**MARION COUNTY SCHOOL OF PRACTICAL NURSING**

**PHASE II**

**COURSE NAME:** INTRODUCTION TO PEDIATRIC NURSING

**CLOCK HOURS:** Lecture 91 hours, Clinical 72 hours

Total 163 clock hours

**REQUIREMENTS:**

Satisfactory completion of: Medical-Surgical Nursing I

Pharmacology I

Maternal Newborn Nursing

**COURSE FACULTY:**

Misty D. Owens, RN, MSN

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Office hours: Monday 0800-1210

Tuesday 0800-1210 and by appointment

\*appointments recommended

**COURSE DESCRIPTION:**

The purpose of this course is to introduce the student to Pediatric nursing,

different cultural aspects and growth and developmental concepts that are integrated to assist the student in providing caring interventions and holistic nursing care by using the standards of practice noted from the National Association for Practical Nurse Education and Service (NAPNES). It reviews the normal growth and development and identifies the time span of each group. The course describes the child’s reaction to illness, to the nurse and hospitalization, it includes diagnostic tests, nursing procedure, and treatments adapted to the child. Basic Concepts are utilized by using the nursing process and critical thinking skills that are integrated in family centered care, health promotion, illness prevention, growth and development of the child and the parent and the care of children and adolescents with acute and chronic health problems.

**PURPOSE:**

This course is designed to introduce the student to basic principles of nursing care of the Pediatric client.

**COURSE OBJECTIVES:**

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

1. Explain legal, ethical and **professional behavior** in all Pediatric settings.
2. Implement care of the socially and/or **culturally** diverse pediatric client and his/her family.
3. Participate in **clinically competent** nursing care for the pediatric client within the role of the practical nurse.
4. Provide client and family teaching for the purpose of health promotion and maintenance of health for the pediatric client and his/her family.
5. Determine the normal growth and development of the child ages 0-18 years.
6. Differentiate between the normal and abnormal findings in the well/sick infant, child and adolescent.
7. Implement **critical thinking** while providing family-centered care for infants and children in diverse settings.
8. Apply effective **management** of nursing care in the pediatric client.
9. Utilize professional **communication** at the level understandable to a child.
10. Recognize the roles of selected members of the health care team in selected pediatric settings.
11. Analyze specific diseases that affect the pediatric client.
12. Administer drug therapy to pediatric clients within the role of the practical nurse.
13. Determine appropriate diet therapy for pediatric clients.
14. Participate as an integral member of the health care team and utilize the nursing process and assist the registered nurse in writing a plan of care for a pediatric client.
15. Explain the importance of life-long learning in pediatric nursing.

**METHODS OF INSTRUCTION:**

1. lecture and class discussion
2. audio-visual aids
3. reading and written assignments
4. reference reading
5. computer assisted instruction (Nursing Learning Center)/ATI
6. supervised clinical experience
7. observational clinical experiences
8. self-directed learning experiences (critical thinking exercises)
9. demonstrations
10. role playing
11. games
12. clinical conferences
13. paper and pencil tests/computer tests

**REQUIRED TEXTS (all text must be the current edition):**

Leifer, Gloria, MA, RN (2019). Introduction to Maternity and Pediatric Nursing,

8th ed. St. Louis, MO: Mosby.

Deglin, J.H. & Vallerand, A.H. (2018). Davis Drug Guide for Nurses, 16th ed. Or

higher. Philadelphia, PA: F.A. Davis Company.

Silvestri, L. (2019). Comprehensive Review for the NCLEX-PN Examination,

7th ed. St. Louis, MI: Elsevier Saunders.

**SUPPLEMENTAL TEXTS:**

Clayton, B.D. and Stock, Y. N. (2017). Basic Pharmacology for Nurses, 17th ed.

Saint Louis, Missouri: Mosby, Incorporated.

**METHODS AND FREQUENCY OF EVALUATION:**

**THEORY GRADES:**

The grading policy for Pediatric Nursing is consistent with the grading policy of the School of Practical Nursing.

An 80 or above must be achieved in theory and a satisfactory clinical evaluation to receive credit for Introductory to Pediatrics. There is no rounding of grades in the Nursing Program.

Unit test will be given when all chapters in that unit have been completed. Pop-tests will be given at intervals during the course. Students have ATI tests that will be averaged as a pop test grade. The remaining grades will be averaged and will count as a test grade. At the end of the course, a final exam will be given. This exam will be twenty-five percent of the course grade. An overall satisfactory grade in the clinical area is required to pass Introduction to Pediatrics. You must pass both the clinical and the theory and make satisfactory academic progress to pass Pediatrics.

For complete information regarding failure/continuation/readmission in the nursing program see *PN Student Handbook.*

Additional course requirements include completion of the Pediatric Assessment Technologies Institute (ATI) proctored examination. Any student making less than a proficiency level 2 may be required to complete remediation.

There will also be a Medication Calculation/Measurement Exam that the student must pass with 90 or higher in order to make satisfactory academic progress.

A yearly grade sheet is maintained on each student enrolled in Phase II. This grade sheet provides a central site for recording Pediatric grades, the final examination grade, and the final course grade. Students are asked to sign this sheet at the end of the grading period to verify their receipt of grades.

**GRADING SCALE:** Each semester the student must achieve an 80 or above in theory and a

satisfactory clinical evaluation to make satisfactory progression.

**INTERIMS**: At the halfway point of each semester, the students are given a written

listing of all their grades up to that time. Each student is asked to sign this sheet. A copy is made of each sheet containing a signature and this copy is given to the student.

**CLINICAL GRADES:**

Evaluation of performance is done at the end of each grading period. The Marion County School of Practical Nursing Clinical Performance Evaluation is used to measure clinical performance for the objectives. The student will receive a rating of 2 points, 1 point, or 0 points for each criterion listed on the evaluation tool.

The total number of points required will be as follows:

1st nine weeks 50 points 3rd nine weeks 70 points

2nd nine weeks 60 points 4th nine weeks 80 points

With each evaluation the student should increase the point value to the stated

competency level. In Phase II, failure to make the minimum score required at

mid-semester will result in the student receiving remediation/advisement from

the clinical instructor. Satisfactory academic progress will not be met if the

student has not met the minimum score required at the end of the semester. If

this occurs during the fall semester, the student will not progress to the spring

semester. If this occurs during the spring semester, the student will not graduate.

Additionally, all critical skills listed on the clinical checklist under the Pediatric section must be mastered prior to progressing to the next grading period.

Students needing to practice additional skills in the skills lab are permitted to do so during regular school hours.

**CLINICAL OBJECTIVES:**

During clinical rotations, the students will:

1. Incorporate **evidenced-based clinically competent** **and culturally sensitive nursing care** of the pediatric client**.**
2. Perform selected pediatric and medical-surgical nursing skills within the role of the practical nurse.
3. Demonstrate legal, ethical, and **professional behavior** while providing **clinically competent and culturally sensitive nursing care** to assigned clients.
4. **Communicate** verbally and in writing in a clear, appropriate manner when working with clients, families and co-workers.
5. Utilize the nursing processwhile providing care to pediatric clients and/or medical-surgical clients.
6. Demonstrate progressive use of **critical thinking** and **management** skills throughout clinical experiences.
7. Implement appropriate **teaching/learning** principles to promote and/or maintain health of assigned clients.
8. Function as a contributing member of the health care teamin selected maternity

health care settings.

1. Demonstrate ability to function with increasing self-direction and reliability while providing care to an increasing number of clients.
2. Demonstrate professional accountability when providing client care.

11. Discuss the need for life-long learning in pediatric nursing.

**CLINICAL REQUIREMENTS**:

When applicable, students must present nurses notes daily when caring for the pediatric client in the clinical area. This note is to include all narrative assessment information on the face side. On the reverse side of the Nurses Note form the student should complete the following about the client: current medications, lab work (normal and abnormal values), diagnostic test with results, specific childhood theorist appropriate for the client’s age and milestones the child has achieved during growth and development. In addition to this form, the student is also required to complete a growth chart and Denver Developmental Screening form for each pediatric client.

At the end of the semester, students are required to complete a pediatric nursing care plan (NCP). Each student is provided with the evaluation criteria that are expected on the NCP. This written assignment should be completed within the specific time and according to established guidelines as set by the instructor. A required 40 out of a possible 50 points must be met to successfully pass the care plan assignment. The student may remediate this care plan only one time.

During the Pediatric rotation to the daycare center. Each student is required to enter each class with each age group at the daycare center. These ages are divided into separate classrooms: infants, 1 year old, 2 year olds, 3 year olds and 4 year olds.

Annually, students are required to participate in Special Olympics of the Pee Dee of part of their Pediatric course. This is a six hour clinical day for students. This experience allows students to take pride in knowing they are an important part of a global movement that provides athletes with intellectual disabilities an opportunity to experience the excitement, joy and personal fulfillment associated with sport training and competition.

During the Pediatric course students rotate out to a variety of clinical settings including: Troy-Johnson Learning Korner, Inc., local pediatrician’s office, Marion County School System disability classes, and Marion County School Nurses. These practice sites provide students with a diverse background necessary to prepare them to make complex clinical decisions. Upon the completion of each Pediatric Clinical rotation students are required to fill out an evaluation form of that clinical area. These evaluations are turned in on Monday of the following week prior to beginning of class to the nursing secretary. No name is required on the evaluation forms. These forms are given to the Coordinator and assist in providing quality rotations. Students are allotted *forty-five minute* lunch breaks during these rotations.

Prior to beginning Pediatric rotations students receive rotation objectives for each clinical site. The objectives are designed to be accomplished during these rotations.

Blue scrub uniforms are to be worn during all Pediatric rotations.

**Americans with Disabilities Act (ADA) NOTICE:**

Reasonable accommodations will be provided upon request for students with disabilities. See policy in Student Handbook.

**COURSE OUTLINE:**

Unit 1: The Child’s Experience of Hospitalization

Health care adaptations for the Child and Family

(Review National Patient Safety Goals)

Lecture, worksheets, homework, power-point, hands-on work stations, computer math assignments

Unit 2: An Overview of Growth, Development, and Nutrition

Care of the Infant

Care of the Toddler

Lecture, worksheets, homework, power-point, class presentations, charades, Jeopardy game

Unit 3: Care of the Preschooler

Care of the School-Age Child

Care of the Adolescent

Lecture, worksheets, homework, power-point, class activity, Jeopardy game

Unit 4: Care of the Child with a Sensory or Neurological condition

Care of the Child with a Musculoskeletal Condition

Lecture, worksheets, homework, power-point, class activity

Unit 5: Care of the Child with a Respiratory Condition

Lecture, worksheets, homework, power-point, case studies

Unit 6: Care of the Child with a Cardiovascular Disorder

Lecture, worksheets, homework, power-point, class activity, model exploration

Unit 7: Care of the Child with a condition of the Blood, Blood forming

Organs or Lymphatic System

Care of the Child with a Skin Condition

Lecture, worksheets, homework, power-point, class activity

Unit 8: Care of the Child with a Gastrointestinal Condition

Care of the Child with a Genitourinary Condition

Lecture, worksheets, homework, power-point, class

activity

Unit 9: Care of the Child with a Metabolic Condition

Care of the Child with a Communicable Disease

Care of the child with an Emotional or Behavioral Condition

Lecture, worksheets, homework, power-point, guest speaker

***Syllabus are subject to change at teacher discretion.***

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