

***This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.***

**Course Number**

PRNS 1232

**Course Title**

Nursing of Children

**Course Description**

This course is an introduction to the nursing of children. It includes a study of growth and development, disease conditions specific to children in all stages, the impact of illness on the child and family in both in-patient and out-patient settings, nursing care of the dying child, and provides an understanding of the effect of development on disease and illness in the in-patient and out-patient setting. This course also covers the signs and symptoms of child abuse, neglect, and maltreatment; the nurse's responsibility to report child abuse, neglect and maltreatment as a mandated reporter; and a general overview of Arkansas Act 703.

**College Mission**

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

**College Wide Student Learner Outcomes**

Critical Thinking                      Responsibility                      Communication

**ACTS Course**                       **Program Course**                       Practical Nursing

**ACTS Outcomes**

**Program Outcomes**

1. Collaborate professionally with faculty, clients and their families and/or significant others, supervisors, peers, and with all members of the health care team (Affective).
2. Promote pride, concern and interest in the health and well-being of the community and its citizens (Cognitive, Affective, Psychomotor).
3. Demonstrate proficiency of learned scientific principles and integrate these concepts in the practice of safe, competent care throughout the lifespan of the consumer (Psychomotor, Cognitive, Affective).
4. Practice clear, effective communication skills, both written and non-written (Psychomotor Affective).
5. Create documentation that effectively communicates patient condition and care provided (Psychomotor, Cognitive).
6. Apply use of hardware and software technologies to retrieve, process, and analyze theoretical and practical health care information (Cognitive, Psychomotor).
7. Examine and incorporate the state's scope of practice guidelines, rules, regulations, and ethical standards in the practice of nursing (Cognitive, Affective).

**Course Outcomes**

CLO #	Course Outcomes	Unit Outcomes/ Course Objectives	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Utilizes resources to comprehend the pediatric patient conditions (i.e. textbook, drug books, and other reference materials).	1-3		1, 3, 7	CT1			Practicum Evaluation Tool 6
CLO 2	Demonstrates understanding of basic pediatric disease pathophysiology.	1-3		3	CT1			Practicum Evaluation Tool 6

CLO 3	Demonstrates understanding of pediatric condition by giving patient by giving patient report to instructors, staff and peers.	1-3		1, 4, 5,	CT1			Practicum Evaluation Tool 6
CLO 4	Able to relate evidence-based practice to nursing care of the pediatric patient.	1-3		1, 2, 3, 4, 5, 6, 7	CT1			Practicum Evaluation Tool 6
CLO 5	Demonstrates ability to recognize signs of abuse, neglect and maltreatment in the pediatric patient and understands the responsibility related to reporting.	1-3		1, 2, 3, 4, 5, 7			R 3	Child Maltreatment Reporter Training (Act 703 of 2007, Arkansas Code Annotated § 6-61-133)

### Unit Outcomes/ Course Objectives

Upon successful completion of this course, the student should be able to:

1. Basics of Pediatric Care
  - a. Define key terms of each chapter
  - b. Discuss the role of the nurse in preparing a child and family for hospitalization
  - c. Explain the role of the nurse in admission and discharge of the pediatric client
  - d. Prepare children at different developmental stages for procedures
  - e. Discuss various methods for assessing basic needs and planning daily care
  - f. Safely perform supportive pediatric procedures
  - g. Identify the child's concept of death at various developmental stages
  - h. Describe common responses (child, family, siblings, nurses) to a dying child
  - i. Discuss sources of support for the dying child
2. Infants with Special Needs: Birth to 12 Months
  - a. Differentiate the most common respiratory conditions affecting infants
  - b. Describe nursing care for infants with circulatory conditions
  - c. Discuss nursing considerations for infants with digestive conditions
  - d. Explain the evaluative techniques used for infants suspected of having musculoskeletal alterations
  - e. Differentiate among the skin disorders most commonly seen in infants
  - f. Explain the causes and effects of nervous system disorders seen in infants
  - g. Describe nursing care for infants with genitourinary conditions
  - h. Outline teaching strategies for caregivers of infants with visual and hearing impairments and cognitive disorders
  - i. Implement nursing interventions for infants who have been abused
  - j. Describe teaching guidelines for families of infants who have unsafe environments
3. Common Problems: 1 to 18 Years
  - a. Discuss the common disorders of the integumentary system in children
  - b. Differentiate the pathophysiology, common diagnostic tests, treatment, and nursing care for skin conditions in children as compared to adults
  - c. Differentiate the etiology, medical-surgical management, and nursing care for respiratory conditions in children as compared to adults
  - d. Describe the causes, assessment, and management of rheumatic fever in children
  - e. Differentiate the pathophysiology, common diagnostic tests, treatment, and nursing care for digestive conditions in children as compared to adults
  - f. Differentiate the etiology, medical-surgical management, and nursing care for genitourinary conditions in children as compared to adults
  - g. Discuss communicable and infectious diseases of childhood, including their causative agents, transmission, incubation periods, contagious periods, prevention, signs and symptoms, treatment, and nursing care
  - h. Differentiate the etiology, medical-surgical management, and nursing care for orthopedic conditions in children as compared to adults
  - i. Briefly describe behavioral problems in children, including symptoms, treatment, and nursing care

- j. Plan care for a child with any of the common pediatric disorders

### Assessment Description(s)

Practicum Evaluation Tool 2

### Materials and Technological Requirements

White, Duncan, and Baumle Foundations of Maternal & Pediatric Nursing Delmar 3rd Edition

White, Duncan, and Baumle Foundations of Maternal & Pediatric Nursing Study Guide Delmar 3rd Edition

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### Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

#### Regular Semester

Courses which meet once a week .....	2 absences
Courses that meet twice per week .....	3 absences
Courses that meet four times per week .....	5 absences

#### Summer Session

Courses that meet four times per week in a five week session .....	3 absences
Courses which meet two evenings per week in a 10 week session .....	3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

#### Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

#### Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

### **Academic Honesty Policy**

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President for Learning
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's Academic Appeals procedure.

### **Equal Opportunity-Affirmative Action Statement**

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

### **Library Services**

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

### **Procedures to Accommodate Students with Disabilities:**

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. VPSS Contact: 870.875.7262

### **The Early Alert System**

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

### **Behavioral Review Team**

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

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