

10-241.

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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other <input type="checkbox"/> Catalog Description Change	
<u>Current</u> program name	<u>Proposed</u> program name, if changing
4. Approvals	
Department Curriculum Committee Chair(s)	Date
<i>Theresa Gropelli</i>	1/9/10
<i>Elizabeth Palmer</i>	3/2/10
<i>Patricia Kolenda</i>	4/5/10
<i>Parleen P. Zorzi</i>	4-7-10
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
<i>Gail Sedquist</i>	9-28-10

* where applicable

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SEP 22 2010

SEP 13 2010

APR 07 2010

Syllabus of record**I. CATALOG DESCRIPTION:****NURS 331 Care of the Child Clinical**

0 class hours
7.5 lab hours
2.5 credit hours
(0c-7.5l-2.5cr)

PRE-REQUISITES: FDNT 212, NURS 236, PSYC 310, or permission**PRE OR CO-REQUISITE:** NURS 316**CO-REQUISITE:** NURS 330

Designed to provide students opportunities in providing health promotion, disease prevention, and participation in the care of children. Experiences may include a variety of ambulatory, community and acute care settings to enable the student to develop knowledge and skills essential with nursing care of children and their families. The course will focus on the well-child recognizing the unique issues of each developmental stage. Integrated throughout the course will be the nurse's role in health promotion and identification through assessment of normal and deviations of normal findings. The student will utilize the nursing process in the delivery of the care in multiple clinical settings and develop teaching and psychomotor skills that are unique to child and family. Recognition of cultural needs and community resources available to children will be emphasized. The importance of professionalism, communication, and adherence to professional nursing standards will be threaded through all course content.

II. COURSE OUTCOMES:

At the conclusion of this course students will be able to:

1. Develop a plan of care in a variety of settings for children and families that is based on evidence-based practice.
2. Participate in health promotion and disease prevention activities for children and their families utilizing health delivery systems and community resources.
3. Understand the unique terminology and psychomotor skills utilized in the nursing care of children.
4. Perform a comprehensive health assessment of children utilizing developmentally sensitive approaches.
5. Develop communication and teaching skills in the delivery of health care to children according to their developmental stage, culture, and literacy level.
6. Collaborate with other health professionals to meet the physical, psychosocial, and cultural needs of children and their families.
7. Demonstrate behaviors consistent with compassion and sensitivity to the uniqueness of each child and his/her family with the utilization of professionalism and professional nursing values.

III. COURSE OUTLINE:

Week one A. Orientation to course (15 hours)

1. Professionalism and professional role
2. Care planning
3. Factors and resources influencing child health

- a. family, community, cultural, societal, and developmental factors that influence the health or illness of children

Week two B. History and physical assessment of children (15 hours)

- 1. Pediatric physical assessment, vital signs, height, weight, head/chest circumference, growth percentiles, & BMI

Week three C. Pediatric nursing skills (15 hours)

- 1. Unique care of the hospitalized child
- 2. Pain, play, communication,
- 3. Pediatric medications
 - a. medication competency, medication presentation
 - b. pediatric math calculations
- 4. Pediatric fluid needs
- 5. Intravenous therapy

Week four D. Overview of the well child (15 hours)

- 1. Disease prevention through health screenings
 - a. lead and iron deficiency anemia
- 2. Immunizations
- 3. Identification of communicable and infectious diseases
- 4. Infection control and isolation

Week five Unit One Exam (15 hours)

- E. Growth and development needs of the child
 - 1. Care of the child while addressing developmental milestones, developmental issues, nutrition and nutritional issues, injury prevention, prevention of poisonings, child abuse and neglect, SIDS, and care of particular poisonings such as lead, acetaminophen, Iron, ASA, and corrosives.
 - 2. Presentation of pediatric issues

Week six F. Care of the sick child at home (15 hours)

- 1. Care of the child with a fever, dehydration, skin problems, common childhood diseases
- 2. Oxygen competency

Week Seven G. Participation in care of the child with chronic health conditions (15 hours)

Final Exam

IV. EVALUATION METHODS:

The grade for this class will be calculated based on:

50% Unit one exam (multiple choice)

50% Final exam (multiple choice)

V. GRADING SCALE:

A 90-100% + pass in clinical performance (Must have a “3” on a 1-5 scale in all clinical evaluation areas. Clinical evaluation form will be distributed with syllabus.)

B 80-89 % + pass in clinical performance (Must have a “3” on a 1-5 scale in all clinical evaluation areas. Clinical evaluation form will be distributed with syllabus.)

C 70-79 % + pass in clinical performance (Must have a “3” on a 1-5 scale in all clinical evaluation areas. Clinical evaluation form will be distributed with syllabus.)

D 60-69 % or an average on course exams of 60-69% + pass in clinical performance (Must have a “3” on a 1-5 scale in all clinical evaluation areas. Clinical evaluation form will be distributed with syllabus.)

F Less than 60% or an average on course exams less than 60% or F in clinical performance

*** To progress in the Nursing Program, the student must achieve at least a 70% average grade on the course exams and satisfactorily complete all assignments.**

VI. ATTENDANCE POLICY:

Although there is no formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions.

VII. REQUIRED TEXT:

Doenges, M.E., Moorhouse, M.F., & Murr, A.C. (2008). *Nurse's pocket guide: Diagnosis, Prioritized interventions, and rationales* (11th ed.). Philadelphia: Davis.

Fishbach, F. & Dunning, M.B. (2008). *A manual of laboratory and diagnostic tests* (8th ed.). Philadelphia: Lippincott.

Karch, A. M. (2008). *2009 Lippincott's nursing drug guide* (8th ed.). Philadelphia: Lippincott.

Kyle, T. (2008). *Essentials of Pediatric Nursing*. Philadelphia: WoltersKluwer/Lippincott Williams & Wildins.

Pickar, G. D. & Abernethy, A. P. (2008). *Dosage calculations* (8th ed.). United States. Thomson Delmar Learning.

Wissmann, J. (2007). *Nursing care of children* (7th ed.). Overland Park, KA: Assessment Technologies Institute.

Optional Text:

Silvestri, L.A. (2007). *Saunders comprehensive review for the NCLEX-RN examination* (4th ed.). St. Louis: Saunders.

VIII. SPECIAL RESOURCE REQUIREMENTS:

CLINICAL SITES:

The students will rotate through a variety of experiences that may include community settings for children with chronic conditions, selected patient units for children (ex. NICU, burn unit, PICU, cardiac catheterization lab, adolescent mental health, & inpatient units), community agencies providing care for children (ex. head start, day care, schools, WIC, & clinics), simulation lab/campus lab, and asthma awareness with the American Respiratory Alliance.

All nursing students are responsible for and required to have the following:*

1. Current CPR certification
2. Professional liability insurance
3. Health requirements
4. Student uniforms and physical assessment equipment
5. Clearance papers as per departmental policy
(examples: Criminal Record Check and Child Abuse; Act 34 and 151 clearance forms, FBI checks etc.)
6. Clinical agencies requirements
7. Urine Drug Screening

*Please refer to the Department of Nursing and Allied Health Professions Student Information Handbook for details regarding these items. **Students will not be permitted to attend clinical without meeting these requirements.**

IX. BIBLIOGRAPHY:

American Academy of Pediatrics. (2008). Committee on Infectious Diseases: Recommended childhood immunization schedule - United States, 2008.

American Academy of Pediatrics. (1994). Office-based counseling for injury prevention. *Pediatrics*, 94(4), 566-567.
[see <http://pediatrics.aappublications.org/cgi/reprint/94/4/566>] (classic)

Coyer, S. M. (2005) Anemia: Diagnosis and management. *Journal of Pediatric Health Care*, 19(6), 380-385.

Dennehy, P.H. (2005). Rotavirus: Update on a high-morbidity infection. *Contemporary Pediatrics*, 22(12), 34-40.

Durant, N., & Cox, J. (2007) Current treatment approaches to overweight in adolescents. *Current Opinion Pediatrics*, 17(4), 454-458.

Duvall, E. R. (1977). *Family development* (5th ed.). Philadelphia: JB Lippincott.
(Classic)

Erikson, E. H. (1963). *Childhood and society* (2nd ed.). New York: W.W. Norton.
(Classic)

Hagan, J. F., Shaw, J.S., & Duncan, P. (2008). *Bright futures: Guidelines for health supervision of infants, children, and adolescents. 3rd ed. Pocket Guide*. Arlington, VA: National Center for Education in Maternal and Child Health.

Harris, H. K. (2006). Deadly ingestions. *Pediatric Clinics of North America*, 53(2), 293-315.

Healthy People 2010: Understanding and Improving Health (2000) GPO, 017-001-001-00-550-9. Washington DC, US Public Health Service.

Vaughn, K. L. & Waldrop, J. (2007). Parent education key to beating early childhood obesity. *Nurse Practitioner*, 32(3), 37-40.

Web sites appropriate for Pediatric Nursing:

www.aap.org (American Association of Pediatrics)

www.cdc.gov (Centers for Disease Control)

**COURSE ANALYSIS QUESTIONNAIRE
NURS 331 Care of the Child Clinical**

Section A: Details of the Course

- A1 This course will fit into the junior year of the Bachelor of Science degree in the Nursing program. It is a required course for students in the major.
- A2 This course is part of the curriculum revision in the Nursing program.
- A3 This course has never been offered at IUP.
- A4 This course is not intended to be offered as a dual-level course.
- A5 This course is not intended to be taken for variable credit.
- A6 This material on maternal-child nursing would be included in other baccalaureate nursing programs.
- A7 The skills and content in this course are necessary to practice maternal-child nursing in many health settings (Commission on Collegiate Nursing Education, State Board of Nursing Professional and Vocational Standards.) The information taught in this course is consistent with the plan for the licensing exam for nursing (NCLEX-RN.)

Section B: Interdisciplinary Implications

- B1. Each section of this course will be taught by two faculty members within the Nursing Department. One faculty with expertise in obstetric nursing will instruct half the students for half the semester. One faculty with expertise in pediatric nursing will instruct half the students for half the semester. At mid-semester students will switch their focus. Each faculty will then instruct the other half of the students for the remaining of the semester.
- B2 This course does not overlap with any other courses at the University.
- B3 No seats in the course will be reserved for students in Continuing Education.

Section C: Implementation

- C1 No new faculty are needed to teach this course.
- C2 Other Resources
- d. Currently space allocations are adequate to offer this course
- e. Currently Stapleton Library subscribes to a number of specialty nursing journals that would be helpful for students in this course. These journals include: Journal of Obstetrics, Gynecology, and Neonatal Nursing, Journal of Pediatric Nursing, Journal of Perinatal and Neonatal Nursing, Pediatric Nursing, Pediatric Clinics of North America. The library also has a holding of book titles related to maternal-child health nursing. Periodic updates of these holdings are necessary.

The department currently has a mechanism in place for identifying needs for updated texts in priority order and recommending future purchases.

f. Clinical courses are held in affiliating agencies.

C3 No grant funds are associated with this course

C4 This course will be offered in both the Fall and Spring semesters.

C5 Four sections of the course will be offered at a time.

C6 Forty students will be accommodated in these sections (10/section.)

C7 Size of clinical group is based on the nature of the clinical experiences, the limitations established by the affiliating agencies, and guidance from the Pennsylvania State Board of Nursing.

Old Syllabus

I. Course Description

NURS 339 Maternal-Child Health Clinical

**0 lecture hours
15 lab hours
5 credit hours
(0c-15l-5cr)**

Prerequisites: FDNT 212, NURS 236, PSYC 310, or permission

Pre or Corequisite: NURS 316

Corequisite: NURS 338

Provides clinical learning experiences designed to enable students to provide nursing care for primary prevention/intervention with child-bearing families and with children and secondary prevention with women, children, and their families. These experiences are planned in a variety of ambulatory, community, and acute care settings to enable the student to develop core values, knowledge, competencies, and skills associated with nursing care of mothers, children, and their families.

II. Course Objectives

At the conclusion of this course students will be able to:

1. Utilize the nursing process for primary and secondary prevention/intervention for pregnant women and children
2. Perform a comprehensive health assessment of a pregnant woman and of children of various ages
3. Develop and implement a teaching plan for a family with an identified health care concern.
4. Identify cultural and community issues which affect the health of women and children
5. Identify ways in which maternal/child clinical practice is influenced by research
6. Demonstrate behaviors consistent with professional nursing standards

III. Course Outline

Unit I

104 hrs

Weeks 1-7

This unit will focus on health during pregnancy, childbirth, postpartum, and the neonatal period. It will also focus on nursing management of complications of childbearing and on newborn complications.

- C. Expansion of health assessment skills – the woman of reproducing age, the pregnant woman, and the neonate
 1. Communication
 2. Screening
 3. Health assessment
 4. Physical assessment
 5. Immunizations
- D. Nursing management of normal pregnancy, labor, delivery, and postpartum period
 1. Identification of normal events
 2. Intervention to meet the needs of the woman and infant

- 3. Implementation of medical treatments common to management of normal pregnancy
- C. Nursing management of complications of pregnancy, labor, delivery, neonate, postpartum period, and gynecologic problems
 - 1. Identification of deviations from normal
 - 2. Participation in nursing management of complications
- E. Development and implementation of teaching strategies for women of reproducing age
 - 1. Development and implementation of a teaching session in collaboration with a health care professional
- G. Identification of cultural and community issues affecting health of women and children
 - 1. Osteoporosis prevention
- H. Utilize current research findings in discussion of issues of health during pregnancy

To enhance the clinical skills identified in the course outline for this unit students will contract with faculty to participate in activities in a selection of the following agencies/sites:

- B. Expansion of health assessment skills
 - Prenatal clinics
 - Home visits
 - WIC
 - Family centers
 - Family planning clinics
 - University health centers
 - Homeless shelters
 - In-patient obstetrical units
- B. Nursing management of normal pregnancy
 - Pregnant and Parenting Teen Programs (located in Indiana, Cambria, Westmoreland, Jefferson, Armstrong Counties)
 - Prenatal/Postpartum exercise programs
 - Sibling classes
 - Parish nurse programs
 - Lamaze classes
 - High school girls – drug and alcohol prevention or implement quit smoking intervention, e.g. Teen FreshStart which is a program developed by the American Cancer Society to be implemented in the junior and senior high schools
 - Health fairs for women and children
 - Women shelters/Homeless shelters
 - Prenatal clinics
 - Home visits
 - WIC
 - Family centers
 - Family planning clinics
 - University health centers
- E. Nursing Management of complications of pregnancy
 - In-patient obstetrical units
- F. Develop and implement a teaching plan

E. & F. Cultural and community issues, as well as research utilization will be incorporated into assignments at many of the previously mentioned agencies/sites

Mid-term Exam

1 hr.

Unit II

105 hrs.

Weeks 8-13

This unit will focus on the well child, health promotion efforts, identification of deviations of normal, identification and management of common acute illnesses, educational needs of children and their parents, and community and cultural issues affecting health.

- F. Expansion of health assessment skills for children
 - 1. Communication
 - 2. Screening
 - 7. Health assessment
 - 8. Physical assessment
 - 9. Behavioral assessment
 - 10. Immunizations

- G. Caring for the child with an acute illness
 - 1. Determining severity of illness
 - 2. Symptom management – fever, fluid needs, pain, rashes, colic, vomiting and diarrhea
 - 3. Implementing medical and nursing treatments

- H. Teaching strategies for children and their families
 - 1 Teaching strategies specific for children of various ages
 - 2. Educational needs of families and children
 - Appropriate nutrition of various age-groups (including breast-feeding)
 - Infection control (for pre-schoolers or day-care providers)
 - Safety issues (car seats, gun storage, etc.)
 - Substance abuse (alcohol, drugs, smoking)
 - Anticipatory guidance

- I. Identification of cultural and community characteristics influencing children’s health

- J. Utilize current research findings in discussion of issues of child health and nursing care

To enhance the clinical skills identified in the course outline for this unit students will contract with the faculty to participate in activities in a selection of the following agencies/sites:

- F. Expansion of health assessment skills:
 - Pediatrician’s or Nurse Practitioner’s office/clinics
 - Day care centers
 - Participate in health screening at a school
 - In-patient hospital care

- G. Caring for a child with an acute illness:
 - Pediatrician’s or Nurse Practitioner’s office/clinics
 - In-patient hospital care

- H. Teaching strategies for children and their families:

1. Develop teaching tool for individual children and/or their families addressing normal issues of growth and development, health promotion, or management of common childhood illnesses

and one of the following:

2. Develop and implement teaching session in collaboration with a school nurse
3. Develop teaching session for preschoolers and implement in a day-care or preschool setting
4. Develop teaching session and implement at a health fair

I. Investigate community and/or cultural issues:

1. Interview an immigrant family and determine their view of health and use of the American health system as well as other remedies.

or:

2. Communicate with a nursing student in another area of the country or in another country to determine cultural differences in health care

J. Research utilization will be incorporated into the above-mentioned learning activities

Finals Week: **Final Exam**

IV. Evaluation Methods*

The grade for this course will be calculated based on:

1. **The grade (P/F) in clinical performance, including:**
 - d. Written assignments
 - e. Clinical competencies
 - f. Appropriate professional behavior
2. **50% Mid-term exam (multiple choice nursing process questions)**
3. **50% Final exam (multiple choice)**

Grading scale:

A	90-100% + Pass in clinical performance
B	80-89% + Pass in clinical performance
C	70-79% + Pass in clinical performance
D	60-69% + Pass in clinical performance
F	Less than 60% or F in clinical performance

***To progress in the Nursing Program, the student must achieve at least 70% average grade on the exams and satisfactorily complete all assignments.**

Clinical Competencies:

Perform health screening activities:

Adapt physical assessment to include the specific concerns of clients encountered (e.g. pregnant woman, woman in labor, woman during the post-partum period, neonate, infant, toddler, pre-schooler, school-age child, and adolescent.)

Apply principles of oxygen therapy to pregnant woman, the fetus, and children

Perform a urinary catheterization

Apply the concepts of IV therapy to pregnant women and pediatric patients

Medication calculations for pediatric dosage

Content will be provided through CAI, written module, video, post conference, or other appropriate methods.

V. Required Texts:

Jaffe, & McVan, B. (1997). Laboratory and diagnostic test handbook. Philadelphia: F. A. Davis Co.

Lowdermilk, D., Perry, S., & Bobak, I. (1997). Maternity and women's health care (6th ed.). St. Louis: Mosby.

Piotrowski, P. (1997). Maternity and women's health care study guide (6th ed.). St. Louis: Mosby.

Wong, D. (1999). Nursing care of infants and children (6th ed.). St. Louis: Mosby.

Wong, D. (1999). Study guide to accompany nursing care of infants and children (6th ed.). St. Louis: Mosby.

VI. Special Resource Requirements

All nursing students are responsible for and required to have the following:*

- Current CPR certification
- Professional liability insurance
- Health requirements
- Student uniforms and physical assessment equipment
- Clearance papers
(Criminal Record Check and Child Abuse; Act 34 and 151 clearance forms)
- Clinical agencies requirements

*Please refer to the Department of Nursing and Allied Health Professions Student Information Handbook for details regarding these items. Students will not be permitted to attend clinical without meeting these requirements.

VII. Bibliography

Ament, L. A. & Whalen, E. (1996). Sexually transmitted diseases in pregnancy: Diagnosis, impact and intervention. Journal of Obstetric, Gynecologic, and Neonatal Nursing, 25, 657-666.

American Academy of Pediatrics. (1999). The best of the pediatric internet: Reviews of internet resources by AAP fellows. Online: <http://www.aap.org/bpi/default/htm>.

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Brodsy, P. L. (1998). A postpartum home follow-up project by student nurses using marker model standards. Journal of Nursing Education, 37, 373-375.

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Children's Defense Fund. (1994). The state of America's children. Children's Defense Fund: Washington, D. C.

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Galvin, B. (1994). Comprehensive Pharmacology Series: Drugs used in labor and delivery I & II. (Version 2.0) [Computer software]. MEDS, Inc.

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Guide to Internet Medicine. Online: <http://medsitenavigator.com>.

Hill, V. S., Lowery, L. W. & Chez, R. (1998, June). Charting progress: Taking steps toward better documentation in the L & D. Lifelines, 2, 43-46.

Hurst, N., Myatt, A., & Schanler, R. (1998). Growth and development of a hospital-based lactation program and mother's own milk bank. Journal of Obstetric, Gynecologic, and Neonatal Nursing, 27, 503-510.

Jackson, P. L. & Vessey, J. A. (1996). Primary care of the child with a chronic condition (2nd ed.). St Louis: Mosby.

Jones, D. P. & Collins, B. A. (1996). The nursing management of women experiencing preterm labor: Clinical guidelines and why they are needed. Journal of Obstetric, Gynecologic, and Neonatal Nursing, 25, 569-573.

Kennedy, C. M. & Rodriguez, D. A. (1999). Risk taking in Hispanic children. Journal of Pediatric Health Care, 13(3), 126-135.

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Lowery, L. M., Jays, B. J., Lopez, P. & Hernandez, G. (1998). Care paths: A new approach to high-risk maternal-child home visitation. The American Journal of Maternal/Child Nursing, 23, 322-328.

Ludington-Hoe, S. M. & Swinth, J. Y. (1996). Developmental aspects of kangaroo care. Journal of Obstetrics, Gynecologic, and Neonatal Nursing, 25, 691-703.

Martin, E. J. (Ed.). (1996). Intrapartum management modules. Baltimore, MD: Williams & Wilkins.

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Riordan, J. (1998, December). Predicting breast-feeding problems. Lifelines, 2, 31-33.

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Sampselle, C. M., Seng, J., Yeo, S., Killion, C. & Oakley, D. (1999). Physical activity and postpartum well-being. Journal of Obstetric, Gynecologic, and Neonatal Nursing, 28, 41-49.

Sparks, S. M. & Rizzolo, M. A. (1998). World wide web search tools. Image: Journal of Nursing Scholarship, 30, 167-172.

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Straubm, H., Cross, J., Curtis, S., Iverson, S., Jacobmeyer, M., Andrson, C., & Sorenson, M. (1998). Proactive nursing: The evolution of a task force to help women with postpartum depression. The American Journal of Maternal/Child Nursing, 23, 262-265.

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Vessey, J. A. (1995). Developmental approaches to examining young children. Pediatric Nursing, 21(1), 53-56.

Vessey, J. A. & Stueve, D. L. (1996). A comparison of two techniques for weighing young children. Pediatric Nursing, 22(4), 327-330.

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Wong, D. L. (1995). EMLA's safety for small infants. American Journal of Nursing, 95(8), 18.

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