

**LOS ANGELES VALLEY COLLEGE**  
**HEALTH SCIENCE DEPARTMENT**  
**NURSING PROGRAM**  
**NURSING SYLLABUS**  
**NURSING SCIENCE 112**  
**CARE OF CHILDREN AND FAMILY**  
**FALL OF 2011**

**INSTRUCTOR:**

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**NURSING SCIENCE 112  
CARE OF CHILDREN AND FAMILY SYLLABUS**

**COURSE OVERVIEW**

<b>COURSE TITLE:</b>	<b>Nursing Science 112 Care of Children and Family</b>
<b>TOTAL COURSE HOURS:</b>	<b>3.5 Units (2 Units Theory/1.5 Units Clinical) (2 Units Theory = 36.0 hours) (1.5 Units Clinical = 81.0 hours)</b>
<b>PLACEMENT OF COURSE:</b>	<b>Fourth Semester (twice per semester/four times per year)</b>
<b>MAXIMUM ENROLLMENT:</b>	<b>24 students = theory 2 clinical instructors with 1:10/12 ratio of students</b>
<b>COURSE COORDINATOR:</b>	<b>Kathy Snider, RN, MSN, CNS</b>

**Course Description:**

This course focuses on the nurse as a provider of care, manager of care and member of the profession in a variety of settings involving children and families. Course content includes physiological, psychological, developmental and socio-cultural needs of children and families. Building upon Maslow's Hierarchy of Needs and the Nursing Process, course content in Pediatric Nursing will be presented within the framework of the wellness/illness continuum of the client and family from birth through adolescence.

**Student Learning Outcome:**

At the completion of NS 112 Care of Children and Family, the student will be able to: design and implement an age-appropriate plan of care (including but not limited to acute, chronic and at-home care needs) for the neonatal, infant, toddler, pre-schooler, school-age and adolescent client and family experiencing alterations in a variety of body systems.

**Teaching Methods:**

Lecture, discussion, laboratory activity, field experience, daily worksheets, a nursing care plan, media assignments, student presentations, demonstration, clinical practice, peer teaching.

**Evaluation Methods:**

Daily work sheets, a nursing care plan, an oral presentation selected from the Pediatric Clinical Conference Topics List, a written assessment tool from the Day Care Center observation experience, proficiency on the entrance level math competency evaluation, proficiency on the pediatric dosage calculation evaluation, pediatric quizzes, a pediatric final examination and clinical performance.

**NS 112 Care of Children and Family Grade Point Sheet;**

Pediatric Quiz #1: ( /40 Points)	40 Points	A = 100% - 90% 200 - 179 Points
Pediatric Quiz #2: ( /40 Points)	40 Points	B = 89% - 83% 178 - 165 Points
Pediatric Final Examination: ( /100 Points)	100 Points	C = 82% - 76% 164 - 151 Points
Pediatric Presentation: ( /10 Points)	10 Points	<150 Points = Course Failure = F
Child Development Center Assessment Tool: ( /10 Points)	10 Points	Total Points for the Course: 200 Points

### **Dosage Calculation Evaluations:**

The grade(s) achieved on dosage calculation evaluations administered during the 4<sup>th</sup> semester of the Nursing Program will not be factored into the theory grade for any given nursing course.

A 4<sup>th</sup> semester Entrance Level Dosage Calculation Evaluation (representing material learned prior to the fourth semester) will be administered on Thursday of the first week of the fourth semester. Students are required to achieve 90% accuracy on this evaluation. Failure to achieve 90% accuracy on this evaluation will mandate that the student re-test by taking a second 4<sup>th</sup> semester Entrance Level Dosage Calculation Evaluation on the following Monday. Students scoring below 90% on the re-test evaluation will complete a remediation plan in the Skills Laboratory and will not be permitted to administer medications during clinical. The third and last re-test evaluation will be given on the following Thursday. If the student fails the third Dosage Calculation Evaluation they may not administer medications during clinical and they will receive an “unsatisfactory” for all clinical days in which they were restricted from administering medications. As stated in the Student Handbook, three “unsatisfactory” days (due to inability to administer medications during clinical) will result in a clinical failure being issued to the student and the student will be dismissed from the course. An “unsatisfactory” rating in clinical constitutes a fail for the course regardless of the student’s theory grade.

Students are also required to take and pass, at 90% accuracy, a Pediatric Dosage Calculation Evaluation administered during the fourth week of the nursing course. The student will be afforded a total of three attempts (initial Pediatric Dosage Calculation Evaluation and two re-test evaluations) to achieve the required 90% accuracy. The date and time for the administration of the re-test(s) evaluations will be determined by the instructor. Failure to achieve the required 90% accuracy on the Pediatric Dosage Calculation Evaluation and/or re-test(s) evaluations will result in the student being restricted from administering medications during clinical. As stated in the Student Handbook, three “unsatisfactory” days (due to inability to administer medications during clinical) will result in a clinical failure being issued to the student and the student will be dismissed from the course. An “unsatisfactory” rating in clinical constitutes a fail for the course regardless of the student’s theory grade.

At the end of the fourth semester, while enrolled in NS114 Nursing Leadership and Management, a 4<sup>th</sup> semester Exit Level Dosage Calculation Evaluation will be given. The policy governing this evaluation is as stated previously regarding the 4<sup>th</sup> semester Entrance Level Dosage Calculation Evaluation.

The grades for all dosage calculation evaluations given in the 4<sup>th</sup> semester will be e-mailed to the students or posted in the Skills Laboratory by 5:00 pm on the day the dosage calculation evaluation was administered in order to allow students an appropriate amount of time to remediate.

### **Skills Laboratory:**

Students currently enrolled in the 4<sup>th</sup> semester of the Los Angeles Valley College Nursing Program are required to attend the Skills Laboratory (NS 115 Basic Skills Enhancement Laboratory). The NS115 requirement is 54 hours for the 4<sup>th</sup> semester. NS112 scheduled Skills Laboratory hours are Thursdays from 12:30 pm to 3:30 pm every week throughout the five week course. Each week specific skills will be demonstrated by the Skills Laboratory instructors followed by a return demonstration from each student. Students must carry their Skills Checklist form to the clinical site and to the Skills Laboratory in order to be signed off on the assigned skills for that week.

### **Clinical Agencies:**

Valley Presbyterian Hospital	General Pediatric Unit; Pediatric Intensive Care Unit (PICU); Neonatal Intensive Care Unit (NICU); Same Day Surgery; Emergency Department and/or Fast Track; LAVC Child Development Center (CDC).
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### **Textbook (Required):**

Hockenberry & Wilson: Wong's Essentials of Pediatric Nursing, Mosby/Elsevier, 8<sup>th</sup> Edition, 2009. ISBN: 978-0-323-05353-2.

D'Amico & Barbarito: Health & Physical Assessment in Nursing, Pearson, 2<sup>nd</sup> Edition, 2012. ISBN: 0-135-114-15-2.

### **Assignments:**

1. A Daily Worksheet is required on each client that the student cares for. The format and due dates for these assignments will be discussed during clinical orientation. The Daily Worksheets are graded as "satisfactory/unsatisfactory."
2. One Comprehensive Nursing Care Plan will be required during the nursing course. The format and due date for this assignment will be discussed during clinical orientation. The Comprehensive Nursing Care Plan is graded as "satisfactory/unsatisfactory."
3. The student is required to select one topic from the Pediatric Clinical Conference Topic List (see appendix for form) and prepare a 10 minute oral presentation

dealing with the selected topic. The presentation must adhere to the pre-determined focus of the topic. Creativity and critical thinking, as evidenced by skits, role playing, posters, pamphlets or outside agency visits or use of the internet, is encouraged. Grading criteria for this presentation is also listed in the appendix of this syllabus. The assigned schedule for the presentation will be strictly adhered to. Points will be deducted for late presentation.

4. The student is required to visit the Los Angeles Valley College Campus Child Development Center (CDC) and assess the children enrolled in the program using the Child Development Center Assessment Tool. (see appendix for form). Grading criteria for this form is also listed in the appendix of this syllabus. This tool must be completed by the conclusion of the first full week of the nursing course.

### **Theory Course Competencies**

**Upon successful completion of this course, the student will achieve the following competencies:**

1. Demonstrate the knowledge and skills necessary to function in accordance with the NLNAC competencies.
2. Compare/contrast and evaluate social, cultural, religious, family and developmental influences on child health promotion.
3. Propose and evaluate age-appropriate communication and assessment techniques for children and families.
4. Propose and evaluate age-appropriate health promotion interventions for children and families.
5. Formulate, organize, prioritize and evaluate an age-appropriate plan of nursing care, based on Maslow's Hierarchy of Needs, the Nursing Process and the NLNAC Competencies, for children and families in acute, chronic and home/community-based settings.
6. Formulate a plan for managing and providing total nursing care for a pediatric client and family with varying disorders/needs. Devise a plan for delivering total nursing care for a pediatric client and family with increasingly complex physiologic disorders/needs.
7. Evaluate and revise as needed the age-appropriate plan of care for an increasingly complex pediatric client and family.
8. Formulate situation-appropriate communication techniques for and with members of the health care team.

9. Propose solutions for ethical and legal issues in child health care.
10. Evaluate responsibility/accountability and/or actions/decisions and propose corrective actions as necessary/needed.
11. Practice according to the United Nations Declaration of the Rights of the Child and the American Nurses' Association Standards of Maternal and Child Health Nursing Practice and the NLNAC Competencies.

**Clinical Course Competencies**  
**Related to Clinical Evaluation Tool**

**When caring for pediatric clients and families with common health and wellness needs related to acute, chronic and at-home childhood diseases/disorders, within hospital and community settings, the student will:**

**AS A PROVIDER OF CARE:**

**Assessment:**

- 1.1 Synthesizes and evaluates age-appropriate relevant data via observation, client/family interview, chart review, and, contributes to data base utilizing Maslow's Hierarchy of Human Needs framework.
- 1.2 Identifies and supports age-appropriate client and family needs based on Maslow's Hierarchy of Human Needs framework.

**Analysis/Diagnosis:**

- 1.3 Analyzes and synthesizes relevant data, prioritizes client and family needs and formulates age-appropriate nursing diagnoses based on Maslow's Hierarchy of Human Needs framework.
- 1.4 Differentiates problems unique to the client's and family's culture and developmental level.

**Planning:**

- 1.5 Collaborates with client and family and health care team members in planning age-appropriate client and family care and clinical decision making.
- 1.6 Utilizes critical thinking strategies and Maslow's Hierarchy of Human needs framework for clinical decision making.
- 1.7 Formulates attainable, measurable, age-appropriate goals that are specific to client and family needs.
- 1.8 Develops an individualized teaching plan based on assessed needs, developmental level and uniqueness of the client and the family.

**Implementation:**

- 1.9 Implements caring interventions sensitive to developmental level and cultural diversity needs.
- 1.10 Provides rationales for decision making that are evidence-based and reflect application of knowledge and principles. Documents appropriate resources.
- 1.11 Maintains proficiency in previously learned skills.
- 1.12 Implements teaching/learning principles based on client/family assessed needs/developmental level.
- 1.13 Implements interventions in an organized, prioritized manner.
- 1.14 Safely calculates, administers, manages and interprets client's medications incorporating knowledge from pediatric dosage calculations and administration concepts.

**Evaluation:**

- 1.15 Evaluates client's responses. Based on client's responses, makes modifications to nursing interventions, medications and achievement of outcomes.
- 1.16 Demonstrates ongoing self-evaluation: identifies strengths and areas needing improvement.

**AS A MANAGER OF CARE:**

**(Verbal):**

- 2.1 Applies time management skills and effective use of resources when managing care for 1-2 pediatric clients or for pediatric client(s) with complex needs.
- 2.2 Demonstrates advanced leadership skills: self-assurance, progression of knowledge/skills, transfer of theory into clinical application, reduced need for supervision.
- 2.3 Communicates in a professional manner while functioning as a cooperative member of the health care team (including pre and post-conference participation).
- 2.4 Demonstrates understanding of the advocacy role as it relates to the "Rights of the Child."
- 2.5 Effectively applies therapeutic age-appropriate communications skills to develop the nurse-client relationship.
- 2.6 Provides oral report to instructor, charge nurse and members of the health care team.

**(Non-verbal):**

- 2.7 Effectively communicates via written descriptive nursing notes and documentation in the chart.

**AS A MEMBER OF THE PROFESSION:**

- 3.1 Listens and responds to questions appropriately. Is consistently on time for client care and pre and post-conferences.
- 3.2 Demonstrates accountability and responsibility for safe practice within the legal/ethical parameters of the profession.
- 3.3 Maintains client and family confidentiality in accordance with HIPPA and Agency guidelines.

3.4 As a client advocate: reports suspicions of child abuse to appropriate personnel and takes appropriate action(s).

3.5 Performs in a manner that reflects the LAVC Student Code of Behaviors and Professional Appearance per the Nursing Student Handbook and Agency Rules and Regulations.

3.6 Provides evidence of participation in student and professional activities that promote lifelong learning to enhance practice and self-awareness.

<b>Course Competencies Related to Course Content</b>	<b>Content/Unit Competencies</b>	<b>Activities</b>
<b>At the completion of this course, the student will be able to:</b>	<b>Prior to each unit of study, the student will review the Anatomy &amp; Physiology; Diagnostic Tests; Pharmaceutical Agents associated with the system:</b>	<b>By the completion of each week, the students will have accomplished the following activities:</b>
<p align="center"><b>Week #1:</b></p> <p>Compare and contrast the history of child health nursing with that of adult nursing</p>	<ol style="list-style-type: none"> <li>1) Trace the history of child health nursing in the United States               <ol style="list-style-type: none"> <li>a) 1900-present</li> <li>b) "old" versus "new" morbidity/mortality</li> <li>c) advent of ambulatory; community-based; home based care</li> </ol> </li> <li>2) Identify social, cultural, religious influences on child health promotion               <ol style="list-style-type: none"> <li>a) primary versus secondary groups</li> <li>b) poverty versus affluence</li> <li>c) customs and folkways</li> <li>d) health and dietary practices</li> <li>e) beliefs and values</li> </ol> </li> <li>3) Define family influences on child health promotion</li> </ol>	<p>Complete readings from text:</p> <p>Chapter 1, p 1-19            Chapter 2, p 20-28            Chapter 3, p 29-50            Chapter 4, p 51-70            Chapter 5, p 71-96            Chapter 20, p 641-657</p> <p>Orient to theory and clinical expectations</p> <p>Review course schedule and assignments</p>

<p>Compare and contrast the special problems in caring for children with that of caring for adults</p>	<ul style="list-style-type: none"> <li>a) function and structure</li> <li>b) size and configuration</li> <li>c) parenting behaviors and styles</li> <li>d) special parenting situations</li> </ul> <p>4) Differentiate developmental influences on child health promotion</p> <ul style="list-style-type: none"> <li>a) Erikson</li> <li>b) Fowler</li> <li>c) Freud</li> <li>d) Kohlberg</li> <li>e) Piaget</li> </ul> <p>1) List techniques utilized in communicating with children and families</p> <ul style="list-style-type: none"> <li>a) types of communication: verbal versus non-verbal</li> <li>b) guidelines for age-appropriate communication</li> </ul> <p>2) Distinguish techniques utilized in assessing children and families</p> <ul style="list-style-type: none"> <li>a) physical/systems approach</li> <li>b) developmental approach</li> </ul> <p>3) Recognize health promotion needs of children and families</p> <ul style="list-style-type: none"> <li>a) immunizations</li> <li>b) accidents and poisoning prevention</li> <li>c) discipline and limit setting</li> <li>d) play and toys</li> <li>e) nutrition</li> <li>f) activity and sleep</li> </ul> <p>4) Assess the factors influencing the special needs of hospitalized</p>	<p>Complete readings from text:</p> <ul style="list-style-type: none"> <li>Chapter 6, p 97-157</li> <li>Chapter 7, p 158-195</li> <li>Chapter 10, p 322-376</li> <li>Chapter 12, p 409-436</li> <li>Chapter 13, p 437-451</li> <li>Chapter 14, p 452-491</li> <li>Chapter 15, p 492-512</li> <li>Chapter 16, p 513-535</li> <li>Chapter 18, p 574-609</li> <li>Chapter 20, p 641-657</li> <li>Chapter 21, p 658-685</li> <li>Chapter 22, p 686-753</li> </ul> <p>Begin to comprehend the following:</p> <ul style="list-style-type: none"> <li>1) DDST-II Forms</li> <li>2) Growth Grids</li> <li>3) Tanner Sexual Developmental Tool</li> <li>4) Immunization Schedule</li> </ul> <p>Select a Pediatric Clinical Conference Topic</p> <p>View the following media: (Concept Media):</p> <ul style="list-style-type: none"> <li>1) Physical Assessment &amp; Administration of</li> </ul>
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	<p>children and families</p> <ol style="list-style-type: none"> <li>a) separation anxiety</li> <li>b) loss of control</li> <li>c) bodily injury and pain: traditional versus non-traditional pain control</li> <li>d) acute versus chronic illness</li> <li>e) disability and death</li> </ol> <p>5) Apply pediatric variations of nursing interventions</p> <ol style="list-style-type: none"> <li>a) age-appropriate preparation for procedures</li> <li>b) general hygiene and care</li> <li>c) safety in transporting; restraining; positioning</li> <li>d) sequence of obtaining vital signs</li> <li>e) collection of specimens</li> <li>f) administration and calculation of medications</li> <li>g) maintaining fluid balance</li> <li>h) miscellaneous special procedures</li> </ol> <p>6) Examine ethical and legal issues in child health nursing</p> <ol style="list-style-type: none"> <li>a) United Nations Declaration of the Rights of the Child</li> <li>b) American Nurses' Association Standards of Maternal and Child Health Nursing Practice</li> <li>c) informed consent: parents/legal guardians versus mature/ emancipated minors</li> <li>d) child abuse and neglect: emotional; physical; sexual</li> </ol>	<p>Medication (Medcom Trainex):</p> <ol style="list-style-type: none"> <li>1) Age-Specific Care: Toddlers Through Teens</li> <li>2) Medicating Children</li> <li>3) Child Abuse, Part 1: Physical Abuse</li> <li>4) Child Abuse, Part 2: Neglect &amp; Emotional Abuse</li> <li>5) Child Abuse, Part 3: Sexual Abuse</li> </ol> <p>Purchase one packet of 6 scantrons (50 items on each side/100 items total) and turn in the sealed, unopened packet to the course coordinator</p> <p>Be aware that as the first week's content is largely review, not all of the content will be taught in lecture and the student is expected to review this material independently in preparation for Quiz #1 which covers the content in Week #1</p> <p>Attend the Child Development Center Experience</p> <p><b>Attend the Skills Laboratory (See Pediatric Skills Schedule for Specific Skills)</b></p> <p><b>Complete and Submit Child Development Center Assessment Tool</b></p>
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		<b>Complete and Submit Daily Worksheet</b>
<b>Week #2:</b>		
Formulate the nursing management of children with alterations in oxygenation needs	<p>1) Determine specific assessments/analyses, nursing diagnoses, goals, nursing interventions and evaluations (including but not limited to acute, chronic and at-home care needs) appropriate for children who have the following problems involving the respiratory system:</p> <ul style="list-style-type: none"> <li>a) upper airway infections: <ul style="list-style-type: none"> <li>tonsillitis</li> <li>otitis media</li> </ul> </li> <li>b) lower airway infections: <ul style="list-style-type: none"> <li>bronchiolitis</li> <li>respiratory syncytial virus</li> </ul> </li> <li>c) croup syndromes: <ul style="list-style-type: none"> <li>acute spasmodic laryngotracheobronchitis</li> <li>epiglottitis</li> </ul> </li> <li>d) other infections of the respiratory tract <ul style="list-style-type: none"> <li>tuberculosis</li> </ul> </li> <li>e) long term respiratory dysfunctions <ul style="list-style-type: none"> <li>asthma</li> <li>cystic fibrosis</li> </ul> </li> <li>f) respiratory emergencies <ul style="list-style-type: none"> <li>sudden infant death syndromes</li> </ul> </li> </ul>	<p>Complete reading from text: Chapter 11, p 401-407 Chapter 23, p 754-812</p> <p>Formulate, organize, prioritize and evaluate an age-appropriate plan of nursing care, based on Maslow's Hierarchy of Human Needs and the Nursing Process, for children and families in acute, chronic and home/community based settings with an alteration in oxygenation needs.</p>
Formulate the nursing management of children with alterations in circulation needs	<p>2) Determine specific assessments/analyses, nursing diagnoses, goals, nursing interventions and evaluations (including but not limited to acute, chronic and at-home care needs) appropriate for children</p>	<p>Complete reading from text: Chapter 25, p 861-910</p> <p>Formulate, organize, prioritize and evaluate an age-appropriate plan of nursing care, based on Maslow's Hierarchy of</p>

<p>Formulate the nursing management of children with alterations in nutritional needs</p>	<p>who have the following problems involving the cardiac system:</p> <ul style="list-style-type: none"> <li>a) congenital heart disease</li> <li>b) acyanotic defects <ul style="list-style-type: none"> <li>atrial septal defect</li> <li>ventricular septal defect</li> <li>patent ductus arteriosus</li> <li>coarctation of the aorta</li> </ul> </li> <li>c) cyanotic defects <ul style="list-style-type: none"> <li>tetralogy of fallot</li> <li>transposition of the great arteries</li> </ul> </li> <li>d) consequences of congenital heart disease <ul style="list-style-type: none"> <li>congestive heart failure</li> </ul> </li> <li>e) acquired cardiovascular disorders <ul style="list-style-type: none"> <li>rheumatic fever</li> </ul> </li> <li>f) vascular dysfunctions <ul style="list-style-type: none"> <li>kawasaki's disease</li> </ul> </li> </ul> <p>3) Determine specific assessments/analyses, nursing diagnoses, goals, nursing interventions and evaluations (including but not limited to acute, chronic and at-home care needs) appropriate for children who have the following problems involving the gastrointestinal system:</p> <ul style="list-style-type: none"> <li>a) disorders of motility <ul style="list-style-type: none"> <li>dehydration due to vomiting and diarrhea</li> <li>hirschsprung's disease</li> </ul> </li> <li>b) structural defects <ul style="list-style-type: none"> <li>cleft lip and palate</li> <li>tracheoesophageal fistula/esophageal atresia</li> </ul> </li> <li>c) obstructive disorders <ul style="list-style-type: none"> <li>pyloric stenosis</li> <li>intussusception</li> <li>anorectal malformations</li> </ul> </li> <li>d) malabsorption syn-</li> </ul>	<p>Human Needs and the Nursing Process, for children and families in acute, chronic and home/community based settings with an alteration in circulation needs</p> <p>Complete reading from text: Chapter 11, p 396-400 Chapter 24, p 813-860 Formulate, organize, prioritize and evaluate an age-appropriate plan of nursing care, based on Maslow's Hierarchy of Human Needs and the Nursing Process, for children and families in acute, chronic and home/community based settings with an alteration in nutritional needs</p> <p>View the following media: (American Academy of Pediatrics &amp; American Heart Association): 1) Infant CPR Anytime (Jarvis): 1) Physical Examination &amp; Health Assessment 15:</p>
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	<p>dromes celiac disease organic versus non-organic failure-to-thrive e) hepatic disorders biliary atresia</p>	<p>Head-to-Toe Examination of the Normal Child (Medcom Trainex): 1) Physical Assessment of a Child, Part 1 2) Physical Assessment of a Child, Part 2 <b>Note: Viewing of this media may continue throughout Weeks #3, #4 and #5</b></p> <p><b>Attend the Skills Laboratory (See Pediatric Skills Schedule for Specific Skills)</b></p> <p><b>Complete and Submit Daily Worksheet</b></p> <p><b>Quiz #1</b></p>
<p><b>Week #3</b></p> <p>Formulate the nursing management of children with alterations in elimination needs</p>	<p>4) Determine specific assessments/analyses, nursing diagnoses, goals, nursing interventions and evaluations (including but not limited to acute, chronic and at-home care needs) appropriate for children who have the following problems involving the genitourinary system: a) genitourinary tract disorders and defects     urinary tract infections     vesicoureteral reflux     epi and hypospadias     cryptorchidism b) glomerular disease     acute glomerulonephritis     nephrotic syndrome</p>	<p>Complete reading from text: Chapter 27, p 949-973</p> <p>Formulate, organize, prioritize and evaluate an age-appropriate plan of nursing care, based on Maslow's Hierarchy of Human Needs and the Nursing Process, for children and families in acute, chronic and home/community based settings with an alteration in elimination needs</p>

<p>Formulate the nursing management of children with alterations in sensory/comfort needs</p>	<p>5) Determine specific assessments/analyses, nursing diagnoses, goals, nursing interventions and evaluations (including but not limited to acute, chronic and at-home care needs) appropriate for children who have the following problems involving the cognitive, sensory and neurological systems:</p> <ul style="list-style-type: none"> <li>a) cognitive impairment mental retardation and developmental delay down's syndrome</li> <li>b) sensory impairment cataracts glaucoma strabismus</li> <li>c) neurological impairment disorders with behavioral components <ul style="list-style-type: none"> <li>1] attention deficit disorder/hyper-activity</li> <li>2] autism</li> </ul> </li> <li>intracranial infections <ul style="list-style-type: none"> <li>1] meningitis</li> <li>2] reyes' syndrome</li> </ul> </li> <li>seizure disorders <ul style="list-style-type: none"> <li>1] febrile seizures</li> </ul> </li> <li>cerebral malformations <ul style="list-style-type: none"> <li>1] hydrocephalus</li> </ul> </li> <li>cerebral dysfunctions <ul style="list-style-type: none"> <li>1] increased intracranial pressure</li> </ul> </li> </ul>	<p>Complete reading from text: Chapter 17, p 559-561 Chapter 19, p 619-639 Chapter 28, p 974-1022</p> <p>Formulate, organize, prioritize and evaluate an age-appropriate plan of nursing care, based on Maslow's Hierarchy of Human Needs and the Nursing Process, for children and families in acute, chronic and home/community setting with an alteration in sensory/comfort needs</p>
<p>Formulate the nursing management of children with alterations in regulation needs</p>	<p>6) Determine specific assessment/analyses, nursing diagnoses, goals, nursing interventions and evaluations (including but not limited to acute, chronic and at-home care needs) appropriate for children</p>	<p>Complete reading from text: Chapter 29, p 1023-1059</p> <p>Formulate, organize, prioritize and evaluate an age-appropriate plan of nursing care, based on Maslow's Hierarchy of</p>

	<p>who have the following problems involving the endocrine system:</p> <ul style="list-style-type: none"> <li>a) disorders of adrenal hormone function cushing's syndrome</li> <li>b) disorders of pancreatic hormone function juvenile diabetes mellitus</li> <li>c) disorders of thyroid hormone function hyper and hypo-thyroidism</li> </ul>	<p>Human Needs and the Nursing Process, for children and families in acute, chronic and home/community based setting with an alteration in regulation needs</p> <p style="text-align: center;"><b>Attend the Skills Laboratory (See Pediatric Skills Schedule for Specific Skills)</b></p> <p style="text-align: center;"><b>Complete and Submit Daily Worksheet</b></p> <p style="text-align: center;"><b>Begin Pediatric Presentations</b></p> <p style="text-align: center;"><b>Mid-term Clinical Evaluation Completed</b></p> <p style="text-align: center;"><b>Quiz #2</b></p>
<p style="text-align: center;"><b>Week #4</b></p> <p>Formulate the nursing management of children with alterations in activity/rest needs</p>	<p>7) Determine specific assessment/analyses, nursing diagnoses, goals, nursing interventions and evaluations (including but not limited to acute, chronic and at-home care needs) appropriate for children who have the following problems involving the musculoskeletal and neuro-muscular systems:</p> <ul style="list-style-type: none"> <li>a) congenital musculo-skeletal defects congenital hip dysplasia congenital clubfoot</li> <li>b) acquired defects legg-calve-perthes disease scoliosis</li> </ul>	<p>Complete reading from text: Chapter 31, p 1106-1144 Chapter 32, p 1145-1173</p> <p>Formulate, organize, prioritize and evaluate an age-appropriate plan of nursing care, based on Maslow's Hierarchy of Human Needs and the Nursing Process, for children and families in acute, chronic and home/community based settings with an alteration in activity/rest needs</p>

<p>Formulate the nursing manage of children with alterations in fluid and electrolyte needs</p>	<p>c) disorder of joints juvenile idiopathic arthritis</p> <p>d) congenital neuro-muscular defects cerebral palsy myelomeningocele muscular dystrophies</p> <p>8) Determine specific assessments/analyses, nursing diagnoses, goals, nursing interventions and evaluations (including but not limited to acute, chronic and at-home care needs) appropriate for children who have the following problems involving the integumentary system: a) burns</p>	<p>Complete reading from text: Chapter 30, p 1091-1104</p> <p>Formulate, organize, prioritize and evaluate an age-appropriate plan of nursing care, based on Maslow's Hierarchy of Human Needs and the Nursing Process, for children and families in acute, chronic and home/community based settings with an alteration in fluid and electrolyte needs</p> <p>Complete and submit Daily Worksheets</p> <p><b>Attend the Skills Laboratory</b> <b>See the Pediatric Skills Schedule for Specific Skills)</b></p> <p><b>Comprehensive Care Plan Due</b></p> <p><b>Pediatric Presentation Completed</b></p> <p><b>Pediatric Dosage Calculation Evaluation</b></p>
<p><b>Week #5:</b></p> <p>Formulate the nursing management of children</p>	<p>9) Determine specific assessments/analyses,</p>	<p>Complete reading from text: Chapter 14, p 452-491</p>

<p>with alterations in safety and security needs</p>	<p>nursing diagnoses, goals, nursing interventions and evaluations (including but not limited to acute, chronic and at-home care needs) appropriate for children who have the following problems involving the hematologic/immunologic and integumentary systems:</p> <ul style="list-style-type: none"> <li>a) red blood cell disorders <ul style="list-style-type: none"> <li>iron deficiency anemia</li> <li>sickle cell anemia</li> <li>thalassemia</li> </ul> </li> <li>b) defects in hemostasis <ul style="list-style-type: none"> <li>hemophilia</li> </ul> </li> <li>c) neoplastic disorders <ul style="list-style-type: none"> <li>leukemia</li> </ul> </li> <li>d) tumors <ul style="list-style-type: none"> <li>neuroblastoma</li> <li>wilms tumor</li> </ul> </li> <li>e) acquired immune deficiency syndrome</li> <li>f) communicable diseases <ul style="list-style-type: none"> <li>1] chickenpox</li> <li>2] diphtheria</li> <li>3] measles</li> <li>4] mumps</li> <li>5] pertussis</li> <li>6] polio</li> <li>7] rubella</li> <li>8] scarlet fever</li> </ul> </li> <li>g) infectious diseases <ul style="list-style-type: none"> <li>1] candidiasis</li> <li>2] eczema</li> <li>3] impetigo</li> <li>4] enterobiasis</li> <li>5] pediculosis</li> <li>6] tinea</li> </ul> </li> </ul>	<p>Chapter 26, p 911-948 Chapter 27, p 963-965 Chapter 30, p 1060-1105</p> <p>Formulate, organize, prioritize and evaluate an age-appropriate plan of nursing care, based on Maslow's Hierarchy of Human Needs and the Nursing Process, for children and families in acute, chronic and home/community based settings with an alteration in safety and security needs</p> <p style="text-align: center;"><b>Attend the Skills Laboratory (Skills Practicum Quiz)</b></p> <p style="text-align: center;"><b>Skills Checklist Completed</b></p> <p style="text-align: center;"><b>Complete and Submit Daily Worksheet</b></p> <p style="text-align: center;"><b>Clinical Final Evaluation Completed</b></p> <p style="text-align: center;"><b>Final Examination</b></p>
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