I. DIVISION: Allied Health  
PREFIX/NO.: NURSE 264  COURSE TITLE: Nursing Process: Pediatrics  

Formerly listed as: NURSE 252 Nursing Process 2  Date Changed:  

II. ALSO OFFERED AS:  
Div:  Prefix/No.:  Title:  
Div:  Prefix/No.:  Title:  

III. COURSE INFORMATION:  
Units: 4.5 or Variable Units: ☐ X=1/2 unit ☐ A=1 unit ☐ B=2 units ☐ C=3 units ☐ D=4 units  
Total Hours: Lecture: 44  Lab: 105  Other:  
Explain Other hours:  
Transfer Credit: CSU – ☒  UC – ☐  CAN –  
General Ed: ☐  AA/AS Area: ☐  CSU GE Area: ☐  IGETC Area: ☐  
Offered Only: Fall – ☒  Spring – ☐  Summer – ☐  Eve – ☐  Not offered every semester –  

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:  
(Please check all that apply and list below. Also attach appropriate documentation forms)  
Prerequisite (P) – ☒  Corequisite (C) – ☒  Recommended for Success (R) – ☐  Limitation on Enrollment (L) – ☒  
(P) NURSE 260,N261,N262 with "C" or better.  
(C) NURSK 800  
(L) Enrollment limitation.  

V. CATALOG DESCRIPTION:  
Applies the principles and concepts of the nursing process to meeting the adaptation needs of the pediatric patient and patient with alterations of the reproductive system. Family centered care in the hospital and outpatient settings will be emphasized. Throughout the course health maintenance and prevention of illness is emphasized in patient/family teaching.  

VI. FIELD TRIPS REQUIRED?  
Yes ☐  No ☐  Maybe ☒  

VII. GRADING:  
A-F Only ☒  CR/NC Only ☐  CR/NC Option ☐  Non-Graded ☐  

VIII. REPEAT PROCEDURES:  
Credit: No ☒  *Yes ☐  Maximum Completions: 1  Maximum Units: 4.5  
Non-Credit: No ☐  Yes ☒  Maximum Completions:  
*(If course is repeatable, attach a memo with the appropriate justification)  

IX. EXPLAIN FEE REQUIRED:  

rev: 12-2004
X. **PREREQUISITE SKILLS**

Before entering the course, the student will be able to:

Describe the nursing process and its use in problem solving in the clinical setting.
Identify interventions and their rationales for alterations in basic human needs.
Demonstrate accurate dosage calculations for medication administration.
Demonstrate therapeutic communication techniques.
Provide basic physical care in the hospital setting:

- Elimination: Intake and output measurement, enema administration, and insertion of indwelling urinary catheter.
- Administration of medications: Oral, parenteral, as well as medications administered through a nasogastric tube.
- Collection of specimens: blood glucose monitoring, hemocult testing, sputum and urine collection.
- Insertion of a nasogastric tube.
- Providing for tube feedings.
- Staple/suture removal and dressing changes.
- Apply principles of infection control in the clinical setting.
- Use accurate and comprehensive documentation on nurses’ notes and other hospital forms.

XI. **OBJECTIVES** (Expected outcomes for students)

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

I. **INSTRUCTIONAL OBJECTIVES**

By the end of this course the student will be able to:

A. Analyze alterations in adaptation for selected patients related to:
   1. Physiological mode:
      a. Oxygenation.
      c. Elimination.
      d. Activity and rest.
      e. Protection.
      f. Senses.
      g. Fluid and electrolytes.
      h. Neurological.
      i. Endocrine.
   2. Psychosocial-spiritual modes:
      a. Role function.
      b. Interdependence.
      c. Self-concept.

B. Use the nursing process and the Roy Model to assess nursing needs and interventions for the patient experiencing alterations listed above.
C. Discuss the major physiologic, psychosocial, moral and cognitive development that occurs throughout the life span.

D. Describe the nursing care to meet the adaptation needs of the hospitalized child and his/her family.

E. Examine major theoretic perspectives for understanding the developing child.

* F. Discuss the cultural diversity of selected patients.*

G. Apply physical assessment guidelines and criteria unique to the child.

H. Discuss growth and development of children utilizing concepts of the nursing process.

I. Identify the nutritional needs of infancy, and childhood.

* J. Describe how knowledge of cultural and socioeconomic values and attitudes toward daily living practices, health, and illness can contribute to the effectiveness of health care for children.*

J. Describe the therapeutic/non-therapeutic effects of prescription/non-prescription drugs for patients at various developmental stages.

K. Describe principles of therapeutic communications with children appropriate for each developmental stage.

L. Discuss the roles of the pediatric nurse; patient educator, counselor, advocate, care provider, and manager of care.

M. Analyze psychosocial needs and stressors of the child during each developmental stage.

N. Identify signs of child abuse and describe reporting laws.

O. Discuss grief and loss as it relates to the child-rearing family

II. CLINICAL OBJECTIVES

During the clinical component of this course, the student will demonstrate the following:

A. Provide a safe care for patients by adhering to overriding concerns and agency policy:
   1. Accountability.
   2. Physical jeopardy.
   3. Emotional jeopardy.
   4. Therapeutic communication.
   5. Asepsis.

B. Implement the steps of the nursing process utilizing the Roy Model to provide care for patients experiencing alterations in adaptation related to:
   1. Physiological mode

2. Psychosocial-spiritual modes:
   a. Role function.
   b. Interdependence.
   c. Self-concept.

C. Demonstrate nursing care based on the nursing process, the Roy Model and the content areas of the didactic portion of the course:

D. Provide prioritized and organized nursing care for patients.
E. Perform skills based on scientific principles.

F. Implement teaching plans appropriate for age/developmental level for patients in the clinical setting.

G. Demonstrate the ability to communicate and work effectively as part of the health care team.

H. Display integrity, honesty, and empathy with patients and others in the health care team.

I. Maintain confidentiality regarding all patient information.

* J. Individualize and implement care that is sensitive to social and cultural differences among patients.*

K. Evaluate patients' potential for physiological and psychological alterations in sexuality.

L. Adapt nursing care to the age/developmental level of the patients.

M. Integrate nutritional needs in the implementation/evaluation of patient care.

N. Document and analyze the use of therapeutic communication with patients.

O. Evaluate the patient's individual preferences for spiritual practices and provide support.

P. Increase proficiency in physical assessment skills.

Q. Define and make update changes in patient care plans.

R. Demonstrate consistent accurate, knowledgeable administration of medication, and other therapeutic treatments or agents prescribed.

S. Relate laboratory results to individual patient outcomes.

T. Practice giving and receiving report on patient.

U. Demonstrate ability to perform the role of advocate for assigned patients.

V. Promote comfort measures and pain relief for assigned patients.

W. Evaluate nursing implementation provided for assigned patients.

**XII. CONTENT**

**COURSE CONTENT**

1. Orientation to Pediatric Nursing
   - Hospitalization and its effect on children
   - Communication with children
   - Assessment of pain and interventions for relief of pain
   - Medication administration and dosage calculation
   - Play therapy

* = Multi-cultural objective or content item
2. Nursing process within the framework of the Roy Model for the child and family and patients with disruptions of the reproductive system
   a) Introduction to Pediatrics
   b) Growth and Development
   c) Fluid and Electrolyte Imbalance
   d) Genitourinary Dysfunction
   e) Respiratory Dysfunction
   f) Gastrointestinal Dysfunction
   g) Cardiovascular Dysfunction
   h) Hematological and Immune Dysfunction
   i) Child with Cancer
   j) Cerebral and Neurological Dysfunction
   k) Endocrine Dysfunction
   l) Musculoskeletal Dysfunction

XIII. TEACHING METHODS

A. Methods to achieve course objectives

   Lecture, collaborative learning activities, guided discussion, audio-visual materials, simulated lab activities, and nursing care or selected/assigned patients in the clinical / community settings

B. Typical assignments used in achieving learner independence and critical thinking:

   Students will use the Nursing Process (a problem solving approach to patient care) to analyze case studies and to plan, implement, and evaluated patient care in the hospital setting.

XIV. TEXTBOOKS AND OTHER READINGS (Typical)

A. Required texts:
B. Other readings:

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

Uniform as described in the MJC ADN handbook

XVI. METHODS OF EVALUATING STUDENT PROGRESS

Classroom work (tests, quizzes, written assignments) must be completed at a cumulative grade of 76%.
Satisfactory evaluation in clinical practicum:

- Before attending clinical assignment, each student must be current with CPR, PPD, and required immunizations.
- Satisfactory completion of clinical course objectives.
- Competency in the area of Overriding Concerns (listed in MJC ADN Handbook and course syllabus).
- Competency in the performance of clinical skills from this course and previous courses.
- Consistent provision of safe care in the clinical practicum with minimum faculty guidance.
- Adequate preparation before clinical.
- Completion of care plans and/or case studies.
- Honesty and professional conduct in the clinical and classroom setting.