

New Course Proposal Checklist

Submission Date: 10/29/2021

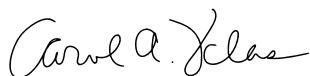
Department: Nursing

Course Title: NUR250 Pediatric Nursing

Prepared by: Carol Velas

Department Chair: Carol Velas

X if standards are met	Required Information	Questions/Comments
X	Cover page that includes the department's endorsement	
X	A brief rationale for proposing a new course	
X	Course description for the catalogue	
X	Prerequisites	
X	Course Credit Units	
N/A	Modified catalog requirements showing new course placement in each major track and minor (if appropriate)	
X	Syllabus that follows the guidelines for syllabus preparation	
X	Course Learning Outcomes (CLOs) aligned with the departmental PLOs and listed in a syllabus	
	Frequency of offering: Check the appropriate box:	
	- every semester	
	- once a year (F or S)	
	- once every other year	
	- Mayterm only	
X	- other (specify) FALL AND SPRING	
	Resources application: Check the appropriate box:	
X	- staffing requirements (adjunct)	
X	- IT resources	
	- other resources such as equipment, space, lab resources	
NA	Attached Letter /Email from Provost if resources are required	
NA	Library resources : Attached Letter/Email from the Library Director or Associate Library Director if resources are required	
NUR250	Requested Course number: Final determination by the Registrar upon consultation with the Department Chair	



10/29/2021

Department Chair (signature)

Date

WESTMONT



To: Academic Senate
From: Department of Nursing-ABSN Program
Subject: Proposal for new course
Date: October 28, 2021

The Accelerated Bachelor of Science in Nursing program is a new program at Westmont College. This is a second bachelor degree program with an accelerated prelicensure nursing curriculum. The program is 4 semesters of 16 weeks each. Nursing courses include concurrent theory and clinical courses.

New course

NUR250 Pediatric Nursing is a 5-unit course with 3 units of theory and 2 unit of clinical (90hrs) placed in the second semester. This course builds upon prior knowledge of the nursing process, nurse practice act, and the theory of compassionate care.

We are proposing this course so students will have the knowledge and experience as they continue to refine the cognition for critical thinking and clinical judgement when caring for the pediatric population with a variety of childhood diseases and conditions as well as pediatric patients with chronic conditions. The clinical setting for this course will be at Santa Barbara Cottage Hospital in the pediatric and pediatric intensive care units as well as the Grotenhuis Pediatric Specialty Units.

The attached syllabus enumerates the Course Learning Outcomes including mapping to the Program Learning Outcomes. Assessment Technology Institute, our supplemental instruction is integrated throughout the curriculum with notations for your understanding.

The course will be offered two times per year in varying semesters as the two cohorts of nursing students enroll. Because this is a new course and a new program it will require new staff and IT resources.

This course is part of the required curriculum for the Bachelor of Science in Nursing Program. The sequence of this course in the curriculum is permanent in the second semester.

Westmont catalog course description

Wholistic care of the pediatric patient through the stages of growth and development and along the illness to wellness continuum is the focus of NUR250. The role of the

parents during a child's hospitalization, the complex calculation of pediatric medications, play therapy, and common childhood conditions are topics that will be covered. Best practices in the care of children will be emphasized.



NUR250 Pediatric Nursing

2022

NUR250 Pediatric Nursing

Pediatric Nursing

5 units (Theory=3units, Clinical=2units)

Pre-requisites: Acceptance into ABSN program

Placement in curriculum: Prelicensure requirement

Time: TBD

Room: TBD

Course Faculty: TBD

Faculty office: TBD

Faculty email: TBD

Faculty phone: TBD

Faculty office hours: TBD

I. Important Information

This is a course in a series of prelicensure nursing courses to prepare the nursing student for the safe, patient-centered and family-supported, compassionate care in a variety of healthcare settings. The best way to be prepared for your lecture and clinical experience is to maintain a healthy mental, physical, and spiritual life. Come to class after a good night's sleep, eat nutritious food, and stay current with reading assignments. For your clinical experience, come with excitement and understand you will continue to learn in the clinical setting and apply the concepts and skills you are learning in class. To help with your success in this course and program, it is not suggested you work more than 20 hours per week if you have to work.

Westmont catalogue course description

Wholistic care of the pediatric patient through the stages of growth and development and along the illness to wellness continuum is the focus of NUR250. The role of the parents during a child's hospitalization, the complex calculation of pediatric medications, play therapy, and common childhood conditions are topics that will be covered. Best practices in the care of children will be emphasized.

Instructor's further description

Pediatric nursing, as you will find, is somewhat different than caring for an adult. Parents play a big part in the care of the hospitalized child including giving them their medications. This setting integrates family support from the beginning.

ABSN Program Mission

Prepares faithful servant leaders to provide patient-centered and family supported safe, compassionate care for diverse populations and communities across the lifespan and in all health care settings.

AACN Baccalaureate Essentials (2018)

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE strives to promote the quality and integrity of baccalaureate and graduate nursing programs. Following are the nine baccalaureate essentials used as the framework for the current curriculum. In 2021 the Essentials were revised and will be integrated into the curriculum over the next three years.

- I Liberal Education for Baccalaureate Generalist Nursing Practice
- II Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- III Scholarship for Evidence-Based Practice
- IV Information Management and Application of Patient Care Technology
- V Healthcare Policy, Finance, and Regulatory Environments
- VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- VII Clinical Prevention and Population Health
- VIII Professionalism and Professional Values
- IX Baccalaureate Generalist Nursing Practice

AACN Essentials (revised 2021)

The Essentials: Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience. The *Essentials* introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The competencies accompanying each domain are designed to be applicable across four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations.

Domains for Nursing

Domains are broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing.

The Ten Domains:

- Domain 1-Knowledge for Nursing Practice
- Domain 2-Person-centered Care
- Domain 3-Population Health
- Domain 4-Scholarship for Nursing Practice
- Domain 5-Quality and Safety
- Domain 6-Interprofessional Partnerships
- Domain 7-Systems-based Practice
- Domain 8-Information and Healthcare Technology

Domain 9-Professionalism

Domain 10-Personal, Professionals, Leadership Development

(The Essentials: Core Competencies for Professional Nursing Education, 2021)

Program Learning Outcomes (PLO)

1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.

Course Learning Outcomes (CLO)

1. Identifies and discuss the stages of growth and development of the pediatric patient.
2. Practices safe, quality, compassionate care to pediatrics patients in all settings.
3. Examines the importance of the interprofessional team in the care of the pediatric patient.
4. Discusses the importance of play therapy during hospitalization.
5. Creates a teaching plan for the patient and family diagnosed with a new, chronic illness. Include valid internet and community resources and verify continued access to healthcare.
6. Defends the importance of advocating for healthcare for all children.
7. Designs a regimen of safe medication administration for the pediatric patient with accurate calculation and proper technique of administration.
8. Explains the role of the parent during the hospitalization of children.
9. Practices hourly rounding and demonstrates accurate documentation.
10. Uses critical thinking and clinical reasoning to inform judgement in updating and changing the plan of care.

PLO and CLO Alignment Table

Program Learning Outcomes	Course Learning Outcomes
1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.	2. Practice safe, quality, compassionate care to pediatrics patients in all settings.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform	1. Identify and discuss the stages of growth and development of the pediatric patient.

clinical judgement for the provision of patient-centered, safe, quality care.	4. Design a regimen of safe medication administration for the pediatric patient with accurate calculation and proper technique of administration. 7. Designs a regimen of safe medication administration for the pediatric patient with accurate calculation and proper technique of administration. 10. Uses critical thinking and clinical reasoning to inform judgement in updating and changing the plan of care.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.	5. Create a teaching plan for the patient and family diagnosed with a new, chronic illness. Include valid internet and community resources and verify continue access to healthcare.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.	3. Examine the importance of the interprofessional team in the care of the pediatric patient.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.	N/A
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.	6. Defends the importance of advocating for healthcare for all children.

Required Textbooks

Title	Author	Publisher	ISBN#
Essentials of Pediatric Nursing (10 th ed.)	Wong	Elsevier	978-0323353168
Nursing Diagnosis textbook of your choice (can be a bundled application on smart phone)			
Nursing Drug textbook of your choice (can be a bundled application on smart phone)			
Publication Manual of the American Psychological Association (7 th ed.)	American Psychological Association	American Psychological Association	978-143383216

Supplemental Resources

ATI Supreme Essentials provides the visual and auditory learners with skill vignettes, review modules, online tutorials, dosage calculation and safe medication practice, computer adaptive NextGen and current NCLEX test item types, civility tutorials, and ATI Pulse (analytics engine that predicts students probability of passing the NCLEX). ATI also provides a host of practice and proctored NCLEX style exams as well as a Predictor exam to prepare for the NCLEX. ATI tools will be fully integrated into each nursing course.

Suggested Resources

1. Articles
2. Position Papers
3. Healthcare Policies
4. Westmont College Library and online databases (EBSCO, ProQuest, ERIC, CINALH)

Assessment of CLOs (Assignments, quizzes, exams)

The assessments used in this course to measure your learning and meeting the content objectives and course learning outcomes will include class participation, quizzes, exams using NCLEX style questions, and a signature assessment (comprehensive assessment). **If student earns $\leq 85\%$ on any course exam, student must build a 20-question quiz using ATI's Learning System quiz bank on missed content as remediation for course exam. This quiz will be due on next class day.**

Course Learning Outcomes	Instructional activity	Assessment
1. Identifies and discuss the stages of growth and development of the pediatric patient. 2. Practices safe, quality, compassionate care to pediatrics patients in all settings. 3. Examines the importance of the interprofessional team in the care of the pediatric patient. 4. Discusses the importance of play therapy during hospitalization. 5. Creates a teaching plan for the patient and family diagnosed with a new, chronic illness. Include valid internet and community resources and	Lecture, class discussion, shared experiences, and scaffolding case studies	Assignments, quizzes, exams, individual and group presentations, and signature assignment

verify continued access to healthcare. 6. Defends the importance of advocating for healthcare for all children. 8. Explains the role of the parent during the hospitalization of children. 9. Practices hourly rounding and demonstrates accurate documentation.		
7. Designs a regimen of safe medication administration for the pediatric patient with accurate calculation and proper technique of administration.	Skills lab, simulation	Assignments, quizzes, exams, individual and group presentations, and signature assignment

Class participation = P/NC
 Weekly quizzes 6 x 10pts each = 60pts
 Exams 4 x 100pts each = 400pts Final exam is comprehensive
 Pediatric Case Study 1 x 50pts = 50pts
Chronic Illness Paper 1 x 100pts = 100pts
 Total = 610pts

***Student must have 75% in theory and “Pass” in clinical to progress**

II. Course Policies

Grading

Grade points per unit of credit are assigned on the following scale:

- A 4 grade points
- A- 3.7 grade points
- B+ 3.3 grade points
- B 3.0 grade points
- B- 2.7 grade points
- C+ 2.3 grade points
- C 2.0 grade points
- C- 1.7 grade points
- D+ 1.3 grade points
- D 1.0 grade points
- D- 0.7 grade points
- P (At least D-) No grade points assigned. Not computed in the grade point average.
- F 0 grade points
- NC (F) No grade points assigned. Not computed in the grade point average. W No

grade points assigned. Not computed in grade point average.

WF No grade points assigned. Not computed in grade point average.

WP No grade points assigned. Not computed in grade point average.

WX No grade points assigned. Not computed in grade point average.

Westmont does not compute the units and grades students earned at other colleges in its grade average. (Exception: Courses and grades taken as part of a Westmont off-campus program are posted on the Westmont transcript and will be calculated in the Westmont GPA.)

Apart from the exceptions identified below, all courses at Westmont are graded using a letter scale (A, B, C, D, F).

Instructor Initiated Exceptions:

1. For pedagogical reasons, an instructor may elect to use P/NC grade reporting in any class not approved for GE credit. It is assumed that the same grade-reporting system will be applied to the entire class.
2. With the approval of the General Education Committee, P/NC grade reporting may be used in appropriate, GE-approved courses.
3. When P/NC grade reporting is used, the syllabus must reflect this fact. In addition, departments are encouraged to include a notice in the catalog that the course may use P/NC grading.

Office of Disability Services

Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course.

Please contact Sheri Noble, Director of Disability Services. (310A Voskuyl Library, 565-6186, snoble@westmont.edu) or visit the website for more information:

<http://www.westmont.edu/offices/disability>

Dress Code

Comfortable, non-binding clothing

Academic Integrity

When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Westmont is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers. Violations of academic integrity are a serious breach of trust within the Westmont community because they violate the regard for truth essential to genuine learning and Christian consistency. Such deception also hurts those students

who do their work with integrity. Violations of Academic Integrity may consist of cheating (the use of unauthorized sources of information on an examination or other assignment), falsification (misrepresentation of facts in any academic project or obligation) or plagiarism (the use of someone else's words or ideas without giving proper credit). Faculty and students should operate in an environment of mutual trust and respect. Faculty will expect students to act in ways consistent with academic integrity. However, for both scholarly and spiritual reasons, cheating, falsification, plagiarism and all other violations of academic integrity will not be tolerated in the Westmont community. Please familiarize yourself with [the entire Westmont College Academic Integrity Policy](#). This document defines different violations of academic integrity and their consequences. It also contains very helpful information on strategies to recognize violations of academic integrity before they occur. Dishonesty in the clinical setting, will not be tolerated and students will be removed followed by program suspension or termination.

Technology in the Classroom

Laptops, tablets, and smart phones can be used in the classroom with the permission of the faculty. The use of smart phones in the clinical setting will depend on each clinical setting's rules. Smart phones in the clinical setting can be used for clinical related resources (drug book, Tabers, calculation, etc). Recording lectures is also at the discretion of the faculty and permission must be granted.

Emergencies

In the event that an emergency occurs during instruction, it is important to be familiar with the practices in place for the classroom. Please review the document at <https://integready.app.box.com/AnticipatingInClass> and direct any questions or concerns to the Office of Institutional Resilience.

III. Weekly course schedule

Textbook:

1. Psychology for Nursing & Healthcare Professionals (Barker)
2. Wong (W)

***Subject to change at any time, you will be notified of any changes**

Week	Content Objectives	Reading	Activities and assignments	Outcome Measurement
1, 2, 3	<p>Children, Families, the Nurse and the hospitalized patient</p> <ol style="list-style-type: none"> 1. Identify two ways that knowledge of mortality and morbidity can improve child health. 2. List three major causes of death during infancy, early childhood, later childhood, and adolescence. 3. Demonstrate an understanding of special parenting situations, such as adoption, divorce, single parenting, parenting in reconstituted families, and dual-earner families. 4. Identify the impact socioeconomic influences have on health. 5. Describe the role and functions of play in the growth and development of children, focusing on content and social character patterns. 6. Demonstrate an understanding of the role of genetic factors that influence the physical and emotional development of children. 7. Identify the stressors of illness and hospitalization for children during each developmental stage. 8. List essential priorities of nursing care upon a child's admission to the hospital. 9. Review nursing interventions that prevent or minimize the stress of separation during hospitalization. 10. Formulate general guidelines for preparing children for procedures, including surgery. 11. Implement play in therapeutic procedures. 	<p>Units 1 and 8</p> <p>Parenting styles</p> <p>Role learning</p> <p>Adoption</p> <p>Divorce</p> <p>Poverty</p> <p>Cultural and religious beliefs</p> <p>Stages of development</p> <p>Cognitive development</p> <p>ATI Review Modules/eBook: Nursing Care of Children chapters 4-7</p> <p>Dosage Calculation and Safe Medication Administration: Module: Pediatric Medications</p>	<p>Discussion Topic: Discuss the most common causes of death and injury during childhood.</p> <p>Group discussion: Discuss environmental factors in the hospital and clinic that can affect the safety of the pediatric patient.</p> <p>Skills Lab: Review the different types and sizes of feeding tubes.</p> <p>ATI Students complete the Active Learning Templates: Growth and Development for each developmental stage (customize/highlight Course Objectives on the ALT).</p> <p>Video Case Studies: Growth and Development</p>	

	<p>12. List general strategies for enhancing compliance in children and families.</p> <p>13. Outline general hygiene and care procedures for hospitalized children.</p> <p>14. Describe safe methods of administering oral, parenteral, rectal, optic, otic, and nasal medications to children.</p> <p>15. Practice best practices in the assessment, patient-centered, compassionate care, and documentation of hospitalized patients.</p> <p>16. Analyze lab and other diagnostic results to ensure medications are safe to administer.</p> <p>17. Practice critical thinking and clinical reasoning to inform clinical judgement in the compassionate care of hospitalized children.</p>			
<p>4, 5</p>	<p>Assessment of the Child and Family</p> <p>1. Identify communication strategies for interviewing parents.</p> <p>2. Recognize communication strategies for communicating with children of different age groups.</p> <p>3. Perform a comprehensive physical examination in a sequence appropriate to the child's age.</p> <p>4. Evaluate expected normal findings for children at various ages.</p> <p>5. Discuss various types of pain assessment tools for use with children.</p> <p>6. Construct essential pain management strategies to reduce pain in children.</p> <p>7. Discuss the identification, medical and nursing care of communicable diseases in children of varying ages.</p> <p>8. Analyze lab and other diagnostic results to ensure medications are safe to administer.</p>	<p>Unit 2</p> <p>ATI Skills Module: Comprehensive Physical Assessment of a Child</p> <p>Heart murmurs</p> <p>Inguinal hernia</p> <p>Wong-Baker FACES</p> <p>Chronic illness and complex pain</p> <p>Postop pain</p> <p>Sickle cell and cancer pain</p> <p>Immunizations</p> <p>Conjunctivitis</p> <p>Pinworms</p>	<p>Class discussion: Discuss the occurrence of common birth injuries and their major characteristics.</p> <p>Small group activity: Ask students to list five prerequisites for establishing the interview setting and give evidence for how each prerequisite fosters communication. Be ready to</p> <p>ATI Dosage Calc Case Study: Pediatric Ear Infection/Dehydration</p>	<p>Quiz/Exam</p>

		Viral, bacterial, and viral infections Lice		
6, 7	<p>Family-centered care of the infant and young child</p> <ol style="list-style-type: none"> 1. Identify the major biologic, psychosocial, cognitive, and social developments during the first year of life. 2. Identify the cognitive stage the child is at. 3. Relate parent–child attachment, separation anxiety and stranger fear to developmental achievements during infancy. 4. Provide anticipatory guidance to parents regarding common parental concerns during infancy. 5. Create feeding recommendations for infants. 6. Discuss immunization requirements during infancy. 7. Analyze general contraindications, precautions, and administration routes for childhood immunizations. 8. Analyze the nutrition needs of infants through their first year of life. 9. Create a teaching plan for patients to ensure safe sleeping habits for the infant. 10. Practice safe, patient and family-centered compassionate care to infants with conditions and illness specific to this age group. 11. Discuss the major biologic, psychosocial, cognitive, and social developments during the toddler years. 12. Teach parents how to manage temper tantrums, separation anxiety, recognizing readiness for toilet training, and 	<p>Units 4 and 5</p> <p>ATI eBooks: Review Nursing Care of Children Chapters 3-4 Health Promotion of Infants and Health Promotion of Toddlers; Read Nutrition for Nursing Chapter 7 Nutrition Across the Lifespan</p> <p>Fine and Gross motor development</p> <p>Attachment</p> <p>Separation Anxiety</p> <p>Weaning</p> <p>Sudden infant death</p> <p>Diaper dermatitis</p> <p>Eczema</p> <p>Failure to Thrive</p> <p>Kwashiorkor</p> <p>Marasmus</p>	<p>Class discussion: Pro’s and cons of immunizations</p> <p>Class discussion: Activity: Have students design a teaching plan for parents regarding injury prevention during infancy. Assign students to make an injury-proof home for an infant.</p> <p>ATI Have students add Immunizations to Growth and Development ALTs. Have students look for compelling data from professional literature to share with those parents who are against vaccinations. (SLO 6)</p> <p>Dosage Calculations and Safe Medication Administration Case Study: Pediatric Dehydration and Ear Infection—Have students complete ALTs for Medications in chart and discuss. Then have students develop teaching plan for mother when giving these new medications. (SLO 18)</p> <p>Skills Modules: Comprehensive Physical Assessment of a Child> Activities:</p>	<p>Quiz/Exam</p>

	<p>nutritional recommendations.</p> <p>13. Discuss the most common injuries in the preschool age child (drowning, burns, poisoning, aspiration, choking).</p> <p>14. Create a safe environment for hospitalized patients of different ages and stages of development.</p> <p>15. Identify and discuss medical and nursing management of conditions and illnesses experience in young children.</p> <p>16. Analyze lab and other diagnostic results to ensure medications are safe to administer.</p> <p>17. Practice critical thinking and clinical reasoning to inform clinical judgement in the compassionate care of infants and young children.</p> <p>18. Discuss the pharmacological management of conditions in newborns and infants including the nurse's role of patient/parent education for drug action, side effects, contraindications, and adverse effects.</p>		<p>Practice Challenge 2 and 3</p>	
<p>8, 9, 10</p>	<p>Family-centered Care of the school-age child, adolescent, and child with special needs</p> <p>1. Identify the stage of growth and development of the school-age child.</p> <p>2. Describe the physical, cognitive, and moral changes that take place during the middle childhood years.</p> <p>3. Discuss common injuries in this age group.</p> <p>4. Practice safe, patient-centered compassionate care for conditions and illnesses children in this range experience.</p>	<p>Units 6 and 7</p> <p>ATI: Review eBook Nursing Care of Children Chapter 6 Health Promotion of School-Age Children</p> <p>Cognitive, psychosocial, moral, and spiritual development</p> <p>Body image</p> <p>Bullying</p>	<p>Class activity: Invite a school nurse to speak to the class regarding her/his role in the school district, common conditions seen, suicide prevention, drug use/abuse, and sex education.</p> <p>Small group activity: Discuss characteristics of bullies and their victims and possible strategies to prevent bullying behavior. Share your perspective in class.</p>	<p>Quiz/Exam</p> <p>Week 9 Learning System Standard Quiz: Nursing Care of Children I</p> <p>Week 10 ATI CMS Nursing Care of Children Practice A with Focused Review + Post Study Quiz</p>

	<p>5. Describe the physical changes that occur at puberty.</p> <p>6. Discuss the changing nutrition needs of the adolescent child.</p> <p>7. Practice listening skills when interviewing patients.</p> <p>8. Identify the cognitive stage the patient is at.</p> <p>9. Demonstrate an understanding of common disorders of the male and female reproductive systems</p> <p>10. Analyze the manifestation and nursing management of selected emotional or behavioral problems.</p> <p>11. Create a trusting environment where safe, quality, patient-centered, compassionate care for conditions and illnesses experienced by adolescents.</p> <p>12. Discuss the pharmacological management of conditions in School-age children including the nurse's role in patient/parent education for drug action, side effects, contraindications, and adverse effects.</p> <p>13. Analyze lab and other diagnostic results to ensure medications are safe to administer.</p> <p>14. Practice critical thinking and clinical reasoning to inform clinical judgement in the compassionate care of school-age, adolescent, and children with special needs.</p>	<p>Nutrition, rest, activity</p> <p>Sexual maturation</p> <p>Depression, suicide</p> <p>Drugs, smoking</p> <p>Encopresis</p> <p>ADHD</p> <p>Childhood schizophrenia</p> <p>Acne</p> <p>Eating disorders</p> <p>Obesity</p> <p>Reproductive disorders</p>	<p>ATI Dosage Calculations and Safe Medication Administration Case Study: Pediatric Asthma. Have students complete ALTs for Medications and discuss.</p>	
<p>11,12</p>	<p>Respiratory, Gastrointestinal, and cardiovascular dysfunction</p> <p>1. Discuss the main priorities for an infant with RSV.</p> <p>2. Compare and contrast the various respiratory infections observed in infants and children.</p>	<p>Units 9 and 10</p> <p>ATI: eBook Nursing Care of Children Unit 2 Sections 2, 3 & 4.</p> <p>:</p> <p>Biliary atresia</p> <p>Celiac disease</p>	<p>Discussion Topic: Co</p> <p>and contrast the major ana and physiologic differences between the adult and the young child to help students understand why respira</p>	<p>Quiz/Exam</p> <p>Week 11 Learning System Standard Quiz: Nursing Care of Children 2</p> <p>Week 12 ATI CMS Nursing Care of Children Practice B with</p>

	<p>3. Examine current treatment for children with asthma.</p> <p>4. Provide best practices and compassionate care for the pediatric patient with cystic fibrosis.</p> <p>5. Formulate a care plan for the infant with acute diarrhea.</p> <p>6. Compare and contrast the inflammatory diseases of the gastrointestinal tract.</p> <p>7. Create a plan for teaching parents preoperative and postoperative care of the child with a cleft lip or palate.</p> <p>8. Analyze nutritional therapies for the child with a malabsorption syndrome.</p> <p>9. Practice safe, compassionate care for children with cardiovascular disease.</p> <p>10. Discuss the pharmacologic management of systemic inflammatory response syndrome (SIRS) including the nurse's role in patient/parent education for drug action, side effects, contraindications, and adverse effects.</p> <p>11. Provide a comprehensive, patient-centered, and compassionate plan of care for the pediatric patient with sickle-cell anemia.</p> <p>12. Create a discharge plan for the patient with hemophilia including emergency treatment.</p> <p>13. Analyze the risks for childhood cancers.</p> <p>14. Discuss different treatment methods for childhood cancer and the various risks involved.</p> <p>15. Analyze lab and other diagnostic results to ensure medications are safe to administer.</p> <p>16. Practice critical thinking and clinical reasoning to inform clinical judgement in the compassionate care of</p>	<p>Chronic diarrhea</p> <p>Gastric ulcer</p> <p>GERD</p> <p>Inflammatory bowel disease</p> <p>Peritonitis</p> <p>Rectal atresia and stenosis</p> <p>Rotavirus</p> <p>Vermiform appendix</p> <p>Anaphylaxis</p> <p>Kawasaki disease</p> <p>Hypertension in children</p> <p>Sickle Cell disease</p> <p>Immunodeficiency disorders</p> <p>Childhood cancers</p>	<p>disorders manifest differently in children.</p> <p>Class discussion: Discuss the functions of the immune system, correct deficiencies in the system with presenting signs and symptoms.</p> <p>ATI Video Case Studies: Pediatric Asthma</p> <p>ATI Engage Fundamentals: Clinical Judgment Care Map Case Studies to engage students in the case study: Infection (RSV patient)</p>	<p>Focused Review + Post Study Quiz</p>
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	children with respiratory and gastrointestinal conditions and illnesses.			
13,14	<p>Genitourinary, cerebral, endocrine, musculoskeletal and neuromuscular dysfunction</p> <ol style="list-style-type: none"> 1. Assess normal and abnormal elimination patterns for the child. 2. Practice safe, patient-centered, compassionate care for children with urinary and kidney conditions and illness. 3. Discuss the pharmacologic management of pyelonephritis including the nurse's role in patient/parent education for drug action, side effects, contraindications, and adverse effects. 4. Differentiate among the stages of consciousness. 5. Formulate a care plan for the unconscious child. 6. Distinguish among the types of head injuries and the serious complications. 7. Differentiate between the various types of seizure disorders. 8. Demonstrate an understanding of the manifestations of a seizure disorder and the management of a child with such a disorder. 9. Distinguish between the manifestations of adrenal hypofunction and hyperfunction. 10. Differentiate among the various categories of diabetes mellitus (DM). 11. Evaluate the management and nursing care of the child with DM in the acute care setting. 12. Distinguish between a hypoglycemic and a hyperglycemic reaction. 	<p>Units 11 and 12</p> <p>ATI: eBook Nursing Care of Children Unit 2 Sections 5, 6, 1</p> <p>Urinary tract infections</p> <p>Acute and chronic kidney disease</p> <p>Seizure disorders</p> <p>Coma assessment</p> <p>Head injury</p> <p>Measuring ICP</p> <p>Bacterial meningitis</p> <p>Encephalitis</p> <p>Adrenal dysfunction</p> <p>Pituitary disorders</p> <p>Type I Diabetes</p> <p>Type II Diabetes</p> <p>Cushing syndrome</p> <p>Traction</p> <p>Congenital skeletal deformities</p> <p>Scoliosis</p> <p>Ewing sarcoma</p> <p>Juvenile idiopathic arthritis</p> <p>Lupus</p> <p>Cerebral palsy</p>	<p>Class discussion: Review the regulatory centers of the brain, and the changes that result when cerebral dysfunction occurs, to help students understand the clinical manifestations of increased intracranial pressure.</p> <p>Group Activity: Activity: Divide students into groups. Assign each group a project from the following suggested topics, to be presented in class: (1) Develop a nursing care plan for a child with juvenile hypothyroidism. (2) Develop a nursing care plan for an infant with adrenocortical insufficiency. (3) Develop a nursing care plan for a child who is hospitalized with ketoacidosis. (4) Develop a nursing care plan for a child who is hospitalized with the syndrome of inappropriate antidiuretic hormone.</p> <p>ATI Video Case Studies: Type I Diabetes Mellitus and Pediatric Dehydration</p>	<p>Quiz/Exam</p> <p>Week 13 Learning System Standard Quiz Nursing Care of Children Final</p> <p>Week 14 ATI Proctored Assessment: Nursing Care of Children with remediation</p>

	<p>13. Create a teaching plan for instructing the parents of a child with DM. 14. Provide safe, patient-centered, compassionate care to children with fractures including pain control, and mobility. 15. Provide discharging plan for the family of a child with cerebral palsy including community resources. 16. Analyze prevention and treatment of tetanus. 17. Explain the causes of botulism in infants and children</p>	<p>Myelomeningocele Spinal cord injuries</p>	<p>Skills Modules: Activities> Practice Challenge 1— answer all questions.</p>	
15	Comprehensive Final Exam			
16	Course wrap-up, shared meal in Santa Barbara			

Clinical syllabus

Faculty: TBD
 Clinical Site: TBD
 Faculty: TBD
 Phone: TBD
 Email: TBD
 Office hours: TBD

Clinical objectives:

1. Combines knowledge of growth and development into compassionate care of children.
2. Demonstrates the understanding of parental support when caring and administering medication to the child.
3. Examines safety practices when calculating dosage of medications for children.
4. Schedules "play" time as a routine in the care plan for children.
5. Combine home routines, cultural needs and preferences, and spirituality into the care of child and family.
6. Practices safe, patient-centered, compassionate care to children in a variety of settings.
7. Uses critical thinking and clinical reasoning to inform clinical judgment in the care of children to update or change the plan of care.

Clinical weekly schedule

Teaching Plan: Choose a chronic condition for a teaching plan

*Simulation/group work: schedule with clinical instructor

Week	Skill/Evaluation	Reading Assignment Bring Skills text to Skills Lab
3 Thurs 10:00am	Group B (12 students) Hospital/Unit Orientation Patient assignments Work full day with RN, assist her/him with all patient care, procedures, documentation	Bring Nurse Pack (Foley catheter and IVPB supplies)

3 Friday 6:45-19:00	Skills Lab Day <i>8:00-9:00 Medication proficiency exam</i> <i>9:15-11:15 Pediatric assessment</i> <i>11:15-12:15 LUNCH</i> <i>12:00-14:00 Play, family interaction, compassionate care,</i>	Bring Nurse Pack (Foley catheter and IVPB supplies)
5 6:45-19:00	Total patient care on pediatric floor or Peds ICU Out rotation to Grotenhuis Specialty Clinical according to rotation schedule	06:45 Preconference for assignment 13:00-14:00 Mid-day conference
7 06:45-19:00	Total patient care on pediatric floor or Peds ICU Out rotation to Grotenhuis Specialty Clinical according to rotation schedule	06:45 Preconference for assignment 13:00-14:00 Mid-day conference
9 06:45-19:00	Total patient care on pediatric floor or Peds ICU Out rotation to Grotenhuis Specialty Clinical according to rotation schedule	06:45 Preconference for assignment 13:00-14:00 Mid-day conference
11 06:45-19:00	Total patient care on pediatric floor or Peds ICU Out rotation to Grotenhuis Specialty Clinical according to rotation schedule	06:45 Preconference for assignment 13:00-14:00 Mid-day conference
13 06:45-19:00	Total patient care on pediatric floor or Peds ICU Out rotation to Grotenhuis Specialty Clinical according to rotation schedule	06:45 Preconference for assignment 13:00-14:00 Mid-day conference
15 06:45-19:00	Total patient care on pediatric floor or Peds ICU Out rotation to Grotenhuis Specialty Clinical according to rotation schedule	06:45 Preconference for assignment 13:00-14:00 Mid-day conference
16 *6hr	Simulation Work on Teaching Plan	Clinical Evaluations

