

COURSE SYLLABUS

SOUTH PLAINS COLLEGE – PLAINVIEW

Health Occupations Division

Technical Education Division

Pediatrics

VNSG: 1334

SUMMER 2019

Rebecca Halford MSN, RN

COURSE TITLE: VNSG 1334 – Pediatrics

INSTRUCTOR: Rebecca Halford, MSN, RN

OFFICE LOCATION: Plainview Center – Room 104-E

PHONE: 806-296-9611

OFFICE HOURS: Monday 0900-1100
Tuesday 0900-1600
Friday- By appointment

COURSE DESCRIPTION:

Study of the pediatric client and family during health and disease. Emphasis on growth and developmental needs.

LEARNING OUTCOMES:

The student will discuss primary nursing care of the pediatric client and family during health and disease; and will utilize growth and developmental concepts applicable to the pediatric client.

COURSE OBJECTIVES:

Upon completions of this course, the student is prepared to:

1. Compare and contrast normal physiology of the body systems to the pediatric patient with that of the pathophysiological state. (C-5,6,7,15 / F-1,2,5,10,11,12)
2. Discuss communicable diseases common to children and the related preventive care. (C-5,6,7,15 / F-1,2,5,6,8,9,10,11,12)
3. Discuss the value of preventive pediatrics and the necessity of patient/family teaching (c-5,6,7,10,11,15,16 / F-1,2,5,6,8,9,10,11,12)
4. Compare and contrast hospitalization, treatments and modalities, and medications therapy of pediatric patients to that of the adult patient. (C-5,6,7,9,15,16,28,29 / F-1,2,4,5,6,7,8,9,10,11,12)
5. Evaluate the effect of hospitalization on the child and the family; identify interventions to assist both the parent and child to cope with the experience. (C-5,6,7,11,14,15 / F-1,2,5,6,7,8,9,10,11,12)
6. Identify common medical and surgical conditions in the neonate-adolescence age groups: describe nursing care for the pediatric patient with medical-surgical conditions. (c-1,4,5,6,7,9,10,11,14,15,16,17,18,19,20 / f-1,2,4,5,6,7,8,9,10,11,12)

ACADEMIC INTEGRITY: Refer to (Plainview) Student Handbook and the SPC College Catalog.

SCANS & FOUNDATION SKILLS:

(See above)

VERIFICATION OF WORKPLACE COMPETENCIES:

NCLEX-PN Licensure Exam eligibility following successful completion of the one-year vocational nursing program.

TEXT: Leifer, G., MZ, RN, (2007). *“Introduction to Maternity and Pediatric Nursing”* Edition 8, W.B. Saunders, Company, Philadelphia.

Leifer, G. MZ, RN, (2007) *“ Introduction to Maternity and Pediatric Nursing Study Guide”* Edition 8, W.B. Saunders Company, Philadelphia.

CLASS REQUIREMENTS:

1. Student is expected to read assigned textbook material and be prepared for class discussion and quizzes.
2. Complete the study guide for each chapter before class.
3. Knowledge of immunization schedules and preventive pediatrics.
4. Complete a child assessment

GRADING:

4 TESTS	50%	A.....	93-100
ATI Exam.....	15%		
Final Exam	20%	B	84-92
Quizzes	5%	C.....	77-83
Project.....	10%	D.....	Failing

CLASS SCHEDULE:

May 20.....	Chapters 15 & 21
May 28.....	Quiz 1.....Chapters 22 & 23
June 3.....	Exam 1 (15,21,22,23).....Chapters 24
June 10	Quiz 2.....Chapters 25-26
June 17.....	Exam 2 (24,25,26).....Chapter 27
June 24.....	Quiz 3.....Chapter 28-29
July 1.....	Exam 3 (27,28,29,).....Chapter 31
July 8.....	Quiz 4..... Chapter 32-33
July 15.....	Review
July 22.....	Exam 4 (31,32,33)..... Skin Project
July 26.....	ATI..... NURSING CARE OF CHILDREN
July 30.....	FINAL EXAM!!!

COURSE CONTENT: (Growth & Development)

UNIT I – The Growing Child and Family

Objectives:

1. Explain the differences between, growth, development and maturation.
2. Recognize and read a growth chart for children.
3. Explain the factors that influence growth and development.
4. Discuss the nursing implications of growth and development.
5. Discuss the importance of family centered care in pediatrics.
6. Recognize the influence of the family and cultural practices on pediatric health care.
7. Describe developmental theories and their impact on children’s health care.
8. Describe the nutritional needs of children.
9. Relate the nursing responsibilities of nurses in infant health promotion.
10. Compare breastfeeding, bottle feeding and the various formulas.
11. Discuss common concerns of parents about the feeding of infants.
12. Discuss safety issues in the care of infants.
13. Identify age appropriate toys and their development or therapeutic value.
14. Discuss the development of favorable sleep patterns. in socializing the child.
15. Discuss speech development in toddlers.
16. Describe developmental talks of the toddler period.
17. Discuss and recognize adult assistance with children concerning fears.
18. Describe safety methods, concerning, drowning, suffocation, electric shock.

19. Describe the physical, psychosocial and spiritual development of preschool children.
20. Discuss the developmental characteristics that predispose preschool children to accidents.
21. Explain therapeutic play with a handicapped child.
22. Discuss the physical and psychosocial development of the school-age child.
23. Discuss the ways in which school influences the growing child.
24. Contrast two major theoretical viewpoints of personality development during school years.
25. Discuss the value of pet ownership and the family education necessary for the allergic child
26. .Discuss the major physical changes that occur during adolescents.
27. Discuss events that contribute to stress during adolescents.
28. Identify ways in which a person's cultural background might contribute to behavior.
29. Discuss the nutritional requirements of the adolescent.

Outline:

- I. Growth standards.
- II. Nutrition
- III. Care of infant
- IV. Care of Toddler
- V. The Preschool Child
- VI. The School-age child
- VII. The Adolescent

UNIT II – Adapting Care to the Pediatric Patient

Objectives:

1. Identify the various health care delivery settings.
2. Discuss the management of pain in infants and children.
3. Discuss the problems of the pre-school and school-age child facing hospitalization.
4. Discuss the strengths the adolescent might have when formulating a care plan.
5. Interpret a clinical pathway for a hospitalized child. List safety measures that are applicable to a hospitalized child.
6. Identify normal vital signs, of infants, children and adolescents.
7. Discuss techniques of obtaining urine and stool samples from an infant.
8. Compare the preferred intramuscular sites for injection for infants and adults.
9. Discuss the child on oxygen.

Outline:

- I. The Childs Experience of Hospitalization
- II. Home care Adaptations for the Child and Family

UNIT III- The Child Needing Nursing Care

Objectives:

1. Discuss the prevention and treatment of ear infections.
2. Discuss the cause and treatment of amblyopia.
3. Review the prevention of eye strain in children.
4. Discuss the functions of the 12 cranial nerves and nursing interventions for dysfunction.
5. Describe the components of a "Neurological check".
6. Discuss prevention treatment and nursing care for the child with Reye's syndrome.
7. Describe the three types of posturing that may indicate brain damage.
8. Discuss the various types of seizures and the relevant nursing responsibilities.
9. Discuss and identify the method of determining the level of consciousness in an infant.
10. Identify priority goals in the care of a child who experienced near drowning.
11. Describe the management of soft tissue injuries.
12. Discuss the musculoskeletal differences between the child and the adult.
13. Differentiate the difference between Bucks and Russell traction.
14. Describe a neurovascular check.

15. Discuss the nursing care of a child in a cast.
16. Identify symptoms of abuse and neglect in children.
17. Discuss the nursing care of a child with croup, pneumonia or RSV.
18. Discuss smoke inhalation injuries as it affects health care.
19. Describe the characteristic manifestations of allergic rhinitis.
20. Explain the goals of asthma therapy in the child.
21. Discuss nursing goals of a child with cystic fibrosis.
22. Discuss preventive measures of sudden infant death syndrome.
23. Distinguish between the cardiovascular system of the infant and adult.
24. Differentiate between patent ductus arteriosus, coartation of the aorta, atria septal defect, ventricular septal defect and tetralogy of Fallot.
25. Discuss heart healthy guidelines for the child over two years of age.
26. Discuss normal blood values for children and infants.
27. Discuss the symptoms, prevention and treatment of iron deficient anemia.
28. Explain the pathophysiology and signs and symptoms of sickle cell disease.
29. Describe the effects on the bone marrow of increased RBC production caused by thalassemia.
30. Discuss the nursing care of a child with hemophilia.
31. Discuss the effects of chronic illness on the growth and development of children.
32. Contrast age appropriate responses to a sibling's death and the nursing interventions required.
33. Discuss the nurse's role in helping a family with the loss of a child.
34. Discuss the post-operative nursing care of an infant with pyloric stenosis.
35. Discuss and understand nutritional deficits can influence growth and development.
36. Discuss the route of the pinworm cycle and effects on children.
37. Discuss preventive measures for poisoning.
38. Discuss for understanding of kidney function.
39. Recognize urinary tract anomalies in children.
40. Discuss alterations in diet for a child with nephritis.
41. Discuss the impact of genitourinary surgery on the growth and development of children at various ages.
42. Discuss common congenital skin lesions and infections in children,
43. Discuss the prevention and care of pediculosis and scabies.
44. Discuss nursing care of the burned child.
45. Discuss why growth percentiles are important in the child with a family history of endocrine disorders.
46. Discuss precipitating events that can cause diabetic ketoacidosis.
47. Discuss the teaching for the parent and the child with diabetes mellitus.
48. Discuss the detection and prevention of childhood communicable diseases.
49. Discuss immunization programs.
50. Discuss nursing care plans for a child with AIDS.
51. Discuss the effect of childhood autism on growth and development.
52. Discuss the potential suicide in children and adolescents.
53. Describe behaviors that might indicate substance abuse in children and adolescents.
54. Describe the symptoms of ADHD.
55. Compare and contrast the characteristics of bulimia and nervosa.
56. Discuss the eruption of deciduous teeth and factors related to preventive care.

Outline:

- I. The Child with a Sensory or Neurological Condition
- II. The Child with a Musculoskeletal Condition
- III. The Child with a Respiratory Disorder
- IV. The Child with a Cardiovascular Disorder
- V. The Child with a Condition of the Blood, Blood forming organs or Lymphatic System
- VI. The Child with a gastrointestinal Condition
- VII. The Child with a Genitourinary Condition
- VIII. The Child with a Skin Condition
- IX. The Child with a Metabolic Condition.

- X. The Child with a Communicable Disease
- XI. The Child with an Emotional or Behavioral Condition

SCANS COMPETENCIES

- C-1 **TIME** – Selects goals – relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 **MATERIALS & FACILITIES** – Acquires, stores, allocates and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES** – Assess skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL – Works With Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers – works to satisfy customer’s expectations.
- C-12 Exercise Leadership – Communicates ideas to justify position, persuades and convinces others responsibility challenges existing procedures and policies.
- C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works With Diversity – Works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

- C-15 Understands Systems – Knows how social, organizational, and technological systems work and operate effectively with them.
- C-16 Monitors and Corrects Performance – Distinguishes trends, predicts impacts in system operations.
- C-17 Improves Designs Systems – Suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works With a Variety of Technologies

- C-18 Selects Technology – Chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task – Understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment – Prevents, identifies, or solves problems with equipment.

FOUNDATION SKILLS

BASIC SKILLS – Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

- F-1 Reading – Locates, understands and interprets written information in prose and in documents such as manuals, graphs and schedules.
- F-2 Writing – Communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs and flow charts.
- F-3 Arithmetic – Performs basic computations; uses numerical concepts such as whole numbers, etc.
- F-4 Mathematics – Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-6 Speaking – Organizes ideas and communicates orally.

THINKING SKILLS – Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

- F-7 Creative Thinking – Generates new ideas.
- F-8 Decision Making – Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving – Recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind’s Eye – Organizes and processes symbols, pictures, graphs, objects and other information.
- F-11 Knowing How to Learn – Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning – Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES – Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

- F-13 Responsibility – Exerts a high level of effort and perseveres toward goal attainment.
- F-14 Self-Esteem – Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability – Demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management – Assesses self accuracy, sets personal goals, monitors progress and exhibits self control.
- F-17 Integrity / Honesty – Chooses ethical courses of action.

SCANS FOUNDATION AND COMPETENCY SKILLS (by course)

	<u>Foundations; (F)</u>	<u>Competencies:</u>
	<u>(C)</u>	
ECON 230:	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 17	2, 15
ENGL 1301	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7, 8
1302	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7
GOVT 2301	1, 2, 10, 11, 12, 17	15
HIST 1302	1, 2, 5, 10, 11, 12, 17	15
MATH 1314	3, 4, 9, 10, 11, 12	–

PSYC	2301	1, 2, 10, 11, 12, 15, 16, 17	4, 14
READ	1314 15	1, 2, 5, 7, 8, 9, 10, 11, 12, 15, 17	1, 5, 6, 7, 8, 9, 10, 12, 13, 14,
SPCH	1321	2, 4, 5, 6, 7, 8, 9, 10, 13, 14	1, 5, 6, 7, 14
SOC	1301	1, 2, 5, 8, 9, 10, 11, 12, 15, 16, 17	4, 14
PHYS	1315	1,2,4,10,11,12	–

Example for PSYC: Scans: Foundation Skills: 1, 2, 10, 11
Competencies: 4, 13

4.1.1 Syllabus Statements:

Each syllabus should include the following Diversity Statement and the Disabilities Statement appropriate to the location of the course.

4.1.1.1 Diversity Statement:

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the large world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it can be.

4.1.1.2. Disabilities Statement:

Levelland Campus

Students with disabilities, including physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made.

In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Special Services Coordinator. For more information, call or visit the Special Services Office in the Student Services building. 894-9611 ext 2529.

Reese Center and Byron Martin Advanced Technology Center (ATC)

Students with disabilities, including physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made.

In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Special Services Coordinator. For more information, call or visit the Special Services Office in room 809 and 811, Reese Center, Building 8, 885-3048 ext 4654