

ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM
Care of Children & Families
RNSG2201 SYLLABUS
Spring 2011

COURSE TITLE: CARE OF CHILDREN AND FAMILIES

CREDIT: TWO HOURS (2 LECTURE / 6 LAB HOURS CONTACT; 8 WEEK COURSE)

PLACEMENT: THIRD SEMESTER OF NURSING PROGRAM

PREQUISITES: RNSG 1361 AND RNSG 1443 OR CONSENT OF DEPARTMENT

CO-REQUISITES: RNSG 1162, SPCH 1321 OR SPCH 1315 AND ENGL 1301

LICENSING/CERTIFICATION AGENCY: TEXAS BOARD OF NURSING (BON)

FACULTY: Barbara Stone MSN, RNC, IBCLC, CCE
Office Phone: 335-6458
Cell: 352-6099
Office Number: CT 202

COURSE DESCRIPTION: Study of concepts related to the provision of nursing care for children and their families, emphasizing judgment, and professional values within a legal/ethical framework. (SCANS 1,2,3,4,5,6,9,10)

LEARNING OUTCOMES: Identify changes which may be experienced by the child/family; utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for the child and the family; and explain the roles of the professional nurse in caring for children and families.

COURSE OBJECTIVES: Course objectives utilize the framework of Differentiated Entry Level Competencies of Graduates of Texas Nursing Programs. At the completion of the course, the student will be able to: (PO= Corresponding Program Outcome)

Provider of Care:

1. Utilize the five steps of the nursing process (assessment, analysis, planning, implementation and evaluation) and critical thinking to determine the health status and health needs of pediatric clients and their families. (PO1,2,3,5,7)
2. Relate concepts and processes related to pediatric clients and their families, including physical and psychosocial growth and development, medical diagnosis and treatments, pathophysiology, cultural and spiritual practices related to health, illness, and death and dying.(PO 1,3)
3. Explain pharmacotherapeutic principles and teaching plans to the use, administration, and interaction of medications in the pediatric client.(PO 1,3,4)

4. Examine principles of disease transmission, risk factors for chronic and acute diseases, preventive health practices and health teaching for pediatric clients and their families.(PO 1,3,4)
5. Differentiate patterns and modes of family development, communication and decision making processes within the political, economic and societal environment influencing the family unit.(PO 1,3)
6. Differentiate age specific therapeutic communication principles in delivering nursing care to children and their families. (PO 1,3)
7. Correlate current literature and implication of research findings to improving pediatric client care. (PO7)

As Coordinator of Care:

8. Compare and contrast community resources including agencies and health care providers related to the needs of pediatric clients and their families.(PO 8,10)

As Member of a Profession:

9. Practice accountability and responsibility for quality nursing care, including the role of the nurse as advocate. (PO 12,13)

TEACHING/LEARNING METHODS:

The following teaching/learning methods may be incorporated into RNSG 2201: Lecture, discussion, case studies, technological instructional modalities, reading assignments, peer interaction, role playing, group project/assignments, writing assignments, oral presentations, guest speakers, and study guides. Lab in RNSG 2201 includes skill demonstrations, case studies and virtual clinical assignments.

MATH COMPETENCY: Math competency will be demonstrated by the student throughout the course by correctly calculating math problems related to medication administration to children in the classroom and clinical environment.

EVALUATION AND GRADING SCALE:

The grading policy for the Associate Degree Nursing Program will be followed. **No assignments or tests are optional.** All work must be submitted in order to earn a grade in this course unless the student has made arrangements with the instructor to receive a grade of incomplete (I) or withdrawal (W). Students will earn grades in RNSG 2201 through testing and written assignments/presentations according to the following grade distribution:

Daily Grades:	5%	
4 Unit exams:	70%	A=90-100
Final exam:	25%	B= 80-89
Total	100%	C= 75-79
		D=60-74.99
		F = 59 and below

Students will be given 2 ATI practice exams during the 8 week course. Students will be allowed to take exam A twice and exam B twice only. The highest grade on each exam will be added in as a daily grade. A proctored ATI exam will be given the last week on the course and the student who reaches level two proficiency will receive 5% of the grade added onto the final exam grade. Those who do not reach level two will not receive any points added to the final grade.

Example: If you make a 73 on your final exam and you make a 85 on your ATI you would receive $85 \times 5 = 4.25$, so $73 + 4.25 = 77.25$ so your new grade would be 77.25 for your final exam.

A grade below 75, "C" does not meet the criteria for progression in the Odessa College Associate Degree Nursing Program. Final course grades will not be rounded up to the next whole number in order for students to achieve a passing grade of 75%. (Example: $74.99 =$ grade of D). Students must pass the co-requisite clinical course (RNSG 1162) in order to receive a passing grade in RNSG 2201.

UNIT OUTLINE:

- Unit I** Introduction to nursing care of children, family centered care, communicating with children and families Health promotion for the developing child, in infancy, early childhood, school age and adolescence.
- Unit II** Physical assessment of the child; emergency care of the child; ill child in hospital and community settings; principles and procedures of nursing care of children; medicating infants and children; and pain management of children..
- Unit III** Child with infectious disease; immunologic conditions; fluid and electrolyte imbalances; gastrointestinal and genitourinary alterations.
- Unit IV** Child with respiratory, cardiovascular, hematologic and integumentary alterations; the child with cancer.
- Unit V** Child with musculoskeletal; endocrine and neurologic alterations; child with psychosocial disorders and effect on family; cognitive impairment; and sensory alterations

UNIT OBJECTIVES:

Unit I chapter 1,2,3, 4,5,6,7,8 (A)

Course objectives satisfied: 1, 2, 3, 4, 5, 8

Learning Objectives: At the end of this unit, the student will be able to:

(1A)Introduction to Nursing Care of children

- a. Describe issues that affect child health nursing, including cost containment, outcomes management, home care and advances in technology.
- b. Apply theories and principles of ethics to ethical dilemmas.
- c. Discuss ethical conflicts that the nurse may encounter in pediatric nursing practice.
- d. Explain roles the nurse may assume in pediatric nursing practice.

(2A)Family centered care

- a. Explain the importance of family when caring for children.
- b. Describe different family structures and their impact on the family functioning.
- c. Differentiate between healthy and dysfunctional families.
- d. List internal and external coping behaviors used by families when they face a crisis.
- e. Compare western cultural values with those of other cultural groups.
- f. Describe the effects of cultural diversity on nursing practice.
- g. Discuss the use of discipline in a child's socialization.

(3A)Communicating with children and families

- a. Describe six components of effective communication with children.
- b. Describe communication strategies that assist nurses in working effectively with children.
- c. Describe warning signs of over involvement and under involvement in child/family relationships.

4A)Health Promotion for the developing child

- a. Define terms and principles related to growth and development.
- b. Identify methods used to assess growth and development.
- c. Explain how play enhances growth and development and describe classifications of.
- d. Discuss recommendations for vaccines.
- e. Discuss injury prevention.

(5A)Health Promotion of the Infant

- a. Describe the physiologic changes that occur during infancy.
- b. Provide parents with anticipatory guidance for common concerns during infancy, such as immunization, nutrition, dental care, sleep, hygiene, safety and play.

(6A)Health Promotion during early childhood

- a. Describe differences in toddler and preschool child.
- b. Discuss the causes of and identify interventions for common toddler behaviors; temper tantrums, negativism, and ritualism.
- c. Describe a toddlers readiness for toilet training and offering guidelines to parents.
- d. Identify strategies to alleviate a preschool child's fears and sleep problems.

(7A)Health Promotion for the school age child

- a. Describe normal growth and development for school age child.
- b. Discuss moral development. And parents influence.

(8A)Health Promotion for the adolescent

- a. Describe the adolescent normal growth and development.
- b. Describe the developmental task of adolescents.
- c. Describe strategies for dealing with violence.

Unit II chapters 9,10,11,12,13,14,15 (B)

(9B)Physical assessment of children

- a. Apply principles of anatomy and physiology to the systemic physical assessment of the child.
- b. Identify the principle techniques for doing a physical examination.

- c. Use a systemic and developmentally appropriate approach for examining a child.
 - d. Describe the general sequence of the physical examination of the infant, young child, school age child, and adolescent. Use proper terms and documentation to record.
- (10B)Emergency care of the child
- a. Describe nursing care of the child in emergency situation.
 - b. Assess for early signs of shock in infants and children, recognize that changes in heart rate and skin signs are more accurate signs of early shock than is decreased B/P.
 - c. Define triage and list the most important factors to assess when obtaining an overall (across the room) impression of an infant's or child's condition.
 - d. List indications that suggest a child brought into the emergency care setting has been neglected or abused, and discuss the nurse's responsibility for reporting possible neglect or abuse.
 - e. Identify several possible roles for the nurses in preventing traumatic injuries, poison ingestion, and environmental injuries.
- (11B)The ill child in the hospital and other care settings.
- a. List common stressors affecting hospitalized children.
 - b. Discuss the stages of separation anxiety.
 - c. Describe factors that affect children's response to hospitalization and treatment.
 - d. Discuss the psychologic responses of families to illness of a child in the family.
- (12B)The child with chronic conditions or terminal illness
- a. Define chronic illness.
 - b. Correlate the effects of chronic illness on the child and family.
 - c. Discuss concerns and needs of family with chronically ill child.
 - d. Apply the concepts of death and dying as they relate to the pediatric client.
 - e. Use the nursing process to describe nursing care of the chronically ill or dying child. Discuss response by nurse and concerns related to.
- (13B)Principles and Procedures for nursing care of children.
- a. Describe how to prepare children and families for selected procedures frequently seen in an acute care setting and home care setting.
 - b. Compare anatomic and physiologic differences in children and adults as they apply to selected procedures.
 - c. Identify psychosocial considerations unique to children undergoing selected procedures.
 - d. Describe techniques useful for eliciting cooperation from the child undergoing selected procedures.
 - e. Describe step-by-step nursing actions and the rationales for performing selected procedures.
- (14B)Medicating infants and children
- a. Describe different methods of administering medications to children.
 - b. List the advantages and disadvantages of each route of administering medication to children.
 - c. Describe the physiologic differences between children and adults that affect medicating a child.
 - d. Describe psychosocial interventions for teaching and successful medication administration for each age group.
- (15B)Pain management for children

- a. Define pain.
- b. Discuss the myths and realities of pain and pain management.
- c. Discriminate between acute and chronic pain.
- d. Explain pain assessment in children according to developmental stages.
- e. Describe common pain assessment tools.
- f. Discuss nonpharmacologic and pharmacologic interventions that may be used for pediatric pain management.

Unit III chapters 16,17,18,19,20 (C)

Course objectives satisfied: 1, 2, 3, 4

Learning Objectives: At the end of this unit, the student will be able to:

(16C)The child with an infectious disease

- a. Compare the modes of transmission of infectious diseases.
- b. Compare and contrast the clinical manifestations, complications and nursing management of childhood infectious diseases.
- c. Use the nursing process to describe the nursing care of a child with an infectious disease.

(17C)The child with an immunologic alteration

- a. Describe how the immune systems attempts to maintain homeostasis of the internal and external environment and what happens when it over functions or under functions.
- b. Explain how neonates acquire active and passive immunity.
- c. Delineate how to prevent spread of organism in children with an immune deficiency.
- d. Outline critical information needed by families with children receiving long-term corticosteroid therapy.

(18C)The child with a fluid and electrolyte alteration

- a. Compare those differences in body fluid and electrolyte composition and regulation between infants/children and adults that make infant and children more vulnerable to imbalances.
- b. Describe dehydration and acid base imbalances.
- c. Describe the processes and nursing care of child with diarrhea and vomiting.
- d. Integrate assessment findings with nursing implementation to determine the success of therapy.
- e. Describe nursing interventions to prevent fluid and electrolyte imbalances.

(19C)The child with a gastrointestinal alteration

- a. Describe the A&P of child gastro system.
- b. Describe the common diagnostic and screening test used to detect alterations in the gastro system.
- c. Discuss diseases common to GI system, clinical manifestations, etc.
- d. List expected nursing diagnosis used for GI alterations.

(20C)The child with a genitourinary alteration

- a. Describe the A&P of the infants GU system.
- b. Describe the common diagnostic and screening test used to assess alterations in GU system.

- c. Discuss frequently seen alterations in the GU system.
- d. Use the nursing process to assess, plan and provide care to children with common GU alterations.

Unit IV chapters 21, 22,23,24,25 (D)

Course objectives satisfied: 1, 2, 3, 4

Learning Objectives: At the end of this unit, the student will be able to:

(21D)The child with a respiratory alteration

- a. Describe the differences in the child's A&P that increase their risk for respiratory disease.
- b. Discuss the patho, clinical manifestations, and therapeutic management of common acute and chronic respiratory alterations.
- c. Identify the nursing care needs of infant and children with acute and chronic respiratory alterations.
- d. Identify common triggers of asthma symptoms.
- e. Apply measures that can be taken to prevent and treat asthma episodes.
- f. Identify teaching needs of children with asthma.
- g. Describe methods of care for children with BPD, TB.

(22D)The child with a cardiovascular alteration

- a. Describe the A&P of the normally functioning heart.
- b. Describe the major circulation changes that occur in the fetus during the transition from intrauterine to extra uterine life.
- c. Explain the various classifications of congenital heart disease, describe their underlying mechanisms, and list the associated congenital cardiac defects.
- d. Discuss nursing process used for an infant or child with CHF.
- e. Discuss the importance of early recognition and treatment of infective endocarditis.
- f. Describe care of child with Rheumatic fever, Kawasaki disease, hypertension.
- g. Explain how obesity effects cardiovascular health in children.

(23D)The child with a hematologic alteration

- a. Describe the A&P of the hematopoietic system.
- b. Discuss the pediatric differences related to blood and blood formation.
- c. Discuss the role of the nurse in the prevention of iron-deficiency anemia.
- d. Describe common factors in the care of a child with anemia.
- e. Describe possible nursing care for children with hematologic alterations.

(24D)The child with cancer

- a. List common clinical manifestations of childhood cancer.
- b. Discuss treatment modalities used in the treatment of children and cancer.
- c. Discuss symptom management of the child with cancer.

(25D)The child with an integumentary alteration

- a. Describe the normal A&P of the skin.
- b. Contrast characteristics of the neonate's child's and adult's skin.
- c. Discuss the management of skin disorders seen frequently in children.
- d. Discuss common causes of burns and care and treatment of.

Unit V chapters 26,27,28,29,30,31 (E)

Course objectives satisfied: 1, 2, 3, 4, 7, 8, 9

- (26E)The child with a musculoskeletal alteration
- Describe the A&P of an infant's and young child's musculoskeletal system.
 - Describe the patho, etiology manifestations, diagnostic evaluation and therapeutic management of musculoskeletal alteration frequently seen in infants and children.
 - Design, implement and evaluate appropriate nursing intervention for the child with altered musculoskeletal function.
- (27E)The child with the endocrine or metabolic alteration
- List the major hormones of the endocrine system.
 - Discuss nursing strategies to improve adherence with medication administration.
 - Discuss and describe endocrine problems seen in the neonate.
 - Describe the symptoms of hyperthyroidism versus hypothyroidism.
 - Compare and contrast diabetes insipidus and syndrome of inappropriate antidiuretic hormone as they relate to fluid and electrolyte balance.
 - Describe the psychosocial issues concerning children with precocious puberty.
 - Identify the role of insulin in the metabolism of carbohydrates, fats, and proteins in both fasting and postprandial states.
 - Compare and contrast type 1 diabetes to type 2.
 - Identify management goals for both types of diabetes.
 - Describe the signs symptoms, causes and treatment of hypoglycemia and hyperglycemia in the child with diabetes.
 - Identify the patho of diabetic ketoacidosis and describe the management and nursing care of the child with it.
 - Identify management goals and nursing implications of medication, diet therapy, exercise, and self-monitoring of blood glucose in the care of the child with type 2 diabetes.
- (28E)The child with a neurologic alteration
- Describe the embryologic development of the nervous system.
 - Describe A&P of nervous system.
 - Be able to perform a neuro assess on infant and child.
 - List the measures to keep child safe during seizure.
 - List the measures to prevent and treat cerebral edema.
 - Differentiate between abnormal flexion and extension and discuss the significance of each.
 - Hydrocephalous, spina bifida, care of and treatment of.
- (29E)The child with a psychosocial disorder
- Identify common characteristics and behaviors of anxiety and depression.
 - Identify the factors and behaviors that correlate with childhood depression, suicide, and suicide attempts.
 - Develop a nursing care plan for a child at risk for suicide or for a family who has had a child who committed suicide.
 - Discuss the symptoms, causes, risk factors for a child who develops eating disorders.
 - Identify primary symptoms of child with ADHD.
- (30E)The child with a cognitive impairment
- Define the concepts of cognitive impairment, mental retardation and developmental retardation.
 - Develop nursing strategies for families caring for a child with Down syndrome.

- c. Identify behavioral characteristics and appropriate nursing actions when working with a child with fragile X syndrome, fetal alcohol syndrome.
 - d. Identify the basic diagnostic criteria for autism.
- (31E)The child with a sensory alteration
- a. Describe specific nursing care for children with health problems affecting the eye and ear.

REQUIRED TEXTBOOKS: The following textbooks and references are required:

- James, S.R. et. Al. (2007) *Nursing Care of Children Principles & Practice.. (3rd ed.)* St. Louis: Saunders/Elsevier
- James, S.R, Ashwell, J.W. *Nursing Care of Children Principles & Practice Study Guide (3rd ed.)* St .Louis: Saunders/Elsevier
- Bindler, Ruth. (2007). *Clinical Skills Manual for Maternal and Child Nursing Care. (2nd ed.)*. Upper Saddle River, New Jersey: Prentice Hall.
- Stone, B. (2010). *RNSG 2201 Learning Materials Packet*. Unpublished manuscript. Odessa College Associate Degree Nursing: Odessa, Texas.

Other references include books assigned in previous courses.

COURSE POLICIES:

1. Adhere to the requirements in the OC Nursing Student Handbook.
2. Take all unit exams and the final exam.
3. All assignments must be turned in or the student will receive an incomplete (grade of “I”) for the course.
4. Content to be tested on the unit exams will follow course objectives and may include: math problems, assigned reading, information from audiovisual/learning aids, classroom content, study guides and other assigned activities. Exam grades will not be posted.
5. Each unit of study will require the student to complete assignments as instructed.
6. Cell phones and beepers are distracting to students and the instructors when they ring during class. Cell phones and beepers must be turned off or placed in the silent mode while in class.

Attendance policy:

See the Nursing Student Handbook. All classes are considered essential for student learning. To report an absence, call your instructor. It is the student’s responsibility to make arrangements to obtain any information that was missed during the absence.

Absence from Examinations:

Missed examinations will be made up as arranged by instructor. Format for the missed exam will be at the instructor's discretion. It is the student's responsibility to make arrangements with the instructor to make up the exam. Exam must be made up before the next exam is given. A grade of "0" will be given for any test not taken by the date established by the instructor and agreed on by the student.

Review of Exams:

Because of limited time for instruction, exam reviews will be conducted at the instructor's discretion. All students in the course must have completed the exam. Attendance is not required. The exam must be gone over within one week of taking the exam or student will not be able to go over the exam. Please arrange an appt. time to go over any test you have concerns about in the above time frame.

COURSE CALENDAR: The course calendar will be provided at the beginning of the course.

PROCEDURE FOR REQUESTING SPECIAL ACCOMMODATIONS

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If the student has any special needs or issues pertaining to access to and participation in any class at Odessa College, please contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

Approved: 6/05; 7/09