiology related to signs and symptoms, screening methods, and care for infants/children with alterations in mobility.
 9. Identify health care education and safety needs for children who have an alteration in mobility.
 10. Exemplars:
 - a. Trauma related disorders (simple fractures and casting)
 - b. Spinal malalignment disorders (scoliosis, spina bifida)
 - c. Abnormal cell proliferation disorders (osteosarcoma, Ewing's sarcoma)
- R. Alteration in Elimination
1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in elimination.
 2. Apply knowledge of anatomy, physiology, basic pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in elimination.
 3. Identify priority actions for children who have an alteration in elimination.
 4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in elimination.
 5. Recognize alterations in laboratory values related to alterations in elimination.
 6. Discuss the correct use and functioning of therapeutic devices that support elimination.
 7. Describe the role of the nurse in providing quality care to children who have an alteration in elimination.
 8. Identify health care education and safety needs for children who have an alteration in elimination.
 9. Exemplars:
 - a. Congenital disorders (cleft lip, cleft palate, tracheoesophageal fistula, pyloric stenosis, imperforate anus, hypo/hypospadias, cryptorchism)
 - b. Infectious and inflammatory disorders (gastroenteritis – pediatric considerations, celiac disease, intestinal parasites)
 - c. Nutritional deficiency disorders (failure to thrive)
 - d. Infectious and inflammatory disorders (urinary tract infections, acute glomerulonephritis, nephrotic syndrome)

Learning Assessments:

Competencies may be evaluated by multiple measures, including exams, papers, article reviews, research, experiments, and projects.

Instructional Materials:

Textbook: Linnard-Palmer, I., Coats, G., (2025) *Safe Maternity and Pediatric Nursing Care* (3rd Ed.). Philadelphia, PA; F. A. Davis Company. ISBN: 13-978-0-8036-9734-8

Polan, E., Taylor, D., (2023). *Journey Across the Life Span: Human Development and Health Promotion* (7th Ed.). Philadelphia, PA: F.A. Davis Company. ISBN 13: 978-1-7196-4591-1

Doenges, M. & Moorhouse, M. (2024). *Nursing Care Plans: Guidelines for Individualizing Client Care Across the Life Span* (11th ed.). Philadelphia, PA: F.A. Davis Company. ISBN-13: 978-0-8036-6086-1

Online: ATI Comprehensive Review and Testing Package for PNs

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).