



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

**Nursing 2300 – Nursing of Children
Course Syllabus: Fall 2018 –Spring 2019**

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Credit – Hours: 5 credits, 17 hours (one half semester – 6 weeks)	
Pre-Requisites	NUR 1800, NUR 2100, NUR 2000, NUR 2200
Pre or Co-requisite	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.

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: NURSING PROGRAM END OF PROGRAM STUDENT LEARNING OUTCOMES
1. Organize nursing care to provide a safe patient environment.
2. Prioritize nursing interventions to provide caring, patient-centered 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 to provide patient 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.

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 Kingsborough's Nursing Department uses ATI Nursing Education tutorials, testing and remediation each semester. Active participation in ATI assignments and testing is a requirement of this course and will account for 5% 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 at the ATI NCLEX Live Review at the end of the semester is mandatory. Failure to attend the ATI Live Review may delay the submission of your paperwork to Albany qualifying you for the NCLEX RN Licensing Exam.**

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 cell phones, smart devices or other multimedia 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 "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.

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

All personal items (backpacks, purses, etc.) must be placed in front of the classroom before the exam begins. The Nursing Department will provide each student with a calculator and #2 pencil during exams. There are to be NO personal items in use (pens, highlighters, pencils, electronic devices, etc.) during an exam. Food and drink is strictly prohibited during the examination period. Students will be asked to remove all hats, scarfs and jewelry prior to the beginning of exams. (The only exceptions are head coverings and jewelry worn for religious purposes). There will be no individual exam reviews with faculty members

EVALUATION

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

A+	97 – 100	B+	87 – 89	C+	78 – 79	D+	66 – 69
A	93 – 96	B	83 – 86	C	75 – 77	D	60 – 65
A-	90 – 92	B-	80 – 82	C-	70 – 74	F	< 60

W	Withdrew without penalty
WU	Unofficial withdrawal (counts as a failure)
INC	Term's work is incomplete. Counts as an F grade

Nursing 2300 – Final grades will be calculated as follows:

Lecture examinations average (2 exams)	60%
Final examination	35%
ATI assignments and testing	5%
Clinical competency	Satisfactory or Unsatisfactory
• Unfolding Care Plan	Satisfactory or Unsatisfactory
• Child Observation	Satisfactory or Unsatisfactory
• Writing Assignment	Satisfactory or Unsatisfactory
• Case Study	Satisfactory or Unsatisfactory

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. Earn a minimum of a "C" grade in every required Nursing and co-requisite course inclusive of BIO 1200, BIO 5100, ENG 2400, and PSY 3200.
2. **Students who achieve a "C-" grade in required clinical nursing course may apply to repeat the course one time only in the semester immediately following, subject to space availability. The minimum grade for clinical courses that are repeated is a "B."** The "Intent to Return to Nursing Course" form can be found on the KCC Website Nursing Department page under "Forms". This must be completed and include a plan of success that demonstrates significant changes in how they will approach the course when repeated. Only one required nursing course may be repeated. A grade of less than a "C" in a second nursing course will cause the student to be dismissed from the program.
3. Students must achieve a grade of "B" in order to pass NUR 1700. Students in NUR 1700 who achieve a failing grade of no less than "C-" may repeat the course one time only after submitting an "Intent to Return Form."
4. Students who enter Nursing 1700 and Nursing 1800 **MUST** complete the Nursing Program within four years from the date of entry into this course. Any student who has not attended nursing courses for two or more consecutive semesters cannot be readmitted into the Nursing Program

unless qualifying examinations have been passed in the required nursing courses previously successfully completed. Qualifying examinations may be repeated only once.

5. Students in the clinical component can only appeal the retention criteria one time.
6. Students in the clinical component can only withdraw once and must be passing to do so.

Teaching Strategies	
<ul style="list-style-type: none"> • Lecture/Discussion • Simulated Laboratory Experiences • Demonstration/Return Demonstration • Case Studies • Multimedia 	<ul style="list-style-type: none"> • Computer Assisted Instruction/ATI • Pre and Post Conferences • Health Agency Experiences • Unfolding Care Plan • Role Playing • Course Point/Prep U

REQUIRED Electronic Book: Hockenberry M., Wilson, D., & Rogers, C (2016). **Wong’s Essentials of Pediatric Nursing; 10th Ed. Elsevier.** (ISBN# 9780323353168)

REQUIRED RESOURCES

Assessment Technology Institute (ATI)

Attendance at the ATI NCLEX Live Review at the end of the semester is mandatory

PROVIDED REFERENCES:

Nursing Central by Unbound Medicine

- Davis Drug Guide
- Diseases and Disorders
- Taber’s Medical Dictionary
- Davis Lab and Diagnostics Guide

RECOMMENDED TEXTBOOKS

- Dudek, Susan G. (2014). Nutrition Handbook for Nursing Practice, 7th Edition, Philadelphia, PA.: J.B. Lippincott.
- Frandsen G.Pennington S.,(2014). Abrams Clinical Drug Therapy, 11th Edition. Philadelphia, PA: Lippincott, Williams & Wilkins.
- Hopkins, Tracy (2011). Med Surg Notes Nurse’s Clinical Pocket Guide, 4th Edition, Philadelphia, PA: F.A. Davis Company.
- LeFever-Kee, Joyce (2014). Laboratory and Diagnostic Tests with Nursing Implications, 9th Edition, Upper Saddle River, NJ: Pearson/Prentice Hall.
- Thomas, Clayton L., Editor. (2013). Taber’s Cyclopedic Medical Directory, 22nd Edition. Philadelphia, PA. F.A. Davis Company.
- Murray & McKinney (2014) Foundations of Maternal-Newborn & Women’s Health Nursing. 6th Edition Saunders, Elsevier

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:

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

- 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
- 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

Unit 1- 3 – 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
- End –of-Life-Care
- Developmental Stages of Children
 - Physical
 - Psychosocial
 - Role of Play
 - Stressor/Coping with hospitalization
 - Therapeutic Communication
 - Pain Management
 - Pediatric Variations
 - National Patient Safety Goals
 - 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**

Units 1,2,3.

Chapters 1-14 Kyle & Carmen

Computer Assisted Instruction & A/V materials

- Promoting Normal Growth in the Hospitalized child
 - 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

<i>Assessment and Management of the Infant and Family</i>
<i>Unit 4 – The Pulmonary and Cardiac System</i>
Content/Lecture Discussion
<ul style="list-style-type: none"> • The structure and function of the pulmonary and cardiac system • Alterations in the pulmonary and cardiac system <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – Diagnostic procedures – Pharmacological 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
<p>Required Reading <i>Chapter 18 & 19, Kyle and Carmen</i></p> <p>Laboratory/Simulation Experiences</p> <ul style="list-style-type: none"> • Acute respiratory health alterations in children: Asthma • The student will <ul style="list-style-type: none"> – 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

– *Assessment and Management of the Infant and Family*

Unit 4B – 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
 - 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
 - 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

Chapter 22, Kyle & Carmen

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
 - Dietary
 - Medication use
 - Lifestyle modification

<i>Assessment and Management of the Infant and Family</i>
<i>Unit 4C- Congenital Defects</i>
Content/Lecture Discussion
<ul style="list-style-type: none"> • Strategies to involve the child and family in reaching successful outcome for the child with congenital defects <ul style="list-style-type: none"> - Developmental Dysplasia of the Hip (DDH) - Congenital clubfoot - Hydrocephalus - Spina Bifida • Strategies for identifying and managing care of the child with congenital defects utilizing a team approach • Strategies relevant to the outcomes of care for the child with congenital defects • 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"> - 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 <i>Chapter 22, Kyle and Carmen</i>

<i>Assessment and Management of the Toddler and Family</i>
<i>Unit 4 D- Pulmonary System</i>
Content/Lecture Discussion
<ul style="list-style-type: none"> • The structure and function of the pulmonary system • Pulmonary alterations in children <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Diagnostic procedures - Pharmacological 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
<p>Required Reading <i>Chapter 18 / Kyle & Carmen</i></p> <p>Clinical Experience</p> <ul style="list-style-type: none"> • The student will <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> ▪ Preventative health strategies ▪ Health maintenance <ul style="list-style-type: none"> ▪ Dietary ▪ Medication Use ▪ Lifestyle Modification

<i>Assessment and Management of the Toddler and Family</i>
<i>Unit 4 E -Integumentary System</i>
Content/Lecture Discussion
<ul style="list-style-type: none"> • The structure and function of the integumentary system • Integumentary alterations in children <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 Chapters 23&28 Kyle & Carmen

Assessment and Management of the Pre-school and Family
Unit 4 F -Neurological System

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
 - Duchene 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

Chapters 28 & 22

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

*Assessment and Management of the School-age and Family
Unit 4 G –Hematologic and immunologic systems System*

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
 - 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

Chapter 24, Kyle & Carmen

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

Assessment and Management of the Adolescent and Family
Unit 4 H – Genitourinary and Musculoskeletal Systems

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 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.

Related Learner Experiences

Required Reading

Chapter 20, Kyle & Carmen

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.
 - 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

Assessment and Management of the Adolescent and Family
Unit 4 H –Genitourinary and Musculoskeletal Systems

- Preventative health strategies
- Health maintenance
 - Dietary
 - Medication Use
 - Lifestyle Modification