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Chapter 1 : Staff View: Clinical skills manual for maternal & child nursing care /

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London has been able to combine her two greatest passions by being both a nurse caring for children and families and a teacher for almost 35 years. She received her B. After graduation, she began her nursing career as a pediatric nurse at St. She has served in many administrative and faculty positions at Beth-El, including coordinator for nursing care of children for 32 years. London maintains her clinical skills working in an urgent care and after-hours clinic and doing undergraduate pediatric clinical supervision. She is active nationally in neonatal nursing and was involved in the development of the Neonatal Nurse Practitioner Educational Program Guidelines. She has contributed 5 chapters to various neonatal nursing texts. London is active in nurse practitioner education in general. London has also pursued her interest in college student learning by taking doctoral classes in higher education administration and adult learning at the University of Denver in Colorado. She feels fortunate to be involved in the education of her future colleagues. Her teaching philosophy is that, with support, students can achieve more than they may initially believe they are capable of achieving. London and her husband have two sons and one dog Reilly, daughter by proxy. Her two sons, Craig and Matthew, are involved in computer informatics, and media arts and animation and are more than willing to give Mom helpful hints. Wieland Ladewig Patricia A. Wieland Ladewig received her B. After graduation, she worked as a pediatric nurse before joining the U. After completing her tour of duty, Dr. Ladewig relocated at Florida, where she accepted a faculty position at Florida State University. There she embraced teaching as her calling. Over the years, she taught at several schools of nursing while earning her M. Ladewig became the first director of the nursing program at Regis College in Denver and. Under her guidance, the Department of Nursing has added a graduate program and the School has added three departments: Ladewig feels that teaching others to be excellent, caring nurses gives her the best of all worlds because it keeps her in touch with the profession she loves and enables her to help shape the future of the nursing profession. When not at work or writing textbooks, Pat and her husband, Tim, enjoy skiing, baseball games, and traveling. However their greatest pleasure comes from their family:

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Chapter 2 : Welcome to Lutheran School of Nursing

They have numerous years of clinical practice in maternal-newborn nursing practice and in teaching. Audience: The handbook serves as a reference for the nursing student to use and take into the clinical setting.

Legal and ethical issues e. Alterations in infant and child health with an emphasis on nursing care utilizing nursing process a. Potential or actual problems with fluid and electrolyte imbalance b. Disorders of the Musculoskeletal System c. Disorders of the Cardiovascular System d. Disorders of the Hematopoietic System e. Disorders of the Respiratory System f. Disorders of the Endocrine System g. Disorders of the Neurological System h. Disorders of the Gastrointestinal System i. Disorders of the Genitourinary System j. Disorders of the Integumentary System k. Communicable Disease and Childhood Immunizations l. Lecture, discussion, laboratory experience, clinical experience, pre- and post-conferences. Clinical simulations, computer programs, interactive video. Handouts, AV materials, supplies used in hospitals, visual aids, selected reference readings. Computer programs interactive video disks. Evaluation of theory content will be as follows: Each student will be allotted points. Each absence will result in a loss of 5 points and each tardy will result in a loss of 2 points. Each absence or tardy after the first absence or tardy will deduct an additional 5 points, i. NR Clinical Clinical grades will be assigned as follows: If in preconference or during clinical the instructor identifies a lack of preparation on the part of the student, the student will be asked to leave the clinical area for that day and will be counted absent. This clinical cannot be made up. Concurrent Course Policy Both clinical and theory are concurrent and must be passed. If either is failed, the concurrent course is also failed. If this occurs, a student cannot progress in the nursing program. SCCC Outcome 1 will be assessed and measured by class participation, exams and application in the clinical area. SCCC Outcome 2 will be assessed and measured by care plans, teaching module adapted to an adult or pediatric clinical setting and written assignments SCCC Outcome 4 will be assessed and measured by exams and clinical medication calculation SCCC Outcome 5 will be assessed and measured by participation in pre and post conferences, written or verbal care plans and problem solving in the clinical area. SCCC Outcome 7 will be assessed and measured by class discussion and application of classroom content in the clinical area. SCCC Outcome 9 will be assessed and measured by behavior in classroom and clinical areas and documented on the clinical evaluation tool. Students should identify themselves to the Dean of Students at or going to the Student Success Center in the Hubble Academic building, room A.

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