

This course focuses on the nursing process for families with well and sick children. A family centered, holistic approach provides the organization for the course, within the framework of clinical reasoning, caring and nursing practice competencies. Commonly occurring deviations from wellness experienced by children, family responses and appropriate nursing interventions are discussed as well as the growth and development of well children. Clinical study is provided on pediatric units, nursery schools, well-baby clinics and in selected schools. There is an optional honors section available.

A satisfactory clinical evaluation and a minimum theory grade of 78% are required for progression in the program. Students must also register for NURS C24 (clinical).

Upon completion of the course, the successful learner will be able to demonstrate understanding of basic principles of growth and development, primary pediatric diseases, dynamics of families with sick children and basic pediatric nursing skills.

III. Statement of Course Need

- A. This course is one of the final clinical courses in the nursing curriculum. It prepares the nursing student for employment in acute and community settings related to pediatric practice. This course is a requirement of the New Jersey Board of Nursing for the A.A.S. degree in Nursing and it is required by the Accreditation Commission for Education in Nursing (ACEN).
- B. A requirement of all nursing curricula is demonstration, practice and return demonstration in a controlled environment prior to students performing these skills in clinical facilities. Clinical lab enables application of course content in the healthcare delivery system.
- C. This course is not designed to transfer, but may transfer to an AAS degree in Nursing or to a BS in Nursing.

IV. Place of Course in College Curriculum

- A. Free elective
- B. This course meets a program requirement for the A.A.S. degree in nursing.
- C. To see course transferability: a) for New Jersey schools go to the NJ Transfer website, www.njtransfer.org; for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Basic concepts in childhood lifespan perspective of growth and development, cultural diversity, family centered care and play of sick children.
- B. Basic pediatric immunization and physical assessment.
- C. Pediatric medication calculation and administration.
- D. Nutrition, health promotion and care of the hospitalized child.

- E. Nursing care of the child with fluid and electrolyte imbalance.
- F. Nursing concepts in pediatric death and dying.
- G. Nursing care of the child with congenital and acquired dysfunctions: cardiac, respiratory, hematologic, neurological, musculoskeletal, integumentary, immunological, gastrointestinal and genitourinary.
- H. Nursing care of children with developmental disorders.
- I. Nursing care of families with children during disasters.

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes

At the completion of the course, students will be able to:

1. The student will function as providers of care when they:
 - 1.1. Integrate holistic human needs in providing safe nursing care while encouraging human flourishing of diverse patients in families and communities. (GE- NJ 1, 3, 8)
 - 1.2. Use nursing judgment to assess patient situations and perform clinical decision making. (GE - NJ 1, 2, 3, *)
 - 1.3. Collaborate appropriately and effectively with interdisciplinary members of the health care team. (GE- NJ 1,4)
 - 1.4. Construct therapeutic interventions within a culture of safety using the nursing process. (GE- NJ 2, 3, 4, ER, *)
 - 1.5. Integrate principles of growth and development with a lifespan perspective. (GE- NJ 3, 5, 8)
 - 1.6. Utilize teaching/learning principles to improve outcomes when caring for patient at different levels of wellness. (GE- NJ 1,3)
 - 1.7. Utilize evidence based practice/best practice standards when planning and delivering nursing care. (GE- NJ 2, 3, 5, ER, *)
2. The student will function as managers of care when they:
 - 2.1. Demonstrate leadership and management by employing strategies that adapt to different health care delivery systems (GE- NJ 1, 8, ER, *)
 - 2.2. Apply concepts of current trends, including information technology, when planning and delivering nursing care. (GE- NJ 4, IL)
 - 2.3. Utilize communication effectively to meet the health care needs of diverse populations. (GE- NJ 1, 2, 3, 4, 8, ER, IL,*)

3. The student will function as members within the profession of nursing when they:
 - 3.1. Incorporate ethical behaviors based on the ANA Code of Ethics for Nurses when providing care. (GE- NJ ER)
 - 3.2. Implement behaviors which embrace the values of caring, integrity, and inclusiveness. (GE- NJ 5, 8, ER)
 - 3.3. Engage in activities for professional development, transformational growth, and life-long learning. (GE-NJ 3, 4, 5, 8, IL)
 - 3.4. Demonstrate accountability by following the ethical/legal guidelines for professional practice in accordance with the Rules and Regulations of the New Jersey Board of Nursing. (GE- NJ IL,ER,*)

*embedded critical thinking

B. Course Learning Outcomes

At the completion of the course, students will be able to:

1. Identify the child's and families' developmental level and tasks according to the specific lifespan period.
2. Differentiate between normal and abnormal developmental parameters.
3. Differentiate specific parameters of normal physiologic/psychological changes due to alterations in wellness and response to illness.
4. Demonstrate psychomotor skills and competencies related to the care of children and families while maintaining safety and comfort requirements.
5. Assess the child's and family's response regarding cultural, environmental, physical, psychosocial and spiritual factors in the macro and micro community.
6. Apply principles of pharmacotherapeutics in providing care to children.
7. Formulate specific nursing diagnosis related to the child's and families' response to wellness and illness needs.
8. Design measurable outcome objectives that are specific, individualized with a target date/time for achievement. (Child/family input will be used in designing objectives)
9. Achieve nutritional goals and needs of the child through appropriate nursing interventions and inclusion of multicultural needs. Apply principles of nutrition and multicultural needs when developing nursing interventions.

10. Plan specific nursing actions to achieve clinical objectives.
11. Outline nursing actions with scientific rationales related to specific nursing actions.
12. Evaluate expected outcomes and nursing actions based on the child's and family's response to care.
13. Provide for health teaching needs of the child and families based on the specific nursing diagnoses.
14. Respond appropriately to the effects of catastrophic illness upon the child and the family system.
15. Communicate effectively with children and their families through the utilization of therapeutic communication and documentation skills.
16. Distinguish specific manifestations indicative of pathophysiology along with identification of normal/abnormal responses to disease process.
17. Collect subjective and objective data related to wellness/disease process, including current laboratory and diagnostic findings.
18. Interpret data collected from the child and family, staff and medical records to plan and implement care.
19. Analyze the impact of financial, psychosocial or physical constraints on the family unit that have an effect on the child achieving an optimal outcome.
20. Critique the influence of their own personal reaction to the child and family and their ability to accurately assess, interact appropriately and manage care of the child and family.
21. Provide appropriate referrals within the micro/macro community in order to achieve measurable patient and family outcomes.
22. Validate assessments through collaboration with family and health team members.
23. Formulate an individualized plan of care through the utilization of the nursing process.
24. Analyze their own ability to utilize the problem solving approach and clinical reasoning skills in providing care.
25. Consult with health team members/faculty and seek assistance in the situation where there are practice limitations.
26. Assess personal and professional strength/limitations and demonstrate evidence of self awareness and transformational growth.
27. Function as an advocate for the child and family.
28. Critique ethical and legal issues in relation to the care of children and their families.
29. Prepare discharge plans for the child and family, which reflect an understanding of requirements for successful transition back to the community addressing healthcare promotion.
30. Utilizes research findings in approaching clinical problems.
31. Describe nursing care that promotes and supports the needs of children during a mass casualty event.

C. Assessment Instruments

1. nursing care plans
2. physical, developmental and nutritional assessments
3. Denver Developmental Observation
4. Evolve case studies
5. research paper
6. quizzes, final examination
7. ATI testing- Pediatric Content Mastery

VII. Grade Determinants

- A. unit exams
- B. final exam
- C. Evolve case studies
- D. ATI Testing
- E. clinical competency
- F. nursing care plans
- G. research paper

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture
- B. discussion
- C. Interactive Student Response Technology
- D. Clinical laboratory both acute, community and rehabilitative agencies
- E. Observational experiences
- F. Reading assignments
- G. Case studies
- H. Electronic and printed instructional materials: DVD, CD's, Computer assisted instruction, Internet and power point presentations
- I. Nursing laboratory clinical simulation scenarios
- J. Pediatric research paper
- K. Student Participation

VIII. Texts and Materials

A. Textbooks:

James, S.R., Nelson, K.A. & Ashwill, J.W. (2013) *Nursing Care of Children, Principles & Practice*, 4th edition: St. Louis, MO Elsevier

Nursing Care of Children, RN Edition 9.0 (2013) Stillwell, Kansas, Assessment Technologies Institute. (ATI)

Evolve APPLY: Complete RN Online Case Studies (Revised) Elsevier
Evolve 2008

Castillo, S.L.M & Werner-McCullough, M. (2012) *Calculating Drug Dosages: An Interactive Approach to Learning Nursing Math*, 3rd Ed,
Philadelphia, F.A. Davis Co.

- B. DVD
- C. Computer-based resources
- D. Web sources
- E. Interactive Student Response Technology
- F. Supplemental texts
 - 1. Physical examination referenced textbook
 - 2. Nutrition
 - 3. Home care and community nursing
 - 4. Diagnostic tests
 - 5. Drug guides
 - 6. Pharmacology texts
 - 7. Medical dictionary
 - 8. Peer-reviewed nursing journals

(Please note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC bookstore is the sole resource for the most up-to-date information about textbooks.)

XI. Resources

- A. RVCC library resources
- B. Nursing Learning Lab electronic resources
- C. Clinical facility resources

XII. Honors Option

An honors option for Nursing of Families with Children is offered in the spring semester to interested and qualified students. The honors assignment involves a Teaching or Service Learning component. It includes, but is not limited to, sophisticated use of research through literature review, critical analysis of current literature, and developing materials for nursing staff and/or client or family education. Students will utilize on-line literature search and review to critically analyze a clinical nursing issue or problem affecting the Family with Children or Pediatric Health Care. Students who are selected and satisfactorily complete the honors criteria will receive an "Honors" designation on their official transcript for NU 68-124, as well as a certificate for service learning. The specific topic and content of the honors project will be selected by the student and approved by the course coordinator.

A. Prerequisite: Student Selection Criteria

1. An interest in Nursing of the Family with Children honors work evidenced by a written statement of intent to do this project submitted by week one of the course.
2. **Grade Point Average in nursing of 3.50** or above shown on Transcript
3. Effective communication and documentation skills evidenced by the faculty interview and written proposal

B. General Education and Course Learning Outcomes:

In addition to the stated course objectives, honors students will:

1. Design specific educational goals and learning outcomes based on the project selected. (GE- NJ 1,2[^])
2. Collaborate with health care professionals in a service learning setting related to childrearing or children's health, to identify a clinical problem or appropriate honors activity (descriptions of former honors projects are available from the course coordinator).(GE- NJ 4*[^])
3. Conduct a comprehensive review of the current professional literature using electronic as well as traditional sources. (GE- NJ 1,3[^])
4. Critically analyze the data collected. (GE- NJ 3,7*[^])

([^]General education goals are determined by the type of project completed).

C. Honors Option Content: In addition to achieving the course objectives for Nursing Care of Families with Children, the honors student will:

1. Complete four hours of service learning time each week during the module (Minimum of 20 hours). Student is responsible for obtaining service learning contract form and record for logging hours of service.
2. Honors students will schedule bi-weekly conferences or, as needed, with the course coordinator to review the current progress of the project
3. Collaborate with health care professionals in a service learning setting related to family health or pediatrics, to identify a clinical problem or appropriate honors activity (descriptions of former honors projects are available from the course coordinator).
4. Conduct a comprehensive review of the current professional literature using electronic as well as traditional sources.

5. Critically analyze the data collected.

D. Assessment Instruments for Honors Options work

The culmination of the above steps will result in ONE of the following activities.

1. Develop a scholarly written document to be submitted as a report to the agency.
2. Describe possible solutions to the identified problem in a written report. Identify steps that would have to be taken to implement the solution(s).
3. Develop instructional materials and fact sheets for clinical staff, clients, or families
4. If assisting with data collection, submit a brief summary of research activity and purpose. This information will be presented to the class, and where applicable, to the clinical/community agency.

E. Grade Determinants for Honors Option Work.

Students must achieve a grade of B in the course to receive the Honors designation. In the event that the student is unable to achieve a B, they will receive a certificate for service learning only.

F. Course registration procedures

1. Students need to be enrolled in Honors Option by the 10th day, i.e. by the end of the second week of the semester.
2. Students are allowed to “drop-out” of the Honors Option and go back to the regular class as long as it is done within the withdrawal period. The student must fill out an Add/Drop form and have it signed by both the professor and department chair for approval.