I. **OVERVIEW**
The following information will appear in the 2011 - 2012 catalog

**NURSE 264 Nursing Process: Pediatrics**

**Prerequisite:** Satisfactory completion of NURSE 261 and NURSE 262.

**Corequisite:** Concurrent enrollment in NURSK 800.

**Limitations on Enrollment:** Enrollment limited to students admitted to the Nursing Program.

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.

Field trips are not required.  (A-F Only) Lecture /Lab

**Transfer:** (CSU)

II. **LEARNING CONTEXT**
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Orientation to Pediatric Nursing
      i. Hospitalization and its effect on children
      ii. Communication with children
      iii. Assessment of pain and interventions for relief of pain
      iv. Medication administration and dosage calculation
      v. Play therapy

   b. Nursing process within the framework of the Roy Model for the child and family and patients with disruptions of the reproductive system
      i. Introduction to Pediatrics
      ii. Growth and Development
      iii. Fluid and Electrolyte Imbalance
      iv. Genitourinary Dysfunction
      v. Respiratory Dysfunction
      vi. Gastrointestinal Dysfunction
      vii. Cardiovascular Dysfunction
      viii. Hematological and Immune Dysfunction
ix. Child with Cancer
x. Cerebral and Neurological Dysfunction
xi. Endocrine Dysfunction
xii. Musculoskeletal Dysfunction

2. Required Lab Content:

a. Orientation to Pediatric Nursing
   i. Hospitalization and its effect on children
   ii. Communication with children
   iii. Assessment of pain and interventions for relief of pain
   iv. Medication administration and dosage calculation
   v. Play therapy

b. Nursing process within the framework of the Roy Model for the child and family and patients with disruptions of the reproductive system
   i. Introduction to Pediatrics
   ii. Growth and Development
   iii. Fluid and Electrolyte Imbalance
   iv. Genitourinary Dysfunction
   v. Respiratory Dysfunction
   vi. Gastrointestinal Dysfunction
   vii. Cardiovascular Dysfunction
   viii. Hematological and Immune Dysfunction
   ix. Child with Cancer
   x. Cerebral and Neurological Dysfunction
   xi. Endocrine Dysfunction
   xii. Musculoskeletal Dysfunction

Note: Lecture content and lab content are identical because students are learning and demonstrating the content in both the classroom and clinical settings.

B. Enrollment Restrictions

1. Prerequisites

   Satisfactory completion of NURSE 261 and NURSE 262.
2. **Co-requisites**

Concurrent enrollment in NURSK 800.

3. **Limitations on Enrollment**

Enrollment limited to students admitted to the Nursing Program.

4. **Requisite Skills**

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

a. Describe the nursing process and its use in problem solving in the clinical setting.

b. Identify interventions and their rationales for alterations in basic human needs.

c. Calculate a pediatric medication dosage.

d. Demonstrate therapeutic communication techniques.


C. **HOURS AND UNITS**

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
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<tr>
<td>Lab</td>
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<td>2.00</td>
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<tr>
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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

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

2. Instructor facilitation of students’ use of the nursing process (a problem solving approach to patient care) to analyze case studies and to plan, implement, and evaluate patient care in the hospital setting.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

Students will participate in the following interactive course assignments:

a. Case studies-weekly

b. Computer lab assignments-per term

c. Clinical preparation forms- Weekly
d. Clinical nursing care plans- weekly

e. Clinical patient presentation- per term

f. Classroom written assignments-per term

g. Patient simulation-per term

2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

a. Test on lecture content through exam questions. Example exam question: A child has had cold symptoms for more than 2 weeks, a headache, and a cough that increases during sleep. The nurse recognizes these symptoms are characteristic of which respiratory condition?

i. Allergic rhinitis

ii. Bronchitis

iii. Asthma

iv. Sinusitis

b. Students will participate in the following interactive course assignments:

i. Analyze case studies- Example case study: Amy G. is a four-month-old female brought to a rural clinic. At this clinic all the staff are bilingual as this community has a high Hispanic population. Speaking to the mother in Spanish, you learn the baby was born one month premature via cesarean section at a well-known medical center 60 miles away. Mother states she has brought her daughter in today for "a check-up, to get her shots, and to get her cough and congestion checked out." During the conversation, you learn that "her cough and cold started two weeks ago and doesn't seem to be getting any better." She breaks into a loud, tearful sob and says, "I'm sorry. I haven't gotten very much sleep the past two nights."

ii. Interpret computer lab assignments: Pediatric heart sounds

iii. Prepare clinical preparation forms

iv. Compose clinical nursing care plans

v. Compose and present a clinical patient presentation

vi. Apply classroom written assignments- Congenital heart disease labeling and matching


F. **TEXTS AND OTHER READINGS (TYPICAL)**


III.  DESIRED LEARNING

A.  COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

apply the basic principles and concepts of the nursing process to meet the needs of the pediatric patient from infancy to adolescence. Students will demonstrate knowledge of pediatric growth and development, and alterations in the respiratory, cardiovascular, genitourinary, gastrointestinal, hematological/immune, endocrine, musculoskeletal, and neurological systems. Within the hospital and community settings, family-centered care is emphasized through the education of the child and family on health promotion, disease and safety prevention, as well as the sociocultural and spiritual needs of the pediatric patient.

B.  STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1.  Required Learning Goals

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

a.  INSTRUCTIONAL OBJECTIVES


c.  Use the nursing process and the Roy Model to assess nursing needs and interventions for the patient experiencing alterations listed above.

d.  Discuss the major physiologic, psychosocial, moral and cognitive development that occurs throughout the life span.

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

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

g.  Discuss the cultural diversity of selected patients.*

h.  Discuss physical assessment guidelines and criteria unique to the child.

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

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

k.  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.*

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

m.  Describe principles of therapeutic communications with children appropriate for each developmental stage.
n. Discuss the roles of the pediatric nurse; patient educator, counselor, advocate, care provider, and manager of care.

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

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

2. **Lab Learning Goals**

Upon satisfactory completion of the lab portion of this course, the student will be able to:

a. **CLINICAL OBJECTIVES**

b. Provide 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.


d. Demonstrate nursing care based on the nursing process, the Roy Model and the content areas of the didactic portion of the course: 1. Pediatrics. 2. Male/female reproductive.

e. Provide prioritized and organized nursing care for patients.

f. Perform skills based on scientific principles.

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

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

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

j. Maintain confidentiality regarding all patient information.

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

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

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

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

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

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

q. Apply and increase proficiency in physical assessment guidelines and criteria unique to the child.

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

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

t. Relate laboratory results to individual patient outcomes.

u. Practice giving and receiving report on patient.

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

w. Promote comfort measures and pain relief for assigned patients.
x. Evaluate nursing implementation provided for assigned patients.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Classroom work (tests, quizzes, written assignments) must be completed at a cumulative grade of 76%.
2. Adequate preparation before clinical.

B. SUMMATIVE ASSESSMENT

1. Satisfactory completion of classroom/academic work with a minimum of 76%.
2. Satisfactory completion of clinical course objectives.
3. Competency in the area of Overriding Concerns (listed in MJC ADN Handbook and course syllabus).
4. Competency in the performance of clinical skills from this course and previous courses.
5. Consistent provision of safe care in the clinical practicum with minimum faculty guidance.
6. Completion of care plans and/or case studies.
7. Honesty and professional conduct in the clinical and classroom setting.