Course Acronym:	NURS
Course Number:	234
Descriptive Title:	Pediatric Nursing
Division:	Health Sciences and Athletics
Department:	Nursing
Course Disciplines:	Nursing
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.
Prerequisite:	Nursing 220 AND Nursing 222 AND Nursing 224 AND Nursing 226 With a minimum grade of C
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	Students must be admitted into the Nursing Program
Hours Lecture (per week):	1.5
Hours Laboratory (per week):	3
Outside Study Hours:	3
Total Course Hours:	81
Course Units:	2.5
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes

Effective Date:	Fall 2019
Transfer UC:	No
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	**SLO #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. **SLO #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. **SLO #3 Evidence-Based Practice** The student will use evidence based practice to complete an anecdotal assignment for the pediatric population.
Course Objectives:	1. Examine applicable nursing and non-nursing theories related to growth and development across pediatric lifespans and cultures. 2. Explain legal, ethical, and cultural issues related to the pediatric patient and their families. 3. Identify concepts related to the disruption of growth and development patterns across the life span. 4. Demonstrate effective and appropriate skills in communicating with children and their families. 5. Apply the principles of nutrition to the care of the healthy and the hospitalized child. 6. Select appropriate nursing and medical interventions for the concepts of cellular regulation, intracranial regulation, elimination, perfusion, oxygenation, infection, and tissue integrity that are common in children 7. Apply clinical decision-making skills into managing the care of pediatric patients and their families according to Maslow's hierarchy of needs. 8. Interpret relevant and recent research findings, as they relate to nursing care of children and their families undergoing disorders to the physiological systems.

	9. Illustrate elements of the teaching/learning process applicable to the concepts of cellular regulation, intracranial regulation, elimination, perfusion, oxygenation, infection, and tissue integrity in the care of pediatric patients and their families. 10. Demonstrate knowledge of development of sexuality and its influence on children. 11. Utilize knowledge of the appropriate nursing guidance for common developmental concerns of children that includes alcohol and chemical dependency. 12. Make use of informatics and information technology to improve the delivery of quality patient care to the pediatric population in the clinical setting.
Major Topics:	**I. Family Dynamic (3 hours, lecture)** A. Family-centered care B. Child abuse and neglect C. Communication D. Collaboration E. Culture **II. Development (2 hours, lecture)** A. Growth and development of children B. Theories of growth development C. Safety D. Physical assessment E. Pharmacology **III. Functional Ability (2 hours, lecture)** 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 **IV. Acid-Base Balance (1.5 hours, lecture)** A. Asthma B. Bronchitis C. Pneumonia D. Croup E. Cystic Fibrosis F. Respiratory syncytial G. Foreign Body Aspiration H. Tracheoesophageal Atresia

V. Fluid and Electrolytes (1.5 hours, lecture)

A. Diarrhea
B. Vomitting
C. Dehydration
D. Pyloric Stenosis
E. Diabetes Ketoacidosis
F. Phenylketonuria
G. Aspirin poisoning

VI. Cellular Regulation (1.5 hours, lecture)

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

VII. Intracranial Regulation (1.5 hours, lecture)

A. Hydrocephalus
B. Traumatic Brain Injury
C. Epilepsy/Seizures
D. Encephalitis
E. Meningitis
F. Cerebral Palsy

VIII. Elimination (2.5 hours, lecture)

A. Imperforated anus
B. Glomerulonephritis
C. Constipation
D. Hypospadias
E. Epispadias
F. Hirschsprung Disease
G. Volvulus
H. Intussusception
I. Celiac Disease
J. Phimosis

IX. Perfusion (2.5 hours, lecture)

A. Congestive heart failure
B. Congenital heart defects
C. Hypertension
D. Thalassemia
E. Hemophilia

F. Von Willebrand's Disease

X. Pain (2 hours, lecture)

A. Sickle Cell Disease
B. Pain assessment
C. Pain assessment tools
D. Pain management in children

XI. Sexuality (2 hours, lecture)

A. Sexually transmitted diseases
B. Mononucleosis
C. Cryptorchidism

XII. Immunity (2 hours, lecture)

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
I. Appendicitis
J. Tonsillitis and adenoiditis
K. Communicable diseases
L. Infestations in children
M. Fungal infection in children
N. Otitis media

XIII. Stress/Coping (1.5 hours, lecture)

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.

XIV. Cognition (1.5 hours, lecture)

A. Down syndrome
B. Autism
C. ADHD
D. Fragile X-Syndrome

XV. Pre-Clinical Conference (1 hours, lab)

A. Discuss Plan of Care (POC) for the day

	XVI. Clinical Orientation (10 hours, lab) A. Orientation to the clinical setting B. Hospital mandated trainings C. Quality improvement measures D. Technology training **XVII. Clinical Lab (20 hours, lab)** A. Pediatric medical surgical unit B. Pediatric ER **XVIII. Clinical Lab (14 hours, lecture)** A. Pediatric Intensive Care Unit (PICU) B. Neonatal Intensive Care Unit (NICU) **XIX. Post Conference (1 hours, lecture)** A. Discuss experience throughout the clinical day **XX. Simulation Lab (8 hours, lecture)** A. Care of the pediatric patient B. Pediatric assessment
Total Lecture Hours:	27
Total Laboratory Hours:	54
Total Hours:	81
Primary Method of Evaluation:	2) Problem solving demonstrations (computational or non-computational)
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. What are the "six rights" of medication administration? What are some appropriate ways for Susan's mother to measure and administer the medication? What should the nurse do in this clinical situation? Prioritize actions.
Critical Thinking Assignment 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?
Critical Thinking Assignment 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.
Other Evaluation Methods:	Class Performance, Clinical Evaluation, Multiple Choice, Performance Exams, Presentation, Quizzes, True/False
Instructional Methods:	Demonstration, Discussion, Group Activities, Guest Speakers, Lab, Lecture, Multimedia presentations, Role play/simulation
If other:	
Work Outside of Class:	Answer questions, Problem solving activity, Required reading, Skill practice
If Other:	
Up-To-Date Representative Textbooks:	Chernechy, C. & Berger, B.J. Laboratory tests and Procedures. 6th ed. Philadelphia, Elsevier, Saunders, 2012. (Discipline Standard) 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. (Discipline Standard)
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	Nursing-220 AND Nursing-222 AND Nursing-224 AND

	Nursing-226
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	**Students need to know 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.
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course	

objective under each skill(s). If applicable	
Enrollment Limitations and Category:	Students must be admitted into the Nursing Program
Enrollment Limitations Impact:	
Course Created by:	
Date:	05/10/2018
Original Board Approval Date:	07/16/2018
Last Reviewed and/or Revised by:	Yuko Kawasaki
Date:	05/10/2018
Last Board Approval Date:	12/19/2022