

College of San Mateo

Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: April 3, 2008

Department: Nursing **Number:** 221
Course Title: Pediatric Nursing **Units:** 4.5
Total Semester Hours: Lecture: 40 Lab: 96 Homework: By Arrangement: 2 x 8 = 16

Length of Course	Grading
<input type="checkbox"/> Semester-long	<input checked="" type="checkbox"/> Letter
<input checked="" type="checkbox"/> Short course (Number of weeks <u>8</u>)	<input type="checkbox"/> Pass/No Pass
<input type="checkbox"/> Open entry/Open exit	<input type="checkbox"/> Grade Option (letter or Pass/No Pass)

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)

Completion of Nursing 212 or equivalent and prerequisite courses for admission to the nursing program

2. **Corequisite** (Attach Enrollment Limitation Validation Form.)

Concurrent enrollment in Nursing 225

3. **Recommended Preparation** (Attach Enrollment Validation Form.)

4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation.)

(4.5) Five lecture hours and twelve lab hours per week plus two hours by arrangement for eight to nine weeks. Prerequisites: NURS 212 or equivalent; prerequisite courses for admission to the nursing program. Corequisite: Concurrent enrollment in NURS 225. Developmental assessment and common health issues from infancy to young adulthood. Supervised learning experiences correspond with classroom instruction in off-campus health care facilities. (Spring only.) (AA: Area E3, CSU)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation.)

Growth and development of children and families; emphasis placed on the nursing care of infants, children and adolescents. Prereq: Completion of NURS 221 or equivalent and the prerequisite courses for the nursing program. Corequisite: Concurrent enrollment in NURS 225.

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

1. Provide developmentally appropriate nursing care to pediatric patients of various ages by

- utilizing the nursing process which emphasizes critical thinking and ongoing evaluation as a means to direct nursing activities.
2. Demonstrate a developmentally appropriate physical examination of a pediatric patient drawing on the theory and knowledge from previous nursing courses.
 3. Demonstrate the correct process for assessing the growth and development of a pediatric patient and evaluating the significance of the data obtained.
 4. Accurately assess the pain, communicate the information obtained and initiate the developmentally appropriate nursing care activities for pediatric patients of various ages.
 5. Demonstrate a sound knowledge of pediatric medication principles, calculation of safe doses, and implementation of developmentally appropriate administration measures.
 6. Demonstrate developmentally appropriate teaching strategies for children.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

THEORY OBJECTIVES

At the completion of Nursing 221, the student will be able to:

I. OPERATIONALIZE THE NURSING PROCESS AND USE CRITICAL THINKING SKILLS TO PROMOTE HOMEOSTASIS

- A. Discuss the components of a nursing assessment of a pediatric patient.
- B. Compare the stages of development throughout the life cycle by contrasting the major concepts of Erickson, Piaget and Freud.
- C. Identify developmental tasks which take place in each stage up to young adulthood according to Erickson.
- D. Identify factors which influence growth and development.
- E. Discuss cultural, ethnic and religious diversity as it affects the child and the family in the promotion of health.
- F. List three examples of health promotional activities for well children.
- G. List immunization requirements for the different age groups.
- H. Identify factors involved in the mortality and morbidity of children.
- I. Identify the normal physiology of the various body systems used to maintain homeostasis relative to the age of the child.
- J. In each of the age groups compare the ill vs. the well child regarding play, nutrition, the most common symptoms of illness and needs for safety.
- K. Identify the effects of stress--both psychological and physiological--that are common to children in each age group.
- L. Utilize critical thinking skills when applying nursing process to actual and simulated pediatric patient situations.
- M. Describe the unique ways that the child exhibits symptoms of illness for each body system and the nursing interventions used to restore homeostasis.
- N. Utilize the nursing process to formulate nursing diagnoses and care plans for pediatric patients in the acute hospital setting and in the home care setting.
- O. Demonstrate common methods to determine pediatric drug dosages and the unique techniques used to administer medications to pediatric patients.
- P. Relate how factors such as age, weight, activity and pre-operative preparation will influence the child's ability to withstand the stress of a surgical procedure and/or major medical problem.
- Q. Analyze the data from children in common laboratory reports done in assigned clinical agencies.
- R. Describe one major theory regarding the cause and six nursing care measures to use when caring for the physically or sexually abused child.
- S. Identify the stages of dying as they apply to each age group of children and list

- nursing interventions to meet the needs of the dying child and family.
- T. Use a variety of skills to apply nursing process to actual and simulated pediatric patient situations.

II. ASSUME ROLE AS A COMMUNICATOR

- A. Describe major communication skills normally attained by children in each of the five stages of development.
- B. Identify verbal and non-verbal cues related to pain in the pediatric patient that should be observed and included in planning nursing care.
- C. Identify the appropriate agencies and the process used to report child abuse.
- D. Identify specific developmentally appropriate communication techniques for working with pediatric patients of various ages.
- E. Utilize developmentally appropriate therapeutic communication skills with pediatric patients of various ages in the clinical setting.

III. ASSUME ROLE AS A TEACHER

- A. Identify safety principles that could be taught to parents.
- B. Identify special learning needs for the developmentally disabled child.
- C. List two teaching strategies that could be used to enhance parent's understanding of child's developmental needs and/or home care needs.
- D. Present a health teaching project to a group of elementary school students at their school.

IV. ASSUME ROLE AS A LEADER/MANAGER

- A. Identify two expanded nursing roles in the pediatric setting.
- B. List ways of managing the chronically ill child through follow up care.
- C. Discuss symptoms of anxiety displayed by parents of ill children and state two nursing actions to help the parents manage their anxiety.
- D. Implement the role of patient care manager of one to two patients to provide developmentally appropriate care in a timely manner.
- E. Compare the role of the pediatric RN with the RN caring for adult patients.

V. ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING

- A. Identify qualities needed by the nurse who works with children.
- B. Identify roles for pediatric nurses in the community and in home care.
- C. Identify trends in child health maintenance.
- D. Identify ethical and legal issues related to care of the child.
- E. Implement the role of the beginning pediatric nurse as a child advocate, a communicator, a teacher, and a member of the health care team.

CLINICAL OBJECTIVES

I. OPERATIONALIZE THE NURSING PROCESS AND USE CRITICAL THINKING SKILLS TO PROMOTE HOMEOSTASIS

- A. Utilize the nursing process, with guidance, to provide safe nursing care for the pediatric patient/family with common well-defined health problems/stresses which have predictable outcomes and from which recovery is expected.
- B. Collect and organize data from a variety of sources including data on developmental levels to identify basic patient needs.
 1. Prepares patient assignment in advance explaining diagnosis in relationship to developmental level.
 2. Gathers pertinent data from patient, family, Kardex, report and chart and utilizes critical thinking skills to differentiate normal data from abnormal.
 3. Completes a developmental comparison of a delayed versus a normal child in a

community setting.

- C. Assess basic patient status.
 - 1. Identifies the influence of psychosocial development on patient needs.
 - 2. Identifies the influence of physiological change on patient development.
 - 3. Performs and documents pediatric physical assessments.
 - 4. Identifies how illness prevents the patient from meeting his needs using Maslow's hierarchy of needs.
 - 5. Completes a pediatric pain assessment.
 - 6. Compares the pediatric patient's developmental level with the appropriate norms.
 - 7. Identifies and states priority nursing diagnosis (es), and goals to meet these nursing needs in the form of measurable outcome criteria.
- D. Plan and perform, with guidance, individualized nursing interventions designed to assist pediatric patients/families to meet their basic needs and to promote their homeostatic adaptive mechanisms.
 - 1. Identifies priority nursing actions with developmentally appropriate rationale that will assist in meeting stated goals/objectives.
 - 2. Plans care with consideration of the specific needs of the pediatric patient.
 - 3. Involves patient/parent in plan of care.
 - 4. Presents written plan to instructor/resource person for clinical care.
- E. Performs technical procedures safely and competently.
 - 1. Initiates and provides safe nursing care at an appropriate developmental level for the patient.
 - 2. Correctly performs treatments and administration of medications taking into account the variations in technique required by the pediatric patient.
 - 3. Utilizes principles of medical asepsis and isolation techniques.
 - 4. Utilizes safety principles in selecting play activities.
 - 5. Adapts basic care to age level.
- F. Recognizes with guidance, whether nursing interventions met identified needs.
 - 1. Explains rationale for nursing interventions, keeping in mind the specific needs of the pediatric patient.
 - 2. Assists in revising nursing care by evaluating whether objectives were met on the daily care worksheet.
 - 3. Modifies the nursing care as needed, keeping in mind the specific needs of the pediatric patient.

II. ASSUME ROLE AS A COMMUNICATOR

- A. Utilizes a variety of basic communication skills to implement planned, goal-directed interactions with pediatric patients, families and with other members of the health care team.
 - 1. Communicates data and questions regarding the pediatric patient/family to appropriate persons.
 - 2. Communicates results of care during report and conference.
 - 3. Uses approach appropriate to patient's cognitive level of understanding (Piaget's theory).
 - 4. Evaluates effectiveness and identifies barriers to communication.
 - 5. Uses play therapies to assist child in communicating feelings.
 - 6. Identifies pediatric patient's/family's needs, using developmental level as a guide.
- B. Report and record accurately, with guidance, patient assessments, nursing interventions and their effectiveness, and significant occurrences.
 - 1. Charts in legible, pertinent, organized manner using acceptable abbreviations, grammar and agency format.
 - 2. Uses Nursing Care Plan as a guide for charting.
 - 3. Reports status of patient clearly and concisely when leaving unit or when status of patient changes.
 - 4. Contributes in conferences.

III. ASSUME ROLE AS A TEACHER

- A. Recognize the pediatric patient's and family's obvious need for health teaching and convey information appropriately and accurately to staff or instructor to develop a plan.
 - 1. Gives instruction to patient/family in activities that will assist in meeting needs (nutrition, safety, hunger).
 - 2. Clarifies patient's/family's understanding of basic nursing procedures.
 - 3. Considers obvious factor(s) that may interfere with patient's/family's ability to learn.
 - 4. Determines teaching method appropriate to the patient/family and the subject matter.
 - 5. Teaches parents ways of meeting developmental needs of pediatric patient.
 - 6. Documents patient/family teaching.
 - 7. Evaluates effectiveness of teaching through return demonstration and/or verbal validation.
 - 8. Supports the teaching plan of others.
- B. Will assume the role of teacher by teaching a group of elementary school children about a health topic in a community setting.

IV. ASSUME ROLE AS A LEADER/MANAGER

- A. Recognize the pediatric patient's/family's obvious needs for the services of other health team members or agencies.
 - 1. Assumes responsibility for nursing care of patient assigned.
 - 2. Identifies sociocultural differences and seeks help (i.e. R.N., interpreter, dietitian, etc.)
 - 3. Consults with health team members to meet needs that cannot be met by student.
- B. Identifies priorities and provides care according to these priorities for patients of various ages within the assigned clinical time.
- C. Implements care in stressful situations.
- D. Compares and contrasts the RN role in pediatrics vs. adult nursing.
- E. Is accountable for own nursing practice.
 - 1. Cooperates with nursing team, accepting their suggestions and directions.
 - 2. Arrives on time for clinical and conference.
 - 3. Finishes assigned care and charting on time.
 - 4. Follows dress code.

V. ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING

- A. Practice within the ethical standards and legal framework, with guidance.
 - 1. Researches hospital policies and procedures and uses such in clinical facility.
 - 2. Begins to identify ethical issues in the clinical area.
 - 3. Demonstrates accountability for patient care by using direct faculty supervision.
- B. Identify own learning needs and demonstrate initiative in obtaining specific experiences.
 - 1. Communicates learning goals to instructor.
 - 2. Uses additional learning resources.
 - 3. Performs only those skills that have been presented or demonstrated.
- C. Evaluate learning experiences and objectively assess own process, with guidance.
 - 1. Completes self-evaluation at midterm and completion of course.
 - 2. Modifies performance based on previous evaluation of clinical experiences and current feedback.
 - 3. Takes appropriate corrective action, including written reporting when in error and reports error to instructor.
- D. Explain the role of the pediatric nurse as a child care advocate in various settings and situations.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

- A. Introduction to Child Health Nursing
- B. Child Health Promotion: Parenting, growth and development, anticipatory guidance, play, nutrition, divorce, immunizations and injury prevention
- C. Care of the Hospitalized Child: family issues, pharmacology, pain management, case management, discharge planning, home care, and care of the dying child.
- D. Ethical and Legal issues: neglect and abuse
- E. Care of child with Gastrointestinal Dysfunction
- F. Care of Child with Respiratory Dysfunction
- G. Care of Child with Cardiovascular Dysfunction
- H. Care of Child with a Communicable Disease
- I. Care of Child with a Neoplasm
- J. Care of Child with Integumentary Dysfunction
- K. Care of Child with a GU Dysfunction
- L. Care of Child with a Cerebral or Neuromuscular Dysfunction

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)
If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.

Lecture, small group and case study discussions, group presentations, critical thinking scenarios, guest speakers, clinical experiences.
Hours by arrangement: Students obtain appropriate information on the assigned patient before providing nursing care the next day. Faculty make the patient assignments and review students' information/patient care worksheets/care plans for accuracy, quality, and complete preparation.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Exams, written assignments, developmental comparison paper, one graded clinical performance based assignment (teaching presentation), pediatric pain assessment, medication administration test, homework assignments, clinical evaluation, performance based competency assessment and one competency testing scenario on IV medication administration.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Betz & Sowden. (2008). Pediatric Nursing Reference. St. Louis, MO: Mosby Co.
London, M., Ladewig, P., Ball, J. and Bindler, R. (2007). Maternal and Child Nursing Care. Upper Saddle River, NJ: Prentice Hall.
Taketomo, C., Hodding, J. and Kraus, D. (2007). Pediatric Dosage Handbook. Hudson, OH: Lexi-Comp.
Wilson, D. and Hockenberry, M. (2008). Wong's Clinical Manual of Nursing Care. St. Louis, MO: Mosby Elsevier.
All books required for Nurs 211 and Nurs 212.