



Kingsborough Community College  
 The City University of New York  
*Department of Nursing*

Nursing 2300 – Nursing of Children  
 Course Syllabus: Fall, 2022

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Associate Professor/Course Coordinator

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**Credit – Hours:** 5 credits, 17 hours (one half semester – 6 weeks)

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| <b>Pre-Requisites</b>      | NUR 1800, NUR 2100, NUR 2000, NUR 2200 |
| <b>Pre or Co-requisite</b> | SOC 3100                               |

### **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.

On-line learning experiences will consist of synchronous and asynchronous learning. Lecture will consist of: four (4) hours of synchronous instruction and two (2) hours of asynchronous learning through readings, videos, case studies, journal articles and discussion forum. Laboratory sessions will be in the virtual format and through the V-Simulation link in the on-line text book. Clinical sessions will be four (4) hours of clinical case study preparation and two (4) hours virtual with your assigned clinical professor.

### **ATTENDANCE**

Complete participation in class is possible only when students are able to focus attention on the class, therefore, entering the virtual class after it has begun is disrespectful to Faculty and

Syllabus updated: 9/20 2/21; 8/22

classmates. Talking out of turn or exhibiting other disruptive behaviors is not tolerated and students will be asked to leave the virtual classroom or lab. Student must have video and audio capability turned on in order to participate in the virtual classroom setting.

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 this virtual semester. When a student is excessively absent, a grade of “WU” will be assigned as described in the college catalogue.

### **STUDENT WITH DISABILITIES**

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance.

### **EXAM POLICY**

Exams will be given via your CUNY blackboard tool. Please ensure that you have the Chrome browser installed on your personal desktop prior to the exam. The desktop computer must have audio and visual so that the instructors can proctor your exam. Any communication during the examination must be done through the message function. Students are expected to receive a 75% or greater following the Nursing Department policy of passing grades.

**Nursing 2300** – Final grades will be calculated as follows: Please see attached grading rubric for each assignment in blackboard under Course Information.

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| Lecture examinations average (2 exams) | 62%                            |
| Final examination                      | 35%                            |
| ATI assignments and testing            | 3%                             |
| Clinical competency                    | Satisfactory or Unsatisfactory |
| • Discussions                          | Satisfactory or Unsatisfactory |
| • Case Studies                         | Satisfactory or Unsatisfactory |
| • Writing Assignment                   | Satisfactory or Unsatisfactory |

## **Course Organization:**

### **END OF PROGRAM 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.

1. Organize nursing care to provide a safe patient environment.
2. Prioritize nursing interventions when providing nursing care.
3. Integrate evidence-based nursing practice into nursing care.
4. Integrate critical thinking/clinical reasoning strategies when providing nursing care.
5. Support principles of teamwork and collaboration when working with members of the interprofessional team.
6. Develop appropriate leadership/management strategies when providing nursing care.
7. Incorporate the utilization of informatics principles and technology systems while providing nursing care.
8. Support ethical and legal principles relevant to the practice of a registered nurse.

### **TOPICAL OUTLINE**

*Each Topic 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). Specific weekly topics to be covered are located in your week-to-week schedule.*

- Orientation to Nursing of Children
- Assessment and Management of the Child who has Respiratory Disorders
- Assessment and Management of the Child who has Cardiovascular Disorders
- Assessment and Management of the Child who has Gastrointestinal Disorders
- Assessment and Management of the Child who has Hematological Disorders
- Assessment and Management of the Child who has Immunological Disorders

Syllabus updated: 9/20 2/21; 8/22

- Assessment and Management of the Child who has Musculoskeletal Disorders
- Assessment and Management of the Child who has Genitourinary Disorders
- Assessment and Management of the Child who has Integumentary Disorders

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| <p><b>Content/Lecture Discussion</b></p> <p><b>Unit 1/ Week 1</b></p> <p><b>Orientation to Care of the Children/ Nursing 2300</b></p>   |
| <ul style="list-style-type: none"> <li>• Current trends in health care for children</li> <li>• Social-Cultural Health Promotion</li> <li>• Family Influence on Child Health</li> <li>• End –of-Life-Care</li> <li>• Developmental Stages of Children             <ul style="list-style-type: none"> <li>– Physical</li> <li>– Psychosocial</li> <li>– Role of Play</li> <li>– Stressor/Coping with hospitalization</li> <li>– Therapeutic Communication</li> <li>– Pain Management</li> <li>– Pediatric Variations</li> <li>– National Patient Safety Goals</li> <li>– Legal/ethical issues in Pediatric nursing</li> </ul> </li> <li>• Strategies for identifying and managing care of the child during the well-child visit utilizing a team approach</li> <li>• Strategies relevant to the outcomes of care for the adult for child and family during the well-child visit</li> <li>• Application of critical thinking processes when practicing safely in the delivery of care for the child and family</li> <li>• Use of the nursing process throughout the mutually designed plan of care for the child and family</li> </ul> |

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| <i>Assessment and Management of the Infant and Family</i>  |
| <i>Week 2 – The Pulmonary and Cardiac System</i>   |
| <b>Content/Lecture Discussion</b>  |
| <ul style="list-style-type: none"> <li>• The structure and function of the pulmonary and cardiac system</li> </ul> |

*Assessment and Management of the Infant and Family**Week 2 – 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
  - Pharmacological agents
- for children: electronic medical records

*Week 3 – Fluid and Electrolyte Balance, Gastrointestinal System***Content/Lecture Discussion**

- The structure and function of fluid and electrolyte/gastrointestinal system
- 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
  - Autism Spectrum Disorder
  - Failure to thrive
  - Celiac disease
  - Appendicitis
  - Diabetes Mellitus Type I
- 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
  - Pharmacological agents

*Week 3 – Fluid and Electrolyte Balance, Gastrointestinal System*

- 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

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| <i>Assessment and Management of the Infant and Family/ Neurological</i>   |
| <i>Week 3</i>   |
| <b>Content/Lecture Discussion</b>   |
| <ul style="list-style-type: none"> <li>• Strategies to involve the child and family in reaching successful outcome for the child with congenital defects             <ul style="list-style-type: none"> <li>- Developmental Dysplasia of the Hip (DDH)</li> <li>- Congenital clubfoot</li> <li>- Cerebral Palsy</li> <li>- Hydrocephalus</li> <li>- Spina Bifida</li> </ul> </li> <li>• Strategies for identifying and managing care of the child with congenital defects utilizing a team approach</li> <li>• Strategies relevant to the outcomes of care for the child with congenital defects</li> <li>• Application of critical thinking processes when practicing safety in the delivery of care for the child with congenital defects.             <ul style="list-style-type: none"> <li>- Diagnostic procedures</li> <li>- Pharmacologic agents</li> <li>- Laboratory values</li> </ul> </li> <li>• Use of the nursing process throughout the mutually designated plan of care for the child and family.</li> <li>• Utilization of technology in the care for children: electronic medical records</li> </ul> |

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| <i>Assessment and Management of the Toddler and Family</i>   |
| <i>Week 4 -Integumentary System</i>  |
| <b>Content/Lecture Discussion</b>  |
| <ul style="list-style-type: none"> <li>• The structure and function of the integumentary system</li> <li>• Integumentary alterations in children             <ul style="list-style-type: none"> <li>- Eczema</li> <li>- Child Abuse</li> <li>- Burns</li> <li>- Communicable Diseases</li> <li>- Scabies</li> <li>- Pinworms</li> <li>- Ringworms</li> <li>- Acne</li> </ul> </li> </ul> |

*Assessment and Management of the Toddler and Family*

*Week 4 -Integumentary System*

- Pediculosis Capitis
- 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

*Assessment and Management of the school-age child*

*Hematological and Immunological Disorders*

**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
  - Thalessemia
  - Leukemia
  - Rheumatic Fever
  - HIV
- 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
  - Pharmacological agents



*Assessment and Management of the school-age child*

*Hematological and Immunological Disorders*

- 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

*Assessment and Management of the Adolescent and Family*

*Week 5 –Genitourinary and Musculoskeletal Systems*

**Content/Lecture Discussion**

- The structure and function of genitourinary system
- Alterations in the genitourinary system in children
  - UTI
  - Acute Glomerulonephritis
  - Nephrotic Syndrome
  - Wilms Tumor
- The structure and function of musculoskeletal system
- Alterations in the musculoskeletal system in children
  - Legg-Calve-Perthes Diseases
  - 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.
- Utilization of technology in the care for children: electronic medical records.

**Required Text book and Materials:**

This Class will be accessed through Course Point Plus. Each assignment will be monitored by both your lecture instructor and your clinical instructor. In order for you to access the assignments you must purchase this product prior to class in which time you will be granted an access code. The instructors will then give you the COURSE access code so you can view your assignments.

- Kyle and Carman: Essentials of Pediatric Nursing, Fourth Edition  
 Terri Kyle; Susan Carman  
 ISBN: 978-1-975156-19-0
- ATI Resource platform.
- Lap top and Chrome browser.
- Access to CUNY Blackboard.
- CUNY Student email.

Supplemental Resources on the Point: Once you are registered for the class you can access.

- Course Point Plus Student User Guide
- Pediatric V-Sim Guide
- Carrington Professional Guide

**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:**

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| <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Malpractice insurance, health clearance, and CPR training</li> <li>• Evaluation and grading</li> <li>• Clinical competencies</li> <li>• College laboratory practice requirements</li> <li>• Clinical Agency experience requirements (including appropriate dress)</li> </ul> | <ul style="list-style-type: none"> <li>• Netiquette</li> <li>• Specific dress requirements for each clinical course</li> <li>• Drug calculation policy</li> <li>• Mandatory skills review</li> <li>• Criteria for retention in the nursing program</li> <li>• Civility</li> <li>• Integrity</li> </ul> |
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