### Express Training Services

“Getting your career on the right track”

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Number</th>
<th>Pre-requisite(s)</th>
<th>Co-requisite(s)</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pediatric Nursing Clinical Experience IV</td>
<td></td>
<td>PN117 Theory Segment</td>
<td>PN116</td>
<td>PN 117 Clinical Segment</td>
<td>50 Hours</td>
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<td>20 Hours</td>
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</table>

**Place and Time of Class Meeting**

Location: Express Training Services, 3911 Newberry Road, Gainesville, FL 32607

Time: Classroom: Tuesday, Thursday and Friday 5:00PM-10:00PM

Lab: Tuesday, Thursday and Friday 5:00PM-10:00PM

**Name and Contact Information of Instructor**

Brenda Ray RN
1-765-480-1099
brenda@expresstrainingservices.com

**Book Required**

(Express Training Services recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

*Safe Maternity & Pediatric Nursing Care* by Gloria Haile Coats, Luanne Linnard-Palmer, F.A. Davis, 2017
ISBN: 978-0803624948

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**Classroom expectations for students**

**Attendance Policy**

Students are responsible for following school policy on attendance. Students must attend 90% of their class. Students who miss 10% of their class must meet with their instructor before
attending the next class session. Students who miss more than 10% of their classes will be dropped from the class, forfeit all equipment fees, and must have written approval from the Director of Admissions to re-enroll. The tuition will be refunded in accordance with the refund policy in the catalog.

Clinical days may not be missed and must be made up. Two make up clinical days will be permitted per class unless there are extenuating circumstances. Students with extenuating circumstances, including but not limited to, hospital confinement, personal problems, and extended illness, may appeal to the Director of Admissions for any exceptions to the absence rule. Documentation of the extenuating circumstances may be required.

**Student Tardiness Policy**

A student is considered tardy/late if he/she comes to class five minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 3 tardies, the instructor will contact the Director of Education and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

**NOTE:** Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of "Failure" on their exam or assignment.

**Course Description**

Description: The purpose of this course is to provide the student practical nurse the knowledge to care for children in a variety of settings. Common and complex conditions affecting children will be discussed and care of patients will be applied in practical clinical settings. The practical nurse’s role in assisting with the patient care plan and the importance of clear, concise observation, reporting and documentation is stressed. Clinical experiences will include areas generally specializing in needs of children such as acute care, clinics and pediatric care centers, and day care centers. Practical nursing skills will be taught and applied with regard to aseptic procedures, communication, comfort and safety, and caring for children ranging in age from birth to eighteen years old. The importance of maintaining the nutritional needs of patients in pediatric nursing will be learned in the classroom and applied in the clinical setting. Medication theory related specifically to pediatric nursing will be learned in the classroom and applied to practice in the clinical setting in a progressive manner. An emphasis on a family centered holistic approach to nursing care will be stressed at all times. The concept of how and why to involve the family in education is included with the curriculum material.

Prerequisite: Successful completion (grade of B or better) of PN116
Learning Objectives
Upon completion of this course, the student will be able to:

1. Demonstrate the ability to provide nursing care to pediatric patients utilizing the nursing process as it related to the practical nurses’ scope of practice.
2. Demonstrate ability to observe and report normal and abnormal findings of the pediatric patients with clear, concise verbal and written documentation.
3. Demonstrate the ability to provide comfort and safety to the pediatric patients.
4. Demonstrate ability to administer medications to the pediatric patient and assess the effectiveness or adverse reactions.
5. Demonstrate ability to provide appropriate dietary intake as it applies to the pediatric patient.
6. Demonstrate ability to provide personal care to the pediatric patient to include prioritizing tasks that need to be performed.
7. Demonstrate the appropriate use of verbal, written, and computer communication in caring for the pediatric patient to include legal and ethical considerations at all times.
8. Demonstrate the knowledge of asepsis and infection control techniques in caring for pediatric patients.
9. Demonstrate the ability to care for the entire patient and involve the family members in the care and teaching when appropriate.

Topical Outline and Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY 1</th>
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<tbody>
<tr>
<td>SPECIFIC OBJECTIVES</td>
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</tr>
<tr>
<td>Describe the course, classroom and clinical expectations. Review syllabus.</td>
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<tr>
<td>Define key terms in Chapters 20 and 21</td>
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<tr>
<td>Discuss contemporary issues facing children and their families in the 21st century, including social issues, and morbidity and mortality outcomes.</td>
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<td>Analyze national pediatric health goals as identified from professional and government organizations.</td>
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<td>Apply principles of family centered-care to families receiving care in a hospital or home setting.</td>
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<tr>
<td>Describe the anatomical, physiological, social, and emotional differences between adults and children, emphasizing the critical components that are pertinent to safe, emergent care children across health care settings.</td>
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<tr>
<td>Analyze care environments for safety concerns across childhood.</td>
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<tr>
<td>Describe issues of growth and development within the eight stages of childhood including newborn, young infant, older infant, toddler, preschooler, early school-age child, late school-age child, and adolescent.</td>
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</tbody>
</table>
| TOPIC(S) | Library Orientation  
Chapters 20 and 21, pages 282 through 325  
• Discuss contemporary issues facing children and goals set by professional and or governmental organizations to protect them.  
• Discuss the differences between children at each stage of growth and development.  
• Discuss issues of growth and development within the eight stages of childhood and safety issues across childhood. |

- State the importance of play across childhood and the theory that contributes to selecting play for specified situations such as promoting development, procedural distraction, and complementary therapy for symptom control.
- Describe the unique needs of the newborn and infant as compared to older children in relation to safety, bonding, communication, and development.
- Describe the differences between infants and older children and adults in relation to body systems, anatomy, and physiology.
- Describe the patterns of rapid growth and development of the newborn, young infant, and older infant.
- Compare the nutritional needs and eating patterns of the infant, including accurate kilo calorie and fluid maintenance calculations.
- Discuss the elimination patterns of the newborn, young infant, and adult infant.
- Describe the need infants have for stimulation, play, and sleep to promote normal growth and development.
- Differentiate the various schedules, infectious diseases, and care required for infants undergoing immunizations.
- Differentiate various nutritional disorders that can be found during infancy, including organic and inorganic failure to thrive.
- Describe respiratory distress in the infant, including assessment and interventions.
- Describe the phenomenon of sudden infant death syndrome (SIDS) and the needs of the family immediately after the infant’s death of the period of grief and loss.
- Discuss the interventions that can assist a caregiver who is caring for an infant experiencing colic.
- Describe key assessments and interventions for an infant demonstrating dehydration.
- Understand the importance of discussing safety issues for infants and parents, including maintaining the upper airway and preventing severe injury such as a shaken baby syndrome.
Discuss the importance of play for childhood growth and development.

**LEARNING ACTIVITIES**
- Discuss syllabus and classroom/clinical rules & expectations
- Discuss access to Schoolology and Kaplan testing
- Discuss and define all key terms in chapters 20 and 21 (pages 282 through 325)
- PowerPoint presentation on chapters 20 and 21.
- YouTube videos showing children at different stages of development.
- Identify safety issues with young children.

Review the Syllabus

**Homework**: Read chapters 20 and 21 (pages 282 through 325)
Complete pages and workbook pages 129 through 137.
Prepare for QUIZ for the above chapters (chapters 20 and 21)
Read chapters 22 and 23 (pages 326 through 365)
Kaplan tests as assigned.

**DATE** | **DAY 2**
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- Define key terms in Chapters 22 and 23.
- Describe the unique needs of the toddler as compared with older children in relation to safety, bonding, communication, and development.
- Describe the differences between toddlers and older children and adults in relation to body systems, anatomy, and physiology.
- Compare the nutritional needs and eating patterns of the toddler including accurate kilocalorie needs and socialization at the dinner table.
- Describe the need toddlers how for stimulation, play, and sleep to promote normal growth and development.
- Differentiate the cognitive development during the toddler period including causality, spatial relationships, object permanence, and learning through toys.
- Differentiate the psychosocial development of the toddler in relation to social engagement, temperament, stranger activity, separation anxiety, moral development, and spirituality.
- Analyze the importance of discipline for the toddler and how anticipatory guidance can be used while families are caring for toddlers’ social
development, motor milestones, active lifestyle, injury prevention, and safety needs.

- Describe child abuse during toddler development, including assessment and interventions.
- Describe the phenomena of autism, which is often first noticed in the toddler developmental period.
- Discuss the interventions that can assist a caregiver who is caring for toddler experiencing iron deficiency anemia.
- List the assessments and interventions that assist the child in experience and common childhood infectious diseases.
- Understand the importance of discussing safety issues for toddlers with parents including maintaining a safe environment for an active and explorative child.
- Describe the unique needs of the preschool aged child in relation to children in other developmental stages and age groups.
- Describe the differences between the preschool child and older children and adults in relation to body systems, anatomy, and physiology.
- Differentiate the physical growth and development of the preschooler in comparison to other developmental stages.
- Describe magical thinking in the preschool and its effect on the child’s view of his or her world.
- Compare the nutritional needs and eating patterns of the preschooler to previous behaviors of the infant and toddler.
- Identify the need to promote handwashing and hygiene practices in the preschool.
- Contrast the play needs and socialization practices of the preschooler to other developmental stages.
- Teach the family of a preschooler anticipatory guidance practices to reduce injury and accidents.
- Define the phenomena of enuresis and encopresis in the preschool period and state appropriate resources for the parents of a child with these disorders.
- Outline a plan of care that focuses on the safety needs of the preschool child, including prevention of illness, accidents, and injuries in both home and school settings.

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**Quiz #1 (covering chapters 20 and 21, pages 282 through 325.)**

- Discuss the unique needs of the preschool child comparing them with other developmental stages.
Differentiate the growth and development of the preschool. And other childhoods stages.
Discuss magical thinking in the preschool period.
Discuss self-care activities the preschool age child can be taught, such as handwashing.
Explain the play needs and socialization practices of the preschooler.
Identify practices to reduce injury and accidents in this age group.

**LEARNING ACTIVITIES**
- PowerPoint presentation on chapters 22 and 23
- YouTube videos of issues specific to the preschool period.
- Class discussion concerning preschoolers.

**OUT OF CLASS WORK ASSIGNMENTS**
- **Homework**: Read the material covered in class today on chapters 22 and 23 (pages 326 through 365). Complete workbook pages 129 through 137. Prepare for Quiz #2 on the above chapters. Review Chapters 24, 25 and 26 for Day 3.

**DATE**
- **DAY 3**

- Define the key terms for Chapters 24, 25 and 26.
- Describe the unique needs of the school-aged child as compared with older children in relation to safety, socialization, and communication.
- Evaluate the slower growth that represents the school age time.
- Compare the nutritional needs and eating patterns of the school aged child, including accurate kilocalorie and fluid maintenance calculations.
- Contrast the play in sleep patterns of the school aged child in relation to the other developmental stages.
- Discuss the issues surrounding safety for the school-aged child including the need for education about safety devices for organized sports, bike riding, skateboarding, and roller skating.
- Describe the teaching needs of the entire family of a school-age child in relation to prevention of child abduction, sexual assault, and other forms of societal violence.
- Divine the effects of bullying on a school-age child’s emotional health and well-being.
- Critically evaluate concerns associated with the current epidemic of childhood obesity.
- Describe the concerns of the increasing incidence of asthma across childhood.
- Discuss the care of a child with a particular ptosis (i.e., lice) infestation and how this may affect the child’s perception of their body image.
- Describe the unique needs of the adolescent in relation to children in other developmental stages and age groups.
- Describe the differences between the adolescent and adult in relation to body system, anatomy, and physiology.
- Differentiate the physical growth and development of the adolescent in comparison with the earlier developmental stages.
- Describe abstract thinking in the adolescent and its effect on the teen’s view of his or her world.
- Compare the nutritional needs and eating patterns of the adolescent to the behaviors of the earlier developmental stages.
- Identify the need to promote hygiene, self-care, disease prevention, and health promotion behaviors in the adolescent developmental.
- Contrast the recreation, play needs, and socialization practices of the adolescent to the earlier developmental stages.
- Teach the adolescent and the family of an adolescent anticipatory guidance practices to reduce injury and accidents.
- Define the phenomena of sexuality, sexual practices, and sexually transmitted disease prevention in the adolescent.
- Describe the pathology of acne and discuss prevention and intervention practices to assist an adolescent with acne.
- Analyze the relationship between suicide and depression as it relates to the developmental stages of adolescence. Integrate aspects of safety in relation to rapid assessments and interventions for adolescent depression to prevent suicide ideation, gestures, and attempts.
- Describe the unique needs of the pediatric patient across childhood while hospitalized for a variety of acute and chronic conditions.
- Discuss the safety concerns for young children while hospitalized in fast-paced, chaotic health-care environments.
- Differentiate between adult hospital units and policies, and pediatric units and policies in relation to schedules, play environments, meals, equipment, and play needs.
- Describe how bed selections, room selection, and staffing patterns differ between adult care environment and pediatric care environments.
<table>
<thead>
<tr>
<th>TOPIC (S)</th>
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<tbody>
<tr>
<td>State the three phases to hospitalization and separation for young children (i.e., protest, despair, and detachment) and describe the behavior expected in each phase.</td>
</tr>
<tr>
<td>Describe the basic guidelines for working with hospitalized children.</td>
</tr>
<tr>
<td>Analyze pain assessment and interventions for the pediatric client and describe both pharmaceutical and nonpharmaceutical nursing interventions to help relieve pain in children.</td>
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<td>Describe the variations in frequency encountered nursing care procedures for pediatric patients across childhood.</td>
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<tr>
<td>State measures to administer medication safely to children who were hospitalized.</td>
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<tr>
<td>Describe the various methods for collecting specimens from children who are hospitalized.</td>
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<tr>
<td>QUIZ on chapters 22 and 23 (pages 326 through 365)</td>
</tr>
<tr>
<td>PowerPoint on chapters 24, 25, and 26 (pages 366 through 425).</td>
</tr>
<tr>
<td>Discuss the unique needs of the adolescent. Including growth and development, nutritional needs, hygiene and self-care, health promotion, socialization, and accident prevention.</td>
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<tr>
<td>Discuss the unique needs of anticipatory guidance practices for the adolescent.</td>
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<tr>
<td>Discuss sexuality and the adolescent, including prevention of sexually transmitted diseases.</td>
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<tr>
<td>Discuss acne and prevention measures as well as intervention practices to assist the patient.</td>
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<td>Discuss the relationship between the adolescent, depression, and suicide.</td>
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<tr>
<td>Identify signs of depression and interventions when identified in the adolescent.</td>
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<tr>
<td>Discuss the needs of the hospitalized child.</td>
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<tr>
<td>Differentiate between adult hospital units and pediatric units.</td>
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<tr>
<td>Discuss bed selections and staffing needs of the pediatric unit.</td>
</tr>
<tr>
<td>State the three phases caused by separation for young children.</td>
</tr>
<tr>
<td>Describe basic guidelines for working with hospitalized children.</td>
</tr>
<tr>
<td>Analyze pain needs assessments and interventions for pediatric clients. Include pharmaceutical and nonpharmaceutical applications.</td>
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<tr>
<td>Be prepared to describe various nursing procedures used on pediatric patients across childhood.</td>
</tr>
<tr>
<td>Discuss safety measures when administering medications to children who are hospitalized.</td>
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</tbody>
</table>
- Identify various methods for collecting specimens from children who are hospitalized.

**LEARNING ACTIVITIES**

- Review the PP Presentation for chapters 24, 25, and 26 (pages 366 through 425).
- Discuss the unique needs and nursing care of the school aged child.
- Discuss the unique needs and nursing care of the adolescent client.
- Be able to identify safety issues in these two age groups, preventative measures, and interventions.
- Discusses the unique needs of the hospitalized child, including the environment, parental separation, pain, medication safety, and collecting specimens.

**OUT OF CLASS WORK ASSIGNMENTS**

**Homework:** Read the material covered in class today on pages 366 through 425. Prepare for QUIZ #3 on chapters 24, 25, and 26. Complete workbook pages 147 through 166. Read chapters 27 and 28 (pages 426 through 457).

**DAY 4**

**SPECIFIC OBJECTIVES**

- Define key terms for Chapters 27 and 28.
- Discuss safety concerns when an acutely ill child is hospitalized and include every-shift safety checks for emergency equipment and safety precautions all pediatric nurses should be able to perform.
- Apply the principles of professional interdisciplinary communication to the use of the SBAR system.
- State typical color-coding systems used within a hospital to call for rapid assistance from a variety of teams (i.e., code red, code blue, code Pink, code gray, code yellow).
- Review the most current American Heart Association guidelines for cardiopulmonary resuscitation (CPR).
- Discuss a comprehensive assessment of an acutely ill child who is hospitalized.
- Define the system of emergency response with the color-coded, length-based resuscitation tape.
- Analyze the use and outcomes of an Rapid Response Team (RRT).
- Create a care plan that encompasses the needs of the family when a child is acutely ill and has a sudden change in clinical status that requires a higher level of care.
Describe the emergency response measures needed to assist the child in shock.
Describe global perspectives, historical perspectives, and legal aspects of child abuse, including the development of laws aimed at protecting abuse of children and preventing abuse in society.
Discuss the various types of abuse and their incidences and prevalence rates, and give examples of abuse scenarios in each of the developmental stages of childhood. Analyze high-risk children and social environmental influences to the development of child abuse.
Describe the child, parent, and environmental influences to child abuse similar situations.
Create a child abuse nursing care plan for a school-age child including physical, emotional, and social implications.
Analyze the cultural influences to abuse identification and discuss the importance for members of the health-care team to investigate the differences between some cultural practices and evidence of child abuse.
State the essential nursing care of the abused child and family, including identifying signs and symptoms, supporting medical assessment, and documenting appropriately.
Describe how to maintain safety for a child who has been abused, including essential communication, team membership, and legal steps needed for protection.

TOpIC (S)

Administer Quiz #3 on chapters 24, 25 and 26 (pages 426 through 457).
Cover the PowerPoint presentation for chapters 27 and 28 (pages 426 through 457).
Discuss safety concerns when an acutely ill child is hospitalized and concluding shift safety checks for emergency equipment and safety precautions, which all pediatric nurses should be prepared to perform.
Discuss the SBAR system.
Discuss the variety of codes that might be called on any given unit for a variety of emergent care teams. Review the most current American Heart Association guidelines for CPR.
Discuss assessment of an acutely ill child who is hospitalized. New and discuss color-coded, length-based resuscitation tape and its use.
Discuss the use and outcomes of a rapid response team.
Create a care plan that his family centered for a child who is acutely ill or has a sudden change in clinical status that requires a higher level of care.
- Describe the emergency response measures needed to assist the child in shock.

**LEARNING ACTIVITIES**

- Review the PP presentation covering the material on chapters 27 and 28.
- Discuss the learning needs of the nurse caring for the acutely ill child.
- Group discussion on the importance of team communication during an emergency on a unit caring for acutely ill children.

**OUT OF CLASS WORK ASSIGNMENTS**

**Homework:** Review chapters 27 and 28. Complete workbook pages on chapters 27 and 28 (167 through 177). Review all chapters 20 through 28, including workbook pages preparing for MIDTERM EXAM on day 5.

**Read:** Chapters 29 and 30 (pages 460 through 505) for lecture to follow midterm exam

**DATE** | **DAY 5**
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**SPECIFIC OBJECTIVES**

- Define the key terms for Chapters 29 and 30.
- Describe the anatomy and physiology of the peripheral nervous system (PNS) and central nervous system (CNS).
- Discuss each of the senses and describe the development process of sensory organs at birth.
- State the components of a holistic nervous system assessment, including the 12 cranial nerves and rapid neurological checks.
- Analyze the clinical presentation and various functioning levels of children with varying degrees of cognitive impairment (CI).
- Discuss the phenomena of and the clinical outcomes of a child who experiences “near drowning.”
- State the serum value of lead that denotes lead poisoning in children.
- Define the various types of seizure disorders and describe the assessment, nursing care, and treatments for each.
- Analyze the consequences of various nervous system pathologies, including hydrocephalus, neural tube defects, meningitis, Reye’s syndrome, and intraventricular hemorrhage (IVH).
- Describe factors associated with a diagnosis of traumatic brain injury.
- Discuss the clinical phenomena of childhood migraine headaches and describe various treatment options for this condition.
- Describe issues of safety relative to a child with a neurological disorder or condition, including safe environments, safety precautions, rapid assessments for change in clinical status, and safety around medications for neurological conditions.
- Describe the most common causes of visual impairment during childhood and differentiate between the care of a child with eye trauma, eye disease, and eye tumor.
- Analyze common reactions when a family is told their infant or young child will be sensory impaired.
- Discuss the national organizations that provide support to families who have a child with a visual or hearing impairment.
- Differentiate between blindness and visual impairment, and between hard of hearing and deafness.
- State the diagnostic examinations, assessments, treatments, and clinical outcomes of a child with a confirmed diagnosis of retinoblastoma.
- Discuss the resurgence of ROP and the care that can be provided to premature infants to reduce the possibility of developing this pathology.
- State the definitions of the various visual impairments or visual disorders, including strabismus, amblyopia, and the nystagmus.
- Describe the various types and causes of congenital and acquired hearing impairments during childhood.
- Outline a plan of care for a child with a new diagnosis of hearing impairment and describe the new technologies available to assist the child with a hearing impairment.

**TOPIC (S)**

- MIDTERM EXAM (chapters 20 through 28, pages 129 through 177).
- Discuss the different types of neurological conditions found in children.
- Review the 12 cranial nerves and methods of assessing them.
- Discuss the different levels of cognitive impairment in children.
- Discuss “near drowning” and its impact on children.
- Discuss lead poisoning.
- Discuss various nervous system pathologies.
- Describe a diagnosis of traumatic brain injury.
- Explain the clinical presentation of children suffering migraines and the treatments available for them.
- Discuss safety issues related to children with neurological conditions.
- Discuss the causes of visual impairment and discuss how they differ from eye trauma, disease, and tumors.
- Discuss the care of the family when a child has been diagnosed with a visual or hearing impairment.
- Discuss retinoblastoma.
- Discuss the resurgence of ROP and how to reduce the incidence of this pathology.
- Discuss the different types of visual impairments.
- Discuss congenital hearing impairments and those acquired in childhood.
<table>
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<tr>
<th>LEARNING ACTIVITIES</th>
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<tbody>
<tr>
<td>Outline a plan of care for a child with a new diagnosis of a hearing impairment.</td>
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<tr>
<td>Review associated PP presentation on chapters 29 and 30 (pages 460 through 505)</td>
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<td>Group discussion on how a nurse can involve the family and the staff in caring for a child with a hearing and visual impairment.</td>
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<tr>
<th>OUT OF CLASS WORK ASSIGNMENTS</th>
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<tr>
<td><strong>Homework:</strong> Prepare for Quiz #4</td>
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<tr>
<td>Read the material covered in class today on chapters 29 and 30 (460 through 505).</td>
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<tr>
<td>Complete workbook pages 181 through 191.</td>
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<tr>
<td><strong>Read</strong> Chapters 31 and 32 (pages 506 through 544).</td>
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<tr>
<th>DATE</th>
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<tr>
<td>SPECIFIC OBJECTIVES</td>
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<tr>
<td>- Define the key terms for Chapters 31 and 32.</td>
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<tr>
<td>- Describe current trends in the incidence and prevalence of mental health issues across the span of childhood.</td>
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<td>- Analyze the effect of a mental health diagnosis on the child’s interactions with family, school, social networks, and society as a whole.</td>
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<td>- State the goals for therapeutic communication between the nurse and the child and/or family when interacting with an acute exacerbation of a mental health condition.</td>
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<td>- Describe commonly used assessment tools for anxiety, depression, and mood disorders.</td>
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<td>- Analyze the effect of a diagnosis of attention-deficit hyperactivity disorder (ADHD) on a child’s interaction with family and school.</td>
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<td>- Describe the clinical presentation and pharmacological management of schizophrenia in childhood.</td>
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<td>- Analyze the effect of bullying on a child as well-being and describe the relationship between bullying and childhood depression.</td>
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<td>- Differentiate between anorexia nervosa and bulimia eating disorders and discuss the assessment, clinical presentations, and the therapeutic management of each.</td>
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<td>- Describe the type of suicide behaviors (i.e., gestures, attempts, and successful suicide) and state the effective suicide of those left behind.</td>
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<tr>
<td>- Review the most common categories of psychiatric pharmacological treatments for the management of a mental health diagnosis in childhood and state the common side effects and therapeutic ranges for each drug.</td>
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- Analyze the development of substance abuse during childhood and state the consequences and safety factors associated with substance abuse on the child’s mental health, family interactions, social network, and school performance.
- Review the differences between the anatomy and physiology of a newborn and a child’s respiratory system and an adult’s.
- Describe the breathing patterns, adventitious breath sounds, and symptoms one may encounter in respiratory distress.
- State the assessments conducted in the physical examination of an infant or child with a respiratory condition.
- Review the care required for a child with croup, including possible causative factors and developmental group’s most vulnerable to this disease.
- Discuss the various methods of intervention for a child with a respiratory condition, including the different oxygen delivery systems.
- Compare the pathophysiology, diagnostic methods, and treatment for tonsillitis and epiglottis.
- Compare and contrast sudden infant death syndrome (SIDS) an apparent life-threatening event (ALTE), including risk factors, monitoring, and possible causes.
- Describe the pathophysiology of asthma, and treatment protocols administered across childhood, and teaching required for the patient and family to minimize adverse effects.
- Review the effect of respiratory diseases on the family and the teaching needs of the family to safely care for a child hospitalized for treatment or who is being cared for at home.

**TOpIC (S)**

**QUIZ #4**-- chapters 29 and 30 (pages 460 through 505).
- Covered the PowerPoint content for chapters 31 and 32 (pages 506 through 544).
- Discuss the common mental health conditions found in childhood including signs and symptoms, diagnostics, treatment, and nursing care.
- Discuss the effects of on the family of a child with a mental health condition.
- Discuss the phenomena of bullying and its effect on childhood depression.
- Discuss eating disorders and management of each.
- Discuss the phenomena of suicide in children with mental health conditions and its effect on those left behind.
- Review the most commonly prescribed psychiatric medications in childhood and state the most common side effects and the therapeutic ranges for those drugs.
- Discuss substance abuse during childhood and its effect on the child safety the effect on the family, social network and the child’s school performance.
- Review the differences between the anatomy of a newborns and a child’s respiratory system and that of an adult.
- Discuss findings the nurse may encounter when a pediatric patient is in respiratory distress.
- Review the care required for a child with croup.
- Discuss the various oxygen delivery systems.
- Compare and contrast tonsillitis and epiglottitis.
- Compare and contrast SIDS and apparent life-threatening events.
- Discuss asthma treatment and the teaching required for families of children with asthma.
- Review the effects of respiratory disease on the family and the teaching needs of the family and the patient including hospitalization and care after being discharged home.

### LEARNING ACTIVITIES

- Present associated PP presentation on chapters 31 and 32 (pages 506 through 544).
- Participate in note-taking and a classroom discussion about nursing care of the patient with the above conditions.

### OUT OF CLASS WORK ASSIGNMENTS

- **Homework:**
  - Prepare for Quiz #5 on chapters 31 and 32 (pages 506 through 544).
  - Complete workbook pages 193 through 201.
  - **READ:** chapters 33 and 34 (pages 545 through 578).

### SPECIFIC OBJECTIVES

- Define the key terms in Chapters 33 and 34.
- Describe the overall anatomy and physiology of the cardiovascular system in the fetus, newborn, and child.
- Differentiate between the most common congenital cardiac conditions found in infants and children.
- Identify general relationships between cardiac and pulmonary functions.
- Describe nursing observations and assessments of the child who presents with the potential cardiac disorder.
- Describe the nursing care of the child with the cardiovascular disorder.
- Identify culturally significant issues related to children with cardiac conditions.
- Describe infectious sources of cardiac malfunction found in children.
- Describe the educational needs of a child with a cardiac disorder and his or her family using a developmentally-appropriate approach.
- Describe how to safely administer cardiac medications to a child, including the correct steps to administer medications, the evaluation of medication effects, and appropriate patient and/or parent teaching.
- Review the functions of the endocrine glands and the hormone secreted by each.
- Discuss the location of each of the following endocrine gland: pituitary, thyroid, parathyroid, adrenal, pancreas, testes, and ovaries.
- Analyze the effect of a metabolic disorder across the lifespan of a child including alterations in growth and development.
- Review the complications associated with hyposecretion or hypersecretion of the various endocrine glands.
- Differentiate the pathology between Type I (i.e., insulin-dependent DM) and Type II (i.e., non-insulin-dependent DM).
- Review the various inborn errors of metabolism including the assessment, treatments, and nursing care associated with each.
- Discuss the need for long-term care and follow-up for children who are diagnosed with a metabolic disorder.
- State the conditions associated with the development of syndrome of inappropriate antidiuretic hormone (SIADH).
- Recognize the need for rapid assessment and identification of a metabolic disorder during childhood to provide treatment that provides appropriate support for growth, metabolism, and nutrition for child health and development.

<table>
<thead>
<tr>
<th>TOPIC (S)</th>
<th>Quiz #5-- chapters 31 and 32 (pages 506 through 544).</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Review the cardiovascular system of the infant, child, and adult.</td>
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<td>Identify the relationship between the cardiac and pulmonary function.</td>
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<td>Be prepared to discuss the assessment and findings of a child presenting with a potential cardiac disorder.</td>
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<td></td>
<td>Be prepared to discuss the care of a child with a cardiovascular disorder.</td>
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<td></td>
<td>Identify culturally significant issues related to children with cardiac issues.</td>
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<td></td>
<td>Describe infectious sources of cardiac pathology in children.</td>
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<td>Describe the educational needs of a child with a cardiac pathology and his or her family’s needs for education.</td>
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<td>Describe safe administration of cardiac medications to a child and appropriate patient/parent teaching.</td>
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</tbody>
</table>

| LEARNING ACTIVITIES | Cover PowerPoint material on chapters 33 and 34 (pages 545 through 578). |
Show YouTube video of fetal circulation and changes that happen in the healthy neonate afterbirth.

**OUT OF CLASS WORK ASSIGNMENTS**

**Homework:** Prepare for Quiz #6  
Read the material covered in class today chapters 33 and 34. Complete workbook pages 193 through 201.  
**READ:** Chapters 35 and 36 (pages 579 through 618)

**DATE** | **DAY 8**
---|---
**SPECIFIC OBJECTIVES** |  
- Describe the key terms for Chapters 35 and 36.  
- Discuss the normal anatomy and physiology of the musculoskeletal system throughout childhood.  
- Describe nursing care of a child with a musculoskeletal disorder related to the development stage the child is in.  
- Critique holistic assessments conducted to rule out a musculoskeletal disorder in childhood.  
- Define various childhood injuries that lead to traumatic musculoskeletal injuries or disorders.  
- Differentiate the laboratory values that are used to identify and monitor disease progression for a child with a musculoskeletal disorder.  
- Describe the various bone fractures potentially experienced in childhood and the associated traction and/or therapy used for each.  
- Discuss the principles behind traction and the psychosocial-biological needs of a child who is required to undergo a period of time in traction.  
- Analyze various childhood disease processes of the musculoskeletal system such as congenital clubfoot, JRA, scoliosis, and muscular dystrophy.  
- Describe safety imperatives while caring for a child in traction.  
- Review the growth and development of the gastrointestinal (G.I.) tract from the newborn period through adolescence.  
- Describe the components of a health history for a child who presents with a G.I. disorder.  
- Review assessment techniques when caring for a child who presents with dehydration, vomiting, diarrhea, constipation, or abdominal pain.
Describe the physiological and clinical presentation of common intestinal infections such as *Clostridium difficile* (*C diff*). Viral gastroenteritis such as a retrovirus, and parasitic infections of the G.I. tract.

Interpret data that would need to be reported immediately associated with various congenital or acquired G.I. abnormalities.

State common diagnostic test used to rule out specific G.I. infections or disorders.

Describe the care of a child who has been hospitalized for surgery to correct a congenital or acquired G.I. disorder including perioperative assessments, symptom management, and diet progression.

Recognize the teaching needs of a family whose child presents with an infectious G.I. disorder. Include providing safety to others to prevent cross-contamination through effective communication, use of infection control measures, and evidence-based practices just control spread.

**TOPIC (S)**

**QUIZ #6-- chapters 33 and 34 (pages 545 through 578).**

- Discussed the normal anatomy and physiology of the musculoskeletal system throughout childhood.
- Identify various childhood injuries that can lead to traumatic musculature and skeletal injuries.
- Identify laboratory values that are used to identify and monitor progression of musculoskeletal disorders.
- Describe the various types of bone fractures potentially experienced in childhood and the associated traction and/or therapy needed for each.
- Explain the principles behind traction and the needs of a child who is required to undergo traction.
- Discuss various childhood diseases that affect the musculoskeletal system including their identification, treatment, and family teaching required for each.
- Identify safety imperatives for children in traction.

**LEARNING ACTIVITIES**

- Cover the material of the PowerPoints for chapters 35 and 36 (pages 579 through 618).
- Show YouTube videos of various types of traction.

**OUT OF CLASS WORK ASSIGNMENTS**

**Homework:** Prepare for Quiz #7-- chapters 35 and 36 (pages 579 through 618).

**Complete workbook pages 215 through 225.**

**READ:** Read chapters 37 and 38 (pages 619 through 656).

**DATE** | **DAY 9**
---|---
**SPECIFIC OBJECTIVES**

- Define the key terms for chapters 37 and 38.
### TOPIC (S)

- Describe how a child’s renal system affects fluid and electrolyte status, as well as acid/base balance.
- Discuss the clinical presentation of a dehydrated child across childhood and discuss the plan of nursing care for a child in a dehydrated state.
- Analyze the ideologies associated with urinary tract infection (UTI) and discuss the risk factors associated with each age group.
- Differentiate between glomerulonephritis and nephrotic syndrome in relation to assessments, medical treatments, and nursing care for each.
- Describe various forms of congenital anomalies of the genitourinary tract (GU) tract.
- Present a nursing care plan for a child with enuresis.
- Describe various means to collect urine specimens for children of various ages.
- Calculate fluid maintenance requirements for children of various weights in kilograms to safely maintain fluid status and prevent fluid overload.

### LEARNING ACTIVITIES

- Cover PowerPoint presentations of Chapters 37 and 38.
- Present graphics of common forms of congenital anomalies of the genitourinary tract.
- Review calculation of fluid needs of children at different weight in kilograms.
- Open class discussion on the current cultural trend of multiple body piercings and tattooing and its long-term effects.
### OUT OF CLASS WORK ASSIGNMENTS
- **Homework:** Prepare for Quiz #8 (chapters 37 and 38, pages 619 through 656).
- Complete workbook pages 227 through 237.
- **Read:** Chapters 39 and 40

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY 10</th>
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<tbody>
<tr>
<td>SPECIFIC OBJECTIVES</td>
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<tr>
<td></td>
<td>• Define the key terms for chapters 39 and 40.</td>
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<td></td>
<td>• Describe the purpose of vaccines and childhood immunizations and discuss the most common infections for which children receive immunizations.</td>
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<td>• Differentiate the purpose and use of various PPE used to prevent the spread of infection within health-care environments.</td>
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<td>• Differentiate between the various types of isolation techniques, including standard precautions, airborne precautions, contact precautions, droplet precautions, and reverse (also called protective) precautions.</td>
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<td>• Describe the most commonly encountered childhood infectious diseases and describe the transmission, incubation, common symptoms, and treatments or supportive therapy for each.</td>
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<td>• Describe basic safety precautions for preventing the spread of childhood communicable diseases.</td>
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<td>• Describe the characteristics of childhood cancer, including the pathology of solid and blood/lymphatic-based malignancies.</td>
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<td>• Describe the composition and function of the components of blood and relate each function to the pathology of hematology and oncological diseases.</td>
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<td>• Analyze the pathology of anemias and relate types of anemia with an anemic child’s clinical presentation.</td>
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<td>• State the assessments conducted for a child who presents with iron-deficiency anemia and SCA and describe the related medical and nursing care for each.</td>
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<td>• Review the developmentally appropriate pain scales used for a child during a sickle-cell episode (i.e., crisis) and review effective pain control measures.</td>
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<td>• Review the nursing care required for a child who is receiving a blood product transfusion: packed red blood cells (PRBCs) and platelets.</td>
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<td>• Differentiate the types and pathology of hyperbilirubinemia, as well as medical care and nursing care for an infant with hyperbilirubinemia.</td>
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<td>• Describe the pathology of idiopathic thrombocytopenia purpura (ITP) and treatment protocols administered across childhood.</td>
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<tr>
<td>TOPIC (S)</td>
<td>LEARNING ACTIVITIES</td>
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<tr>
<td>Analyze the most common forms of hemophilia and describe the teaching needs of families to administer emergency treatments for child experiencing a bleeding episode.</td>
<td>Present PowerPoint presentations for chapters 39 and 40.</td>
</tr>
<tr>
<td>Review the effects of childhood cancer on the functioning and teaching needs of the family caring for a child who is hospitalized for treatments or is in a neutropenic state.</td>
<td>Discuss the immunization schedule for children.</td>
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<tr>
<td>Analyze the issues of safety associated with a child with an oncologic disorder, including error reduction, protection from infection, and safe implementation of care.</td>
<td>Class discussion related to the current movement and some parents to not get their children immunized.</td>
</tr>
<tr>
<td>Quiz #8 Chapters 37 and 38.</td>
<td>Discuss ways to prevent the spread of communicable diseases.</td>
</tr>
<tr>
<td>Discuss the pathologies, spread of, prevention of spread, and treatment of common communicable diseases found in children.</td>
<td>Discuss the types of childhood hematological disorders seen clinically and the nursing care needed for each.</td>
</tr>
<tr>
<td>Discuss the currently seen increase in some communicable diseases due to reduction in immunizations and children.</td>
<td>Discuss the care of the family of a child within hematological condition including cancers and the effects of such care on staff.</td>
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<tr>
<td>Discuss use of personal protective equipment and how it may be used to prevent spread of communicable diseases.</td>
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<td>Discuss the various hematological conditions and oncological conditions seen in children.</td>
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<td>Discuss nursing care and teaching needs for a family with a child suffering from a oncological or hematological condition.</td>
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Instructional Methods

- Lecture/Discussion
- Textbook Assignments
- Performance Objectives
- Audio/visuals with study guides
- Worksheets
- Power point presentations (ppt)

Instructional Materials and References

Introduction to Maternity & Pediatric Nursing, 6th Edition
ISBN: 9781437708264
By Gloria Leifer, MA, RN, CNE
2011

Pediatric Nursing: The Critical Components Of Nursing Care
Kathryn Rudd | Diane Kociskol SBN: 978-0-8036-2179-4
2014

Pediatric Nursing: Caring for Children and Their Families, 3rd Edition
Nicki L. Potts | Barbara L. Mandleco
2012

1. Assessment Criteria and Methods of Evaluating Students

A= 90-100%
B= 80-89%
C= 70-79%
D= 60-69%
F= 0-59%
W= Withdrawn
I= Incomplete
Generally, the grades “A” through “B” are considered passing grades. Grades "W" and "I" indicate that no grades were earned for the course. A "W" grade indicates that the student withdrew from the course. An "I" grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an "I" grade instead of an "F", pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.

Distribution of Grade Elements

<table>
<thead>
<tr>
<th>Element</th>
<th>Percentage of Total Grade</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>50%</td>
</tr>
<tr>
<td>Final</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
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Date Syllabus Was Last Reviewed: 10/19/16
Acknowledgement of receipt of PN117-Pediatric Nursing Syllabus

I have received the syllabus for PN117-Pediatric Nursing which includes the grading policy, weekly reading, assignments, quiz schedule, test schedule, etc. The grading policy was reviewed and I was given the opportunity to ask questions regarding the grading policy and other times in the syllabus. My signature below acknowledges that I understand the PN117-Pediatric Nursing syllabus, as well as having received the grading policy.

_______________________________  ________________
Student Name (Print)              Date

_______________________________  ________________
Student Signature

This form will be maintained in the student’s file