Course Syllabus:
2014

Professor Valerie Gill, RN, MA, M. Ed
Associate Professor
Course Coordinator

Professor Sarah Bradwisch, RN, MSN
Assistant Professor

Professor Claire Conti, RN, MSN
Assistant Professor

Credit – Hours: 5 credits, 17 hours (one half semester)

Pre-Requisites | NUR 20, 22
Pre or Co-requisite | SOC 31

COURSE DESCRIPTION
This course introduces the students to nursing care of children, from infancy through adolescence, and their families. The students will develop an awareness of the physiological and psychosocial needs of children. The needs of the children are addressed through Quality and Safety for Nurses (QSEN) Initiative incorporating the concepts of patient centered care, teamwork and collaboration, evidence based practice, safety, quality improvement and informatics; the nursing process; and the Categories of Client Needs.

Learning experiences will include health care maintenance of children as well as concepts relevant to hospitalized children. Class work for typical week consists of: six (6) hours of classroom instruction, three (3) hours of college laboratory/simulation, and eight (8) hours of health agency experiences. Laboratory sessions are on campus and in hospitals or other health agencies. It is essential for students to engage in additional practice for further development of skills. Provisions are available for additional time in the college laboratory for practice.

STUDENT LEARNING OUTCOMES (SLO)
The following course SLOs apply when caring for the child and family experiencing acute, complex and/or long-term health alterations. The course SLOs will be achieved by the end of the semester.

Course SLOs

1. Selects safe, caring, patient-centered, evidence based nursing care to children of diverse populations with acute, complex and/or long-term health alterations.

2. Analyzes critical thinking/clinical reasoning strategies when providing nursing care and implementing quality improvement related to patient care.

3. Implements teamwork and collaboration with members of the intra-professional team.

4. Differentiates informatics principles, techniques, and systems when providing nursing care.

5. Employs leadership/management in a variety of healthcare settings for the purpose of providing and improving patient care.

6. Values professional, ethical, and legal principles relevant to the practice of a registered nurse.
ASSESSMENT MEASURES for COURSE SLOs
Students will perform satisfactorily in the classroom, laboratory/simulation and clinical setting as evidenced by achieving 75% or greater on written exams, completion/submission of various course specific written assignments, and demonstration of satisfactory performance on course specific clinical competency and evaluation tools.

ASSESSMENT TECHNOLOGY INSTITUTE (ATI) TESTING
Active participation in ATI assignments and testing is a requirement of this course and will account for 10% of the course grade. Failure to take the proctored exam as scheduled will result in a grade of incomplete and will prevent progression in the program.

ATTENDANCE
Complete participation in class is possible only when students are able to focus attention on the class, therefore entering class after it has begun is disrespectful to Faculty and classmates. Talking out of turn or exhibiting other disruptive behaviors is not tolerated and students will be asked to leave the classroom or lab.

All electronic devices that generate sound must be turned off when any member of the academic community enters a classroom. Cellular devices are allowed to be on in the classroom only if the owner is using the caller ID, voice messages or a vibrating battery. NO TEXTING IS ALLOWED AT ANY TIME DURING CLASS AND/OR LABS. Members of the academic community must exit the classroom to make or receive calls.

A student is deemed excessively absent in any course when he or she has been absent 15% of the number of contact hours a class meets during a semester. When a student is excessively absent, a grade of "W" or "WU" will be assigned as described in the college catalogue. Attendance at pre and post conference for laboratory experience is required. Absence from either pre or post conference constitutes an absence for the day’s experience.

STUDENTS WITH DISABILITIES
It is college policy to provide reasonable accommodations to students with disabilities. Any student with a documented disability who may need accommodations in this class is requested to speak directly to Access-Ability Services, D-205, (718) 368-5175, as early in the semester as possible. All discussions will remain confidential.

EVALUATION
Final letter grades will be calculated according to college and departmental policy as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 – 100</td>
<td>B+</td>
</tr>
<tr>
<td>A</td>
<td>93 – 96</td>
<td>B</td>
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<tr>
<td>A-</td>
<td>90 – 92</td>
<td>B-</td>
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<tr>
<td>C+</td>
<td>78 – 79</td>
<td>D+</td>
</tr>
<tr>
<td>C</td>
<td>75 – 77</td>
<td>D</td>
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<tr>
<td>C-</td>
<td>70 – 74</td>
<td>F</td>
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<tr>
<td>W</td>
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<td>WU</td>
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<tr>
<td>INC</td>
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</table>

Nursing 23 – grades will be calculated as follows:

- Lecture examinations average (2 exams): 55%
- Final examination: 35%
- ATI assignments and testing: 10%
- Clinical competency: Satisfactory or Unsatisfactory
- Child Observation Assignment: Satisfactory or Unsatisfactory

(11/17/2011. Rev. 03/06/2012.01/07/13, 8/21/13.02/07/14. 02/18/14)
Students are expected to take all exams when scheduled. Exceptions to this rule will be for emergency situations and the faculty must know in advance. Students who do not take the exam on the scheduled date are required to take a makeup exam. All makeup exams may be given at the end of the semester. Students who fail to take the scheduled exams or makeup exams will receive a grade of zero for that exam.

All written assignments must comply with college standards for written work. Written assignments are to be turned in during the class period on the date that they are due. All assignments must be handed in by the end of the course to complete the requirements of the course. A late assignment will meet the requirements of the course but will not receive full credit. If written assignments are not submitted by the end of the course, the student will receive a grade of "INC" for the course. Students must submit all assignments prior to the beginning of the next semester in order to progress in the program.

Clinical agency performance will be evaluated as Satisfactory (S) or Unsatisfactory (U). Performance that has been designated as "U" at the end of the course will result in failure of the course. A minimum average grade of "75%" is required on all clinical assignments to achieve a satisfactory clinical grade.

A conference with the instructor is required at mid-semester, and at the end of the course, at which time the student's progress in the course will be discussed. In addition, students may initiate conferences with the instructor at other times.

RETENTION CRITERIA
Criteria for retention in the Nursing Program mandates that students:
1. Receive no grades below a “C” in any of the co-requisite courses.
2. Earn a minimum a “C” grade in every required Nursing course with a clinical component.
3. Students who fail a clinical nursing course achieving a grade of not less than “C-” may apply to repeat the course one time only in the semester immediately following the failure. Repeating the course is subject to space availability. The minimum grade for Clinical courses that are repeated is a “B.”
4. Students must submit an “Intent to Return to Nursing Courses Form” outlining what they thought caused them to be unsuccessful and include a plan for success that demonstrates significant changes in how they will approach the course when repeated.

**Teaching Strategies**

- Lecture/Discussion
- Simulated Laboratory Experiences
- Demonstration/Return Demonstration
- Case Studies
- Multimedia
- Computer Assisted Instruction
- Pre and Post Conferences
- Health Agency Experiences
- Community Experiences

**REQUIRED TEXTBOOKS for NURSING 23**


**OPTIONAL REFERENCES**

- American Journal of Nursing
- Journal of Maternal-Child Nursing
All students are expected to have read and to adhere to the policies pertaining to the following, as outlined in the department’s Nursing Student Handbook:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Netiquette</th>
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</thead>
<tbody>
<tr>
<td>Malpractice insurance, health clearance, and CPR training</td>
<td>Specific dress requirements for each clinical course</td>
</tr>
<tr>
<td>Evaluation and grading</td>
<td>Drug calculation policy</td>
</tr>
<tr>
<td>Clinical competencies</td>
<td>Mandatory skills review</td>
</tr>
<tr>
<td>College laboratory practice requirements</td>
<td>Criteria for retention in the nursing program</td>
</tr>
<tr>
<td>Clinical Agency experience requirements (including appropriate dress)</td>
<td>Civility</td>
</tr>
</tbody>
</table>

**TOPICAL OUTLINE**

*Each unit incorporates the Categories of Client Needs: Safe and Effective Care Environment (Management of Care, Safety and Infection Control), Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity (Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, Physiological Adaptation.)*

- Unit 1 — Orientation to Nursing of Children
- Unit 2 — Assessment and Management of the Child who has Respiratory Disorders
- Unit 3 — Assessment and Management of the Child who has Cardiovascular Disorders
- Unit 4 — Assessment and Management of the Child who has Gastrointestinal Disorders
- Unit 5 — Assessment and Management of the Child who has Hematological Disorders
- Unit 6 — Assessment and Management of the Child who has Immunological Disorders
- Unit 7 — Assessment and Management of the Child who has Musculoskeletal Disorders
- Unit 8 — Assessment and Management of the Child who has Genitourinary Disorders
- Unit 9 — Assessment and Management of the Child who has Immunological Disorders
- Unit 10 — Assessment and Management of the Child who has Integumentary Disorders
- Unit 11 — Assessment and Management of the Child who has Diabetes Mellitus
Topical Outline

Unit 1 – Orientation to Nursing of Children

Unit 2 – Assessment and Management of the Infant and Family

Unit 2A
- Alterations in the pulmonary and cardiac system
  - Bronchiolitis/Respiratory Syncytial
  - Apnea of Infancy-ALTE
  - Sudden Infant Death Syndrome
  - Congenital Heart Disease (PDA, COA, TOF)
- Cardiac Catheterization
- Kawasaki Disease

Unit 2B
- Alterations in fluid and electrolyte balance and the gastrointestinal system
  - Dehydration
  - Gastroenteritis
  - Hirschsprung disease
  - Gastroesophageal reflux disease
  - Cleft lip/Cleft palate
  - Hypertrophic pyloric stenosis
  - Intussusceptions
  - Failure to thrive
  - Celiac disease
  - Appendicitis
  - Diabetes Mellitus (Type I)

Unit 2C
- Congenital defects
  - Developmental Dysplasia of the Hip (DDH)
  - Congenital clubfoot
  - Hydrocephalus (ICP)
  - Spina Bifida

Unit 3 – Assessment and Management of the Toddler and Family

Unit 3A
- Alterations in the pulmonary system in children
  - Tonsillitis/Pharyngitis
  - Otitis Media
  - Asthma
  - Croup syndrome
  - Foreign body airway obstruction
  - Lead Poisoning
  - Cystic Fibrosis

Unit 3B
- Alterations in the integumentary system in children
  - Eczema
  - Child Abuse
  - Burns
  - Communicable Diseases
  - Pediculosis Capitis
  - Scabies
  - Pinworms
  - Ringworms
  - Acne

Unit 4 – Assessment and Management of the Preschooler and Family

- Alterations in the neurologic system
  - Febrile Convulsions
  - Seizure
  - Reyes Syndrome
  - Attention Deficit Disorder
  - Cerebral Palsy
  - Duchenne Muscular Dystrophy

Unit 5 – Assessment and Management of the School Age Children and Family

- Alterations in the hematologic and immunologic systems
  - Iron Deficiency Anemia
  - Sickle Cell Anemia
  - Hemophilia
  - Thalessemia
  - Leukemia
  - Rheumatic Fever

Unit 6 – Assessment and Management of the Adolescent and Family

- Alterations in the genitourinary system in children
  - UTI
  - Nephrotic Syndrome
  - Acute Glomerulonephritis
  - Wilms Tumor

- Alterations in the musculoskeletal system in children
  - Legg-Calve-Perthes Diseases
  - Slipped Femoral Epiphysis
  - Scoliosis
## Unit 1 – Introduction to the Course and Perspectives of Pediatric Nursing

### Content/Lecture Discussion

- Current trends in health care for children
- Social-Cultural Health Promotion
- Family Influence on Child Health
- Developmental Stages of Children
  - Physical
  - Psychosocial
  - Role of Play
  - Stressor/Coping with hospitalization
  - Therapeutic Communication
  - Pediatric Variations
  - Legal/ethical issues in Pediatric nursing
- Strategies for identifying and managing care of the child during the well-child visit utilizing a team approach
- Strategies relevant to the outcomes of care for the adult for child and family during the well-child visit
- Application of critical thinking processes when practicing safely in the delivery of care for the child and family
- Use of the nursing process throughout the mutually designed plan of care for the child and family

### Related Learner Experiences

#### Required Reading
- *Wong*: Chs. 1 – 7, 10, 18, 20 – 22

#### Computer Assisted Instruction & A/V materials
- Promoting Normal Growth in the Hospitalized child
- Pediatric Intravenous therapy
- Assessing A Child for Pain

#### Laboratory/Simulation Experiences
- Leadership and Delegation
  - The five rights of delegation
  - Roles of UAP and LPN
  - Communicating effectively
  - Managing conflicts
### Unit 2 – Assessment and Management of the Infant and Family

### Unit 2A – The Pulmonary and Cardiac System

#### Content/Lecture Discussion

- The structure and function of the pulmonary and cardiac system

- Alterations in the pulmonary and cardiac system
  - Bronchiolitis/Respiratory Syncytial
  - Apnea of Infancy
  - Sudden Infant Death Syndrome
  - Congenital Heart Disease
  - Kawasaki Disease

- Strategies for identifying and managing care of the child with pulmonary and cardiac complications utilizing a team approach

- Strategies relevant to the outcomes of care for the child with pulmonary and cardiac health alterations.

- Application of critical thinking processes when practicing safety in the delivery of care for the child with pulmonary and cardiac related needs
  - Diagnostic procedures
  - Pharmacologic agents
  - Laboratory values

- Use of the nursing process throughout the mutually designated plan of care for the child and family

- Utilization of technology in the care for children: electronic medical records

#### Related Learner Experiences

##### Required Reading
- Wong: Chs. 10, 11, 23, 25

##### Laboratory/Simulation Experiences
- Acute respiratory health alterations in children: Asthma
- The student will
  - Describe the pathophysiology
  - Identify risk factors for asthma
  - Describe clinical manifestations
  - Develop a plan of care for asthma
  - Explain asthma medications
  - Identify health teach of a child with asthma
### Unit 2 – Assessment and Management of the Infant and Family

#### Unit 2B – Fluid and Electrolyte Balance, Gastrointestinal System

<table>
<thead>
<tr>
<th>Content/Lecture Discussion</th>
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<tbody>
<tr>
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<td>- Diabetes Mellitus Type I</td>
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</table>

• Strategies for identifying and managing care of the child with gastrointestinal complications utilizing a team approach

• Strategies relevant to the outcomes of care for the child with electrolyte and gastrointestinal alterations

• Application of critical thinking processes when practicing safety in the delivery of care for the child with gastrointestinal related needs
  - Diagnostic procedures
  - Pharmacologic agents
  - Laboratory values

• Use of the nursing process throughout the mutually designated plan of care for the child and family

• Utilization of technology in the care for children: electronic medical records

### Related Learner Experiences

#### Required Reading

- **Wong**: Chs. 11, 17, 22, 24, 29

#### Clinical Experience

- The student will
  - Perform a nursing assessment for a child with gastrointestinal alterations.
  - Analyze data
  - Formulate nursing diagnoses
  - Prioritize nursing diagnoses
  - Formulate a plan of care to achieve client outcomes.
  - Implement the plan
  - Evaluate client outcomes
  - Incorporate national safety standards to ensure safe and effective delivery of care.
  - Communicate to members of the health care team utilizing SBAR and document health teaching and medical reconciliation using the EMR while meeting the needs of the child and family
  - Teach clients
    - Preventive health strategies
    - Health maintenance
### Unit 2 – Assessment and Management of the Infant and Family

#### Unit 2B – Fluid and Electrolyte Balance, Gastrointestinal System
- Dietary Medication use
- Lifestyle modification

### Unit 2 – Assessment and Management of the Infant and Family

#### Unit 2C – Congenital Defects

<table>
<thead>
<tr>
<th>Content/Lecture Discussion</th>
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<tbody>
<tr>
<td>• Strategies to involve the child and family in reaching successful outcome for the child with congenital defects</td>
</tr>
<tr>
<td>- Developmental Dysplasia of the Hip (DDH)</td>
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<tr>
<td>- Congenital clubfoot</td>
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</tr>
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<td>- Spina Bifida</td>
</tr>
<tr>
<td>• Strategies for identifying and managing care of the child with congenital defects utilizing a team approach</td>
</tr>
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<td>• Strategies relevant to the outcomes of care for the child with congenital defects</td>
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<td>- Laboratory values</td>
</tr>
<tr>
<td>• Use of the nursing process throughout the mutually designated plan of care for the child and family.</td>
</tr>
<tr>
<td>• Utilization of technology in the care for children: electronic medical records</td>
</tr>
</tbody>
</table>

### Related Learner Experiences

### Required Reading
- *Wong*: Chs. 28, 31, 32
### Unit 3 – Assessment and Management of the Toddler and Family

#### Unit 3A – Pulmonary System

**Content/Lecture Discussion**

- The structure and function of the pulmonary system

- Pulmonary alterations in children
  - Tonsillitis/Pharyngitis
  - Otitis Media
  - Asthma
  - Croup syndrome
  - Foreign body airway obstruction
  - Lead Poisoning
  - Cystic Fibrosis

- Strategies for identifying and managing care of the child with pulmonary complications utilizing a team approach

- Strategies relevant to the outcomes of care for the child with pulmonary alterations

- Application of critical thinking processes when practicing safety in the delivery of care for the child with pulmonary related needs
  - Diagnostic procedures
  - Pharmacologic agents
  - Laboratory values

- Use of the nursing process throughout the mutually designated plan of care for the child and family

- Utilization of technology in the care for children: electronic medical records

**Related Learner Experiences**

**Required Reading**
- *Wong*: Chs. 12, 14, 22, 23

**Clinical Experience**
- The student will
  - Perform a nursing assessment for a child with respiratory alterations
  - Analyze data
  - Formulate nursing diagnoses
  - Prioritize nursing diagnoses
  - Formulate a plan of care to achieve client outcomes
  - Implement the plan
  - Evaluate client outcomes
  - Incorporate national safety standards to ensure safe and effective delivery of care
  - Communicate to members of the health care team utilizing SBAR and document health teaching and medical reconciliation using the EMR while meeting the needs of the child and family.
  - Teach clients
    - Preventative health strategies
    - Health maintenance
      - Dietary
      - Medication Use
      - Lifestyle Modification
### Unit 3 – Assessment and Management of the Toddler and Family

#### Unit 3B – Integumentary System

**Content/Lecture Discussion**

- The structure and function of the integumentary system
- Integumentary alterations in children
  - Eczema
  - Child Abuse
  - Burns
  - Communicable Diseases
  - Pediculosis Capitis
  - Scabies
  - Pinworms
  - Ringworms
  - Acne
- Strategies for identifying and managing care of the child with integumentary alterations utilizing a team approach
- Strategies relevant to the outcomes of care for the child with integumentary alterations
- Application of critical thinking processes when practicing safety in the delivery of care for the child with integumentary related needs
  - Diagnostic procedures
  - Pharmacologic agents
  - Laboratory values
- Use of the nursing process throughout the mutually designated plan of care for the child and family
- Utilization of technology in the care for children: electronic medical records

**Related Learner Experiences**

**Required Reading**

- *Wong: Chs. 14, 30*
### Unit 4 – Assessment and Management of the Pre-schooler and Family

#### Content/Lecture Discussion

- The structure and function of neurologic system
- Alterations in the neurologic systems
  - Febrile Convulsions
  - Seizure
  - Reyes Syndrome
  - Attention Deficit Disorder
  - Cerebral Palsy
  - Duchenne Muscular Dystrophy
- Strategies for identifying and managing care of the child with neurological complications utilizing a team approach
- Strategies relevant to the outcomes of care for the child with neurological alterations
- Application of critical thinking processes when practicing safety in the delivery of care for the child with neurological related needs
  - Diagnostic procedures
  - Pharmacologic agents
  - Laboratory values
- Use of the nursing process throughout the mutually designated plan of care for the child and family
- Utilization of technology in the care for children: electronic medical records

#### Related Learner Experiences

**Required Reading**
- Wong: Chs. 17, 28, 30, 32

**Lab/Simulation Experiences**
- Neurological health alterations in children: Seizure
- The student will
  - Describe pathophysiology
  - Identify risk factors for seizure
  - Describe clinical manifestations
  - Develop a plan of care for seizure
  - Explain seizure medications
  - Identify health teaching of a child with seizure Teach clients
Unit 5 – Assessment and Management of the School-age and Family

Content/Lecture Discussion

- The structure and function of hematologic and immunologic systems
- Alterations in the hematologic and immunologic systems
  - Iron Deficiency Anemia
  - Sickle Cell Anemia
  - Hemophilia
  - Thalassemia
  - Leukemia
  - Rheumatic Fever
- Strategies for identifying and managing care of the child with hematological and immunological complications utilizing a team approach.
- Strategies relevant to the outcomes of care for the child with hematological and immunological alterations.
- Application of critical thinking processes when practicing safety in the delivery of care for the child with hematological and immunological related needs.
  - Diagnostic procedures
  - Pharmacologic agents
  - Laboratory values
- Use of the nursing process throughout the mutually designated plan of care for the child and family.
- Utilization of technology in the care for children: electronic medical records

Related Learner Experiences

Required Reading
- Wong: Chs. 25, 26

Clinical Experience
- The student will
  - Perform a nursing assessment for a child with hematological and immunological health alterations
  - Analyze data
  - Formulate nursing diagnoses
  - Prioritize nursing diagnoses
  - Formulate a plan of care to achieve client outcomes
  - Implement the plan
  - Evaluate client outcomes
  - Incorporate national safety standards to ensure safe and effective delivery of care.
  - Communicate to members of the health care team utilizing SBAR and document health teaching and medical reconciliation using the EMR while meeting the needs of the child and family
  - Teach clients
    - Preventative health strategies
    - Health maintenance
      - Dietary
      - Medication Use
      - Lifestyle Modification
### Content/Lecture Discussion

- The structure and function of genitourinary system

- Alterations in the genitourinary system in children
  - UTI
  - Nephrotic Syndrome

- Acute Glomerulonephritis

- Wilms Tumor

- The structure and function of musculoskeletal system

- Alterations in the musculoskeletal system in children
  - Legg-Calve-Perthes Disease
  - Slipped Femoral Epiphysis
  - Scoliosis

- Strategies for identifying and managing care of the child with genitourinary and musculoskeletal complications utilizing a team approach

- Strategies relevant to the outcomes of care for the child with genitourinary and musculoskeletal alterations.

- Application of critical thinking processes when practicing safety in the delivery of care for the child with genitourinary and musculoskeletal related needs.
  - Diagnostic procedures
  - Pharmacologic agents
  - Laboratory values

- Use of the nursing process throughout the mutually designated plan of care for the child and family.


### Related Learner Experiences

#### Required Reading
- Wong: Chs. 27, 31

#### Laboratory / Simulation Experience
- Health alterations in children requiring operative procedures: Appendectomy

- The Student will
  - Describe the pathophysiology and clinical signs of appendicitis.
  - Identify risk factors associated with Perioperative procedures
  - Develop a plan of care for preoperative and postoperative care
  - Discuss therapeutic management for the child postoperatively
  - Identify health teaching of a child post-appendectomy

#### Clinical Experience
- The student will
  - Perform a nursing assessment for a child with genitourinary and musculoskeletal alterations.
  - Analyze data
  - Formulate nursing diagnoses
  - Prioritize nursing diagnoses
  - Formulate a plan of care to achieve client outcomes.
  - Implement the plan.
### Unit 6 – Assessment and Management of the Adolescent and Family

- Evaluate client outcomes
- Incorporate national safety standards to ensure safe and effective delivery of care.
- Communicate to members of the health care team utilizing SBAR and document health teaching and medical reconciliation using the EMR while meeting the needs of the child and family.
- Teach clients
  - Preventative health strategies
  - Health maintenance
    - Dietary
    - Medication Use
    - Lifestyle Modification