



VNSG 1234 – 501C2
Pediatric Nursing
Fall 2024 – 8 Weeks
Tuesdays and Wednesdays 1pm – 4pm
Location: STEAM Room 237

Instructor Information:

René Lovett MSN, RN, CPNP

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409-933-8282

Office Hours: By appointment

Student hours and location: Tuesdays and Wednesdays 0900-1200. STEAM # 237

Required Textbook/Materials: (See VN Fall 2024 Bundle)

Leifer, G. (2023). *Introduction to Maternity and Pediatric Nursing, 9th edition*. St. Louis: Elsevier. (ISBN 9780323826808)

Leifer, G. (2023). *Study guide for Leifer: Introduction to Maternity and Pediatric Nursing, 9th edition*. St. Louis: Elsevier. (ISBN 9780323826815)

Course Description: A study of the biological, psychological, and sociological concepts applicable to basic needs of the child and family. Utilization of the nursing process in the assessment and management of the childrearing family. Topics include health promotion and health alterations related to the infant, toddler, preschooler, school age and adolescent. (Lecture 1, Lab 2). Credit 2. WECM.

Course requirements:

1. **Unit exams (3):** Assess knowledge and application of incremental course content. The nursing curriculum is meant to build on knowledge learned in prior semesters. Exam content may include questions related to any previously learned content from prior courses. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to answer NCLEX-PN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor. Remediation will be required before moving on to the next exam.
2. **Comprehensive Standardized Final Assessment (1):** Assesses overall knowledge and application of complete course content. The standardized final assessment will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-PN testing format.
3. **EAQ Quizzes (3):** Assesses knowledge and application of content integrated within the course. The student will have **one** attempt to complete each EAQ quiz. Students must complete each required quiz by the due date and time. 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 quiz grade. Any student encountering problems with connectivity, content or technical related issues with the chosen EAQ questions must address concerns with the course facilitator within 24 hours of the due date of each quiz.
4. **Sherpath Lessons (8):** Assesses knowledge and application of selected maternal/fetal content within the course. Students must complete each required lesson by the due date and time. Failure to submit a lesson by the due date and time will result in a grade of zero (0) for that lesson. The average of all assigned lessons will be calculated for the final Sherpath Lesson grade.
5. **Remediation:** All students scoring < 75% on Unit Exams and/or < 850 on the standardized final assessment will be required to remediate by the date and time chosen by faculty and is the “ticket” to sit for the next exam. Failure to successfully remediate with all steps completed by the due date and time will prevent the student from taking the next exam and a zero will be entered for the next exam grade.

Determination of Course Grade/Detailed Grading Formula:

All assignments, including pass/fail, must be submitted to pass the course. The exam average must be at least 75% before non-examination assignment grades are calculated into the final course grade. See Grade Determination & Calculation in the Nursing Student Handbook.

Computation of grades	%
Exam 1*	16.66
Exam 2*	16.67
Exam 3*	16.67
Standardized Final Assessment*	10
Subtotal 75% Rule	
Exam Total*	60
EAQ Quiz Average (10% each) **	30
Sherpath Lesson Average (1.25% each) **	10
Assignment Total**	40
Course Total	100%
* ≥ 75% exam average required to pass the course	
**Weighted assignments calculated only after 75% exam average met	

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, Make-Up, and Extra-Credit Policy:

All course assignments are expected to be completed and submitted on the specified due date. There is no make-up or extra credit opportunities. See Late Assignment Policy in the Nursing Student Handbook.

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Attendance Policy:

See 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. Emails to your instructor(s) should use proper email etiquette. Meetings are available in person, via Microsoft Teams invites, and/or via phone. To respect everyone's time, students are expected to schedule appointments in a timely manner.

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	Assess prerequisite knowledge Identify learning objectives Use assessment tools Evaluate performance	Exams EAQ Quizzes Standardized Final Exam
2. Analyze focused assessment data to prioritize problems that can be addressed by the nurse.	Assess prerequisite knowledge Identify learning objectives Use assessment tools Evaluate performance	Exams EAQ Quizzes Standardized Final Exam
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 spiritual beliefs and cultural backgrounds, their families, and the health care team.	Assess prerequisite knowledge Identify learning objectives Use assessment tools Evaluate performance	Exams EAQ Quizzes Standardized Final Exam
4. Implement the plan of care within legal and ethical parameters in accordance with the scope of practice to provide safe, compassionate, ethical	Assess prerequisite knowledge Identify learning objectives Use assessment tools Evaluate performance	Exams EAQ Quizzes Standardized Final Exam

nursing care for pediatric patients and their families.		
3. 5. Apply effective communication when implementing the teaching plan for pediatric patients and their families.	Assess prerequisite knowledge Identify learning objectives Use assessment tools Evaluate performance	Exams EAQ Quizzes Standardized Final Exam
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.	Assess prerequisite knowledge Identify learning objectives Use assessment tools Evaluate performance	Exams EAQ Quizzes Standardized Final Exam
7. Assists in the coordination of human, information, and material resources in providing care for assigned pediatric patients and their families.	Assess prerequisite knowledge Identify learning objectives Use assessment tools Evaluate performance	Exams EAQ Quizzes Standardized Final Exam
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.	Assess prerequisite knowledge Identify learning objectives Use assessment tools Evaluate performance	Exams EAQ Quizzes Standardized Final Exam
9. Collaborate and communicate with pediatric patients, their families, and the	Assess prerequisite knowledge Identify learning objectives Use assessment tools	Exams EAQ Quizzes Standardized Final Exam

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interdisciplinary health care team to assist in the planning, implementation, and coordination of patient-centered care.	Evaluate performance	
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.	Assess prerequisite knowledge Identify learning objectives Use assessment tools Evaluate performance	Exams EAQ Quizzes Standardized Final Exam

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 any plagiarized material will receive **a grade of zero** and the student will be referred to the Office of Student Conduct for appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

Avoiding Plagiarism: <http://www.plagiarism.org/>

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 always act in a professional manner. 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
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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.

Student Concerns: 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 Dr. Debra Bauer at dbauer3@com.edu. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

Course outline: See Course Calendar.

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_2024-2025_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, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

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

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by state law. The last date to withdraw from the 1st 8-week session is October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2nd 8-week session is November 26.

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. The last date of attendance should be documented for submission of an FN 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.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

Alternative Online Classroom requirements for unexpected situations:

- A desktop or laptop computer with the following specifications (PC or Mac):
 - o 2 GB Free HDD space
 - o 4 GB RAM Required, 8 GB recommended
 - o CPU equivalent to Intel i3 2+GHz
 - o Operating System:
 - § MAC OS 10.13, 10.14, or 10.15 ONLY, or
 - § Windows 10 (version 1809 or 1903) ONLY
 - Webcam required.
 - Microphone required (cannot be a headset)

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Because of the restrictions of our testing applications, these requirements cannot be substituted with tablets or smartphones

Course Policies

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.

Methods of Instruction:

Lecture	Role Play
Critical Thinking Exercises	Independent Study
Small group discussion	Audiovisual instruction
Case Studies	Online Student Response System

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 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 or not 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.

Course Content

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

Exam 3:

Chapter 23: Neurologic Conditions
Chapter 24: Musculoskeletal Conditions
Chapter 27: Blood Disorders, Lymphatic Disorders
Chapter 28: Gastrointestinal Conditions
Chapter 30: Skin Conditions
Chapter 31: Metabolic Disorders
Chapter 32: Communicable Diseases

Chapter 15: Growth and Development/Nutrition

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

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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

Chapter 16: The Infant

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

Major developmental changes in the first year

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Chapter 17: The Toddler

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

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

Physical, mental, emotional, and social development

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

Guidance

- Discipline and limit setting

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- 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

Chapter 19: The school-age Child

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

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Chapter 20: The Adolescent

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

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

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

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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

Chapter 22: Health Care Adaptations for the Child and Family

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

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- Nutrition, digestion, and elimination
- Respiration
- Preoperative and postoperative care

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

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- 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

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

Chapter 26: The Child with a Cardiovascular Disorder

Learning Content:

The cardiovascular system

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

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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 and reproductive systems

Assessment of urinary function

Anomalies of the urinary tract

- Structural
- Infection
- Nephrotic syndrome
- Glomerulonephritis
- Hydrocele

Chapter 30: The Child with a Skin Condition

Learning Content:

Skin disorders and variations

- Congenital lesions
- Skin manifestations of illness
- Infections
- Injuries

Nursing and emotional care of the burned child

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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

Host resistance

- Types of immunity
- Transmission of infection

Medical asepsis, standard precautions, and transmission-based precautions

- Protective environment isolation
- Hand hygiene
- Family education

Worldwide immunization programs

- Healthy people
- The nurse's role
- Vaccines

Bioterrorism and the maternal-child patient

- The nurse's role in the hospital setting

Sexually transmitted infections

- Overview
- Nursing care and responsibilities

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