Course Title: NSG 242 Nursing Care of the Child Rearing family

Credits: 4 Credits

Course Description: The nursing process is utilized in assisting families with children within the communities to meet their human needs. Nursing theory is correlated with clinical practice in a variety of health care settings.

Pre-Requisite Courses: NSG237, NSG238, N341

Co-Requisite Courses: NSG321, NSG340

Placement: Seventh Semester, Senior Year.

Faculty: Course Coordinator:

Class:


Course Outcomes: At the completion of the course, the student will:

1. relate concepts from the humanities, physical and social sciences to the care of the growing family.
2. use the nursing process to assist the growing family to prevent illness and promote, maintain, and restore health.
3. use standards of care to meet the needs of the growing family.
4. discuss research findings in relation to maternal health nursing practice.
5. demonstrate development of the professional role in obstetric clinical pediatric practice.

Teaching Strategies: The following teaching strategies may be utilized:

1. Lecture
2. Power Point
3. Case Study

Description: University Mission:
To continue the Wilkes tradition of liberally educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, scholarship and academic excellence, while continuing the University’s commitment to community engagement.

Passan School of Nursing Mission:
The mission of the Passan School of Nursing is to promote interprofessional practitioners of nursing, who provide quality health care in a constantly evolving multicultural world, engage in lifelong learning, and expand nursing science through scholarship, technology, and academic excellence, while engaging in community service.

Requirements and Evaluation Components: Assessment of the student’s progress is an ongoing process involving the student and instructor. The final grade is the composite of the theoretical.

The stated course outcomes serve as the basis of evaluation. Course evaluation tools vary and may include unit quizzes, unit exams, a final exam, term project, and written assignments.
Tests will be objective and/or subjective. Tests will include materials from lectures, readings, and CNSC assignments (Specific to Physical Assessment). If a discrepancy exists among resources, the required textbook is considered the final authority on the subject.

Unannounced quizzes and assignments may be given at any time and additional readings may be assigned.

All unit and final exams must be taken on the scheduled dates. Test dates are subject to change with adequate notification by faculty. If a student is unable to be present for an exam, the student must contact the instructor prior to the exam for permission to miss the exam. If this is not done, a makeup examination will not be given and the test score will result in a “0”.

**Equivalence of grades:**
The theory grade is determined by the following:

- 4.0 = 92 – 100%
- 3.5 = 88 – 91%
- 3.0 = 84 – 87%
- 2.5 = 79 – 83%
- 2.0 = 75 – 78%
- 1.5 = 70 – 74%
- 1.0 = 65 – 69%
- 0.0 = less than 65%

**PROGRESSION POLICY**
In order to progress INTO clinical nursing courses, students must:
- Complete the ATI/TEAS test exam
  - Wilkes University’s Passan School of Nursing requires that the student score 58.7 or higher, including the Accelerated Baccalaureate students.
- Earn a 2.5 or better in all prerequisite nursing courses:
  - BIO 113 (Microbiology); BIO 115, and 116 (Anatomy and Physiology I and II); CHM 111 (Fundamentals of Chemistry); and ENG 101 (Composition).
- Maintain an overall Grade Point Average (GPA) of 2.5 or greater.
In order to progress THROUGH the nursing curriculum, all nursing majors must:

- Earn a 2.5 or better in all nursing courses.
- Earn a 2.5 or better in all required science courses.
- Meet expected outcomes in all nursing courses.
  - A nursing student who earns less than a 2.5 in a nursing course may repeat that course once.
    - A nursing student who earns less than a 2.5 in a second nursing course is ineligible to continue in the nursing program.
- Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

The theory grade will be determined as follows:

Exam I………………………………………………….20%
Exam II………………………………………………...20%
Writing Assignment……………………….…………...10%
ATI ………………………………………………...10%
Quizzes………………………………………………15%
Final Exam……………………………………………...25%

Course Policies:

The link for the Passan School of Nursing Handbook is:

All students are required to read and submit an attestation document at the beginning of each academic year. Students must adhere to all policies in the Passan School of Nursing Handbook

Professionalism:
Please see policy in the Passan School of Nursing Student Handbook.

Attendance:
The faculty and staff of the Passan School of Nursing understand that the student is an adult learner. Attendance is required at all classes.
**Dress Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Academic Honesty:**
At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. Plagiarism: the use of another’s ideas, programs, or words without proper acknowledgement.
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations.
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.

Any student who violates the Intellectual Responsibility and Plagiarism Policy will fail the course.

**Communication Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Taping:**
The School of Nursing adheres to all university policies on academics published in the Wilkes University Student Handbook. In addition, the student is advised to read and comply with the policies of the School of Nursing published in the Nursing Student Handbook as noted online. Students are not permitted to tape lectures without specific permission from the instructor.

**Completion of Required Clinical Nursing Simulation (CNSC) Requirements:**
Please see policy in the Passan School of Nursing Student Handbook.

**Examination Policy & Procedure:**
Please see policy in the Passan School of Nursing Student Handbook.

**Medication Proficiency Policy:**
Please see policy in the Passan School of Nursing Student Handbook.
Assignment Due Dates:
Please see policy in the Passan School of Nursing Student Handbook.

Academic Support:
If a student earns a grade of less than 79% on any exam, the student is expected to meet with the course instructor. The student may also be asked to meet with the Retention and Remediation Coordinator. At the time of midterm, the student is strongly advised to discuss their academic concerns, if any, with their nursing advisor, course instructor, and Retention & Remediation Coordinator. The student may be referred to University College, located in Conyngham Hall, for academic support services (i.e. peer tutoring, test taking support, time management, note taking, and study skills).

Clinical Requirements and Evaluations of Components:
Attendance at all clinical experiences is required. Refer to School of Nursing Student handbook Guidelines Governing Attendance at the Clinical Experience.

All written assignments must be satisfactorily completed in order to pass the clinical component of the course. Students who do not satisfactorily complete assignments at the appropriate time will jeopardize their satisfactory completion of the clinical component of the course.

Clinical Skill Checklist:
Each student will receive his/her clinical skills checklist during the first day of class for all incoming students. The nursing student is responsible for bringing the checklist to each clinical experience throughout the nursing program. The clinical instructor will be responsible for initialing and dating the skills when first accomplished and at the point of proficiency. The clinical instructor and student will review the form for completeness and accuracy at the time of each clinical evaluation. The student is responsible for maintaining the hard copy of the clinical skills checklist throughout the program. A scanned copy will be submitted to an electronic drop box at the completion of the clinical rotation.

Student Community Service Requirement:
Please see policy in the Passan School of Nursing Student Handbook.

Policy on Integrated Testing Program:
All students are required to complete the Integrated Testing Program administered by the School of Nursing.
Please see policy in the Passan School of Nursing Student Handbook.
**Course Examinations:**
Please see policy in the Passan School of Nursing Student Handbook.

**Advisement:**
Every nursing major is assigned a faculty advisor within the Passan School of Nursing. Students must check the roster as posted in the Passan School of Nursing.

Please see policy in the Passan School of Nursing Student Handbook.

SM/bl 12/10
SM/bl 05/11
SM/bl 02/17/16
BZ/bl 02/17/16
Revised: LP/bz 5/16
Revised: SM/bl 01/17
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<tr>
<th>Module</th>
<th>Content</th>
<th>Student Learning Outcomes</th>
<th>Resources</th>
<th>Assessment Activities</th>
<th>Course Outcomes</th>
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<td>Welcome</td>
<td>• Review course syllabus</td>
<td>• Identify course requirements</td>
<td>Read course syllabus</td>
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<td></td>
<td>• LIVE: Desire2Learn e-Learning System</td>
<td>• Discover course resources in D2L/LIVE</td>
<td>Review course resources in D2L/LIVE</td>
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<td>• Orientation by clinical faculty in CNSC</td>
<td>• Cultural competent care</td>
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<td></td>
<td>• Identify individual cultural bias</td>
<td>• Cross-cultural communication</td>
<td>Rudd &amp; Kocisko (2014). <em>Pediatric Nursing The Critical Component s of Nursing Care</em> Chapter 4</td>
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<td></td>
<td>• Identify effective communications, body language, nurse-patient relations, and multidisciplinary relationships between the caregiver and the pediatric patient.</td>
<td>• Cultural Assessment</td>
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<td>• Identify and describe the characteristics that are determined by culture</td>
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<td>• Describe the components involved in performing a cultural assessment</td>
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<td></td>
<td>• Identify normal growth and developmental changes occurring in the newborn, infant and toddler.</td>
<td>• Growth and development overview</td>
<td>Rudd &amp; Kocisko (2014).</td>
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<tr>
<td>Cultural Spiritual and Environmental Influences on the Child</td>
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<td>• Physical growth</td>
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<td>Growth and Development of the Infant and Toddler</td>
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<td>Organ system maturation</td>
<td>Cognitive development</td>
<td>Motor skill development</td>
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<td>Identify the gross and fine motor milestones of the newborn, infant, and toddler.</td>
<td>Express an understanding of language development for the infant and toddler.</td>
<td>Describe a nutritional plan for the infant and toddler.</td>
<td>Demonstrate knowledge of appropriate anticipatory guidance for common developmental issues.</td>
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<td></td>
<td>Identify the common issues related to growth and development in the infant and toddler.</td>
<td>Sensory development</td>
<td>Communication and language development</td>
<td>Identify the common issues of the hospitalized infant and newborn</td>
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<td></td>
<td>Sensory development</td>
<td>Communication and language development</td>
<td>Social and emotional development</td>
<td>Promoting healthy growth and development</td>
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<td>Cultural influences on growth and development</td>
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<td>Growth and Development of the Pre-school age and School-age Child</td>
<td>Explain the normal physiology, psychosocial, and cognitive changes occurring in the pre-school-age child and school-age.</td>
<td>Growth and development overview</td>
<td>Rudd &amp; Kocisko (2014). <em>Pediatric Nursing The Critical Components of Nursing Care</em> Chapter 8 &amp; 9</td>
<td>Quiz 1</td>
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<td>Identify the gross and fine motor milestones of the pre-school-age and school-age child.</td>
<td>Demonstrate an understanding of language development in the pre-school-age and school-age child.</td>
<td>Physical growth</td>
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<td>Discuss sensory development in the pre-school-age and school-age child.</td>
<td>Demonstrate an understanding of emotional and social development and moral and spiritual development in the pre-school-age and school-age child</td>
<td>Organ system maturation</td>
<td>Nurse’s role in toddler growth and development</td>
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<td>Encourage growth and learning through play</td>
<td>Develop a teaching plan for safety promotion in the pre-school-age and school-age period. Demonstrate an understanding of pre-school-age and school-age needs related to sleep, rest and dental health.</td>
<td>Psychosocial development</td>
<td>Addressing common developmental concerns</td>
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</table>
- Develop a nutritional plan for the pre-school-age and school-age child based on average nutritional requirements.
- Provide appropriate anticipatory guidance for common development issues that arise in the pre-school-age and school-age period.
- Demonstrate an understanding of appropriate methods of discipline for use during the pre-school-age and school-age years.
- Identify the role of the parent in the pre-school-age and school-age life and determine ways to support, encourage, and educate the parents about toddler growth, development, and concerns during this period.
| Growth and Development of the Adolescence | • Identify normal physiologic changes, including puberty, occurring in the adolescent. | • Growth and development overview  
• Physiologic changes associated with puberty  
• Physical growth  
• Organ system maturation  
• Psychosocial development  
• Cognitive development  
• Moral and spiritual development  
• Motor skill development  
• Communication and language development  
• Emotional and social development  
• Cultural influences on growth and development  
• Nurse’s role in preschool growth and development  
• Addressing common developmental concerns | Rudd & Kocisko (2014). *Pediatric Nursing The Critical Components of Nursing Care* Chapter 10 | 1 |

- Discuss psychosocial, cognitive, and moral changes occurring in the adolescent.  
- Identify changes in relationships with peers, family, teachers, and community during adolescence.  
- Describe interventions to promote safety during adolescence.  
- Demonstrate knowledge of the nutritional requirements of the adolescent.  
- Demonstrate knowledge of the development of sexuality and its influence on dating during adolescence.  
- Identify common developmental concerns of the adolescent.  
- Demonstrate knowledge of the appropriate nursing guidance for common developmental concerns.  
- Identify the common issues of the hospitalized adolescent.
| Nursing care of the Child With a Respiratory and Cardio-vascular Disorders | • Identify various factors associated with respiratory illness in infants and children.  
• Discuss common laboratory and other diagnostic tests useful in the diagnosis of respiratory conditions.  
• Describe nursing care related to common medications and other treatments used for management and palliation of respiratory conditions.  
• Recognize risk factors associated with various respiratory disorders.  
• Distinguish different respiratory disorders based on their signs and symptoms.  
• Discuss nursing interventions commonly used for respiratory illnesses.  
• Describe nursing care related to common laboratory and diagnostic tests used in medical diagnosis of pediatric cardiovascular conditions  
• Distinguish cardiovascular disorders common in infants, children and adolescents. | • Common medical treatments for child with respiratory disorder  
• Nursing process overview for the child with respiratory disorder  
• Acute infectious disorders  
• Circulatory changes from gestation to birth  
• Common medical treatments for a child with cardiovascular disorder  
• Nursing process for the child with a cardiovascular disorder  
• Disorders with decreased pulmonary flow  
• Disorders with increased pulmonary flow  
• Mixed defects  
• Acquired cardiovascular disorders  
• Heart transplantation | Rudd & Kocisko (2014). Pediatric Nursing The Critical Components of Nursing Care Chapter 11 & 12 | Exam 1 | 1 |
<p>| Nursing Care of the Child With Neurologic and Sensory and Mental Health Disorders | Identify appropriate nursing assessments and interventions related to medications and treatments for pediatric cardiovascular, disorders. | Nursing process overview for the child with a neurologic disorder |
| | Develop child and family teaching plans for the child with a cardiovascular disorder. | Rudd &amp; Kocisko (2014). <em>Pediatric Nursing The Critical Components of Nursing Care</em> Chapter 13 &amp; 14 |
| | Identify nursing interventions related to common laboratory and diagnostic tests used in the diagnosis and management of neurologic conditions. | Teaching Writing Assignment Due |
| | Identify appropriate nursing assessments and interventions related to medications and treatments for a neurological disorders. | 1.2.4.7 |
| | Discuss various neurologic illnesses occurring during childhood. | SBL with Clinical Faculty in CSNS |
| | Develop child and family teaching plans for the child with a neurologic disorder. Describe techniques used to evaluate the status of mental health in children. | |</p>
<table>
<thead>
<tr>
<th>Nursing Care of the Child with Gastrointestinal and Renal Disorders</th>
<th>• Distinguish mental health disorders common in infants, children, and adolescents.</th>
<th>• Cleft lip and palate</th>
<th>Rudd &amp; Kocisko (2014). <em>Pediatric Nursing The Critical Components of Nursing Care</em> Chapter 15 &amp; 16</th>
<th>Quiz 2</th>
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<tr>
<td>Nursing Care of the Child With Endocrine and Genetic Disorders</td>
<td>• Identify the essential assessment elements, common diagnostic procedures, and laboratory tests associated with the diagnosis of gastrointestinal and renal disorders in children.</td>
<td>• Esophageal disorders</td>
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<td>• Identify the common medications and treatment modalities used for palliation of gastrointestinal and renal disorders.</td>
<td>• Abdominal disorders</td>
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<td>• Distinguish specific disorders of the gastrointestinal and renal system affecting infant, children, and adolescents.</td>
<td>• Inflammatory bowel disease</td>
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<td>• Identify the essential assessment elements, common diagnostic procedures, and laboratory tests associated with the diagnosis of endocrine and genetic disorders in children.</td>
<td>• Gastroesophageal reflux disease</td>
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<td>• Identify the common medications and treatment modalities used for palliation of gastrointestinal and renal disorders.</td>
<td>• Gastroenteritis</td>
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<td>• Distinguish specific disorders of the gastrointestinal and renal system affecting infant, children, and adolescents.</td>
<td>• Constipation</td>
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<td>• Identify the essential assessment elements, common diagnostic procedures, and laboratory tests associated with the diagnosis of endocrine and genetic disorders in children.</td>
<td>• Nutritional changes</td>
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<td>• Identify the common medications and treatment modalities used for palliation of gastrointestinal and renal disorders.</td>
<td>• Disorders of renal system</td>
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<td>• Pituitary disorders</td>
<td></td>
<td>Rudd &amp; Kocisko (2014). <em>Pediatric Nursing The Critical Components of Nursing Care</em></td>
<td>Exam 2</td>
<td>1</td>
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</tbody>
</table>
| Nursing Care of the Child With Hematologic, Immunologic, Neoplastic and Musculo-skeletal Disorders | of endocrine and genetic disorders. Distinguish specific disorders of the endocrine system affecting infant, children, and adolescents. | • Trisomy 21  
• Phenylketonuria  
• X-linked hydrocephalus  
• Fragile X syndrome | Rudd & Kocisko (2014). *Pediatric Nursing The Critical Components of Nursing Care*  
Chapter 17 & 18 |
| --- | --- | --- | --- |
| • Explain differences and similarities among autosomal dominant, recessive, and X-linked disorders  
• Explain a recommended age-appropriate care and pediatric common genetic syndromes |  |  |  |
| • Identify nursing interventions related to common laboratory and diagnostic tests used in managing hematologic, immunologic, neoplastic and musculoskeletal conditions.  
• Identify appropriate nursing intervention related to medications and treatments used for childhood hematologic, immunologic, neoplastic and musculoskeletal conditions  
• Discuss various hematologic, immunologic, neoplastic, and musculoskeletal illnesses occurring in childhood. | • Hematologic disorders  
• Immunological disorders  
• Oncologic disorders  
• Fractures  
• Congenital disorders | Rudd & Kocisko (2014). *Pediatric Nursing The Critical Components of Nursing Care*  
Chapter 19 & 20 | Quiz 3  
ATI Testing & Final Exam: Time and Day TBA  
1.2 |