

NORTHWEST UNIVERSITY
Buntain School of Nursing
Fall 2017

Mission Statement: The School of Nursing of Northwest University prepares graduates to answer their call to serve God throughout the world and lead others by using their professional expertise as nurses.

<u>Course Title:</u>	Pediatric Nursing	
<u>Course Number:</u>	NURS 4352	
<u>Credits Assigned:</u>	2 semester credits	
<u>Year Position:</u>	Senior	
<u>Faculty Assigned:</u>	Professor Judy Anderson, MN, RN, CPN judy.anderson@northwestu.edu	Lead Faculty and Course Coordinator Office HSC 222: Phone: 425-889-5293 Cell: 206-349-3116

Day/Time/Place: Health & Sciences Center, Room 231
 First day of class Friday, Sept. 1st, 8:00 – 9:50.
 Class meets weekly – Times may vary. Refer to Master Senior Calendar and/or course calendar for time schedule.
Special Class time – Wednesday, September 13th. 9:00-11:00: “Pediatric Assessment – Healthy Kids”, and 12:10- 2:00: Pediatric Class

Course Description:

Focuses on health and disruption in families of traditional and different configurations by using a variety of theories, assessment tools, and intervention strategies. Emphasizes family as the client, and considers health care needs of birth parents, adoptive parents, caretakers, children, grandparents, and alternative family members from socio-cultural perspectives. Includes phases of early childhood growth, development and maturation into the teen years. Uses research methods, such as epidemiological, demographic, and descriptive analyses, to further understand nursing implications and appropriate interventions. Prerequisites: NURS 3355 Adult and Gerontologic Health, NURS 3362 Bio-Psychosocial Nursing, and NURS 3956 Therapeutic Nursing Interventions II. Co-Requisite: NURS 4932 Pediatric Nursing: Therapeutic Interventions.

Learner Objectives:

By the end of this course, the learner will be able to:

1. Summarize the salient points of selected theories and conceptual frameworks defining families, illness behaviors in children, and health care delivery pertinent to the members of the family structure. (C)
2. Propose nursing care plans for family groups and/or individual members of the family according to their clinical needs. (C) (A)
3. Examine the most likely alternative family designs found in United States’ cultures, and evaluate how various cultures maintain healthy activities of childbearing and childrearing. (C)
4. Compare the age-specific information of infant and early childhood through adolescent growth and development to design effective nursing care. (C)
5. Explain underlying cause(s) and effect(s) of childhood illnesses and injuries most common to the culturally diverse populations in the United States. (C) (A)
6. Analyze assessment data, and other resources including Biblical scriptures to guide collaborative planning of nursing care with families and their members. (A)
7. Assist members of the expanded family, whether of traditional or alternative origin, to participate in successful family relationships. (A)

Topics Outline:

1. Family centered care and psychosocial needs assessment of children. Review of changes in epidemiological and demographic data relative to families in the United States, with focus on current and future trends.
2. Family, cultural, and religious influences, and growth and developmental influences on child health promotion from infancy to adolescents.
3. Communication, documentation and physical assessment of the pediatric patient, considering growth and developmental expectations.
4. Pediatric variations in nursing interventions, including pediatric pain assessment and management.
5. Nursing assessment, planning, intervention, and evaluation of pediatric illness based on the biologic systems orientation.
 - a. Emphases on age-specific information on infant, early childhood, school age and adolescent developmental expectations.
 - b. Emphases on the most common childhood problems of infections, injuries, congenital malformations, and the metabolic and immune systems.
 - c. Emphases on caring for children and families experiencing long-term or fatal illnesses, and the residual complication of trauma/accidents.

Readings and References (Required):

Perry, S.E., Hockenberry, M.J., Lowdermilk, D.L., & Wilson, D. (2014) *Maternal Child Nursing Care*, (5th Ed). St. Louis, Missouri: Mosby Elsevier. ISBN: 978-0-323-09610-2.

McCance, K.L., Huether, S. E., Brashers, V. L., & Rote, N. S. (2014). *Pathophysiology: the biological basis for disease in adults and children*. (7th ed.). St. Louis: Mosby. ISBN: 978-0-323-08854-1

Readings and References (Recommended):

Assessment Technologies Institute, LLC. (ATI). *RN Nursing Care of Children Review Module, Edition 9.0*.

<http://www.atitesting.com>.

Perry, S.E., Hockenberry, M.J., Lowdermilk, D.L., & Wilson, D. (2014). *Study guide for Maternal Child Nursing Care*, (5th Ed). St. Louis, Missouri: Mosby Elsevier. ISBN: 978-0-323-09607-2.

Silvestri, L.A. (2013). *Saunders comprehensive review for the NCLEX-RN examination* (7th Ed.). St Louis: Saunders. ISBN 978-0-323-35851-4

Learning and Evaluation Methods:

Lectures; guest/expert presentations; case analyses; small group activities; assignments documenting individualized nursing care on selected pediatric topics (to be placed in student portfolio); quizzes; summative examinations.

Course Requirements:

Assignments	Grading
Class Participation/Attendance/In-Class Activities	5%
Written assignments	
1. Developmental Assessment Paper	10%
2. Cardiovascular Case Study & Assignment	10%
3. ATI Assignment	5%
Quizzes (5)	5% each (25%)
Pediatric ATI	5%
Pediatric Exams (2)	20% each (40%)

80% Grading Standard:

A final course grade greater than or equal to 80% (B- or 2.70 on a 4.00 scale) is required to pass this course. A final course grade below 80% (B- or 2.70 on a 4.00 scale) prevents progression and requires readmission to the nursing major. An overall GPA of 3.00 must be maintained each semester throughout the sequence of nursing courses. Students who do not achieve an 80% (B- or 2.70) in each nursing course and a 3.00 semester GPA will not be allowed to progress to the next semester.

Grading Scale:

96-100	A	74-76	C
93-95	A-	71-73	C-
89-92	B+	68-70	D+
85-88	B	65-67	D
80-84	B-	61-64	D-
77-79	C+	<60	F

Late Assignment Policy:

It is required that all assignments be submitted according to dates and times specified by faculty. Please note late assignments, including those turned in after the stated time on their due date, will be penalized 5 percentage points per day, including each weekend day. Assignments completed outside the classroom are to be done by the individual student; no “group work” on assignments is allowed unless specifically stated by assigned faculty. A missed quiz results in a score of zero (0). It is the student’s responsibility to keep track of points received for assignments and to know their total points received throughout the semester

FolioTek®:

The following assignment(s) are required to be uploaded to the student’s personal portfolio in FolioTek® and submitted to the assigned faculty for evaluation on the same date the assignment is due. Assignments not uploaded and turned in on the specified due date/time are considered late (See course Syllabus for Late Assignment Policy).

- Developmental Assessment Paper
- Cardiovascular Case Study
- Pediatric ATI

Professional Conduct and Standards:

Students enrolled in the Buntain School of Nursing at Northwest University are expected to demonstrate commitment to the highest ethical, moral and professional standards. The very nature of the nursing profession and its impact on human life demand such standards of conduct. (See Professional Conduct and Standards: ANA Code of Ethics).

It is expected that all nursing students demonstrate integrity and assume responsibility and accountability for their actions and their work whether in the classroom or in clinical settings. As faculty, we adhere to the statements on the Student Affirmation Form signed during orientation.

Class Attendance and Participation:

Prompt arrival to every class is an expectation in each course. Attendance is taken each class session and active class participation is expected. Out of respect for the instructor(s) and/or guest speakers, please notify the instructor prior to the class session if you are going to be late or absent. Class participation is defined by activities of the course, i.e., on-time attendance, in-class attendance, interactions with colleagues; email and other electronic discussions; engaging in class sessions & small group work; engaging in questions and discussion with presenters/instructor; case study preparation prior to class.

Electronic Devices:

In an attempt to create an environment that is conducive to learning, students should not use cell phones, pagers, laptops or other electronic devices in a way that may distract yourself or others during class. Turn cell phone or pager off or switch it to silent mode during class and skills lab. If you are expecting an emergency call or page, please inform the instructor before class, put your device on silent, and sit near the door so you will minimize the disruption. Remember to be considerate of your classmates, instructors and/or guest speakers.

In clinical settings cell phones and other electronic communication devices may or may not be permitted. (See Student Handbook for the Buntain School of Nursing Social Networking Policy and Guidelines).

Laptops may not be used during class sessions except for direct classroom activities and taking notes (i.e, no computer games, e-mail activity, or web-browsing). At the instructor's discretion, the use of laptops may be prohibited for one or more class sessions as a means of minimizing distractions and showing respect to presenters.

Technology, Education and Copyright Harmonization (TEACH) ACT:

The materials for this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Disability Accommodation Statement:

The Buntain School of Nursing is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and employment for students with disabilities. Formal notification is required prior to the consideration of an accommodation request. All disability accommodation requests should be submitted to the Director of Academic Success and Advising.

Students are expected to perform all the essential functions of the course with or without reasonable accommodation.

Students are to provide the course instructor with the approved disability accommodation from Academic Success and Advising within one week of approval. (BSON Student Handbook for Disability Accommodation Policy.)