

**NURSING 201: NURSING CARE OF SPECIAL POPULATIONS**  
**UNIT I: CLINICAL PREPARATION**

**UNIT OBJECTIVES**

**AT THE COMPLETION OF THE CLINICAL UNIT, THE STUDENT:**

1. Analyzes basic fetal heart monitoring patterns.
2. Discusses obstetrical terminology and documentation principles.
3. Differentiates the normal and abnormal components of a postpartum assessment
4. Identifies the nursing process and care of the postpartum client.
5. Compares and contrasts breastfeeding and bottle-feeding practices.
6. Relates the history of mental health nursing to contemporary nursing practice.
7. Compare and contrast major therapeutic models that contribute to the understanding of psychiatric patients and their needs.
8. Identifies nursing considerations when administering psychiatric medications.
9. Describes the goal of milieu therapy.
10. Discusses the nursing care of the patient and family needing crisis intervention.
11. Identifies components of the psychiatric nursing assessment.
12. Describes factors affecting mental health and mental illness.
13. Describes ethical and legal issues when providing psychiatric care.
14. Demonstrates the use of therapeutic techniques that can enhance communication.
15. Explains the physiologic adaptations of the newborn.
16. Discusses immediate and ongoing care of the newborn.
17. Describes the findings of a newborn assessment, including normal variations, abnormal findings, and nursing responsibilities.
18. Identifies appropriate pain assessment and pain management for the neonate, infant, and child.
19. Describes procedures and care specific to the pediatric patient.

20. Discusses the effects of hospitalization on the pediatric patient.
21. Calculates fractional dosages of medications, safe dose ranges, fluid maintenance needs, expected urinary output, estimated weight loss, and nutritional requirements.
22. Selects the most appropriate approach in administering medications to children, including the location of intramuscular injections.
23. Applies knowledge of proper technique for venipuncture and administration of intravenous (IV) push medications.
24. Describes general principles of growth and development.
25. Discusses cognitive growth and development according to Jean Piaget.
26. Discusses psychosocial growth and development according to Eric Erikson.
27. Discusses social-moral growth and development according to Lawrence Kohlberg.
28. Identifies developmental milestones of the infant, toddler, preschooler, school-age child, adolescent, and adults.
29. Describes health promotion needs for the infant, toddler, preschooler, school-age child, adolescents, and adults.

CONTENT / HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
<p><b>Unit 1: Clinical Preparation</b>  <b>Clinical Hours - 34.5 Hours</b>  <b>SLP - 2</b></p> <p>I. Maternity Nursing</p> <p>A. Fetal Heart Monitoring</p> <ol style="list-style-type: none"> <li>i. Purposes and Method</li> <li>ii. Placenta Pathophysiology</li> <li>iii. Basic Patterns</li> <li>iv. Variations <ol style="list-style-type: none"> <li>1. Baseline Changes</li> <li>2. Periodic Changes</li> <li>3. Variability</li> </ol> </li> <li>v. Intrauterine Resuscitation</li> </ol> <p>B. OB Terminology/Documentation</p> <p>C. Baby Friendly Initiative/Lactation</p> <p>D. Maternal and Newborn Nursing Process</p> <ol style="list-style-type: none"> <li>i. Assessment</li> <li>ii. Analysis</li> <li>iii. Planning</li> <li>iv. Nursing Interventions</li> <li>v. Evaluation</li> </ol> <p>II. Mental Health Nursing</p> <p>A. Evolution of Mental Health</p> <ol style="list-style-type: none"> <li>i. The Science of Nursing</li> <li>ii. Historical Perspectives</li> <li>iii. Deinstitutionalism</li> </ol>	<p>Fetal monitoring equipment in room</p> <p>Interactive Lectures:  “Go, Slow, Whoa” game for interpretation; Identification of EFM patterns</p> <p>Guest Lecture: Lactation Consultant</p> <p>Flipped Classroom Activities:  NGN Style Case Studies – Identifying Risk Factors for Patient Problems</p> <p>Visual based active learning:  YouTube- Mental illness and creativity</p>	<p>OB/ Peds/ MH Clinical observations</p> <p>Pre/ Post Conference</p> <p>Class Prep: Fetal Monitoring Basics</p> <p>PHLW: NGN pp. 591, 593</p> <p>ATI: Video Case Study: “Breast Feeding”</p> <p>ATI: Video Case Study: “Fundal Assessment”</p>	<p>Class Preparation</p> <p>Clinical Evaluations</p> <p>Growth and Development Reflection</p> <p>Simulation</p> <p>ATI Real- Life</p> <p>Pre/Post Conference</p> <p>Concept Map</p>

CONTENT / HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
<p>B. Mental Health and Mental Illness</p> <ul style="list-style-type: none"> <li>i. Definitions</li> <li>ii. Resilience</li> <li>iii. Children and Mental Health</li> <li>iv. Trauma Informed Care</li> <li>v. Stigma</li> </ul> <p>C. Mental Health Theories</p> <ul style="list-style-type: none"> <li>i. Psychoanalytic Theory</li> <li>ii. Interpersonal Theory</li> <li>iii. Behavioral Theories</li> <li>iv. Humanistic Theory</li> <li>v. Cognitive Theory</li> </ul> <p>D. Mental Health Therapies</p> <ul style="list-style-type: none"> <li>i. The Recovery Model</li> <li>ii. Trauma Informed Care</li> <li>iii. Cognitive Behavioral Therapy</li> <li>iv. Group Therapy</li> <li>v. Setting for Psychiatric Care</li> <li>vi. Therapeutic Milieu</li> <li>vii. Safety</li> <li>viii. Psychopharmacology <ul style="list-style-type: none"> <li>1. Antidepressants</li> <li>2. Mood Stabilizers</li> <li>3. Antipsychotics</li> <li>4. Anxiolytics</li> </ul> </li> </ul> <p>E. Therapeutic Communication</p> <ul style="list-style-type: none"> <li>i. Effective techniques</li> <li>ii. Non-therapeutic Techniques</li> </ul>	<p>Flipped Classroom Activities: Prevalence of Mental Health</p> <p>Visual based active learning: Youtube- stigma</p> <p>Visual-based active learning: CBT video</p> <p>Interactive Lecutres: Group Work – Psychotropic medications</p> <p>Group work- Interpersonal communication techniques Listening exercise Visual-based active learning:</p>	<p>ATI: Pharmacology Made Easy</p> <p>Class Preparation: Therapeutic Communication ATI Video Case Study: Therapeutic Communication</p>	

CONTENT / HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
<ul style="list-style-type: none"> <li>iii. Interactions with Selected Behaviors</li> <li>iv. The Clinical Interview</li>   <li>F. The Mental Health Nursing Process <ul style="list-style-type: none"> <li>i. Psychiatric Nursing Assessment <ul style="list-style-type: none"> <li>1. Mental Status Examination (MSE)</li> </ul> </li> <li>ii. Psychiatric Nursing Diagnoses</li> <li>iii. Basic Level Interventions</li> <li>iv. Screening Tools</li> </ul> </li>   <li>G. Crisis Intervention <ul style="list-style-type: none"> <li>i. Characteristics of a Crisis</li> <li>ii. Phases of a Crisis</li> <li>iii. Crisis Interventions</li> <li>iv. Types of Crises</li> <li>v. Crisis in the Inpatient Unit</li> </ul> </li>   <li>H. Legal and Ethical Considerations <ul style="list-style-type: none"> <li>i. Mental Health Laws</li> <li>ii. Admission &amp; Discharge Procedures</li> <li>iii. Patient Rights <ul style="list-style-type: none"> <li>a. Restraint and Seclusion</li> </ul> </li> <li>iv. Documentation</li> </ul> </li>   <li>III. Pediatric Nursing <ul style="list-style-type: none"> <li>A. Immediate Care of the Newborn <ul style="list-style-type: none"> <li>i. Identifying Risk</li> <li>ii. APGAR Scoring</li> <li>iii. Resuscitation and Stabilization</li> <li>iv. Initial Assessment</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identifying therapeutic vs non-therapeutic techniques</li>   <li>Visual-based active learning <ul style="list-style-type: none"> <li>- Mental status examination</li> <li>- Group work</li> <li>- Case Study</li> </ul> </li>   <li>Game-based Learning: Kahoot!</li>   <li>Policy Review</li>   <li>ATI Video Case Study: Patient Rights</li> <li>Interactive Lectures</li>   <li>ATI: Video Case Study: “APGAR Score”</li> <li>Interactive Lectures: BVM hands on</li> <li>Flipped Classroom Activities:</li> <li>NGN Style Case Study – APGAR</li> </ul>	<ul style="list-style-type: none"> <li>ATI Skills Modules 3.0:</li> <li>APGAR Scoring</li> <li>Vital Signs and Measurements</li> </ul>	<ul style="list-style-type: none"> <li><b>Quiz</b></li>   <li><b>Unit 1 Exam 1 (#1)</b></li> </ul>



CONTENT / HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
<ul style="list-style-type: none"> <li>iv. Expected Urinary Output</li> <li>v. Safe-Dose Range</li> <li>vi. Medications</li>   <li>F. Pediatric Procedures</li>   <li>G. Newborn and Pediatric Pain Management</li>   <li>H. Assessment of the child               <ul style="list-style-type: none"> <li>i. Communication</li> <li>ii. Vital Signs</li> <li>iii. Systems Assessment</li> <li>iv. Family Structures</li> <li>v. Socioeconomic Issues</li> <li>vi. Infant and Child CPR</li> </ul> </li>   <li>IV. IV Procedures               <ul style="list-style-type: none"> <li>A. Intravenous Therapy</li> <li>B. IV Push Medications</li> </ul> </li>   <li>V. Growth and Development               <ul style="list-style-type: none"> <li>A. General Principles                   <ul style="list-style-type: none"> <li>i. Growth</li> <li>ii. Development</li> </ul> </li>   <li>B. Cognitive Development – Jean Piaget                   <ul style="list-style-type: none"> <li>i. Sensorimotor</li> <li>ii. Preoperational</li> <li>iii. Concrete Operational</li> <li>iv. Formal Operational</li> </ul> </li> </ul> </li> </ul>	<p>Independent Review</p> <p>IV demonstration/return demonstration Policy Review Pharmacy Resources Review</p> <p>Self-Learning Packet (SLP)</p> <p>Flipped Classroom Activities- ATI Active Learning Templates: Growth and Development</p>	<p>Additional math available on E360</p> <p>ATI Skills Module: Physical Assessment of a Child</p> <p><i>“On The Road to Successful IV Starts”</i> article Class Prep: Beebe Policy Review ATI Skills Module: Intravenous Access IV Learning Lab</p> <p>Class Prep: ATI Active Learning Templates: Growth and Development/ATI G&amp;D Custom Assessment</p> <p>ATI Engage Fundamentals: Human Growth and Development EDGT Growth and Development Modules</p>	

CONTENT / HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
<p>C. Psychosocial Development – Eric Erickson</p> <ul style="list-style-type: none"> <li>i. Trust vs. Mistrust</li> <li>ii. Autonomy vs. Shame and Doubt</li> <li>iii. Initiative vs. Guilt</li> <li>iv. Industry vs. Inferiority</li> <li>v. Identity vs. Role Confusion</li> <li>vi. Intimacy vs. Isolation</li> <li>vii. Generativity vs. Stagnation</li> <li>viii. Ego Integrity vs. Despair</li> </ul> <p>D. Moral-Social Development – Lawrence Kohlberg</p> <ul style="list-style-type: none"> <li>i. Preconventional</li> <li>ii. Conventional</li> <li>iii. Postconventional</li> </ul> <p>E. Stages of Growth and Development</p> <ul style="list-style-type: none"> <li>i. The Infant <ul style="list-style-type: none"> <li>1. Developmental Milestones</li> <li>2. Health Promotion <ul style="list-style-type: none"> <li>a. Immunizations</li> <li>b. Safety and Injury Prevention</li> <li>c. Play</li> </ul> </li> </ul> </li> <li>ii. The Toddler <ul style="list-style-type: none"> <li>1. Developmental Milestones</li> <li>2. Health Promotion <ul style="list-style-type: none"> <li>a. Safety and Injury Promotion</li> <li>b. Play</li> </ul> </li> <li>3. Age-Specific Concerns <ul style="list-style-type: none"> <li>a. Toilet Teaching</li> <li>b. Negativism</li> <li>c. Ritualism</li> </ul> </li> </ul> </li> </ul>		<p>Growth and Development Clinical Reflection Packet</p>	

CONTENT / HOURS	TEACHING STRATEGIES	SUPPORTING ACTIVITIES	EVALUATION METHODS
<ul style="list-style-type: none"> <li>d. Temper Tantrums</li> <li>iii. The Preschooler               <ul style="list-style-type: none"> <li>1. Developmental Milestones</li> <li>2. Health Promotion                   <ul style="list-style-type: none"> <li>a. Safety and Injury Promotion</li> <li>b. Play</li> </ul> </li> <li>3. Age-Specific Concerns                   <ul style="list-style-type: none"> <li>a. Preparation for School</li> <li>b. Fears</li> </ul> </li> </ul> </li> <li>iv. The School-age Child               <ul style="list-style-type: none"> <li>1. Developmental Milestones</li> <li>2. Health Promotion                   <ul style="list-style-type: none"> <li>a. Safety and Injury Prevention</li> </ul> </li> <li>3. Age-Specific Concerns                   <ul style="list-style-type: none"> <li>a. Bullying</li> <li>b. Dishonest Behavior</li> </ul> </li> </ul> </li> <li>v. The Adolescent               <ul style="list-style-type: none"> <li>1. Developmental Milestones</li> <li>2. Health Promotion                   <ul style="list-style-type: none"> <li>a. Safety and Injury Prevention</li> </ul> </li> <li>3. Age-Specific Concerns                   <ul style="list-style-type: none"> <li>a. Substance Abuse</li> <li>b. Sexuality</li> <li>c. Suicide</li> </ul> </li> </ul> </li> <li>vi. Adulthood               <ul style="list-style-type: none"> <li>1. Young Adulthood                   <ul style="list-style-type: none"> <li>a. Tasks</li> </ul> </li> <li>2. Middle Adulthood                   <ul style="list-style-type: none"> <li>a. Tasks</li> </ul> </li> <li>3. Late Adulthood                   <ul style="list-style-type: none"> <li>a. Tasks</li> </ul> </li> </ul> </li> </ul>			<p><b>Quiz</b></p> <p><b>Unit 1 Exam 2 (#2)</b></p>