Catalog Description: Study of the care of the pediatric patient and family during health and disease. Emphasis on growth and developmental needs utilizing the nursing process.

Lecture hours = 2, Lab hours = 0

Prerequisites: NURA 1301 or equivalent, BIOL 2404, VNSG 1231, 1304, 1400

Semester Credit Hours: 2
Lecture Hours per Week: 2
Lab Hours per Week: 0
Contact Hours per Semester: 32

State Approval Code: 51.3901

Instructional Goals and Purposes: The purpose of this course is to explore childhood diseases and child care from infancy through adolescent. Students are expected to demonstrate basic competency in reading, writing, oral communication, math and computer skills. Students are expected to be active learning participants by assuming accountability in preparing for each class by completing required reading and/or other learning activities as listed in each unit assignment. Proficiency will be measured by examination scores, oral discussions, and computer assisted instruction (CAI) participation.

Learning Outcomes:
1. Identify safety principles related to childcare.
2. Discuss primary nursing care of the pediatric patient and family during health and disease.
3. Apply concepts of growth and development to the care of pediatric patients utilizing the nursing process.

Students in all sections of this course will be required to do the following:

Specific Course Objectives (includes SCANS):
After studying all materials and resources presented in the course, the student will be able to:

Member of the Profession:
At the end of the course, the student will be able to:
1. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.  
   (SCANS: 1Ai- 1Aii, 1Aiv- 1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Ai, 2Bi-2Bvi, 2Ci-2Cii, 2Di-2Diii)
   DEC# IA PO#2

2. Assume responsibility and accountability for the delivery of culturally-sensitive care to pediatric patients and their families.  
   (SCANS: 1Ai- 1Aii, 1Aiv- 1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Ai, 2Bi-2Bvi, 2Ci-2Cii, 2Di-2Diii)
   DEC# IA PO#2

**Provider of Patient Centered Care:**

At the end of the course, the student will be able to:

3. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.  
   (SCANS: 1Ai- 1Aii, 1Aiv- 1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Ai, 2Bi-2Bvi, 2Ci-2Cii, 2Di-2Diii)  
   DEC# IIA PO#3

4. Assist with planning and implementation of a plan of care using clinical reasoning and evidence based policies through assessment and health related data including formulation of goals and evaluations of pediatric patients.  
   (SCANS: 1Ai- 1Aii, 1Aiv- 1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Ai, 2Bi-2Bvi, 2Ci-2Cii, 2Di-2Diii)  
   DEC# IIB,E PO#3,4,5

5. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.  
   (SCANS: 1Ai- 1Aii, 1Aiv- 1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Ai, 2Bi-2Bvi, 2Ci-2Cii, 2Di-2Diii)  
   DEC# IIB,C PO#3,4,5

6. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.  
   (SCANS: 1Ai- 1Aii, 1Aiv- 1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Ai, 2Bi-2Bvi, 2Ci-2Cii, 2Di-2Diii)  
   DEC# IIE PO#3,4,5,6

7. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.  
   (SCANS: 1Ai- 1Aii, 1Aiv- 1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Ai, 2Bi-2Bvi, 2Ci-2Cii, 2Di-2Diii)  
   DEC# IIF PO#3,4,5,7,10
8. Implement teaching plans for patients and their families with common health problems and well defined health learning needs.  
{SCANS: 1Ai-1Aii, 1Aiv-1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Aii, 2Bi-2Bvi, 2Ci-2Cii, 2Di-2Diii}  

9. Assist in the coordination of human, information, and materiel resources in providing care for assigned patients and their families.  
{SCANS: 1Ai-1Aii, 1Aiv-1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Aii, 2Bi-2Bvi, 2Ci-2Cii, 2Di-2Diii}

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<thead>
<tr>
<th>Patient Safety Advocate:</th>
<th>DEC# IIIG</th>
<th>PO#3,4,5,6</th>
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10. Implement measures to promote quality and a safe environment for patients, self, and others within regulatory parameters.  
{SCANS: 1Ai-1Aii, 1Aiv-1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Aii, 2Bi-2Bvi, 2Ci-2Cii, 2Di-2Diii}  

| 11. Demonstrate knowledge of the Texas Nurse Practice Act and Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.  
{SCANS: 1Ai-1Aii, 1Aiv-1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Aii, 2Bi-2Bvi, 2Ci-2Cii, 2Di-2Diii} | DEC# IIIA,B,E,F | PO#8,9 |

| Member of Health Care Team: | DEC# IVA | PO#11 |

At the end of the course, the student will be able to:

12. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.  
{SCANS: 1Ai-1Aii, 1Aiv-1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Aii, 2Bi-2Bvi, 2Ci-2Cii, 2Di-2Diii}

| 13. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, ensure confidentiality, and use basic cost considerations.  
{SCANS: 1Ai-1Aii, 1Aiv-1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Aii, 2Bi-2Bvi, 2Ci-2Cii, 2Di-2Diii} | DEC# IVC | PO#13 |
14. Communicate patient data using technology to support decision making to improve patient care.

(SCANS: 1Ai-1Aii, 1Av, 1Bii-1Bvi, 1Ci-1Cv, 2Ai, 2Aiii, 2Bi-2Bvi, 2Ci-2Ciii, 2Di-2Diii)

Learning Objectives

Unit I: The Growing Child and Family
This unit is an overview of growth and development from infancy through adolescents.

1. Analyze the various roles the nurse may assume when providing patient centered care for culturally diverse pediatric patients within the different practice settings. CO#1

2. Explore methods to provide competent care based on patient response to therapeutic interventions throughout infancy and adolescents. CO#2

3. Recognize the influence of the family and cultural practices on growth, development, nutrition, and health care. CO#3,4,5,6,7

4. Differentiate normal growth and development in the infant to the adolescent years. CO#3,4,5,6,7

5. Describe and identify the relationship of play to physical, cognitive, and emotional development at various age levels. CO#3,4,5,6,7

6. Identify the nutritional needs at each stage of growth and development. CO#3,4,5,6,7

7. Describe the physical, psychosocial, spiritual, and cognitive, and nutritional developmental needs from infancy through adolescence, listing age-specific events and guidance when appropriate. CO#3,4,5,6,7

Unit II: Adapting Care to the Pediatric Patient
This unit explores the pediatric patient’s response to illness in the hospital setting and identifies strategies that enhance relationships between the nurse, child and family.

8. Describe and identify factors that affect and the child’s response to illness, hospitalization, and treatment based on developmental stages. CO#3,4,5,6,7,8,11,14

9. List two ways in which the nurse can lessen the stress of hospitalization for the child’s parents. CO#3,4,5,6,7,8,11,14

10. Describe and identify factors affecting the pediatric patient’s families response to illness and hospitalization based on the
developmental stages the psychological response of families to the illness.

| 11. List five safety measures applicable to the care of the hospitalized child. | CO#3,4,5,6,7,8,11,14 |
| 12. Identify normal vital signs for pediatric patients at various ages. | CO#3,4,5,6,7,8,11,14 |
| 13. Discuss techniques for giving medication and obtaining specimens for the various age groups. | CO#3,4,5,6,7,8,11,14 |

**Unit III: The Child Needing Nursing Care**
The content in this unit introduces the child and family responses to an acute or chronic illness.

| 14. Compare and contrast the normal function of the eye and ear versus the various abnormalities of both. | CO#3,4,5,6,7,8,11,14 |
| 15. Identify potential growth and development interruptions that may occur with problems affecting the sensory organs | CO#3,4,5,6,7,8,11,14 |
| 16. Identify the child with a sensory or neurological condition and the nursing goals involved with care | CO#3,4,5,6,7,8,11,14 |
| 17. Identify and discuss nursing care associated with various musculoskeletal conditions of the pediatric patient. | CO#3,4,5,6,7,8,11,14 |
| 18. Discuss the musculoskeletal differences between the child and adult and how it influences orthopedic treatment and nursing care. | CO#3,4,5,6,7,8,11,14 |
| 19. Identify common respiratory disorders and review the signs and symptoms associated with each. | CO#3,4,5,6,7,8,11,14 |
| 20. Discuss nursing interventions for common respiratory disorders. | CO#3,4,5,6,7,8,11,14 |
| 21. List the general signs and symptoms of pediatric patients with congenital heart disease. | CO#3,4,5,6,7,8,11,14 |
| 22. Identify and discuss nursing care associated with various cardiovascular disorders of the pediatric patient. | CO#3,4,5,6,7,8,11,14 |
| 23. Discuss the pathophysiology, etiology, clinical manifestations, diagnostic evaluation, nutritional support, and therapeutic management of the pediatric client with a condition of the blood-forming organs, or lymphatic system. | CO#3,4,5,6,7,8,11,14 |
| 24. Discuss the pathophysiology, etiology, clinical manifestations, diagnostic evaluation, nutritional support, and therapeutic management of the pediatric client with gastrointestinal disorders. | CO#3,4,5,6,7,8,11,14 |
| 25. Discuss the pathophysiology, etiology, clinical manifestations, diagnostic evaluation, nutritional support, and therapeutic management of the pediatric client with genitourinary condition | CO#3,4,5,6,7,8,11,14 |
| 26. Discuss the pathophysiology, etiology, clinical manifestations, diagnostic evaluation, nutritional support, and therapeutic management of the pediatric client with a skin condition. | CO#3,4,5,6,7,8,11,14 |
| 27. Discuss the pathophysiology, etiology, clinical manifestations, diagnostic evaluation, nutritional support, and therapeutic management of the pediatric client with a metabolic condition. | CO#3,4,5,6,7,8,11,14 |
| 28. Interpret the detection, characteristics, and prevention of | CO#3,4,5,6,7,8,11,14 |
common childhood communicable diseases.

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<td>29. Describe the nurse’s role in the immunization of children.</td>
<td>3,4,5,6,7,8,11,14</td>
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<td>30. Explore the various emotional or behavioral conditions seen in a</td>
<td>3,4,5,6,7,8,11,14</td>
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<td>child and identify treatment or techniques for coping with these</td>
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<td>disorders.</td>
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**Course Content:**
A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

**Course Requirements:**
1. The student must have an average grade of 75 or above in order to successfully complete this course.
2. Preparation and active participation in class.
3. Outside individualized research in texts, videos, CAI’s and journals.
4. Compliance with all rules and regulation as outlined in the current Department of Nursing Student Handbook and Panola College catalog.
5. If any student in this class has special classroom or testing needs because of a physical, learning, or emotional condition, please contact the Americans with Disabilities Act counselor in the Administration Building, telephone 903-693-1123.
6. Withdrawing from a course is the student’s responsibility. If you do not withdraw yourself, you will very likely receive an F if you do not attend class.
7. If a student has a name change while attending Panola College, it is the student’s responsibility to notify Admissions and Records, Financial Aid, and other departments of Panola College.

**Methods of Instruction/Course Format/Delivery:**
- Audio-visual
- Lecture and Lecture Notes
- Computer Assisted Instruction
- Class Participation
- Independent Study
- Student-Teacher Conference
- Quizzes
- Guest Speakers
- Role Playing
- Library / Internet Research
- Group Discussion
- Study Guide
- Case Studies
- Written Assignments
- Exams
- Group Project
- Written Assignments
- Exams
- Group Project

**Major Assignments / Assessments:** The following items will be assigned and assessed during the semester and used to calculate the student’s final grade.

**Assignments:**
1. As per instructor

**Assessment(s):**
1. As assigned

**Exam Soft** will be utilized to administer exams.
Canvas:
Canvas may be used to supplement the course. You will be expected to check your email and reply to messages as instructed. As you know, there is not enough time to review all the content in the book. Therefore, you will be responsible for reviewing and studying selected chapters independently.

Overall Course Grade:
90% Tests (6 tests)
10% Quizzes/Study Guides/CAI Assignments

Overall Test average must be 75 or greater to pass.

Grading Scale:
A = 90-100
B = 80-89
C = 75-79.99
F = below 74.99
NO Rounding

Post Test Review
1. Pre Test Review will be conducted at the discretion of the instructor.
2. Students who achieve less than 75% on an exam must schedule an appointment with the instructor to review the exam within one week of distribution of scores. This is a student responsibility.
3. A student may make an appointment with the instructor to review the test within one week of the distribution of test scores.
4. If you challenge a test question, you must submit (Form 5.12) in writing a rationale and reference regarding the question at the time of the test review.
5. Test questions with multiple answers will be graded on an all or none basis. No credit will be given for partial correct answers.

Texts, Materials, and Supplies:
• Introduction to Maternity & Pediatric Nursing 6th Edition
• other materials

Required Readings:
• as assigned

Recommended Readings:
• as assigned
Other:

- For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com
- For testing services, use the following link: http://www.panola.edu/elearning/testing.html
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
SCANS CRITERIA

1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

a) Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
   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 and 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: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
   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) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
   vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

c) Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
   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 accurately, set personal goals, monitor progress, and exhibit self-control.
   v) Integrity and Honesty: choose ethical courses of action.

2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

a) Resources: A worker must identify, organize, plan, and allocate resources effectively.
   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 and Facilities: Acquire, store, allocate, and use materials or space efficiently.

b) Interpersonal Skills: A worker must work with others effectively.
   i) Participate as a Member of a Team: contribute to group effort.
   ii) Teach Others New Skills.
   iii) Serve Clients/Customer: work to satisfy customer's expectations.
iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and 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.
Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.


c) **Information**: A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.
Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems**: A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.