



VNSG 1234
Pediatrics
Fall 2023 2nd Eight Weeks

Instructor Information: René Lovett MSN RN CPNP

rlovett@com.edu
409-933-8282
Office Hours: by appointment

Student hours and location: Tuesday and Wednesday 1300-1600 STEAM 237

Required Textbook/Materials:

Leifer, G. (2023). *Introduction to maternity and pediatric nursing* (9th ed.). Elsevier Health Sciences.

Leifer, G. (2023). *Introduction to maternity and pediatric nursing* (9th ed.) Study guide. Elsevier Health Sciences.

VNSG 1234 Spring 2023 Sherpath for Leifer Introduction to Maternity and Pediatric Nursing, 9th Edition

Course ID: 167434_com4_1001

Recommended Textbook(s)

Cuellar, T. (2021). *Hesi Comprehensive Review for the Nclex-PN examination*. Elsevier.^[1]_[SEP]

Silvestri, L. A., Silvestri, A. E., Grewal, A., & Gray, E. H. (2022). *Saunders comprehensive review for the Nclex-PN examination*. Elsevier.^[1]_[SEP]

Course Description: Study of the care of the pediatric patient and family during health and disease. Emphasis on growth and developmental needs utilizing the nursing process. (Lecture 1, Lab 2, Credit 2). Prerequisites: VNSG 2331 and VNSG 1261 with a grade of "C" or better. Co-requisites: VNSG 1119, VNSG 1230, VNSG 1432, VNSG 2460.

Course requirements:

1. **Unit Exams (3):** To assess application of incremental knowledge of nursing pediatric care throughout the semester. Assess knowledge and understanding of incremental course content. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-PN testing format. If a student receives a grade below 75% on any exam, he/she will be required to complete remediation, including schedule an appointment with the instructor and/or academic coach and completing all remediation paperwork and additional EAQ quizzing. *Tutoring* is highly recommended.
2. **Comprehensive Standardized Final Assessment (1)** – Assesses overall knowledge and understanding of complete course content. The standardized final assessment will use multiple choice, multiple answer, and alternative style questions as indicated to follow NCLEX-PN testing format.
3. **Unit EAQ (Elsevier Adaptive Quizzes -3):** To assess incremental application of knowledge nursing practice care throughout the semester prior to the unit examination. Mastery and/or custom level quizzes may be given. The student will have one attempt to complete each EAQ quiz. Failure to submit a quiz by the due date and time will result in a grade of zero (0) for that quiz. The average of all assigned quizzes will be calculated for the final EAQ grade.

Determination of Course Grade/Detailed Grading Formula:

Assignment of Course Grade	%	
Exam 1	20%	
Exam 2	20%	
Exam 3	20%	
Comprehensive Standardized Final Assessment	10%	
EAQ's (3 at 10% each)	30%	
TOTAL	100%	

Grading Scale:

A = 90 - 100.00

B = 80 - 89.99

C = 75 - 79.99*

D = 60 - 74.99

F = < 60

*A minimum final grade of “C” is required to pass this course.

Late Work and Make-Up Policy:

All course assignments are expected to be completed and submitted on the specified due date. See Grade Determination & Calculation in the Nursing Student Handbook.

Attendance Policy:

See the attendance policy in the Nursing Student Handbook

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via BrightSpace or other LMS).

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Assist in the assessment of pediatric patients and their families using a structured data collection tool with primary and secondary sources of information. [L] [SEP]	Outcome 5: Incorporate principles of effective communication and documentation using current nursing technology and informatics in providing patient centered care.	Standardized Final Assessment
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse. [L] [SEP]	Outcome 1: Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care.	Standardized Final Assessment
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing [L] [SEP] interventions utilizing evidence-based practice and in collaboration with pediatric patients and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team. [L] [SEP]	Outcome 7: Develop, implement and evaluate teaching plans for patients, family members that address health promotion and restoration.	Standardized Final Assessment

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<p>4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice to provide safe, compassionate, ethical nursing care for pediatric patients and their families in long-term and acute care settings. ^{[[L]]}_{SEP}</p>	<p>Outcome 8: Practice the delivery of safe and cost-effective nursing health care according to established evidence-based standards of practice and within legal/ethical standards.</p>	<p>Standardized Final Assessment</p>
<p>5. Apply effective communication when implementing teaching plan for pediatric patients and their families. ^{[[L]]}_{SEP}</p>	<p>Outcome 6: Integrate principles of teaching and learning to organize and plan the teaching of patients, family members, and other health care providers with socioeconomic, cultural, and spiritual diversity.</p>	<p>Standardized Final Assessment</p>
<p>6. Assists in the evaluation of effectiveness of patient goals and related nursing interventions and assists in modification of the plan of care in response to changing patient needs in pediatric patients and their families. ^{[[L]]}_{SEP}</p>	<p>Outcome 7: Develop, implement and evaluate teaching plans for patients, family members that address health promotion and restoration.</p>	<p>Standardized Final Assessment</p>
<p>7. Assists in the coordination of human, information, and material resources in providing care for assigned pediatric patients and their families. ^{[[L]]}_{SEP}</p>	<p>Outcome 3: Practice beginning leadership skills to include effective delegation; collaboration with Revised August 2022 the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.</p>	<p>Standardized Final Assessment</p>

<p>8. Use standards of nursing practice including the Texas Nursing Practice Act (NPA), the Texas Board of Nursing, accreditation organizations, and rules mandated by the federal, state and local governments to provide care to promote quality and a safe environment for pediatric patients, self, and others. [SEP]</p>	<p>Outcome 1: Integrate critical thinking when incorporating knowledge from the sciences and humanities in the delivery of professional nursing care.</p>	<p>Standardized Final Assessment</p>
<p>9. Collaborate and communicate with pediatric patients, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care. [SEP]</p>	<p>Outcome 4: Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.</p>	<p>Standardized Final Assessment</p>
<p>10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of pediatric patients and their families. [SEP]</p>	<p>Outcome 2: Demonstrate principles of collaborative practice within the nursing and interdisciplinary teams fostering mutual respect and shared decision-making to achieve stated outcomes of care.</p>	<p>Standardized Final Assessment</p>

Academic Dishonesty:

Any incidence of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact the course faculty using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the course facilitator. If questions remain after this, please contact the Director of Nursing- Dr. Debra Bauer at dbauer3@com.edu.

Plagiarism

Plagiarism is using someone else’s words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else’s words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else’s words without quotation marks. An assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

Learning Content by Exam:

Exam 1:

Chapter 15: Growth and Development
Chapter 16: The Infant
Chapter 17: The Toddler
Chapter 18: The Preschool Child
Chapter 19: The School Age Child
Chapter 20: The Adolescent

Exam 2:

Chapter 21: The Hospitalized Child
Chapter 22: Health Care Adaptations
Chapter 25: Respiratory Conditions
Chapter 26: Cardiovascular Conditions
Chapter 29: Genitourinary Conditions
Chapter 30: Skin Conditions

Exam 3:

Chapter 23: Neurologic Conditions
Chapter 24: Musculoskeletal Conditions
Chapter 27: Blood Disorders, Lymphatic Disorders
Chapter 28: Gastrointestinal Conditions
Chapter 31: Metabolic Disorders
Chapter 32: Communicable Diseases

Chapter 15: Growth and Development/Nutrition

Learning Content:

Growth and development

- Terminology
- Directional patterns^{[L][SEP]}Some developmental differences between children and adults
- Critical periods^{[L][SEP]}
- Integration of skills^{[L][SEP]}
- Growth standards^{[L][SEP]}
- Developmental screening^{[L][SEP]}
- Influencing factors^{[L][SEP]}
- Personality development^{[L][SEP]}
- The growth and development of a parent

Nutrition^{[L][SEP]}

- Nutritional heritage^{[L][SEP]}
- Family nutrition^{[L][SEP]}
- Gluten-free diet^{[L][SEP]}

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- Nutritional care plan^[L]_[SEP]
- Nutrition and health^[L]_[SEP]
- Nutrition and health promotion
- Feeding the healthy child^[L]_[SEP]
- The teeth

Play^[L]_[SEP]

Traveling with children

Ongoing health supervision

Chapter 16: The Infant

Learning Content:

General Characteristics

- Oral stage
- Motor development^[L]_[SEP]
- Emotional development^[L]_[SEP]
- Need for constant care and guidance

Development and care^[L]_[SEP]

Community-based care: a multidisciplinary team

- Health promotion
- Infants with special needs

Illness prevention

- Immunizations
- Nutrition counseling

Infant Safety

- Car safety^[L]_[SEP]
- Fall prevention
- Toy safety

Major developmental changes in the first year

Chapter 17: The Toddler

Learning Content:

General characteristics^[L]_[SEP]

- Physical development^[L]_[SEP]
- Sensorimotor and cognitive development
- Speech development

Guidance and discipline

Daily care^[L]_[SEP]

Toilet independence

Nutrition counseling

- The picky eater vs. a feeding disorder

Day care

Injury prevention

- Consumer education

Toys and play

Chapter 18: The Preschool Child

Learning Content:

General Characteristics

- Physical development
- Cognitive development
- Effects of cultural practices
- Language development
- Development of play
- Spiritual development
- Sexual curiosity
- Bedtime habits^[L]_[SEP]

Physical, mental, emotional, and social development

- The three-year-old
- The four-year-old
- The five-year-old

Guidance^[L]_[SEP]

- Discipline and limit setting
- Jealousy
- Thumb sucking

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- Enuresis

Preschool

Daily care

- Clothing

Accident prevention^{[L][SEP]}

Play during health and illness

- Value of play
- The nurse's role
- Types of play

Nursing implications of preschool growth and development

Chapter 19: The School-Age Child

Learning Content:

General characteristics

Physical growth

Sexual development

- Gender identity
- Sex education^{[L][SEP]}

Influences from the wider world

- School-related tasks

Play

- Observing play

Latchkey children

Physical, mental, emotional, and social development

- The six-year-old
- The seven-year-old^{[L][SEP]}
- The eight-year-old^{[L][SEP]}
- The nine-year-old
- Preadolescence^{[L][SEP]}
- Chores as teaching tools

Guidance and health supervision

Chapter 20: The Adolescent

Learning Content:

General characteristics^{[L]_{SEP}}

- Growth and development
- Physical development
- Psychosocial development
- Cognitive development
- Sexual development

Parenting the adolescent Health promotion and guidance

- Nutrition
- Personal care^{[L]_{SEP}}

Common problems of adolescence

- Smoking and vaping
- Drug use^{[L]_{SEP}}
- Depression
- Adolescent pregnancy

The nursing approach to adolescents

Chapter 21: The Child's Experience of Hospitalization

Learning Content:

Health care delivery settings

- Outpatient clinic
- Home
- Children's hospital unit^{[L]_{SEP}}

The child's reaction to hospitalization

- Separation anxiety
- Pain^{[L]_{SEP}}
- Response to drugs
- Fear
- Regression^{[L]_{SEP}}
- Cultural responses and the use of language interpreters
- Intercultural communication: responses to hospitalizations

The parents' reaction to the child's hospitalization

The nurse's role in the child's hospitalization

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Chapter 23: The Child with a Sensory or Neurological Condition

Learning Content:

The ears

- Infection
- Hearing impairment

The eyes

- Visual acuity tests
- Visual disturbances
- Infection

The nervous system

- Infection
- Seizures
- Cerebral palsy

Chapter 24: The Child with a Musculoskeletal Condition

Learning Content:

Musculoskeletal system

Musculoskeletal system: differences between the child and the adult

Observation and assessment of the musculoskeletal system in the growing child

- Observation of gait
- Observation of muscle tone
- Neurological examination
- Diagnostic tests and treatments
- Laboratory tests and treatments

Pediatric trauma

Soft tissue injuries

- Prevention of pediatric trauma
- Traumatic fractures

Disorders and dysfunction of the musculoskeletal system

- Infection
- Duchenne's muscular dystrophy
- Sarcoma
- Juvenile idiopathic arthritis (juvenile rheumatoid arthritis)
- Scoliosis
- Sports injuries

Family violence

Child abuse

- Federal laws and agencies
- Nursing care and interventions
- Cultural and medical issues

Chapter 25: The Child with Respiratory Disorder

Learning Content:

The respiratory system^{SEP}

- Development of the respiratory tract^{SEP}
- Normal respiration^{SEP}
- Upper airway conditions
- Infection
- Tonsillitis
- Allergies
- Asthma
- Cystic Fibrosis
- SIDS

Chapter 26: The Child with a Cardiovascular Disorder

Learning Content:

The cardiovascular system^{SEP}

Congenital heart defects

Defects that increase pulmonary blood flow

- Atrial Septal Defect
- Ventricular Septal Defect
- Patent Ductus Arteriosus

Defects that restrict ventricular blood flow

- Coarctation of the aorta

Defects that decrease pulmonary blood flow

- Tetralogy of Fallot

Acquired heart diseases

- CHF
- Rheumatic fever
- Systemic Hypertension
- Kawasaki Disease

Chapter 27: The Child with a Condition of the Blood, Blood-Forming Organs, or Lymphatic

System

Learning Content:

Hematological system

- Anemias
- Bleeding disorders
- Disorders of white blood cells

Nursing care of the chronically ill child

- Chronic illness
- Developmental disabilities
- Home care

Chapter 28: The Child with a Gastrointestinal Condition

Learning Content:

The gastrointestinal tract

Disorders and dysfunction of the gastrointestinal tract

- Diagnostic and imaging tests of the gastrointestinal tract
- Congenital disorders
- Disorders of motility
- Fluid and electrolyte imbalance
- Nutritional deficiencies
- Infection
- Poisoning
- Foreign body ingestion

Chapter 29: The Child with a Genitourinary Condition

Learning Content:

Development of the urinary tract

Development of the reproductive systems

Assessment of urinary function

Anomalies of the urinary tract^[L]_[SEP]

- Structural
- Infection
- Nephrotic syndrome
- Glomerulonephritis
- Hydrocele

Impact of the urinary or genital surgery on growth and development

Chapter 30: The Child with a Skin Condition

Learning Content:

Skin development and functions

Skin disorders and variations

- Congenital lesions^[L]_[SEP]
- Skin manifestations of illness
- Infections^[L]_[SEP]
- Injuries

Nursing care of the burned child

- Emotional support

Sunburn

Sunscreens

Chapter 31: The Child with a Metabolic Condition

Learning Content:

Integration of the nervous and endocrine systems

Disorders and dysfunction of the endocrine system

- Inborn errors of metabolism

Endocrine disorders

- Thyroid dysfunction
- Diabetes mellitus

Chapter 32: Childhood Communicable Disease, Bioterrorism, Natural Disasters, and the Maternal-Child Patient

Learning Content:

Common childhood communicable diseases ^{{}{}{}{}}_{SEP}

Host resistance

- Types of immunity
- Transmission of infection ^{{}{}{}{}}_{SEP}

Medical asepsis, standard precautions, and transmission-based precautions

- Protective environment isolation
- Hand hygiene ^{{}{}{}{}}_{SEP}
- Family education

Rashes ^{{}{}{}{}}_{SEP}

Worldwide immunization programs

- Healthy people
- The nurse's role
- Vaccines

The future of immunotherapy ^{{}{}{}{}}_{SEP}

Bioterrorism and the maternal-child patient

- The nurse's role in the hospital setting

Sexually transmitted infections

- Overview ^{{}{}{}{}}_{SEP}
- Nursing care and responsibilities

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

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Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 11. The last date to withdraw from the 16-week session is November 28. The last date to withdraw for the 2nd 8-week session is December 7.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program, you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress: If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Statement of Eligibility for an Occupational Licensure: Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: https://www.bon.texas.gov/licensure_eligibility.asp. Should you wish to request a review of the impact of criminal history on your potential Registered Nurse License prior to or during your quest for a degree, you can visit this link and request a “Criminal History Evaluation”: https://www.bon.texas.gov/licensure_endorsement.asp. This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.