

Course Title: Nursing Care of Children and Families

Course Number: NURS 2600

Course Credit: This course is a 4 semester hour course based on a fifteen week semester in the Fall. The hours are divided in the following manner:

Theory: 1.5 semester hours (1:1 ratio; 22 clock hours)

Clinical: 2.5 semester hours (1:3 ratio; 112 clock hours)

Clinical experience will consist of two weeks (28 hours) in outpatient settings focusing on well baby and child care; two weeks (28 hours) in clinical simulation lab; and four weeks (56 hours) inpatient settings focusing on the delivery of culturally competent family centered nursing care to acutely and chronically ill infants, children, adolescents and their families.

Pre-Requisites: NURS 2500: Mental Health Nursing
NURS 3333: Pathophysiology
NURS 3500: Adult Health I

Co-Requisites:

Course Description: This course provides exploration of theories, concepts, knowledge, and skills for the comprehensive Nursing Care of Children and Families. Emphasis is on child health maintenance and the care of children with health problems through the lens of culturally competent family centered care. Students will apply the nursing process and developmental theory as they work with children from infancy through adolescence, and their families.

Course Objectives:

1. Integrate theories and concepts from liberal education, support sciences and nursing courses into practice to provide culturally competent nursing care to children and families.
2. Utilize evidence-based practices to guide disease teaching, health promotion, and disease prevention in care for children and their families.
3. Demonstrate critical thinking skills and prioritizing nursing care for the holistic care of the children and their families
4. Demonstrate skills in using patient care technologies, information system and communications devices that support safe nursing practice.
5. Utilize effective communication techniques within the context of patient and family and the interdisciplinary team in the delivery in healthcare to children and their families

6. Collaborate with patient and family in providing holistic care.
7. Demonstrate a personal commitment to professional development and accountability for practice.

Course Outline:**Exam I**

- Unit I: Children, Their Families, and the Nurse
- Unit II: Assessment of the Child and Family
- Unit VII: The Child and Family with Special Needs
- Unit VIII: Impact of Hospitalization on the Child and Family

Exam II

- Unit III: The Newborn
- Unit IV: Infancy
- Unit V: Early Childhood
- Unit VI: Middle Childhood and Adolescence

Exam III:

- Unit IX: The Child with Problems Related to the Transfer of Oxygen and Nutrients
- Unit X: The Child with Problems Related to the Production and Circulation of Blood

Exam IV:

- Unit XI: The Child with a Disturbance of Regulatory Mechanisms
- Unit XII: The Child with a Problem that interferes with Physical Mobility

Instructional Strategies: Lecture, class discussions, videos, group work, online learning, written assignments, case studies, simulation, demonstrations, and guest speakers

Evaluation Methods:

The three major components of this course include theory, clinical, and the pediatric calculations test. Each major component of this course must be passed with a grade of C or higher if specified. Clinical performance must be complete with a grade of satisfactory before the student can progress in the nursing sequence.

Pediatric Calculations Test:

This component must be satisfactorily completed with a grade of 95% or better in order for the student to progress in the course. The test may be repeated only one time, then progression will be halted. It is expected that students will demonstrate accuracy in calculating dosages and administering medications in the clinical area. The grade of 95% or better is recorded as a PASS grade and not calculated into the course grade.

Theory:

Theory consists of an average grade of 76% or better for the course based on four examinations. The theory component will total the four examination grades (25% each) and account for 60% of the course grade.

Clinical & Simulation:

The clinical component of this course must be satisfactorily completed in order to progress. The student must achieve an average of 76% or better on graded assignments. The clinical component will be averaged to account for 40% of the course grade. Clinical and simulation evaluation strategies will include a clinical evaluation tool (Pass/Fail), case studies, care plans, and research projects. Please see clinical syllabus per clinical instructor for grading expectations.

Grading Scale:	A	100-95%
	A-	94-93%
	B+	92-91%
	B	90-87%
	B-	86-85%
	C+	84-82%

C	81-76%
D	75-70%
F	69% or below

Faculty Information:

Brandon Rachal, RN, MSN

Office Location: 2nd Floor College of Nursing Building #232

Office Hours: T/Th 0900-1100 and by appointment

Office Phone Number: 555-555-5555

Email Address: brandon_rachal@bells.edu

Required Textbook:

Hockenberry, M J; & Wilson, D. (2012). *Wong's Essentials of Pediatric Nursing*. (9th ed). St. Louis, MO: Mosby

Hockenberry, M J; Wilson, D. (2008). *Clinical Companion for Wong's Essentials of Pediatric Nursing*. St. Louis, MO: Mosby

Recommended Textbook

Hockenberry, M J; & Ward, K (2012). *Study Guide for Wong's Essentials of Pediatric Nursing*. (9th ed). St. Louis, MO: Mosby

American Disability Statement:

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with the instructor during the first two weeks of class. All discussions will remain confidential. Students with disabilities should also contact Disability Access Services in 100 BELLS Student Center.

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Disability Access Services Office for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact DAS if they are not certain whether a medical condition/disability qualifies. (University of Missouri-St. Louis, Center for Teaching and Learning, 2013).

Academic Dishonesty Statement:

Academic integrity is fundamental to the activities and principles of BELLS school of nursing. Students will achieve course outcomes and individual assignments through individual intellectual work. Academic honesty is expected on all exams and course work. A student *suspected* of academic dishonesty will be given a grade of zero (0) on the suspect assignment or exam.

The following are forms of Academic Dishonesty that the instructor will not tolerate and will result in a zero (0):

- Copying the work of another student
- Copying material verbatim from a published source without placing it in quotation marks and citing the source
- Failing to cite the source of material paraphrased from a published source
- Cheating of any kind during an exam or quiz
- Copying exam questions during test review and/or distributing exam questions to others
- Signing another student's name on the attendance sheet
- Students are expected to be honest and truthful in all communications with faculty and peers. Dishonesty about situations or withholding of information regarding situations is grounds for course failure.

Nondiscrimination Statement:

“Any successful learning experience requires mutual respect on behalf of the student and the instructor. The instructor, as well as the fellow students, should not be subjected to any student's behavior that is in any way disruptive, rude, or challenging to the instructor's authority in the classroom. A student should not feel intimidated or demeaned by his/her instructor and students must remember that the instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. The instructor can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct violating the general rules and regulations of the institution” (University of Missouri-St. Louis, Center for Teaching and Learning, 2013).

References

American Association of Colleges of Nursing (AACN). (2009). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: American Association of Colleges of Nursing.

Hockenberry, M J; & Ward, K (2012). *Study Guide for Wong's Essentials of Pediatric Nursing*. (9th ed). St. Louis, MO: Mosby

Hockenberry, M J; & Wilson, D. (2012). *Wong's Essentials of Pediatric Nursing*. (9th ed). St. Louis, MO: Mosby

Hockenberry, M J; Wilson, D. (2008). *Clinical Companion for Wong's Essentials of Pediatric Nursing*. St. Louis, MO: Mosby

University of Missouri-St. Louis (2012, March 28). *Center for Teaching and Learning*. Retrieved from: http://www.umsl.edu/services/ctl/instr_support/tchng_res.html