

ADN 210-Family Health Illness Concepts

Credits: 7 Contact Hours: 13

Pre-Requisites: ADN 130, ADN 135, and ADN 140 (B- or higher in all)

Co-Requisites: ADN 215, PY 232

Course Description:

This course is designed to further develop health care recipient, health and illness, and professional nursing and health care concepts with emphasis on the family, as well as individual clients including the infant, child, and childbearing client. Health care recipient concepts include functional ability and culture. Health and illness concepts include nutrition, perfusion, elimination, gas exchange, reproduction, sexuality, immunity, infection, pain, stress and coping, mood and affect, psychosis, and interpersonal violence. Professional nursing and health care concepts include professional identity, clinical judgment, health promotion, communication, collaboration, safety and health care policy. Upon completion, students should be able to provide safe nursing care to the infant, child, and childbearing client while incorporating the concepts identified in this course.

Course Outcomes:

1. Management of Care: The nursing student will develop nursing care that enhances the care delivery setting to protect families, including infants, children, and childbearing clients and health care personnel. (1.A)
2. Safety and Infection Control: The nursing student will protect families; including infants, children and childbearing clients, and health care personnel from health and environmental hazards. (1.B)
3. Health Promotion and Maintenance: The nursing student will develop nursing care of the family including infants, children, and childbearing clients that incorporates the knowledge of expected growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health. (2)
4. Psychosocial Integrity: The nursing student will develop nursing care that promotes and supports the emotional, mental and social well-being of the family, including infants, children, and childbearing clients experiencing stressful events, as well as those with acute or chronic mental illness. (3)
5. Basic Care and Comfort: The nursing student will provide comfort and assistance in the performance of activities of daily living for families, including infants, children, and childbearing clients. (4.A)
6. Pharmacological and Parenteral Therapies: The nursing student will develop care related to the administration of medications and parenteral therapies for infants, children, and childbearing clients. (4.B)
7. Reduction of Risk Potential: The nursing student will reduce the likelihood that families, including infants, children, and childbearing clients will develop complications or health problems related to existing conditions, treatments or procedures. (4.C)
8. Physiological Adaptation: The nursing student will develop care for infants, children, and childbearing clients with acute, chronic or life threatening physical health conditions. (4.D)

(Outcomes 1-8 refer to the NCLEX-RN® Detailed Test Plan Item Writer/Item Reviewer/Nurse Educator Version. Parentheses refer to program outcomes/NCSBN Framework)

Integrated Charts

- Implicit Bias Training Integrated Chart - ADN.docx
- Integration of Microbiology into ADN Concept Based Curriculum.docx
- Integration of Pharmacology into Concept Based ADN Curriculum.docx
- Integration of Special Diets into Concept Based ADN Curriculum.docx

Theory		
Outline	Health Care Recipient Concepts	Exemplars
Review of Health Care Recipient Concepts A. Definition B. Scope C. Attributes D. Theoretical Links E. Context to Nursing and Health Care F. Interrelated Concepts G. Exemplars		
	Culture	Family
	Functional Ability	Attention Deficit Hyperactivity Disorder
		Autism Spectrum Disorders
		Concussion
		Congenital & Genetic Conditions (Cerebral Palsy, Down Syndrome, Developmental Dysplasia of the Hip, Neural Tube Defects)
		Developmental Delays
		Seizures
Outline	Health and Illness Concepts	Exemplars

Introduction of Health and Illness Concepts A. Definition B. Scope C. Individual Risk Factors and Populations at Risk D. Physiologic Process and Consequences E. Assessment 1. History 2. Examination 3. Diagnostic Studies F. Clinical Management 1. Primary Prevention 2. Secondary Prevention 3. Collaborative Interventions G. Interrelated Concepts H. Exemplars		
	Elimination	Intestinal Obstruction
	Gas Exchange	Asthma
		Bronchiolitis
		Cystic Fibrosis
		Sudden Infant Death Syndrome (SIDS)
	Infection	Conjunctivitis
		Mastitis
		Measles
		Meningitis
		Otitis Media
		Pertussis
		Pharyngitis
		Sexually Transmitted Infections (STIs) (Trichomoniasis, Herpes Simplex Virus 1 & 2, Human Papillomavirus, Chlamydia, Gonorrhea Syphilis, Group B Streptococcus)
		Varicella
	Interpersonal Violence	Family Violence (abuse/neglect)
		Human Trafficking
		Partner violence
	Mood & Affect	Postpartum Depression
	Nutrition	Breastfeeding
		Failure to Thrive (FTT)

		Malnutrition
		Newborn & Children
		Pregnancy
	Pain	
	Perfusion	Congenital Heart Defects (Atrial Septal Defect, Coarctation of the Aorta, Tetralogy of Fallot, Ventricular Septal Defect)
		Hypertensive Disorders of Pregnancy (HELLP, Preeclampsia, Eclampsia, Gestational HTN)
	Psychosis	Postpartum psychosis
	Reproduction	Newborn: Normal & Complications (Hyperbilirubinemia, Hypoglycemia)
		Pregnancy: Normal (Antepartum, Intrapartum, Postpartum) & Complications (Antepartum: Gestational diabetes, Hyperemesis gravidarum, Spontaneous abortion, Ectopic pregnancy, Premature dilation of the cervix, Abruption Placenta, Placenta previa; Intrapartum: Preterm labor, Dystocia, Prolapsed umbilical cord, Uterine rupture; Postpartum: Postpartum Hemorrhage)
	Sexuality	Family Planning
		Menopause
		Menstrual Disorders
		Sexual Orientation and Gender Identity (SOGI)
	Stress & Coping	Child response to loss
		Childbirth
		Family Adjustment
		Perinatal loss
Outline	Professional Nursing and Health Care Concepts	Exemplars
Review of Professional Nursing and Health Care Concepts A. Definition B. Scope C. Attributes D. Theoretical Links E. Context to Nursing and Health Care F. Interrelated Concepts G. Exemplars		
	Clinical Judgment	
	Collaboration	
	Communication	

	Health Care Policy	Healthcare Disparities
		Evidence Based Project
	Health Promotion	
	Professional Identity	
	Safety	Poisoning
		Prevention of unintentional injuries
		Safe sexual practices

Clinical/Lab

Competencies (per NCLEX Test-Plan)	Leveling of Competency Verb	Assessment Method(s)
Organize workload to manage time effectively (1A)		Pediatric Checkoff Tool OB Checkoff Tool
Initiate, evaluate and update client plan of care (1A)		CCM
Advocate for client rights and needs (1A)		Community Resource Presentation
Maintain client confidentiality and privacy (1A)		Off Unit Observation Paper
Prioritize the delivery of client care based on acuity (1A)		CCM
Practice in a manner consistent with the nurses' code of ethics (1A)		Off-unit Observation Day Paper
Recognize limitations of self and others and utilize resources (1A)		Reflective Journal
Provide care within the legal scope of practice (1A)		Pediatric Clinical Checkoff Tool
Protect client from injury (1B)		Pediatric Clinical Checkoff Tool
Properly identify client when providing care (1B)		Pediatric Clinical Checkoff Tool
Acknowledge and document practice errors and near misses (1B)		Pediatric Clinical Checkoff Tool
Follow security plan and procedures (e.g., newborn security, violence, controlled access) (1B)		Unit Specific Orientation Checklist
Apply principles of infection prevention (e.g., hand hygiene, aseptic technique, isolation, sterile technique, universal/standard enhanced barrier precautions) (1B)		Pediatric Clinical Checkoff Tool
Provide care and education for the newborn, infant, and toddler client from birth through 2 years (2)		OB Clinical Checkoff
Provide care and education for the preschool, school age and adolescent client ages 3 through 17 years (2)		CCM
Provide prenatal care and education (2)		Prenatal Education Plan
Provide care and education to an antepartum client or a client in labor (2)		OB Clinical Checkoff
Provide postpartum care and education (2)		OB Clinical Checkoff

Educate client about preventative care and health maintenance recommendations (2)		CCM
Provide resources to minimize communication barriers (2)		OB Clinical Checkoff
Perform targeted screening assessments (e.g., vision, nutrition, depression) (2)		OB Clinical Checkoff
Educate client about prevention and treatment of high risk health behaviors (2)		CCM
Assess client for abuse or neglect and report, intervene, and/or escalate (3)		CCM
Assess client's ability to cope with life changes and provide support (3)		CCM
Assess the potential for violence and use safety precautions (3)		CCM
Incorporate client cultural practices and beliefs when planning and providing care (3)		CCM
Assess client support system to aid in plan of care (3)		CCM
Assess psychosocial factors influencing care and plan interventions (e.g., occupational, spiritual, environmental, financial) (3)		CCM
Recognize non-verbal cues to physical and/or psychological stressors (3)		CCM
Use therapeutic communication techniques (3)		Pediatric Clinical Checkoff Tool
Assess client for pain and intervene as appropriate (4A)		Pain Medication Administration
Recognize complementary therapies and identify potential benefits and contraindications (e.g., aromatherapy, acupressure, supplements) (4A)		OB Clinical Checkoff
Evaluate client response to medication (4B)		Pain Medication Administration
Educate client about medications (4B)		Pain Medication Administration
Prepare and administer medications using rights of medication administration (4B)		Pain Medication Administration
Evaluate appropriateness and accuracy of medication order for client (4B)		OB Clinical Checkoff
Assess and respond to changes and trends in client vital signs (4C)		Off Unit Observation Day Paper
Educate client about treatments and procedures (4C)		Prenatal Education Plan
Implement and monitor phototherapy (4D)		OB Clinical Checkoff
Maintain optimal temperature of client (4D)		OB Clinical Checkoff
Identify pathophysiology related to an acute or chronic condition (4D)		PPH Simulation (Macy) Peds Simulation (Cooper) CCM

Recognize signs and symptoms of client complications and intervene (4D)		Off Unit Observation Day Paper PPH Simulation (Macy)
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