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STUDENT ACKNOWLEDGMENT .................................................................................. 16
Panola College  
Associate Degree Nursing Program

Course Title:  Care of Children and Families

Course Number:  RNSG 2201

Semester Credit Hours:  2  
Lecture Hours per week:  2  
Lab hours per week:  0  
Contact Hours per Semester:  32

State Approval Code:  CIP 51.1601

Prerequisites:  RNSG 1143, 1263, 2208, 2261
Corequisites:  RNSG 2260

Course Description:  This course focuses on the study of concepts related to the provision of nursing care for children and families, emphasizing judgment, and professional values within a legal and ethical framework. Promotes a holistic nursing approach from infancy through adolescence. Utilization of the nursing process will be examined as it relates to the principles of nutrition, sociology, pharmacology, growth and development, cultural diversity and environmental and community health affecting the child and his family.

Core Competencies:
Students are expected to demonstrate basic competency in reading, writing, oral communication, math, and computer skills. Students are expected to be active learners, by assuming accountability in preparing for each class and completing required readings and/or other learning activities as listed in each unit assignment. Proficiency will be measured by examination scores, oral discussions, presentation (oral &/or video), and case studies.

Course Requirements:
- Regular class attendance within current attendance policies per program handbook.
- An average of 75% or better on cumulative course work.
- Completion of assignments as outlined in syllabus and/or course calendar.
- Preparation and active participation in class.
- Completion of outside readings and assignments.
- Compliance with all rules and regulations as outlined in the current Department of Nursing Student Handbook, Panola College Catalog, and Pathfinder.
- Current AHA, Health Care Provider, Basic Life Support (BLS) certification.
- Demonstration of college-level writing skills through use of American Psychological Association (APA) guidelines.
- Currency with all required vaccinations and immunizations per program handbook.
- It is recommended that any student in this class with special classroom or testing needs due to a physical, learning, or emotional condition contact the Americans with Disabilities Act (ADA) Counselor in the Administration Building, 903-693-1123, for assistance with individual learning needs.

*Withdrawing from a course is the student’s responsibility. If you do not withdraw yourself, you will likely receive an “F” if you do not attend class. It is the student’s responsibility to submit name changes to the Admissions/Records Office, Financial Aid Office, and any other department of interest.*

### COURSE OUTCOMES:

#### NURSE AS PROVIDER OF CARE: At the end of the course, the student will be able to:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Examine holistic attributes and nursing diagnoses that affect culturally diverse pediatric clients.</td>
<td>(SCANS IIB i &amp; iii, IIDi)</td>
<td>(DELC POC 1)</td>
</tr>
<tr>
<td>2</td>
<td>Analyze the concept of collaboration with the instructor and peers in creating holistic goals nursing care plans for culturally diverse case scenarios.</td>
<td>(SCANS IB i-v, IIB i, iii, &amp; vi, IIC i-v)</td>
<td>(DELC POC 3 &amp; 4)</td>
</tr>
<tr>
<td>3</td>
<td>Incorporate legal and ethical frameworks when modifying or expanding plans of care in collaboration with instructor and peers through the use of case studies to assist in meeting their needs.</td>
<td>(SCANS IB i-v, IIB i, iii, vi)</td>
<td>(DELC POC 3)</td>
</tr>
<tr>
<td>4</td>
<td>Integrate past and newly acquired knowledge, developmental theories and developmentally appropriate communication techniques in planning holistic care and planning teaching activities for culturally diverse pediatric clients.</td>
<td>(SCANS IIB i &amp; vi, IIC i-v)</td>
<td>(DELC POC 4)</td>
</tr>
<tr>
<td>5</td>
<td>Explore methods to create healthy environments based on clients’ potential responses to therapeutic interventions throughout the various developmental stages of the client’s healthcare experiences.</td>
<td>(SCANS IIA iv, IB i-v, ID iii)</td>
<td>(DELC POC 2 &amp; 5)</td>
</tr>
<tr>
<td>6</td>
<td>Research multiple resources to promote evidence-based practice (ex: Professional literature) to revise the plan of care as a basis for decision-making in nursing practice.</td>
<td>(SCANS IB i-v, IIC i-v)</td>
<td>(DELC POC 6 &amp; 7)</td>
</tr>
<tr>
<td>7</td>
<td>Analyze environments for quality patient care of pediatric clients.</td>
<td>(SCANS IID i &amp; ii, IA iv &amp; v)</td>
<td>(DELC POC 2 &amp; 5)</td>
</tr>
</tbody>
</table>

#### THE NURSE AS MEMBER OF THE PROFESSION: At the end of the course, the student will be able to:

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<tbody>
<tr>
<td>8</td>
<td>Analyze the various roles the nurse may assume when caring for a pediatric client within the different organizational structures.</td>
<td>(SCANS IIAi)</td>
<td>(DELC MOP 2 &amp; 3)</td>
</tr>
<tr>
<td>9</td>
<td>Explore the legal, ethical, financial, and social issues involved in the delivery of health care to the pediatric client.</td>
<td>(SCANS IC ii &amp; v, IBv)</td>
<td>(DELC MOP 1)</td>
</tr>
<tr>
<td>10</td>
<td>Assimilate nursing responsibilities as a client advocate within the organizational structure to promote the provision of quality healthcare.</td>
<td>(SCANS IA iv &amp; V, IB i &amp; iii, IC i &amp; iii)</td>
<td>(DELC MOP 2)</td>
</tr>
<tr>
<td>11</td>
<td>Examine numerous means to cultivate collegiality and professionalism among members of the healthcare delivery system.</td>
<td>(SCANS IB i &amp; iii, IC iii &amp; iv)</td>
<td>(DELC MOP 1-3)</td>
</tr>
</tbody>
</table>

#### THE NURSE AS COORDINATOR OF CARE: At the end of the course, the student will be able to:

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<tbody>
<tr>
<td>12</td>
<td>Explore trends and issues within the local, state, and national arenas that affect pediatric care, services, costs, and programs.</td>
<td>(SCANS IIAii, IIAiii, IIC i &amp; iv, IID ii)</td>
<td>(DELC COC 1, 3, &amp; 4)</td>
</tr>
<tr>
<td>13</td>
<td>Delineate principles for organizing and managing human and material resources for the care of pediatric clients and their families within the organizational framework of various settings.</td>
<td>(SCANS IIA iii &amp; v, IICi, IICii, IICiii)</td>
<td>(DELC COC 1,3, &amp; 4)</td>
</tr>
<tr>
<td>14</td>
<td>Evaluate and differentiate the numerous tools and resources (i.e. clinical and critical pathways, case managers, utilization managers, etc.) that can be utilized in collaboration with other hospital and outpatient staff to ensure continuity of care, culturally appropriate care, and timely referrals for pediatric clients.</td>
<td>(SCANS IA i, IB ii &amp; iii, IIC iv &amp; v)</td>
<td>(DELC COC 1, 2, &amp; 3)</td>
</tr>
</tbody>
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Revised 12/12
TEACHING/LEARNING STRATEGIES:
Audio-Visual Demonstration; Computer Assisted Instruction (CAI); Marker Board; Library/Internet Research; Group Discussion; Role Play; Class Participation; Student-Teacher Conference; Lecture; Oral/Written Assignments; Guest Lecturers; Skills laboratory; Patient Care Plan; Independent Case Studies; NCLEX Questions

GRADING:
To successfully pass this course, an average grade of 75 or above is required on all graded work. Computation of the final course grade is comprised of the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>4 Exams @ 15% each</td>
<td>60%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>HESI</td>
<td>15%</td>
</tr>
<tr>
<td>PPT/HESI Patient Reviews/HESI Case Studies</td>
<td>5%</td>
</tr>
<tr>
<td>Total percentage</td>
<td>100%</td>
</tr>
</tbody>
</table>

In accordance with program policy, as stipulated in the ADN program handbook, the following numerical scale is used to compute test scores and written work:

- A = 90-100
- B = 80-89
- C = 75-79
- F = below 75

Reminder: No rounding of grades is used. Each grade is calculated to the hundredth place and the total points are not rounded.

EXAMINATIONS:
The exams are constructed from a random sample of material from each unit. Exam questions are derived from the learning objectives for the course. Students are advised to review applicable unit objectives prior to studying for each exam. The comprehensive final exam contains questions on all the material covered in the course. All exams, including final, will consist of various question formats, to include, but not limited to: multiple choice, select all that apply, calculation, etc.

All examinations are administered online. NO general test review is held following exams. Students who achieve less than 80% on the first exam are highly encouraged to meet with the instructor for remediation. Scheduling an appointment is the responsibility of the student. The instructor is willing to review exam questions with any student during a scheduled appointment.

Make up exams may be given at the discretion of the instructor, only if prior arrangements have been made. Any make up for an examination must be made up the first day the student returns to class. The instructor has the discretion to choose the format of the make-up examination.

EXAMINATION BLUEPRINT:
Each examination contains a minimum of 95% application and analysis questions. All exams are patterned after the NCLEX-RN blueprint with detailed information on the NCLEX-RN examination blueprint found on: [http://www.ncsbn.org](http://www.ncsbn.org). This site contains valuable information on the licensure examination. Students are encouraged to visit this website in preparation for licensure and taking the licensing examination – NCLEX-RN.
CAPSTONE/ACHIEVEMENT EXAMINATION:
- The Pediatric HESI is taken near the completion of this course.
- The examination is taken once at a scheduled date and time near the end of the semester.
- The conversion score equals 15% of the overall course grade.
- To enhance success on all examinations (course, HESI and the NCLEX-RN), students are strongly encouraged to answer a minimum of 100 practice NCLEX-RN type questions weekly! Start NOW!
- Students are encouraged to review all previous HESI remediation through Evolve.

In addition to fulfilling the academic requirements of Panola College, all students must satisfy the program capstone experience and successfully pass a comprehensive achievement examination in the final semester of the nursing program in order to be eligible to graduate.

ASSIGNMENTS:
- Course assignments constitute 5% of the total grade and include:
  - Power point presentation (PPT)
  - Case Studies/HESI Reviews
- Assignments are to be submitted electronically unless otherwise directed.
- **NO ASSIGNMENT WILL BE ACCEPTED AFTER THE PUBLISHED DUE DATE. NO EXCEPTIONS.**
- Individual assignment criteria and rubrics are posted on Canvas.
- All graded assignments are included in the final grade calculation as indicated in grading scale.

CAIs/ CASE STUDIES & HESI PATIENT REVIEWS:
- Log on to evolve website, and access the seven (7) pediatric case studies: RSV-Bronchiolitis; Congenital Heart Disease; Cystic Fibrosis; Compound Fracture; Cleft lip and cleft palate; Sickle cell anemia; Burns
- Case studies may not be repeated for a higher grade. The grading scale: 0-50 = 75%; 51-60 = 80%; 61-70 = 85%; 71-80 = 90%; 81-90 = 95%; 91-100 = 100%.
- Access the HESI patient reviews from the Evolve website. Complete the Pediatric patient reviews (6): Chronic Pediatric Health Problems (Austin Brown and Katie Mills); Out-Patient Pediatrics (Adolescents and Infants and Children); Pediatric Respiratory Health Problems (Kids in the ED and An asthmatic child).
- A 75% or better is required for the activity to count. The patient reviews may be repeated as often as needed.
- Scores are retrieved electronically by the instructor. Complete by due date.

ATTENDANCE POLICY
As stated in the ADN Student Handbook (policy 4.1 Attendance/Absences), it is expected that every student prepare for, attend, and participate in all classes.
- Absences- refer to the absence policy in the Student Handbook
- Tardies- 3 tardies = 1 absence

ACADEMIC DISHONESTY
Academic dishonesty includes the following actions, as well as other similar conduct aimed at making false representation with respect to a student’s academic performance: 1) Cheating on an exam; 2) Collaborating with others on work to be presented, if contrary to stated rules of the course/assignment; 3) submitting, if contrary to the rules of the course, work previously submitted in another course; 4) knowingly and intentionally assisting another student in any of the above actions, including assistance in

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an arrangement whereby work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed; 5) plagiarism

CANVAS
Canvas is used as a supplementary resource for this course. Students are advised to check Canvas regularly for announcements/email messages. Work may be required to be submitted electronically through the Canvas format. Students unfamiliar with the electronic format should contact the Panola College IT department for assistance.

FACULTY CONTACT INFORMATION
• Office hours are posted outside office door – 111
• Contact information: Office: 903-694-4015;
• Instructor checks Canvas daily, Monday-Friday, and responds to emails from students within 24 hours. If an email is sent over the weekend, a response can be expected by 5PM the Monday of the next week.

STUDENT CONCERNS
Any student in the ADN program who has a concern or complaint specific to their experience in a course should first talk with the instructor of the course. If the issue cannot be resolved with the instructor, the student should then follow the appeal procedure outlined in the ADN Student Handbook (policy 6.5 Appeal Procedure).

REQUIRED TEXTBOOKS/REFERENCES


UNIT I: PERSPECTIVES OF PEDIATRICS

Subunit A: The Nurse as a Provider of Care

Introduction:
This subunit addresses the role of the nurse in meeting the care and safety needs of pediatric clients and their families, including current ethical, legal, and social issues.

Learning Resources:

<table>
<thead>
<tr>
<th>Text: Ball, Bindler, &amp; Cowan, 5th Edition</th>
<th>Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Websites: <a href="http://www.ANA.org">www.ANA.org</a>; <a href="http://www.napnap.org">http://www.napnap.org</a>; <a href="http://www.bne.state.tx.us">www.bne.state.tx.us</a>; <a href="http://www.aap.org">www.aap.org</a>; <a href="http://www.hrsa.gov">www.hrsa.gov</a>; <a href="http://www.nursecredentialing.org">www.nursecredentialing.org</a> (Disclaimer: Every effort has been made to ensure that these sites are current; however, due to the rapidly changing environment of the Internet and WWW some links may no longer be accurate.)</td>
<td></td>
</tr>
</tbody>
</table>

Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:
1. List three major causes of death by age group.
2. Report the most common causes and reasons for hospitalization by age group.
3. Describe five broad functions of the pediatric nurse in promoting the health of children.
4. Report three legal and ethical issues unique to pediatrics and pediatric nursing practice.

Subunit B: The Nurse as Provider of Care

Introduction:
This subunit is an overview of growth and development from infancy through adolescence. Information from this unit will provide the basis for pediatric assessment learning experiences.

Learning Resources:

<table>
<thead>
<tr>
<th>Text: Ball, Bindler, &amp; Cowan, 5th Edition</th>
<th>Chapters 4, 7, 8, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videos</td>
<td>Denver Developmental Screening II</td>
</tr>
<tr>
<td>Written Exercise</td>
<td>Graph height, weight, head circumference</td>
</tr>
</tbody>
</table>

Learning objectives:
Using a critical thinking and problem solving approach, the student will:
1. Compare and contrast the major theories of human development.
2. Plan nursing interventions for children that are appropriate for the child’s developmental state, based on theoretical frameworks.
3. Discuss tools used to assess growth and development.
4. Describe the role of play in the growth and development of children.
5. Recognize major developmental milestones for infants, toddlers, preschoolers, school-age children, and adolescents.
6. Identify assessment and intervention areas for health supervision visits of newborns and infants – growth and developmental surveillance, nutrition, physical activity, oral health, mental and spiritual health, family and social relations, disease prevention strategies, and injury prevention strategies.
7. State components of growth and developmental surveillance needs for children of toddlers, preschoolers, and school-agers.
8. Describe the nutrition, physical activity, and oral health needs of toddlers, preschoolers, and school-agers.
9. Explain contemporary developmental approaches such as temperament theory, ecologic theory, and resilience framework.
10. Use data collected during developmental assessments to plan activities that promote development of children and adolescents.
11. Apply knowledge of the major injury risks of toddlers and preschoolers to plan nursing interventions that contribute to their prevention.
12. Identify the major health concerns of the adolescent years.
13. Apply communication skills to interaction with adolescents and their families.
15. Intervene with adolescents by integrating activities that promote health and to prevent disease and injury.

Subunit C: The Nurse as Provider of Care
Introduction:
This subunit explores the concepts of pain management and administration of medication to the child.
Learning Resources:

| Text: Ball, Bindler, & Cowan, 5th Edition | Chapter 15
| Text: Pickar | Chapters 12, 13, 14, 15

Websites (same disclaimer.): http://aappolicy.aappublications.org/cgi/content/full/pediatrics;108/3/793
www.ampainsoc.org; www.pharminfo.com; www.chionline.org

Learning Objectives:
Using a critical thinking and problem solving approach, the student will:
1. Summarize the physiologic and behavioral consequences of pain in children.
2. Compare and contrast pain behaviors of the different age stages in children.
3. Examine the role of nonpharmacologic interventions in effective pain management.
4. Calculate dosages using mg/kg.
5. Determine safe drug administration ranges.
6. Plan nursing care for a child to be given sedation and analgesia for a medical procedure.
7. Distinguish between the clinical therapies used for acute and chronic pain.
8. Describe the different pain scales used to assess pain in children.

Subunit D: The Nurse as Provider of Care
Introduction:
This subunit addresses the needs of the pediatric patient for fluid and electrolyte balance and nutrition.
Learning Resources:

| Text: Ball, Bindler, & Cowan, 5th Edition | Chapter 18
| Text: Pickar | Chapters 14, 15

Learning Objectives:
Using a critical thinking and problem solving approach, the student will:
1. Identify nursing responsibilities related to fluid requirements, fluid therapy, and electrolytes.
2. Analyze assessment findings specific to fluid and electrolyte problems and acid-base imbalance in children.
3. Calculate daily maintenance fluid requirements for children of various ages and weights.
4. Explain threats to fluid and electrolyte balance in children.
5. Plan appropriate interventions for children experiencing fluid and electrolyte problems and acid-base imbalance.

UNIT II: ALTERATIONS IN RESPIRATORY AND GENITOURINARY SYSTEMS
Subunit A: The Nurse as Provider of Care
Introduction:
This subunit provides an overview of the pathophysiology, clinical manifestations, complications and nursing management of the child with a physiological alteration of the respiratory system. The nursing
Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:
1. Describe unique characteristics of the pediatric respiratory system anatomy and physiology.
2. Contrast the respiratory conditions and injuries that can cause respiratory distress in infants and children.
3. Distinguish between mild, moderate, and severe respiratory distress in a child, and plan appropriate nursing care for each level of respiratory distress severity.
4. Differentiate between the signs and symptoms of a child with an upper airway and a lower airway respiratory condition.
5. Plan interventions specific to caring for a child with a common acute respiratory condition.
6. Plan interventions required for a child with a chronic respiratory condition.

Subunit B: The Nurse as Provider of Care
Introduction:
This subunit provides an overview of the pathophysiology, clinical manifestations, complications and nursing management of the child with a physiological alteration of the genitourinary system. The nursing process will be utilized for teaching the plan of care to the family and child to optimize discharge planning from an acute care setting.
Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:
1. Describe the anatomy and physiology of the genitourinary system and pediatric differences.
2. Discuss the nursing management of a child with a structural defect of the genitourinary system.
3. Develop a nursing care plan for a child with a urinary tract infection.
4. Outline a plan to meet the fluid and dietary restrictions of a child with a renal disorder.
5. Compare the child with minimal-change nephrotic syndrome and the child with acute glomerulonephritis in terms of clinical manifestations and nursing care.
6. Plan nursing care for the child with acute and chronic renal failure.
7. Describe nursing education for the adolescent with a sexually transmitted disease.

UNIT III: ALTERATIONS IN CARDIOVASCULAR AND GASTROINTESTINAL SYSTEMS
Subunit A: The Nurse as Provider of Care
Introduction:
This subunit provides an overview of the pathophysiology, clinical manifestations, complications and nursing management of the child with a physiological alteration of the cardiovascular system. The nursing process will be utilized for teaching the plan of care to the family and child to optimize discharge planning from an acute care setting.
Learning Resources:

| Text: Ball, Bindler, & Cowan, 5th Edition | Chapter 21 |
| Websites (same disclaimer): |  |
| www.americanheart.org; www.nhlbi.nih.gov; www.ndscenter.org |  |

Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:
1. Design a plan for assisting a child during a cardiac diagnostic procedure
2. Contrast the pathophysiology associated with congenital heart defects with increased pulmonary circulation, decreased pulmonary circulation, and obstructed systemic blood flow.
3. Recognize the signs of congestive heart failure in an infant or child.
4. Create a nursing care plan for the infant with a congenital heart defect, including care at home prior to corrective surgery.
5. Plan nursing care for a child with congestive heart failure.
6. Differentiate between the heart diseases acquired during childhood and congenital heart defects, identifying plan of care for the different conditions.
7. Discuss the assessment and management of hypertension in children and adolescents.

Subunit B: The Nurse as Provider of Care
Introduction:
This subunit provides an overview of the pathophysiology, clinical manifestations, complications and nursing management of the child with a physiological alteration of the gastrointestinal system. The nursing process will be utilized for teaching the plan of care to the family and child to optimize discharge planning from an acute care setting.

Learning Resources:

| Text: Ball, Bindler, & Cowan, 5th Edition | Chapter 25 |
| Text: Pickar | Chapters 14, 15 |
| Websites (same disclaimer): |  |
| www.liverfoundation.org; www.ccfa.org; www.csaceliacs.org |  |

Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:
1. Discuss the pathophysiological processes associated with specific gastrointestinal disorders in the pediatric population.
2. Identify signs and symptoms that may indicate a disorder of the gastrointestinal system.
3. Summarize preoperative and postoperative family-centered care for the child born with a cleft lip or palate.
4. Contrast nursing management for the child with a gastrointestinal condition having abdominal surgery versus nonoperative management.
5. Summarize etiology, pathophysiology, symptoms, and management of gastrointestinal disorders in the pediatric population.
6. Analyze developmentally appropriate approaches for nursing management of gastrointestinal disorders in the pediatric population.

UNIT IV: ALTERATIONS IN ENDOCRINE AND NEUROLOGIC SYSTEMS

Subunit A: The Nurse as Provider of Care
Introduction:
This subunit provides an overview of the pathophysiology, clinical manifestations, complications and nursing management of the child with a physiological alteration of the endocrine system. The nursing process will be utilized for teaching the plan of care to the family and child to optimize discharge planning from an acute care setting.
Learning Resources:

<table>
<thead>
<tr>
<th>Text: Ball, Bindler, &amp; Cowan, 5th Edition</th>
<th>Chapter 30</th>
</tr>
</thead>
</table>

Websites (same disclaimer): [www.aadenet.org](http://www.aadenet.org); [www.jdfcure.com](http://www.jdfcure.com); [www.ngdf.org](http://www.ngdf.org); [www.tsh.org](http://www.tsh.org); [www.diabetes.org](http://www.diabetes.org); [www.eatright.org](http://www.eatright.org); [www.hgfound.org](http://www.hgfound.org); [www.childrenwithdiabetes.com](http://www.childrenwithdiabetes.com)

Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:

1. Differentiate between the disorders caused by hypopituitary and hyperpituitary dysfunction.
2. Describe the manifestations of thyroid hypofunction and hyperfunction and the management of children with the disorders.
3. Distinguish between the manifestations of adrenal hypofunction and hyperfunction.
4. Summarize signs and symptoms that may indicate a disorder of the endocrine system.
5. Distinguish between the nursing care of the child with type 1 and type 2 diabetes.
6. Describe collaborative management for the child with type 1 and type 2 diabetes.
7. Plan care for the child with an inherited metabolic disorder.

Subunit B: The Nurse as Provider of Care

Introduction:
This subunit provides an overview of the pathophysiology, clinical manifestations, complications and nursing management of the child with a physiological alteration of the neuromuscular system. The nursing process will be utilized for teaching the plan of care to the family and child to optimize discharge planning from an acute care setting.

Learning Resources:

<table>
<thead>
<tr>
<th>Text: Ball, Bindler, &amp; Cowan, 5th Edition</th>
<th>Chapter 27, 28</th>
</tr>
</thead>
</table>


Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:

1. Plan family-centered nursing care for the child with cerebral palsy in the community setting.
2. Formulate a nursing care plan for the preoperative and postoperative care of a child with myelomeningocele.
4. Differentiate between the signs of a seizure and status epilepticus in infants and children and plan appropriate nursing care for each condition.
5. Contrast initial nursing management strategies for mild and severe traumatic brain injury.
6. Describe characteristics of common cognitive alterations of childhood.
7. Plan for the nursing management of children and adolescents with mental health and/or cognitive impairment in the hospital and community setting.

UNIT V: ALTERATIONS IN HEMATOLOGICAL/ IMMUNOLOGICAL SYSTEMS

Subunit A: The Nurse as Provider of Care

Introduction:
This subunit provides an overview of the pathophysiology, clinical manifestations, complications and nursing management of the child with a physiological alteration of the hematological or immunological systems. The nursing process will be utilized for teaching the plan of care to the family and child to optimize discharge planning from an acute care setting.
Learning Resources:

<table>
<thead>
<tr>
<th>Text: Ball, Bindler, &amp; Cowan, 5th Edition</th>
<th>Chapters 22, 23, 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Websites (same disclaimer): www aplastic.org; www irondisorders.org; www hemophilia.ca; www ons.org; www modimes.org; www medicalert.org; www fanconi; www hemophilia.org; www arthritisdisease.org; www cooley'sanemia.org; www rarediseases.org; www pedaids.org; www napwa.org; www actis.org; www nhlbi.nih.gov; www hivatis.org; www cdcnpin.org; www thalassemia.com; www marrow.org; www siblingcordblood.org; www sicklecelledisease.org; www abta.org; www cancer.org; www apon.org; www leukemia.org/hm ll's; www childhoodbraintumor.org; www candelighters.org; www nci.nih.gov; www childrensoncologygroup.org</td>
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</tbody>
</table>

Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:

1. Apply knowledge of the immune system to the care of children with immunological disorders.
2. Contrast differences between immune deficiency diseases and autoimmune diseases.
3. Plan nursing care for a child with human immunodeficiency virus.
4. Plan nursing care for a child with an autoimmune condition such as systemic lupus erythematosus or juvenile idiopathic arthritis.
5. Describe exposure prevention measures for a child with latex allergy.
6. Summarize the etiology, clinical manifestations for chronic disorders of red blood cells.
7. Plan nursing care for the child with chronic disorder of red blood cells.
8. Distinguish pathophysiology and clinical manifestations for the major bleeding disorders affecting the pediatric population.
9. List nursing responsibilities during blood transfusion.
10. Describe implications for a child receiving hematopoietic stem cell transplantation.
11. Describe the incidence, known etiologies, and common clinical manifestations of childhood cancer.
12. Plan care for children and adolescents who have a diagnosis of leukemia.

UNIT VI: ALTERATIONS IN MUSCULOSKELETAL AND THE INTEGUMENTARY SYSTEMS; CARE OF THE MALTREATED CHILD
Subunit A: The Nurse as Provider of Care
Introduction:
This subunit provides an overview of the pathophysiology, clinical manifestations, complications and nursing management of the child with a physiological alteration of the musculoskeletal system. The nursing process will be utilized for teaching the plan of care to the family and child to optimize discharge planning from an acute care setting.

Learning Resources:

<table>
<thead>
<tr>
<th>BBC</th>
<th>Chapter 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Websites (same disclaimer): www mdausa.org; www oif.org; www scoliosis.org; www srs.org; www mdff.org</td>
<td></td>
</tr>
</tbody>
</table>

Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:

1. Plan nursing care for children with structural deformities of the foot, hip, and spine.
2. Recognize signs and symptoms of infectious musculoskeletal disorders.
3. Plan nursing interventions to promote safety and developmental progression in children who require braces, casts, traction and surgery.
4. Plan nursing care for children with musculoskeletal disorders that are chronic or require long-term care.

Subunit B: The Nurse as Provider of Care
Introduction:
This subunit addresses the needs of the child who has been maltreated.

Revised 12/12
Learning Resources:

**BBC** | **Chapter 17, pp 455-462**


Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:
1. State three factors thought to be associated with child abuse.
2. State four areas of the history that should arouse suspicion of child abuse.
3. Discuss the nursing care of the abused child.

Subunit C: The Nurse as Provider of Care

Introduction:
This subunit is an overview of the pathophysiology, clinical manifestations, complications and nursing management of the child with a physiological alteration of the integumentary system.

Learning Resources:

<table>
<thead>
<tr>
<th><strong>BBC</strong></th>
<th><strong>Chapters 16, 31</strong></th>
</tr>
</thead>
</table>

Learning Objectives:
Using a critical thinking and a problem solving approach, the student will:
1. Differentiate between common communicable diseases of childhood.
2. Describe medical and nursing management of common communicable diseases.
3. Plan the nursing care for a child with alterations in skin integrity, including dermatitis, infectious disorders, and infestations.
4. Prepare an education plan for adolescents with acne to promote self-care.
5. Summarize the process to measure burn extent and severity in children.
6. Discuss the physical and emotional care for a child with a severe burn wound.
Pediatric Powerpoint Presentation
RNSG 2201

Student Name: __________________________________________

Topic: _________________________________________________

Due Date: Presentations will be held on Wednesday, May 1st. Time will be announced by thee instructor at a later date.

Total Points Available: 100

Description of Presentation: Please create a powerpoint presentation over the topic that you have selected regarding the pediatric population and include the following information:

_____ /10 Pathophysiology

_____ /15 Treatment Options (Medical, surgical, pharmacological, alternative)

_____ /15 Nursing Care and Interventions

_____ /10 Prevention/Health Promotion

_____ /15 Caregiver teaching (What do you need to teach the caregivers/parents?)

_____ /10 Include a minimum of 3 (three) reliable, professional references and APA format

_____ /25 Presentation (Use of visual aids, professionalism, preparedness)

_____ /100 Total Grade

Please contact the instructor with any questions or if you need clarification on the assignment. Only 1 student per topic-first come first serve. Please email your instructor your selected topic for approval.

Comments:
Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS)

I. BASIC SKILL COMPETENCIES

A. Basic Skills
   i. **Reading:** Locate, understand and interpret written information in prose and in documents such as manuals, graphs and schedules.
   ii. **Writing:** Communicate thoughts, ideas, information and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
   iii. **Arithmetic & Mathematical Operations:** Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
   iv. **Listening:** Receive, attend to, interpret, and respond to verbal messages and other cues.
   v. **Speaking:** Organize ideas and communicate orally.

B. Thinking Skills
   i. **Creative Thinking:** Generate new ideas.
   ii. **Decision Making:** Specify goals and constraints, generate alternatives, consider risks and evaluate and choose the best alternative.
   iii. **Problem Solving:** Recognize problems and devise and implement plan of action.
   iv. **Visualize (“Seeing Things in the Mind’s Eye”):** Organize and process symbols, pictures, graphs, objects, and other information.
   v. **Reasoning:** Discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

C. Personal Qualities
   i. **Responsibility:** Exert a high level of effort and persevere toward goal attainment.
   ii. **Self-Esteem:** Believe in one’s own self-worth and maintain a positive view of oneself.
   iii. **Sociability:** Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
   iv. **Self-Management:** Assess oneself, set personal goals, monitor progress, and exhibit self-control.
   v. **Integrity & Honesty:** Choose ethical courses of action.

II. WORKPLACE COMPETENCIES

A. Resources:
   i. **Time:** Select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   ii. **Money:** Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
   iii. **Material & Facilities:** Acquire, store, allocate, and use materials or space efficiently.
   iv. **Human Resources:** Assess skills and distribute work accordingly, evaluate performance and provide feedback.

B. Interpersonal Skills:
   i. **Participate as Member of a Team:** Contribute to group effort.
   ii. **Teach Others New Skills.**
   iii. **Serve Clients/ Customers:** Work to satisfy customers’ expectations.
   iv. **Exercise Leadership:** Communicate ideas to justify position, persuade & convince others, responsibly challenge existing procedures & policies.
   v. **Negotiate:** Work toward agreements involving exchange of resources, resolve divergent interests.
   vi. **Work with Diversity:** Work well with men and women from diverse backgrounds.

C. Information:
   i. **Acquire and Evaluate Information.**
   ii. **Organize and Maintain Information.**
   iii. **Interpret and Communicate Information.**
   iv. **Use computers to process information.**

D. Systems:
   i. **Understand Systems:** Know how social, organizational and technological systems work and operate effectively with them.
   ii. **Monitor & Correct Performance:** Distinguish trends, predict impacts on system operations, diagnose deviations in systems’ performance.
   iii. **Improve or Design Systems:** Suggest modifications to existing systems and develop new or alternative systems to improve performance.
STUDENT ACKNOWLEDGMENT
RNSG 2201

I have read the Panola College Associate Degree Nursing program syllabus for RNSG 2201, Care of Children and Families. The items in the syllabus have been explained to me. I understand that it is my responsibility to seek any additional clarification that I may need from the instructor.

I will comply with the syllabus requirements as delineated. In addition, I will comply with the current ADN Student Handbook as found on the ADN web page. It is my understanding that this form will become part of my permanent file.

_________________________   ______________________________
Student Name (print)     Student Signature

_________________________
Date