



VNSG 1234 Pediatrics
Fall 2021 – 2nd Eight Weeks
Tuesday & Wednesday
Hours: 1pm-4pm
Location: STEAM 237
Course Facilitator:
Crystal Marshall, BSN, RN
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Required Textbook(s)

Leifer, G. (2019). *Introduction to maternity and pediatric nursing*. Elsevier.

Leifer, G. (n.d.). *EAQ*. Elsevier Education Portal.,
<https://evolve.elsevier.com/cs/product/9780323642750>.

Recommended Textbook(s)

Cuellar, T. (2021). *Hesi Comprehensive Review for the Nclex-Pn examination*. Elsevier.

Silvestri, L. A., Silvestri, A. E., Grewal, A., & Gray, E. H. (2022). *Saunders comprehensive review for the Nclex-Pn examination*. Elsevier.

Vallerand, A. H., Sanoski, C. A. & Deglin, J. H. (2013). *Davis's drug guide for nurses* (13th ed.). Philadelphia, PA: F.A. Davis.

Van Leeuwen, A. M., Poelhuis-Leth, D. J., & Bladh, M. L. (2013). *Davis's comprehensive handbook of laboratory diagnostic tests with nursing implications* (5th ed.). Philadelphia, PA: F.A. Davis.

Textbook Purchasing Statement: A student attending College of the Mainland is not required to purchase textbooks from the college-affiliated bookstore. Most textbooks are available from an independent retailer, including an online retailer.

Other Required Material

College of the Mainland. (2019-2020). *Vocational Nursing Program Student Handbook*, online

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to practice social distancing, when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit www.com.edu/coronavirus for future updates.

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 Objectives/Student Learning Outcomes:

1. Assist in the assessment of pediatric patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing 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.
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.
5. Apply effective communication when implementing teaching plan for pediatric patients and their families.
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.
7. Assists in the coordination of human, information, and material resources in providing care for assigned pediatric patients and their families.
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.
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.
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.

WECM End-of-Course Outcomes: Identify safety principles related to childcare; discuss primary nursing care of the pediatric patient and family during health and disease; and apply concepts of growth and development to the care of pediatric patients utilizing the nursing process.

Attendance:

See the Attendance Policy in the Nursing Student Handbook.

Tardiness:

See Attendance Policy in the Nursing Student Handbook.

Withdrawal:

See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

FN Grading: The FN grade is issued in cases of failure due to a lack of attendance, as determined by the instructor. The FN 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 FN grade is at the discretion of the instructor.

ADA Statement:

Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Early Academic Alert Program:

The Counseling Center at College of the Mainland has implemented an Early Academic Alert Program. Students will be referred to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If referred to the Academic Alert Program, students will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Classroom Conduct Policy/Student Conduct:

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class. In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>). Nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Academic Dishonesty

Any incidence of academic dishonesty 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.

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. Any assignment containing plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook. Avoiding Plagiarism: <http://www.plagiarism.org/>

Faculty Office Hours and Locations

All nursing faculty members post office hours outside their doors. Offices are located in the nursing department of the Technical-Vocational building.

Assignments/Requirements

1. Unit Exams: 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-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor. ***Tutoring*** is highly recommended.
2. Final/HESI Exam: Assesses overall knowledge and understanding of complete course content. Exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format.
3. Unit Quizzes: To assess incremental application of knowledge nursing practice care throughout the semester prior to the unit examination. Mastery level quizzes will be given.

Grading Scale for Mastery Level Quizzes:

Level > 1= 0
Level 1 = 50
Level 2 = 75
Level 3 = 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.

Grade Calculation

All assignments, including pass/fail, must be submitted to pass the course. See Grade Determination & Calculation in the Nursing Student Handbook.

Assignment of Course Grade	%
Exam 1	20%
Exam 2	20%
Exam 3	20%
Final Comprehensive Exam/HESI	25%
EAQ's	15%
TOTAL	100%
** $\geq 75\%$ score and meeting expectations of all critical criteria (indicated with an asterisk) are required to pass the course	

To successfully pass this nursing course:

1. Students must achieve at least a 75% grade on the clinical evaluation tool. If a student does not achieve at least 75% on the clinical evaluation tool, no other grades will be averaged into the final course grade.
2. Students must also meet the clinical performance guidelines stated in Student Handbook in order to pass the course.

Make-Up Policy/Late Assignments

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook.

Concerns/Questions Statement:

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please contact Director of Nursing, Amanda Ordonez, at (409) [933-8425](tel:933-8425)/mordonez@com.edu.

Success Tips for Students

1. Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

- 4 Steps to Reading a Textbook: <http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
- Active Reading Strategies: <http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
- The Reading Cycle: Plan-Do-Review <http://www2.swccd.edu/~asc/lrnglinks/txttrdg.html>
- How to Read Your Textbooks More Efficiently College Info Geek (video) <https://www.youtube.com/watch?v=tgVjmFSx7rg>
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video) [5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

ANA Scope and Standards of Practice

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards.)

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

Speaking, Reading, and Writing Center

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and nonacademic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking the SRWC icon on the COM website.

Statement of Eligibility for and 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 Vocational 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.

Chapter 15: An Overview of Growth, Development, and Nutrition

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment of growth and development in pediatric patients and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to growth and development in 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.
4. Implement the plan of care within related to growth and development and 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.
5. Apply effective communication when implementing teaching plan related to growth and development for pediatric patients and their families.
6. Assists in the evaluation of effectiveness of patient goals and nursing interventions related to growth and development and assists in modification of the plan of care in response to changing patient needs in pediatric patients and their families.
7. Assists in the coordination of human, information, and material resources related to growth and development in providing care for assigned pediatric patients and their families.
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 related to growth and development for pediatric patients, self, and others.
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 related to growth and development.
10. Serve as a health care advocate related to growth and development in activities that focus on financial and community resources, improving the safety, quality, and health care of pediatric patients and their families.

Learning Content:

Growth and development

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

Nutrition

- Nutritional heritage
- Family nutrition
- Gluten-free diet
- Nutritional care plan
- Nutrition and health
- Nutrition and health promotion
- Feeding the healthy child
- The teeth

Play

- Traveling with children
- Ongoing health supervision

Learning Activities:

- Readings from required and recommended texts.
- Related topics and open skills labs to review system and the nursing process.
- Case study reviews.
- Critical thinking activities.
- Lecture/Discussion
- Clinical Reasoning Questions
- Study Questions
- Workbook exercises

Chapter 16: The Infant

Student Learning Objectives:

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Assist in the assessment of health promotion of the infant and their families using a

- structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
 3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to health promotion of the infant and their families 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.
 4. Implement the plan of care related to health promotion of the infant and their families 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.
 5. Apply effective communication when implementing teaching plan related to health promotion of the infant and their families for pediatric patients and their families.
 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 the infant and their families' pediatric patients and their families.
 7. Assists in the coordination of human, information, and material resources in providing care for assigned infants and their families.
 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 related to health promotion of the infant, self, and others.
 9. Collaborate and communicate with related infants and their families, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
 10. Serve as a health care advocate in activities related to health promotion of the infant and their families that focus on financial and community resources, improving the safety, quality, and health care of pediatric patients and their families.

Learning Content:

General Characteristics

- Oral stage
- Motor development
- Emotional development
- Need for constant care and guidance

Development and care

Community-based care: a multidisciplinary team

- Health promotion
- Infants with special needs

Illness prevention

- Immunizations
- Nutrition counseling

Infant Safety

Car safety
Fall prevention
Toy safety

Summary of major developmental changes in the first year

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 17: The Toddler

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment health promotion of the toddler and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to health promotion of the toddler utilizing evidence based practice and in collaboration with toddlers and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
4. Implement the plan of care within related to health promotion of the toddler and 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.
5. Apply effective communication when implementing teaching plan related to health promotion of the toddler and their families.
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 toddlers and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned toddlers and their families.
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 toddlers, self, and others.

9. Collaborate and communicate with toddlers, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient centered care.
10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of toddlers and their families.

Learning Content:

General characteristics

Physical development

Sensorimotor and cognitive development

Speech development

Guidance and discipline

Daily care

Toilet independence

Nutrition counseling

The picky eater vs. a feeding disorder

Day care

Injury prevention

Consumer education

Toys and play

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 18: The Preschool Child

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment health promotion of the preschooler and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the

- nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to health promotion of the toddler utilizing evidence based practice and in collaboration with preschoolers and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
 4. Implement the plan of care within related to health promotion of the preschooler and 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.
 5. Apply effective communication when implementing teaching plan related to health promotion of the preschooler and their families.
 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 preschoolers and their families.
 7. Assists in the coordination of human, information, and material resources in providing care for assigned preschoolers and their families.
 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 preschoolers, self, and others.
 9. Collaborate and communicate with preschoolers, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
 10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of preschoolers and their families.

Learning Content:

General Characteristics

- Physical development
- Cognitive development
- Effects of cultural practices
- Language development
- Development of play
- Spiritual development
- Sexual curiosity
- Bedtime habits

Physical, mental, emotional, and social development

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

Guidance

- Discipline and limit setting
- Jealousy

Thumb sucking

Enuresis

Preschool

Daily care

Clothing

Accident prevention

Play during health and illness

Value of play

The nurse's role

Types of play

Nursing implications of preschool growth and development

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 19: The School-Age Child

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment health promotion of school-aged children and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to health promotion of the toddler utilizing evidence based practice and in collaboration with school-aged children and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
4. Implement the plan of care within related to health promotion of the school-aged child and 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.
5. Apply effective communication when implementing teaching plan related to health

- promotion of school-aged children and their families.
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 school-aged children and their families.
 7. Assists in the coordination of human, information, and material resources in providing care for assigned school-aged children and their families.
 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 school-aged children, self, and others.
 9. Collaborate and communicate with school-aged children, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
 10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of school-aged children and their families.

Learning Content:

General characteristics

Physical growth

Sexual development

Gender identity

Sex education

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

The eight-year-old

The nine-year-old

Preadolescence

Chores as teaching tools

Guidance and health supervision

Health examinations

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 20: The Adolescent

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment health promotion of adolescent children and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to health promotion of the toddler utilizing evidence based practice and in collaboration with adolescent children and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
4. Implement the plan of care within related to health promotion of adolescent child and 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.
5. Apply effective communication when implementing teaching plan related to health promotion of adolescent children and their families.
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 adolescent children and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned adolescent children and their families.
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 adolescent, self, and others.
9. Collaborate and communicate with adolescent children, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of adolescent children and their families

Learning Content:

General characteristics

 Growth and development

 Physical development

 Psychosocial development

 Cognitive development

 Sexual development

Parenting the adolescent

Health promotion and guidance

 Nutrition

 Personal care

Common problems of adolescence

 Smoking and vaping

 Drug use

 Depression

 Adolescent pregnancy

The nursing approach to adolescents

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 21: The Child's Experience of Hospitalization

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment of hospitalized children and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to hospitalized children utilizing evidence-based practice and in collaboration with hospitalized children and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.

4. Implement the plan of care related to hospitalized children and 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.
5. Apply effective communication when implementing teaching plan related to health promotion of hospitalized children and their families.
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 hospitalized children and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned hospitalized children and their families.
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 hospitalized children, self, and others.
9. Collaborate and communicate with hospitalized children, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of hospitalized children and their families.

Learning Content:

Health care delivery settings

Outpatient clinic

Home

Children's hospital unit

The child's reaction to hospitalization

Separation anxiety

Pain

Response to drugs

Fear

Regression

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

Admission

Developing a pediatric nursing care plan

Clinical pathways

Meeting the needs of the hospitalized child

Confidentiality and legality

Discharge planning

Home care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 22: Health Care Adaptations for the Child and Family

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment of acutely ill children and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to acutely ill children utilizing evidence-based practice and in collaboration with acutely ill children and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
4. Implement the plan of care related to acutely ill children and 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.
5. Apply effective communication when implementing teaching plan related to health promotion of acutely ill children and their families.
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 acutely ill children and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned acutely ill children and their families.
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 acutely ill children, self, and others.
9. Collaborate and communicate with acutely ill children, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.

10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of acutely ill children and their families.

Learning Content:

Admission to the pediatric patient

Informed consent

Identification

Essential safety measures in the hospital setting

Preparation steps for performing procedures

Transporting, positioning, and restraining

Data collection, observation, and recording

Organizing the infant data collection

Basic data collection

The history survey

The physical survey

Specimen collection

Physiological responses to medications in infants and children

Absorption of medications in infants and children

Metabolism of medications in infants and children

Excretion of medications in infants and children

Nursing responsibilities in administering medications to infants and children

Parent teaching

Administering oral medications

Administering parental medications

Preventing medication errors

Selected procedures and their adaptation to children

Nutrition, digestion, and elimination

Respiration

Preoperative and postoperative care

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 23: The Child with a Sensory or Neurological Condition

Student Learner Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment of children with a neurological condition and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to children with a neurological condition utilizing evidence-based practice and in collaboration with children with a neurological condition and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
4. Implement the plan of care related to children with a neurological condition and 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.
5. Apply effective communication when implementing teaching plan related to health promotion of children with a neurological condition and their families.
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 children with a neurological condition and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned children with a neurological condition and their families.
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 children with a neurological condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
9. Collaborate and communicate with children with a neurological condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of children with a neurological condition and their families.

Learning Content:

The ears

Disorders and dysfunction of the ear

The eyes

Visual acuity tests

Disorders and dysfunction of the eye

The nervous system

Disorders and dysfunction of the nervous system

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 24: The Child with a Musculoskeletal Condition

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment of children with a musculoskeletal condition and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to children with a musculoskeletal condition utilizing evidence-based practice and in collaboration with children with a musculoskeletal condition and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
4. Implement the plan of care related to children with a musculoskeletal condition and 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.
5. Apply effective communication when implementing teaching plan related to children with a musculoskeletal condition and their families.
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 children with a musculoskeletal condition and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned children with a musculoskeletal condition and their families.

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 children with a musculoskeletal condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
9. Collaborate and communicate with children with a musculoskeletal condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of children with a musculoskeletal condition and their families.

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

- Osteomyelitis

- Duchenne's muscular dystrophy

- Slipped femoral capital epiphysis

- Legg-calve-perthes disease (coxa plana)

- Osteosarcoma

- Ewing's sarcoma

- Juvenile idiopathic arthritis (juvenile rheumatoid arthritis)

- Torticollis (wry neck)

- Scoliosis

- Sports injuries

Family violence

Child abuse

- Federal laws and agencies

- Nursing care and interventions

- Cultural and medical issues

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 25: The Child with Respiratory Disorder

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment of children with a respiratory condition and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to children with a respiratory condition utilizing evidence based practice and in collaboration with children with a respiratory condition and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
4. Implement the plan of care related to children with a respiratory condition and 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.
5. Apply effective communication when implementing teaching plan related to children with a respiratory condition and their families.
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 children with a respiratory condition and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned children with a respiratory condition and their families.
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 children with a respiratory condition, their families, and the interdisciplinary health care team to assist in the planning, implementation,

- coordination of patient-centered care.
9. Collaborate and communicate with children with a respiratory condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
 10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of children with a respiratory condition and their families.

Learning Content:

The respiratory system

Development of the respiratory tract

Normal respiration

Disorders and dysfunction of the respiratory system

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 26: The Child with a Cardiovascular Disorder

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment of children with a cardiac condition and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to children with a cardiac condition utilizing evidence based practice and in collaboration with children with a cardiac condition and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
4. Implement the plan of care related to children with a cardiac condition and 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.
5. Apply effective communication when implementing teaching plan related to children with a cardiac condition and their families.
 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 children with a cardiac condition and their families.
 7. Assists in the coordination of human, information, and material resources in providing care for assigned children with a cardiac condition and their families.
 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 children with a cardiac condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
 9. Collaborate and communicate with children with a cardiac condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
 10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of children with a cardiac condition and their families.

Learning Content:

The cardiovascular system

Signs related to suspected cardiac pathology

Congenital heart defects

Acquired heart diseases

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

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

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment of children with an oncological or hematological condition and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to children with an oncological or hematological condition utilizing evidence-based practice and in collaboration with children with an oncological or hematological condition and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
4. Implement the plan of care related to children with an oncological or hematological condition and 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.
5. Apply effective communication when implementing teaching plan related to children with an oncological or hematological condition and their families.
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 children with an oncological or hematological condition and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned children with an oncological or hematological condition and their families.
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 children with an oncological or hematological condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
9. Collaborate and communicate with children with an oncological or hematological condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of children with an oncological

or hematological condition and their families.

Learning Content:

Hematological system

Anemias

Iron-deficiency anemia

Sickle-cell disease

Thalassemia

Bleeding disorders

Hemophilia

Platelet disorders

Henoch-schonlein purpura

Disorders of white blood cells

Leukemia

Hodgkin's disease

Nursing care of the chronically ill child

Chronic illness

Developmental disabilities

Home care

Nursing care of the dying child

Facing death

Self-exploration

The child's reaction to death

The child's awareness of his or her condition

Physical changes of impending death

Stages of death

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 28: The Child with a Gastrointestinal Condition

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course,

the student will apply the following learner outcomes:

1. Assist in the assessment of children with a gastrointestinal condition and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to children with a gastrointestinal condition utilizing evidence-based practice and in collaboration with children with a gastrointestinal condition and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
4. Implement the plan of care related to children with a gastrointestinal condition and 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.
5. Apply effective communication when implementing teaching plan related to children with a gastrointestinal condition and their families.
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 children with a gastrointestinal condition and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned children with a gastrointestinal condition and their families.
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 children with a gastrointestinal condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
9. Collaborate and communicate with children with a gastrointestinal condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of children with a gastrointestinal condition and their families.

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

Infections
Poisoning
Foreign body ingestion

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Chapter 29: The Child with a Genitourinary Condition

Student Learner Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment of children with a genitourinary condition and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to children with a genitourinary condition utilizing evidence-based practice and in collaboration with children with a genitourinary condition and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
4. Implement the plan of care related to children with a genitourinary condition and 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.
5. Apply effective communication when implementing teaching plan related to children with a genitourinary condition and their families.
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 children with a genitourinary condition and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned children with a genitourinary condition and their families.

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 children with a genitourinary condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient centered care.
9. Collaborate and communicate with children with a genitourinary condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of children with a genitourinary condition and their families.

Learning Content:

Development of the urinary tract

Development of the reproductive systems

Assessment of urinary function

 Anomalies of the urinary tract

Impact of the urinary or genital surgery on growth and development

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 30: The Child with a skin Condition

Student Learner Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment of children with a skin condition and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and

nursing interventions related to children with a skin condition utilizing evidence-based practice and in collaboration with children with a skin condition and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.

4. Implement the plan of care related to children with a skin condition and 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.
5. Apply effective communication when implementing teaching plan related to children with a skin condition and their families.
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 children with a skin condition and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned children with a skin condition and their families.
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 children with a skin condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient centered care.
9. Collaborate and communicate with children with a skin condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of children with a skin condition and their families.

Learning Content:

Skin development and functions

Skin disorders and variations

 Congenital lesions

 Skin manifestations of illness

 Infections

 Injuries

Nursing care of the burned child

 Emotional support

Sunburn

Sunscreens

Frostbite

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Chapter 31: The Child with a Metabolic Condition

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment of children with a metabolic condition and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to children with a metabolic condition utilizing evidence based practice and in collaboration with children with a metabolic condition and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
4. Implement the plan of care related to children with a metabolic condition and 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.
5. Apply effective communication when implementing teaching plan related to children with a metabolic condition and their families.
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 children with a metabolic condition and their families.
7. Assists in the coordination of human, information, and material resources in providing care for assigned children with a metabolic condition and their families.
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 children with a metabolic condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
9. Collaborate and communicate with children with a metabolic condition, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.

10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of children with a metabolic condition and their families.

Learning Content:

Integration of the nervous and endocrine systems
Disorders and dysfunction of the endocrine system
 Inborn errors of metabolism
Endocrine disorders
 Common metabolic dysfunctions

Learning Activities:

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

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

Student Learner Outcomes:

Upon completion of this unit, the student will be expected to utilize clinical Reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. Upon completion of the course, the student will apply the following learner outcomes:

1. Assist in the assessment of children with a communicable disease and their families using a structured data collection tool with primary and secondary sources of information.
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.
3. Assist in the development of the plan of care that identifies patient goals/outcomes and nursing interventions related to children with a communicable disease utilizing evidence-based practice and in collaboration with children with a communicable disease and their families from diverse cultural backgrounds and spiritual beliefs, their families, and the health care team.
4. Implement the plan of care related to children with a communicable disease and 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.
5. Apply effective communication when implementing teaching plan related to children with a communicable disease and their families.
 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 children with a communicable disease and their families.
 7. Assists in the coordination of human, information, and material resources in providing care for assigned children with a communicable disease and their families.
 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 children with a communicable disease, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
 9. Collaborate and communicate with children with a communicable disease, their families, and the interdisciplinary health care team to assist in the planning, implementation, coordination of patient-centered care.
 10. Serve as a health care advocate in activities that focus on financial and community resources, improving the safety, quality, and health care of children with a communicable disease and their families.

Learning Content:

Introduction

Common childhood communicable diseases

Review of terms

Host resistance

Types of immunity

Transmission of infection

Medical asepsis, standard precautions, and transmission-based precautions

Protective environment isolation

Hand hygiene

Family education

Rashes

Worldwide immunization programs

Healthy people

The nurse's role

Vaccines

The future of immunotherapy

Bioterrorism and the maternal-child patient

The nurse's role in the hospital setting

Sexually transmitted infections

Overview

Nursing care and responsibilities

HIV/AIDS in children

Learning Activities:

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises