



NURS-509: NURSING CARE OF CHILDREN & FAMILIES

Effective Term

Fall 2024

BOT Approval Date

01/11/2024

Discipline

NURS - Nursing

Course Number

509

Course Title

Nursing Care of Children & Families

Short Title

Nursing Child & Families

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

2.00

Lab Units

1.50

Total Units

3.50

Hours**Lecture Contact Hours**

32-36

Out of Class Hours Lecture

64-72

Lab Contact Hours

72-81

Out of Class Hours Lab

0.00

Total Contact Hours

104 - 117

Total Out of Class Hours

64 - 72

Total Student Learning Hours

168 - 189

Is this an existing Extensive Lab?

Yes

**Distance Education**

No

Catalog Description

The focus of this course is on integration and application of the nursing process as it applies to the nursing care of children and their families. Emphasis is placed on concepts related to age-specific family centered care. Common disease processes and those specific to pediatrics are discussed. Clinical experiences highlight the refinement of critical thinking, decision making, psychomotor skills and management of care using evidence-based practice in the role of the advanced-beginner level registered nurse.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

Admission to the Associate Degree Nursing Program.

NURS-506 (with a grade of C or better)

and NURS-507 (with a grade of C or better).

Corequisite(s)**Corequisite(s) (must be taken simultaneously)**

NURS-508.

Codes**TOP Code (CB 03)**

1230.10* - *Registered Nursing

CIP Code

51.3801 - Registered Nursing/Registered Nurse.

Student Accountability Model (SAM) Priority Code (CB 09)

C - Clearly Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Nursing Science/	Or
Nursing (Masters Required)	End

CSU Area(s)**IGETC Area(s)****Learning Objectives****Learning Objectives****Learning Objective**

1. Formulate individualized care plans for pediatric patients and families considering developmental aspects, conducting comprehensive assessments, setting achievable goals, and implementing supportive interventions.

2. Integrate knowledge of anatomy, pathophysiology, physical assessment, various disease processes, and pharmacology into pediatric care management strategies.
3. Utilize developmentally appropriate communication skills and demonstrate cultural competence while interacting with diverse pediatric patients and families, fostering therapeutic relationships, and enabling collaboration within inter-professional teams.
4. Incorporate current knowledge and best practices within the pediatric field into standards of practice and care management provided to pediatric patients and their families.
5. Participate in ongoing research and continuing education in the field of Pediatrics, adapting to the nursing role as a lifelong learner.
6. Use evidence to monitor patient care outcomes and employ process improvement methods to continually enhance the quality and safety of healthcare experiences for children and families.
7. Demonstrate safe clinical judgment, nursing interventions, and prioritization while providing family-centered care, considering the preferences, values, and needs of pediatric patients and their families.
8. Utilize Electronic Health Records proficiently to manage information, accurately document patient care, and effectively communicate relevant findings to members of the inter-professional team in pediatric care settings.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will develop a comprehensive understanding of common diseases and disorders affecting pediatric patients.
2. Students will utilize the nursing process as it relates to the care of pediatric patients and their families.
3. Students will practice therapeutic communication in the clinical setting with pediatric patients and their families.
4. Students will implement nursing interventions and therapeutic measures that are tailored to providing equitable and inclusive treatment to diverse pediatric patients and their families.

Program Learning Outcomes

Learning Outcome

1. Provide patient-centered care to diverse populations with various health-related conditions using the nursing process, cultural competence, and compassion based on respect for individual preferences at the entry level registered nurse generalist.
2. Effectively facilitate inter-professional relationships by promoting open communication, advocacy, and shared decision-making to enhance knowledge, experience, and health outcomes at the entry level registered nurse generalist.
3. Demonstrate accountability as a lifelong learner for the delivery of evidence-based practice when planning holistic care to achieve optimal outcomes for the patient, family, and community at the entry level registered nurse generalist.
4. Apply legal, ethical, and regulatory principles to participate in improvement processes including the use of data to design, implement and evaluate outcomes to improve the quality and safety of healthcare systems at the entry level registered nurse generalist.
5. Demonstrate commitment, accountability, integrity, critical thinking and discretionary judgment in nursing practice to minimize risk of harm to patients, the healthcare team, and the community at the entry level registered nurse generalist.
6. Utilize nursing science, information management, and technology to communicate, organize data, mitigate error, and institute change while protecting patient health information at the entry level registered nurse generalist.
7. Function as a member of the inter-professional team and demonstrate leadership qualities such as effective communication, collaboration, delegation and constructive feedback to manage and coordinate care at the entry level registered nurse generalist.
8. Address implicit biases and equity gaps that exist in the healthcare environment considering global, national, and local concerns to improve outcomes at the entry level registered nurse generalist.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic

classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Module 1 focuses on the nursing role and nursing process as they relate to pediatrics. Emphasis is placed on growth and development, therapeutic communication, physical assessment of the child, nursing interventions, play, and cultural competence.
2. Module 2 focuses on assessment, diagnosis, treatment and prevention of common pediatric emergencies and injuries. Emphasis is placed on health promotion and anticipatory guidance to provide family-centered care. The role of the nurse as advocate and communicator within the interdisciplinary team is highlighted.
3. Module 3 focuses on respiratory conditions commonly seen in children. Respiratory infections and related complications are discussed, as well as chronic genetic respiratory conditions. The nursing process is used to emphasize the assessment and diagnosis of patients with respiratory problems, interventions used in pediatrics, and therapeutic management in the inpatient and outpatient settings.
4. Module 4 focuses on gastrointestinal conditions commonly seen in children. Gastrointestinal infections and related complications are discussed, as well as chronic congenital gastrointestinal conditions. The nursing process is used to emphasize the assessment and diagnosis of patients with gastrointestinal problems, interventions used in pediatrics, and therapeutic management in the inpatient and outpatient settings. Nutrition and hydration status are also emphasized.
5. Module 5 focuses on renal and genitourinary conditions commonly seen in children. Emphasis is placed on urinary infections and related complications, chronic conditions of the kidneys and urinary tract, as well as cancer and chromosomal abnormalities affecting the kidneys and genitals. The nursing process is used to emphasize the assessment and diagnosis of patients with renal and genitourinary problems, interventions used in pediatrics, and therapeutic management in the inpatient and outpatient settings.
6. Module 6 focuses on circulatory conditions commonly seen in children. Emphasis is placed on congenital heart defects, genetic blood disorders, and hematologic cancers, along with the related complications of each. The nursing process is used to emphasize the assessment and diagnosis of patients with circulatory problems, interventions used in pediatrics, and surgical and medical management in the acute care setting.
7. Module 7 focuses on neurological conditions and sensory impairments commonly seen in children. Emphasis is placed on developmental delays, CNS infections and related complications, chronic conditions of the brain and spinal cord, injuries to the head and brain, as well as cancer and chromosomal abnormalities affecting the nervous system. The nursing process is used to emphasize the assessment and diagnosis of patients with neurological problems, interventions used in pediatrics, and surgical and medical management in the acute care setting.
8. Module 8 focuses on endocrine problems commonly seen in children. Emphasis is placed on diabetes, as well as other hormone disorders. The nursing process is used to emphasize the assessment and diagnosis of patients with endocrine problems, interventions used in pediatrics, and therapeutic management in the inpatient and outpatient settings. Patient safety and patient teaching are important topics of focus in this module.
9. Module 9 focuses on musculoskeletal conditions commonly seen in children. Common musculoskeletal injuries and related complications and treatments are discussed, with an emphasis on how these relate to the child's developmental stage. Chronic congenital conditions of the skeletal system are also a focus, as well as cancer and chromosomal abnormalities affecting the musculoskeletal system. The nursing process is used to emphasize the assessment and diagnosis of patients with mobility problems, interventions used in pediatrics, and therapeutic management in the inpatient and outpatient settings.
10. Module 10 focuses on infections and immunologic conditions commonly seen in children. Emphasis is placed on the infection process and function of the immune system, and related complications. Chronic immunodeficiencies and inflammatory disorders are discussed, as well as cancer and chromosomal abnormalities affecting the immune system. The nursing process is used to emphasize the assessment and diagnosis of patients with immunologic problems, interventions used in pediatrics, and therapeutic management in the inpatient and outpatient settings. Infection prevention is emphasized through discussion of immunizations and the CDC immunization schedule.

Course Lab Content

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2. Module 2 focuses on assessment, diagnosis, treatment and prevention of common pediatric emergencies and injuries. Emphasis is placed on health promotion and anticipatory guidance to provide family-centered care. The role of the nurse as advocate and communicator within the interdisciplinary team is highlighted.
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Methods of Instruction

Method

Activity

Integration

Group activities will be employed to understand and evaluate the nursing process in the care of pediatric patients.

Method

Discussion

Integration

Class discussion will be used to analyze and prioritize nursing interventions in pediatric patient care.

Method

Lecture



Integration

Lecture will be employed to describe and evaluate the correlation between pediatric concepts and pediatric clinical practice.

Method

Visiting Lecturers

Integration

Guest speakers will be utilized to enhance student understanding of their role as a patient advocate in ethical/legal dilemmas with pediatric patients and their families.

Methods of Evaluation**Method**

Class Work

Integration

Engage in active discussion and self reflection by verbally sharing narratives of pediatric patient care experiences

Method

Exams/Tests

Integration

Modular unit and final examination to demonstrate the students' synthesis of pediatric theoretical concepts and the application to nursing practice. Utilize biopsychosocial concepts and theories while applying principles of critical thinking in the nursing process.

Method

Papers

Integration

Care plans or concepts maps to correlate theoretical concepts of nursing as a profession related to the pediatric clinical practice.

Method

Self-Evaluation

Integration

Student will reflect upon each hospital pediatric clinical experience and write down clinical objectives met on an anecdotal form

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Nursing Care Plan: Students will complete two care plans throughout this clinical rotation to facilitate making connections between your patient's medical problems, their admitting diagnosis, assessment findings, and the treatment being provided. The care plan is formatted as an SBAR. We start by explaining the Situation (why is your patient here?), then discuss the Background (medical history, developmental level, and other relevant information), followed by the Assessment (physical assessment, diagnostics, and lab results), and lastly your Recommendations (nursing diagnoses and interventions, and treatment plan).

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

DEI & Implicit Bias in Nursing Discussion Board: This discussion post explores how a nurse can be mindful of their own implicit biases and help to address diverse patient populations while promoting equity and inclusion. Please see Canvas for detailed assignment information.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Patient Teaching & Health Promotion Project: Patient teaching is a crucial component of the nurse's role; in the pediatric population, teaching is often focused on health promotion and injury prevention. This project consists of a presentation designed for teaching of the target age group and a paper to provide further scientific backing.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Daily Clinical Reflection & Report: To help connect your clinical experiences with course objectives and reflect on your learning throughout the day, you will be required to complete a clinical reflection tool each day that you are in clinical. Additionally, you should fill out a report sheet for one of your assigned patients and prepare to give report during post-conference each clinical day.

Course Materials

Textbooks

Hockenberry, M.J., Rogers, C., & Wilson, D. (2021). Wong's Essentials for Pediatric Nursing. 11th Edition. Elsevier Health Sciences. ISBN: 9780323797672

Ackley, B.J., Ladwig, G.B., Makic, M.B., Martinez-Kratz, M., & Zanotti, M. (2019).

Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care. 12th ed. Elsevier Health Sciences. ISBN: 9780323551120

Other Resources

American Psychological Association. Publication Manual of the American Psychological Association, 6th edition. American Psychological Association, 07-20-2009.

Class Size Information

Class Size

12

Class Size Category

O - Other

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

There are objectives included in each learning module to incorporate how DEI relates to pediatric nursing. Students will complete a discussion board assignment on DEI and implicit bias that includes finding a relevant journal article and sharing with classmates.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course grade consists of a variety of assessment methods- exams, quizzes, a teaching project (presentation + paper), journal reflections, case studies, discussion board, and simulation. Students learn the course content through lecture and clinical, which helps account for diverse learning styles since this allows for application of theoretical concepts on actual patients.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students work together on a group teaching project, engage with peers on the DEI discussion board, and receive nursing reports from each other during clinical days.

Explain how the course will incorporate instructor-to-student interaction.

Instructor provides regular feedback in the clinical setting and on simulation days to help guide learning. Lecture involves class discussion to solicit student thoughts and feedback.

Explain how the course will incorporate student-to-content interaction.

Lecture is conducted using student-centered learning methods (i.e. "flipped classroom") that allow the student's learning to be the focus of the course.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student's complete daily clinical reflections to reflect on their own learning and experiences and set goals for themselves.

Key: 2376