El Camino College

COURSE OUTLINE OF RECORD - Launched

I. GENERAL COURSE INFORMATION

Subject and Number: Nursing 234
Descriptive Title: Pediatric Nursing

Course Disciplines: Nursing

Division: Health Sciences and Athletics

Catalog Description: This course focuses on the theory and clinical application of concepts related to the nursing care of children and their families by emphasizing the holistic care of the child that include the developmental, physiological, psychosocial, cultural, and spiritual care of the child within the family unit. Health care concepts discussed in this course will include family dynamic development and functional abilities related to care of the child. Professional nursing concepts including clinical judgement, communication, ethical-legal, evidenced-based practice, health promotion, informatics, patient education, professionalism, safety, and collaboration will also be presented. The student will gain a conceptual understanding of principles and apply them in all areas specific to the pediatric patient.

Conditions of Enrollment:

Prerequisite

Nursing 220
AND

Nursing 222
AND

Nursing 224
AND

Nursing 226
With a minimum grade of C

Enrollment Limitation

Students must be admitted into the Nursing Program

Course Length: [X] Full Term [ ] Other (Specify number of weeks):
Hours Lecture: 1.50 hours per week [ ] TBA
Hours Laboratory: 3.00 hours per week [ ] TBA
Course Units: 3.00

Grading Method: **Letter**
Credit Status **Associate Degree Credit**

Transfer CSU: [X] **Effective Date: Proposed**
Transfer UC: [ ] **No**

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. **Nursing Process** - The student will apply the nursing process using current evidence in the provision of competent, culturally sensitive, developmentally appropriate, holistic nursing care to infants, children, adolescents, and their families/caregivers.
2. **Growth and Development Screening** - The student will perform growth and development screening to identify concepts related to the disruption patterns across the life span in the clinical setting.
3. **Evidence-Based Practice**: The student will use evidence based practice to complete an anecdotal assignment for the pediatric population.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at http://www.elcamino.edu/academics/slo/.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Examine applicable nursing and non-nursing theories related to growth and development across pediatric lifespans and cultures.
   Multiple Choice
2. Explain legal, ethical, and cultural issues related to the pediatric patient and their families.
   Multiple Choice
3. Identify concepts related to the disruption of growth and development patterns across the life span.
   Multiple Choice
4. Demonstrate effective and appropriate communication skills with children and their families.
   Class Performance
5. Apply the principles of nutrition to the care of the healthy and the hospitalized child.
   Multiple Choice
6. Describe appropriate nursing and medical interventions for the concepts of functional ability, acid-based balance, fluid electrolytes, cellular regulation, nutrition, sexuality, immunity, cognition, pain, elimination, and perfusion that are common in children.

Multiple Choice

7. Apply all steps of the nursing process to manage the care of pediatric patients and their families experiencing physiological, safety and security, love and belonging, self-esteem, and self-actualization needs.

   Multiple Choice

8. Identify examples of relevant and recent research findings, particularly as they relate to nursing care of children and their families undergoing disorders to the physiological systems.

   Performance exams

9. Analyze elements of the teaching/learning process applicable to the concepts that include functional ability, acid-base balance, fluid electrolytes, cellular regulation, nutrition, sexuality, immunity, cognition, pain, elimination, and perfusion in the care of pediatric patients and their families.

   Multiple Choice

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	**Family Dynamic** A. Family-centered care B. Child abuse and neglect C. Communication D. Collaboration D. Culture
Lecture	2	II	**Development** A. Growth and development of children B. Theories of growth development C. Safety D. Physical assessment E. Pharmacology
Lecture	2	III	**Functional Ability** A. Fractures B. Developmental dysplasia of the hip C. Club foot D. Scoliosis E. Spinal Bifida F. Spinal cord injury G. Cerebral Palsy H. Juvenile Rheumatoid arthritis I. Fall/Accidents
Lecture	1.5	IV	**Acid-Base Balance** A. Asthma B. Bronchitis C. Pneumonia D. Croup E. Cystic Fibrosis F. Respiratory syncytial G. Foreign Body Aspiration H. Tracheoesophageal Atresia
Lecture	1.5	V	**Fluid and Electrolytes** A. Diarrhea

			B. Vomitting C. Dehydration D. Pyloric Stenosis E. Diabetes Ketoacidosis F. Phenylketonuria G. Aspirin poisoning
Lecture	1.5	VI	**Cellular Regulation** A. Brain Tumors B. Rhabdomyosarcoma C. Ewing's Sarcoma D. Osteosarcoma E. Leukemia F. Hodgkin's and Non-Hodgkin's lymphoma G. Wilm's tumor H. Neuroblastoma I. Congenital hypothyroidism J. Diabetes Type I
Lecture	1.5	VII	**Intracranial Regulation** A. Hydrocephalus B. Traumatic Brain Injury C. Epilepsy/Seizures D. Encephalitis E. Meningitis F. Cerebral Palsy
Lecture	2.5	VIII	**Elimination** A. Imperforated anus B. Glomerulonephritis C. Constipation D. Hypospadias E. Epispadias F. Hirschsprung Disease G. Volvulus H. Intussusception I. Celiac Disease J. Phimosis
Lecture	2.5	IX	**Perfusion** A. Congestive heart failure B. Congenital heart defects C. Hypertension D. Thalassemia E. Hemophilia F. Von Willebrand's Disease
Lecture	2	X	**Pain** A. Sickle Cell Disease B. Pain assessment C. Pain assessment tools D. Pain management in children
Lecture	2	XI	**Sexuality** A. Sexually transmitted diseases B. Mononucleosis C. Cryptorchidism
Lecture	2	XII	**Immunity** A. Immunization B. Urinary tract infections C. Pyelonephritis D. Allergies in children E. Kawasaki disorder

			F. Contact Dermatitis G. Sprain and strains H. Cystic fibrosis I Appendicitis J. Tonsillitis and adenoiditis K. Communicable diseases L. Infestations in children M. Fungal infection in children N. Otitis media
Lecture	1.5	XIII	**Stress/Coping** A. Ill child in the hospital B. Common stressors and child's response to illness C. Separation anxiety D. The ill child's family E. Care of hospitalized child.
Lecture	1.5	XIV	**Cognition** A. Down syndrome B. Autism C. ADHD D. Fragile X-Syndrome
Lab	1	XV	Pre-Clinical Conference A. Discuss Plan of Care (POC) for the day
Lab	10	XVI	Clinical Orientation A. Orientation to the clinical setting B. Hospital mandated trainings C. Quality improvement measures D. Technology training
Lab	20	XVII	Clinical Lab A. Pediatric medical surgical unit B. Pediatric ER
Lab	14	XVIII	Clinical Lab A. Pediatric Intensive Care Unit (PICU) B. Neonatal Intensive Care Unit (NICU)
Lab	1	XIX	Post Conference A. Discuss experience throughout the clinical day
Lab	8	XX	Simulation Lab A. Care of the pediatric patient B. Pediatric assessment
Total Lecture Hours		27	
Total Laboratory Hours		54	
Total Hours		81	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. **PRIMARY METHOD OF EVALUATION:**

Problem solving demonstrations (computational or non-computational)

B. **TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

Susan is a four-year-old girl with a seven-day history of fever and lethargy. Susan has laboratory work pending, and her physician has ordered Tylenol 15 mg/kg every four hours as needed for temperature higher than 38 degrees C;per the order, this medication is to be administered orally.

Subjective Data

Fever for 1 week

Mother has noticed decreased activity level

|Takes medication by mouth well

Objective Data

Weight: 26.1 kg

Vital signs: temperature, 39.3 degrees C; pulse, 110 bpm; respirations, 40 breaths/min; blood pressure, 108/54 mm Hg; oxygen saturation, 100%

No abnormal findings on physical examination

Given the subjective and objective data provided b the istructor, answer the following questions.

I. What are the “six rights” of medication administration?

II. What are some appropriate ways for Susan’s mother to measure and administer the medication?

III. What should the nurse do in this clinical situation? Prioritize actions.

C. **COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. Molly is an eight-month-old infant who has been admitted to the pediatric unit with gastroenteritis and mild dehydration. Her mother states that Molly began having diarrhea fpur days ago. For the past twp days, she has been having six to 10 loose, watery, greenish brown stools per day. Molly’s mother says that she does not feel warm, so she does not think Molly has had a fever. She says Molly has been irritable, acts hungry, but vomits much of what she has given her. Her mother has been trying to give her flat ginger ale and Gatorade. Molly’s mother states that she took eight to nine ounces of Similac with iron before her symptoms began. She also thinks that Molly has been getting a cold.
   Your admission assessment reflects the following: T 101 degrees F, 160 (AP 28; BP 62/40), poor skin turgor, dry mouth and lips, dark yellow urine.

   What is the priority nursing diagnosis (using North American Nursing Diagnosis Association {NANDA} terminology)?
   Explain the rationale for the following orders:

IV of D5 1/2 NS at 30 mL/hr

VS q4h, strict I and O, and daily weight

Try Pedialyte, 1-2 oz q2h

Routine urinalysis, specific gravity

Stool culture x 3

Serum electrolytes

Desitin ointment to diaper area tid

What other assessments could you make that would indicate mild isotonic dehydration?

What changes would you notice if Molly's dehydration became more severe?

As Molly's condition improves, she is started on half-strength Isomil, 30 mL every 4 hours.

Calculate how much water must be added to full-strength Isomil for one feeding.

What areas of discharge teaching should be discussed with Molly's mother?

What other areas of teaching would you implement?

2. A 10-year-old girl is visiting the pediatrician's office for the fifth time for a Urinary Tract Infection (UTI). Two of her past visits resulted in hospitalization for treatment.

   Determine the necessary assessment data

   Determine the likely medications that will be administered intravenously (IV) and orally (PO).

   Develop parental teaching of treatment and prevention.

   Discuss the differences between younger and older children who have UTIs and the role of the nurse in preventing UTIs.

D. **OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Performance exams

Quizzes

Class Performance

Multiple Choice

True/False

Presentation

Clinical Evaluations

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Group Activities
Guest Speakers
Laboratory
Lecture
Multimedia presentations
Role Play
Simulation

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Answer questions
Skill practice
Required reading
Problem solving activities

Estimated Independent Study Hours per Week: 3

VII. TEXTS AND MATERIALS

A. **UP-TO-DATE REPRESENTATIVE TEXTBOOKS**
Chernechy, C. & Berger, B.J. . Laboratory tests and Procedures. 6th ed. Philadelphia, Elsevier, Saunders, 2012.
McKinney, E. James, S., Murray, S & Ashwill, J.. Maternal-child Nursing. 5th ed. St Louis: Saunders-Elsevier, 2018.
Pickar, G. D. . Dosage Calculations. 9th ed. Clifton Park, NY: Denmar, 2013.

B. **ALTERNATIVE TEXTBOOKS**

C. **REQUIRED SUPPLEMENTARY READINGS**

D. **OTHER REQUIRED MATERIALS**

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Nursing-220 AND	Sequential
Course Prerequisite Nursing-222 AND	Sequential
Course Prerequisite Nursing-224 AND	Sequential
Course Prerequisite Nursing-226	Sequential

B. Requisite Skills

Requisite Skills
Students need to know the fundamental nursing skills. NURS 220 - Identify and apply an understanding of professional nursing roles and legal ethical nursing standards. NURS 220 - Demonstrate and practice the principles of medical and surgical asepsis. NURS 220 - Identify the steps of the nursing process by relating how it applies to nursing care. NURS 220 - Apply the use of the nursing process in formulating nursing care plans. NURS 220 - Utilize the nursing process to safely demonstrate nursing skills. NURS 220 - Demonstrates the skills necessary to safely care for patients. NURS 220 - Identify safety issues related to patient care. NURS 220 - Utilize evidence-based information from this course and research related findings in the application of fundamental nursing care. NURS 220 - Analyze the physiological basis of selected disease processes.
Apply evidence-based principles as it relates to basic disease process and nursing management of patient care. NURS 222 - Analyze the relationships among disease process, clinical presentation, and nursing management of patients with selected health problems. NURS 222 - Identify the legal and ethical responsibilities of a nurse. NURS 222 - Utilize the nursing process by collecting and organizing patient data to develop a plan of care. NURS 222 - Integrate use of the nursing process, professional behavior, and evidence-based practice in the delivery of patient-centered care to adults with health problems. NURS 222 - Communicate with patients using professional and therapeutic techniques in a health care setting. NURS 222 - Provide a safe environment for patients within the healthcare setting by being vigilant monitoring for unsafe conditions. NURS 222 - Assess cultural, spiritual, and bio-psychosocial factors when developing a nursing diagnosis and relevant interventions. NURS 222 - Use critical thinking skills as a framework for clinical decision-making.
The student will demonstrate knowledge of principles of pharmacology and clinically significant events that may be caused by drug-drug, drug dosage, and drug-nutrient interactions when developing a patient teaching plan. NURS 224 - Apply principles of pharmacology to drug therapy. NURS 224 - Analyze a patient's response to drug therapy. NURS 224 - Analyze clinically significant drug-drug, drug dosage, and drug-nutrient interactions. NURS 224 - Examine major issues and concerns in drug therapy. NURS 224 - Analyze legal, ethical, and economic aspects of drug therapy. NURS 224 - Formulate teaching plans regarding the use of over-the-counter and prescription drugs. NURS 224 - Examine the nurse's role in relation to drug therapy and health teaching.

Demonstrate therapeutic communication while performing a complete physical assessment. NURS 226 -
Perform skills in a professional manner, utilizing legal/ethical concepts.
NURS 226 -
Apply effective therapeutic communication techniques during the practice and performance of skills.
NURS 226 -
Describe and perform the key elements of a complete physical assessment using a lab mannequin or a lab partner.
NURS 226 -
Prepare and administer medications via the parenteral routes.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification

D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
Students must be admitted into the Nursing Program	

Course created on 05/10/2018.

BOARD APPROVAL DATE: 07/16/2018

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Yuko Kawasaki on 05/10/2018

20248