Course Number, Title, Section, Time and Location:
Family Centered Pediatric Nursing Care – NRS 320
Wednesday from 8:20am – 10:10am  (1/25/2017 –5/3/2017)
Location: 1111 Sentry Dr. Classroom: 111

Number of Credits: 2

Placement /prerequisites/co-requisites: Nursing major, NRS 233, 234, and 236, and HSC 300.

Faculty Name: Nicole Mattson MS, RN, CNS-BC
Office: # (262) 951-3131
Faculty email address: nmattson@carrollu.edu
Office: Nursing Center NC08
Office hours: Mondays from 12:30-2:30pm and Wednesdays 1pm-3pm, and by appointment

Course Description:
The course focuses on the specialized health care needs of the child in the family. The course provides the necessary knowledge base to maintain optimal health in the pediatric population through developmentally and culturally competent care of acute and chronic illness and through the promotion of wellness behaviors in the child and family.

Course Objectives:
At the end of this course the student will have demonstrated the ability to:

1. Demonstrate an understanding of the family as the unit of care. (Essential IX.2, IX.3)
   Assessment: quizzes, classroom discussion, simulation, written exam, homework assignments

2. Demonstrate and apply knowledge from other disciplines, for example developmental psychology, sociology and education to the planning of care for children and their families. (Essential I.1, I.2, I.5, I.7)
   Assessment: quizzes, homework, classroom discussion, group presentations, exams, written assignment/paper, ATI reviews
3. Demonstrate critical thinking in the synthesis of information gathering, choosing nursing interventions and forming clinical judgments surrounding the care of children across the health-illness continuum. (Essential III.4, III.5, IX.1, IX.2, IX.3)

Assessment: quizzes, skills check off, classroom discussion, group presentations, exams, written assignment/paper, ATI assessments, group work, EVOLVE case studies

4. Apply knowledge of social and cultural factors as they affect the health of children. (Essential II.7, II.8, III.5, III.6, VII.3, VII.7)

Assessment: Classroom discussion, quizzes, exams, written assignment, online activities, ATI reviews

5. Apply knowledge of developmental stages and processes to care of both healthy children and children with illness and disability. (Essential IX.1, IX.3, IX.7, IX.8)

Assessment: quizzes, homework, simulation, classroom discussion, group presentations, exams, written assignment/paper, classroom activities, skills check off

6. Formulate health promotion strategies and disease and injury prevention interventions for children and adolescents. (Essential VII.1, VII.2, VII.7)

Assessment: quizzes, exams, written paper, group presentations, classroom discussions, homework, classroom activities

7. Conduct a health history including physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments identifying conditions and characteristics that increase health risks of the childbearing family. (Essential IX.1)

Required/recommended Textbooks and necessary materials:


Suggested Materials and Texts:


ATI 10th edition modules

In addition, all previously required nursing texts may be utilized.

The following Nursing Concepts are the focus of NRS 320:

· Family-Centered Nursing Care
· Cultural awareness
· Normal Growth and Development
· Health Promotion and safety
  o immunizations/well-child
  o child abuse
· Pediatric assessment
· Developmental response to acute/chronic illness/injury and hospitalization
· Pain and illness management and nursing care
· Nursing Care of children with specific system disorders
  o Respiratory/cardiac
  o GI/GU/Endocrine
  o Neurologic/Musculoskeletal/Skin
  o Hematology/Oncology
· End of life, loss of a child, and palliative care
Methods of Evaluation

Any or all such measures of student learning may be administered in the classroom, computer or clinical nursing laboratory or in the clinical setting at faculty discretion. If the student is not successful in meeting the required quiz/exam mean score, there will be no consideration of any successfully completed coursework in determining final course grade and the student may earn a maximum final course grade of "C". Unsuccessful completion of course work will always be considered when determining final course grade. There will be no rounding up of quiz or exam grades. No extra credit assignment points may be used to earn back points for quizzes or exam scores. At no time will extra credit points be used in determining student achievement of required quiz/exam mean score.

Determination of final course grade: If the student meets the required 78% quiz/exam mean score, and assuming the student meets all other course requirements, the final course grade will be determined according to the percent of total points accrued for exams, quizzes, and course assignments according to the grading scale below:

Grades will be determined using the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>AB</td>
<td>88-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>C</td>
<td>72-77%</td>
</tr>
<tr>
<td>D</td>
<td>68-72%</td>
</tr>
<tr>
<td>F</td>
<td>67% and below</td>
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</tbody>
</table>

Note: Students must achieve a grade of BC in NRS course #320 to progress in the nursing program.

Learning tools:

ATI Skills Modules – Pediatric physical assessment
It is intended that this assignment will be completed as listed in the syllabus calendar to supplement and support in-class and lab learning. This learning tool is available to each student and is strongly recommended to facilitate success in the posttest evaluation associated with these learning modules in the quiz/exam section of the grade book.

Class tutor
The class will have a tutor that will be available 1-2 times per week in 1-2 hour periods of availability to assist students with review, studies, assignment questions, quiz and exam preparation and review. The tutor will communicate with students in the class regarding their tutoring schedule.

Assignments:

It is the student's responsibility to follow all directions, both verbal and written, in order to successfully complete assignments. Related documents and rubrics are posted on eLearning or are attached as an appendix at the end of the course syllabus.
The Comprehensive Pediatric Admission Assessment Assignment:
Each student will be assigned to a group. The group will choose a child that they know and perform a complete review of systems (ROS) meeting the criteria in the rubric attached. The assessment does NOT have to be performed as a group, but the compilation of information, discussion, organization, and writing must be done as a group. This assignment DOES NOT include a physical assessment or intervention of any kind. This comprehensive ROS will include an assessment of the child’s pertinent personal and health history, including all facets of their life that may affect or reflect their overall well-being. This will include (but is not limited to) family, friends, school, activities, past experiences, and daily life experiences and routines. The student will demonstrate their understanding of the importance of these factors and how they affect the health and well-being of the pediatric patient and family by properly assessing and documenting their findings in this assignment as well as how a complete ROS will drive the subsequent examination and treatment plan.

Each student will copy and paste the grading rubric to their submission as the final page of their assignment. In addition, each student will copy, paste, and answer the following questions for their personal submission:

1. Did each member of the team contribute equally to complete this assignment? Explain as needed.
2. Did any team member not meet expectations in work load or quality of work? Explain as needed.
3. Describe each team member using one word that portrays how that member functioned in the group.

Immunization teaching sheet:
Students will work on immunizations individually and create a single-page teaching sheet according to the rubric that can be used for parents or study/test preparation. These sheets will be presented to the class in a brief 2-3 minute presentation. See eLearning for the grading rubric.

Anticipatory guidance wiki:
Students will be divided into groups as follows:
0-2 months
2-4 months
6 months
9 months
12 months
15 months
18 months
24-36 months
4-6 years
7-8 years
9-10 years
11-14 years

Version: 1/2017
15-17 years
Each group will create a presentation lasting no more than 5 minutes that includes anticipatory guidance for parents and children (as developmentally appropriate) that can be used to teach about what to expect as a child is approaching your assigned age group. These presentations will be posted to the class Wikispaces classroom page. Everyone in the group has to contribute to the designing and adding of content to the wiki presentation. I will be tracking this in the system as well and students in the group may not all receive the same score. Do not have one person add all of the information.

- Do not copy and paste data from textbooks/the internet, this is considered plagiarism. Citations are required.

Each individual will be responsible to know the material for each group’s presentation. Each individual will be complete a peer evaluation for one other group presentation. See rubric on eLearning.

ATI Non-proctored practice assessments:
Each student will prepare for the ATI assessments by completing the weekly ATI homework assignments and review assignment. The non-proctored assessments will be taken individually, are not timed, are open book (use ATI, not the text, to avoid conflicts in information), and are intended to encourage learning by utilizing your ATI resources. No collaboration amongst students is allowed. Do not take these assessments in groups to avoid concerns regarding academic integrity.

ATI Non-proctored practice assessments are graded as assignments in the course.

- RN Nursing Care of Children Online Practice 2014 A
- RN Nursing Care of Children Online Practice 2014 B

You can repeat each assessment one time after completing 3 remediation templates. The higher score will be entered in the grade book. You will submit the remediation templates and all ATI scores on the ATI due date identified in the course calendar. If you choose to repeat the assessment, this is due on the ATI due dates identified in the course syllabus. If you do not complete remediation templates you will not receive credit for the assignment. ATI due dates are identified in the course calendar. Rationales for the assessment will be unlocked after the due date and you may go back in and review the questions at that time.

Quizzes and Exams:

Quizzes:
There will be 9 weekly online quizzes that will test general knowledge and comprehension of the anatomy of physiology and pharmacology, as well as general principles of growth and development as they are required in this course. They will be based on the reading assignments (suggested and required) and may also contain info from the assigned ATI assignment. The quiz will close by the start of class. Students may use the book or notes for the quizzes. Students MAY NOT use other resources for quizzes to include peers, faculty, friends, co-workers, etc. Quizzes will be reviewed for similar times of testing. It is recommended that you do not take the quiz in a group of friends to avoid concern of a collaborative effort.

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Two additional topic-specific quizzes will be given to finish out the semester with weekly quiz assignments. Each of these quizzes may be completed at any time during the semester, but must be completed no later than 10pm on the day that they are due. These two quizzes will test information specific to their topic as it has been presented and discussed throughout the semester. These quizzes are also open note/book/resource. They are not to be done as a group. They are intended to help the student prepare for the pediatric ATI assessment.

**Midterm and end of term exams:**

There will be two exams in this course. Each of these module exams will be worth 75 points and will consist of 50 questions. Individual questions may be posed to the instructor via email or by appointment. Exceptions for testing times will not be made without prior approval by the instructor. Please review the quiz/exam policies listed in this syllabus.

**Midterm:**
- Family-Centered Nursing Care
- Cultural awareness
- Normal Growth and Development
- Health Promotion and safety
  - immunizations/well-child
  - child abuse
- Pediatric assessment

**End of term:**
- Developmental response to acute/chronic illness/injury and hospitalization
- Nursing Care of children with specific system disorders
  - Respiratory/cardiac/HEENT
  - GI/GU/Endocrine
  - Neurologic
  - Hematology/Oncology
  - Mental health
  - End of life, loss of a child, and palliative care

**Final exam:**

The final exam will be cumulative and will incorporate all of the information from the semester to questions pertaining to the nursing care of children and their families. Students will have the ability to review previous exams during scheduled study sessions with course tutors or by appointment with the course instructor. This exam will be a paper and scantron exam. Musculoskeletal and skin/infestations will be included on the final exam.

**ATI proctored exam:**

All students are required to take this ATI test. Points are calculated based on the ATI equivalent to our 100%. A score of a 63.3% is the lowest cutoff for a level 2 score per
ATI, therefore all grades will be calculated using a formula where a 63.3% on ATI is equivalent to a 78% per Carroll University grading guidelines. There will be no rounding of results in determining if the student has achieved a level 2 score. The student must have successfully completed the non-proctored practice assessments as required in order to receive points for the proctored assessment. NOTE: Failure to take this exam will result in an incomplete in this course.

Extra credit:
Extra credit will only be offered at the discretion of the instructor if a particular beneficial opportunity arises during the semester that will facilitate learning but was not previously built in to the syllabus. No other extra credit opportunities will be offered for any other circumstances. Extra credit points are not available for use toward exam/quiz grades and may only be applied toward the total grade score if a 78% or better was earned on exam/quiz grades.

Grading is as follows:
### Exams and Quizzes:

<table>
<thead>
<tr>
<th>Evaluation Method (60%)</th>
<th>Points Available</th>
<th>% Total Grade</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (9 at 10 points each)</td>
<td>90</td>
<td>14.4%</td>
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<tr>
<td>Additional topic-specific exams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Lab and immunization quiz</td>
<td>40</td>
<td>6.4%</td>
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</tr>
<tr>
<td>2. Nutrition quiz (20 points each)</td>
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<tr>
<td>Exam 1</td>
<td>75</td>
<td>12%</td>
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<tr>
<td>Exam 2</td>
<td>75</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>ATI Skills Module Physical Assessment-Child Post Test</td>
<td>15</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td>ATI Proctored Test</td>
<td>40</td>
<td>6.4%</td>
<td></td>
</tr>
<tr>
<td>Final Cumulative Exam</td>
<td>100</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>435</strong></td>
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</tbody>
</table>

All students must achieve a mean score of 78% on all exams and quizzes in order to pass the course.

### Written Assignments

<table>
<thead>
<tr>
<th>Evaluation Method (40%)</th>
<th>Points Available</th>
<th>% Total Grade</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipatory guidance wiki</td>
<td>30</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>Immunization teaching handout</td>
<td>30</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Pediatric Admission Assessment</td>
<td>70</td>
<td>11.2%</td>
<td></td>
</tr>
<tr>
<td>Non proctored assessment A</td>
<td>30</td>
<td>4.4%</td>
<td></td>
</tr>
<tr>
<td>Non proctored assessment B</td>
<td>30</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>190</strong></td>
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<td></td>
</tr>
</tbody>
</table>

### Total Course Points Combined

<table>
<thead>
<tr>
<th>Evaluation Methods Combined</th>
<th>Points</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams and Quizzes Points (70%)</td>
<td>435</td>
<td></td>
</tr>
<tr>
<td>Written Assignments, ATI, etc.(30%)</td>
<td>190</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points Combined (100%)</strong></td>
<td><strong>625</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Faculty Policies:

Cell Phones: Phones are not permitted at clinical or in laboratory. Cell phones are not to be used during class time. Texting/emailing is not permitted during class time. All students in this course are expected to adhere to Nursing Department and University professional standards. In addition, there will be no use of cell phones, texting, or emailing during class time. Failure to comply will result in the student(s) being asked to leave the class. This will result in zero participation points for that classroom activity, the loss of opportunity to participate in that day’s learning exercise, and may result in a learning contract. If a student is confronted on more than one occasion, a learning contract.
contract will be initiated. Failure to change unprofessional behavior after two warnings will result in an unsuccessful completion in this course.

Attendance: Attendance is expected in all nursing courses. Any anticipated absences should be communicated to the faculty via email prior to the expected absence. Any missed material is the responsibility of the student and will be considered incomplete (a zero) unless other arrangements are made with the instructor prior to the assignment due date. (See the "late assignment section"). Students are expected to read the assigned content in the textbook, prepare for class, and participate actively in discussions and group work in order to receive participation credit. Students are expected to participate, positively contribute to learning, and refrain from disrupting the class or other students in the class. Failure to attend class will result in a forfeiture of participation points for that day’s activities without the opportunity for makeup. Make up opportunities for extreme circumstances will be made at the discretion of the instructor.

Certain nursing courses within the Carroll University Nursing Program require additional classroom time outside of the scheduled hours. It is the responsibility of the student to work with the Nursing Faculty if there is a scheduling conflict with other courses. Do not assume you can skip another course for a nursing course.

Missed quizzes and exams: Failure to take a quiz or exam during the assigned period or unexcused absences from a scheduled exam will result in a grade of zero on that quiz/exam. No exceptions. If a connectivity issue interrupts a student quiz during an on-line assessment and the student is unable to resume their test, the student must contact the instructor immediately to have their test reset. Failure to do so will result in a zero.

Late assignments:

1. Students will be held accountable for meeting all designated deadlines.
2. Students are responsible for ALL reading assignments.
3. Late assignments will have 10% point (on total possible points for the assignment) deduction per day.
4. If the student requires an extension for an assignment, communication with the instructor MUST occur before the assignment is due. Each student may only receive one extension during the course and will be granted at the discretion of the instructor.
5. Exceptions for extreme circumstances will be made at the discretion of the instructor.

Unsuccessful Student Progress and Completion of Student Learning Contracts: Students who are unsuccessful at mid-term (or any other point in semester per faculty determination) will be required to collaborate with faculty to develop a student learning contract as a means to plan learning strategies that can promote and support student success. Learning activities, objectives, explicit measures and due dates will be identified and documented on the student learning contract. Students must successfully complete their learning contract by the listed date assigned in that learning contract in order to successfully complete the course. Failure to do so will result in an unsuccessful completion of this course.

Professional Conduct of the Student:

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The student:
1. Attendance – Attends all required classroom, clinical, nursing program, and university activities.
2. Attentiveness – Demonstrates alertness, attentiveness, and active participation in all required classroom, clinical, nursing program and university activities.
3. Authority – Demonstrates respect for all those placed in authority.
4. Communication – Demonstrates effective communication in all written, verbal, and nonverbal communication with patients, families, professional colleagues, faculty, administrators, and peers.
5. Cooperation – Demonstrates the ability to effectively collaborate with others, giving and accepting freely the exchange of information and constructive criticism.
6. Demeanor – Demonstrates a positive, open attitude towards peers, teachers, and others during the course of study; maintains a professional and respectful manner in interpersonal relations; functions in a supportive, constructive, and responsive manner, in all situations.
7. Ethics – Conducts self in compliance with the ANA Code of Ethics.
8. Inquisitiveness – Demonstrates the spirit of inquiry.
9. Judgment – Engages in decision-making that reflects the integration of personal, professional and academic conduct.
10. Maturity – Functions as a responsible, ethical, law-abiding adult.
11. Personal Appearance – Demonstrates personal hygiene and dress that reflects the standards expected of a professional nurse.
12. Professional Role – Conducts self as a professional role model in compliance with ANA Standards of Practice and the Wisconsin State Board of Nursing Rules and Regulations.
13. Responsibility – Demonstrates accountability for knowing, following, and meeting expectations in classroom, laboratory, and clinical settings; nursing school performance is the primary commitment.
15. Timeliness – Demonstrates accountability in meeting professional and academic deadlines; arrives and is prepared to participate at the start of scheduled course, laboratory, and clinical times.

As the Carroll University environment is considered a professional setting, any email correspondence between you and the professor must be written in a professional manner. More specifically, your emails should be: composed clearly and articulately; use formal, professional language; include relevant subject heading and what class you are in (e.g., Question about Project for NRS 320); and use proper spelling, grammar, and punctuation. Emails that do not meet these standards may not receive a response.

In general, email will be answered during standard business hours: 9am-5pm Monday through Friday. Do not assume that emails sent outside of those hours, or on weekends, will be returned until the resumption of standard business hours.

Campus Information:
The Carroll University Writing Center is a free service available to all students who would like additional help with their writing. Tutors can assist you with any writing problems from brainstorming to citation.

To make an appointment, go to http://www.carrollu.edu/learningcommons/writingcenter.asp. Or you can log into

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my.carrollu.edu, select the student tab, click on the Library Learning Commons link and follow the instructions on the Make An Appointment-Library Learning Common section.

Statement on Academic Integrity:
The Carroll University Academic Integrity Policy is located in your student handbook. I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask. On-line quizzes and exams are not to be taken as a collaborative student effort. Additional resources are permitted during quizzes or exams only as indicated in this syllabus. If any changes are made, the students will be notified via written announcement/email. Violation of this policy may result in the above-mentioned sanctions.

Accommodation for Disabilities:
Students with documented disabilities who may need accommodations, or any student considering obtaining documentation, should make an appointment with Ms. Martha Bledsoe, the Carroll University disabilities coordinator, no later than the first week of class. Mrs. Bledsoe may be reached by calling 524-7335 or contacting her via e-mail – mbledsoe@carrollu.edu.

Modifications to the syllabus:
The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s). In the event of a change, all students enrolled in the course will receive an email notification and the change will be posted to the eLearning course.
<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Content</th>
<th>Student Learning Outcomes</th>
<th>Teaching/Learning Strategies</th>
<th>Preparation for Class</th>
<th>Assignments/Assessments</th>
</tr>
</thead>
</table>
| **Week 1**  
1/25/17 | Intro to Ped Nursing | Review Syllabus and orientation to course.  
Intro to family centered pediatric nursing.  
Trends and M&Ms  
Cultural awareness | 1. Identify two ways that knowledge of mortality and morbidity can improve child health (6).  
2. List three major causes of illness/death during infancy, early childhood, middle childhood, and adolescence (5,6).  
3. Identify areas of potential conflict of values and customs for a nurse interacting with a family from a different cultural/ethnic group (1,4).  
4. Demonstrate an understanding of the role of innate and environmental factors in the physical and emotional development of children (1,2). | Lecture | Print out syllabus.  
Read Perry Chapters: 26-28  
Read ATI chapters: 1 |
| | | | | Sign up for group projects at the end of class. | |
| **Week 2**  
2/1/17 | Physical Assessment  
Anticipatory Guidance  
Lab Value review  
Simulation: Basic physical | Physical Assessment  
Anticipatory Guidance  
Lab Value review  
Simulation: Basic physical | 1. Identify communication strategies for interviewing parents and children of different ages (5).  
2. Describe a comprehensive physical exam in a sequence appropriate to the child's age (3,5).  
3. Recognize expected normal findings for children at various ages (3,5).  
4. List various types of pain assessment tools for use with children (3). | Interactive Lecture | Read Perry Chapters: 29, 30  
Read ATI Chapters: 2, 8, 9  
ATI Skills Module: Physical Assessment | Week 2 quiz due by 8:10am before class on 2/8/17 |
<table>
<thead>
<tr>
<th>Week 3 2/8/17</th>
<th>Immunizations Well Child visits Growth and Development Child abuse</th>
<th>Week 4 2/15/17</th>
<th>A child's reaction to illness and hospitalization Developmental approaches for each stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant and Toddler Preschooler, School age, And Adolescent</td>
<td>1. Identify the major biologic, psychosocial, cognitive, and social developments during the first year of life (1,4). 2. Identify the major biologic, psychosocial, cognitive, and social developments during the toddler years (1,4). 3. Identify the major biologic, psychosocial, cognitive, and social developments during the preschool years (1,4). 4. Identify the major biologic, psychosocial, cognitive, and social developments during the school aged and adolescent years (1,4). 5. Identify major health problems specific to preschoolers, school aged, and adolescents (4).</td>
<td>1. Identify the scope of and changing trends in care of children with special needs (1,4). 2. Outline nursing interventions for the child with cognitive impairment that promote optimal development, including during hospitalization (3,5,6). 3. Identify stressors of illness and hospitalization for children during</td>
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<tr>
<td></td>
<td>Interactive Lecture Small group presentatio ns</td>
<td></td>
<td>Interactive Lecture</td>
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<tr>
<td></td>
<td>Read Perry Chapters: 31-35</td>
<td></td>
<td>Read Perry Chapters: 36(pg.1051-1068), 37, 38, &amp; 39</td>
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<td></td>
<td>Read ATI chapters: 3-7</td>
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<td>Read ATI chapters 8, 10, 43</td>
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<td></td>
<td>Immunization Teaching Handout due in class</td>
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<td>Week 4 quiz due by 8:10am before class on 2/22/17</td>
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<tr>
<td></td>
<td>ATI Skills assessment Physical Assessment – Child pretest due by 10pm on 2/11/17 (place screenshot in drop box )</td>
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<td>Labs and Immunization Quiz due by 10pm on 2/18/17</td>
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<tr>
<td>Week 5</td>
<td>Exam 1</td>
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<td>Bring pencil and calculator to class.</td>
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<tr>
<td>2/22/17</td>
<td>Exam 1</td>
<td></td>
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<tr>
<td>3/1/17</td>
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<tr>
<td>Week 7</td>
<td>Nursing care of the child with respiratory illness  Nebulizers, MDI’s, chest PT and suction  Treating asthma</td>
<td>1. Identify factors leading to respiratory tract infection in the infant and young child (3). 2. Contrast the effects of various respiratory infections observed in infants and children (3). 3. Describe the postoperative nursing care of the child with an adenotonsillectomy (1,3). 4. Outline a plan of care for the child with cystic fibrosis (1,3). 5. List the major signs of respiratory distress in infants and children (3).</td>
<td>Interactive Lecture Small group Case Study</td>
</tr>
<tr>
<td>3/8/17</td>
<td>Respiratory</td>
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<tr>
<td>Week 8</td>
<td>3/15/17</td>
<td>SPRING BREAK!!</td>
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<tr>
<td><strong>Cardiac</strong></td>
<td>3/22/17</td>
<td>Cardiac defects and nursing care of pediatric cardiac patients</td>
<td></td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>3/22/17</td>
<td>Cardiac defects and nursing care of pediatric cardiac patients</td>
<td></td>
</tr>
<tr>
<td><strong>Cardiac</strong></td>
<td><strong>1.</strong> Demonstrate an understanding of the hemodynamics, distinctive manifestations, and therapeutic management of congenital heart disease (3).&lt;br&gt;<strong>2.</strong> Describe the care for an infant or a child with a congenital heart defect and its surgical repair (3).&lt;br&gt;<strong>3.</strong> Outline a care plan for a child with Kawasaki disease (1,3).&lt;br&gt;<strong>4.</strong> Outline a care plan for a child with heart failure (1,3).</td>
<td><strong>Interactive Lecture</strong>&lt;br&gt;<strong>Small group case study</strong>&lt;br&gt;<strong>Read Perry Chapters: 42</strong>&lt;br&gt;<strong>Read ATI chapters: 20, 22</strong>&lt;br&gt;<strong>Review website links on LMS for congenital heart defect help</strong>&lt;br&gt;<strong>ATI Skills Module: Physical Assessment - Cardiovascular exam for all ages</strong></td>
<td><strong>Week 9 quiz due by 8:10am before class on 3/29/17</strong>&lt;br&gt;<strong>Nutrition Quiz due by 10pm on 3/25/17</strong>&lt;br&gt;<strong>Anticipatory guidance wiki:</strong>&lt;br&gt;12 months&lt;br&gt;15 months</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>3/29/17</strong></td>
<td>GI/GU Defects of GI and GU&lt;br&gt;Turner's and Kleinfielder's syndrome&lt;br&gt;Review Tanner's stages of development</td>
<td><strong>Interactive Lecture</strong>&lt;br&gt;<strong>Small group case study</strong>&lt;br&gt;<strong>Read Perry Chapters: 41, 44</strong>&lt;br&gt;<strong>Read ATI chapters: 22-26</strong>&lt;br&gt;<strong>ATI Skills Module: Physical Assessment -</strong></td>
</tr>
<tr>
<td>Fluid resuscitation and electrolyte balance</td>
<td>Care of the neuro patient</td>
<td>Interactive Lecture</td>
<td></td>
</tr>
<tr>
<td>Hypovolemia and dehydration</td>
<td>Seizures</td>
<td>Read Perry Chapters: 45</td>
<td></td>
</tr>
<tr>
<td>Renal failure</td>
<td>Head injuries</td>
<td>Read ATI Chapters: 12-15 &amp; 35-38</td>
<td></td>
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<tr>
<td>Hypovolemia and dehydration</td>
<td></td>
<td>ATI Skills Module: Physical Assessment – Neurologic exam for all ages</td>
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<tr>
<td>Renal failure</td>
<td></td>
<td>Week 11 quiz due by 8:10am before class on 4/12/17</td>
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<tr>
<td>cleft lip, cleft palate, or both (1,3).</td>
<td></td>
<td>Anticipatory guidance wiki:</td>
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<tr>
<td>4. Describe nursing care of the child with appendicitis (3).</td>
<td></td>
<td>4-6 years</td>
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<tr>
<td>5. Outline a nursing care plan for a child with nephrotic syndrome (1,3).</td>
<td></td>
<td>7-8 years</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Pediatric Admission Assessment group paper due by 10 pm on 4/8/17</td>
<td></td>
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</tbody>
</table>

**Week 11 4/5/17**

**Neuro, Infections Disease, Shock**

1. Describe the pediatric differences associated with the anatomy and physiology of the neurologic system (3).
2. Choose the appropriate assessment guidelines and tools to examine infants and children with altered levels of consciousness and other neurologic conditions (3).
3. Differentiate between the signs of a seizure and status epilepticus in infants and children, and describe appropriate nursing management for each condition (3).
4. Differentiate between signs of bacterial meningitis, viral meningitis, encephalitis, and Reyes syndrome in infants and children (3).
5. Contrast the appropriate initial nursing management for mild versus severe traumatic brain injury.
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Exam 2</th>
<th>Bring your pencil and calculator to class.</th>
<th>Exam 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/12/17</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Week 13</strong></td>
<td><strong>Endocrine, hematoloy and oncology</strong></td>
<td><strong>Week 13 quiz due by 8:10am before class on 4/26/17</strong></td>
<td></td>
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<tr>
<td>4/19/17</td>
<td>Pediatric cancer</td>
<td><strong>Interactive Lecture</strong></td>
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<td></td>
<td>Anemia</td>
<td><strong>Small group case study:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bleeding disorders</td>
<td><strong>Sickle Cell</strong></td>
<td></td>
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<tr>
<td></td>
<td>Depression and Suicide review</td>
<td><strong>Read Perry Chapters: 36, 43, 46</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ADD/ADHD</td>
<td><strong>Read ATI chapters:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Palliative care</td>
<td>11, 21, 33, 34, 39-41</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Anticipatory guidance wiki:</strong></td>
<td></td>
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<td></td>
<td></td>
<td>9-10 years</td>
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<td></td>
<td></td>
<td>11-14 years</td>
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<td></td>
<td></td>
<td>15-17 years</td>
<td></td>
</tr>
<tr>
<td><strong>Week 14</strong></td>
<td><strong>Fractures and cares</strong></td>
<td><strong>Week 14 quiz due by 8:10am before class on 5/3/17</strong></td>
<td></td>
</tr>
<tr>
<td>4/26/17</td>
<td>Scoliosis</td>
<td><strong>Interactive Lecture</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Small group case</strong></td>
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<td></td>
<td></td>
<td><strong>Read Perry Chapters: 47-49</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Read ATI chapters:</strong></td>
<td></td>
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<td></td>
<td></td>
<td>11,</td>
<td></td>
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<tr>
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<td></td>
<td><strong>ATI Practice B due</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Skin, musculoskeletal, and neuromuscular

**Death and Loss**

- Rashes
- Hygiene and basic skin cares

1. Treat diaper dermatitis (1,3).
2. Discuss the physical and emotional care of a child with a severe burn wound (3).
3. Discuss the physical and emotional care of a child with a severe burn wound (3).
4. Outline a plan of care for a child immobilized with an injury or a degenerative disease (1,3).
5. Develop a teaching plan for the parents of a child in a cast (1,3).
6. Explain the functions of the various types of traction (3).

<table>
<thead>
<tr>
<th>Study</th>
<th>30-32, 27-29</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATI Skills Module: Physical Assessment – Integument and musculoskeletal exam for all ages</td>
<td>by 10pm on 4/29/17</td>
</tr>
</tbody>
</table>

### Week 15 5/3/17

- ATI Proctored Final Exam

**Bring your laptop and power cord to class.**

### Final Exam 5/9/17

- Final Exam on Tuesday 5/9/17 at 8am

**Final Exam**
Appendix A: HESI Case Studies

Case Studies due by 10pm on the dates identified in the course calendar. May be completed individually or with one other student. This is not a group assignment.

Students will complete HESI case studies as an assignment.

Below are the documented instructions from Elsevier.

Welcome to HESI Case Studies. This guide is designed to provide you with a basic understanding of how to use HESI Case Studies.

Support Resources

Please be aware of your technical resources and requirements as follows:

• Supported web browsers include Microsoft Internet Explorer (IE) version 7.0 or higher and Mozilla Firefox version 3.0 or higher. The supported browser for Macs running OS X is Mozilla Firefox.

• Before starting your first Case Study, please visit the ‘Before you Begin’ link in ‘Course Documents’ to make sure your computer has all of the necessary plug-ins to use the material in the Case Studies.

• Live24/7 Evolve Support is available at 1-800-222-9570 or by submitting a ticket at http://evolvesupport.elsevier.com.

Important Note — Please read this before taking your first case study!

While taking HESI Case Studies, all questions on a screen must be answered correctly before you will be able to proceed to the next screen, and only your first attempt at each question counts toward your case study grade. This may sound confusing, so please review the following steps.

• On the first screen of questions, select an answer for each question and then click the Next button at the bottom of the screen to see how you did.

• If you do not select an answer to all questions, you will see a warning message: You must complete all the questions before proceeding.

When you click the OK button, you will need to select an answer for each question and then click the Next button. You will not be able to move on to the next set of questions until you answer all questions on this page.

• Once a page has been submitted, your score for that page is recorded and you will see feedback on how you did.

• For each question answered correctly, you will see the rationale for all answer options, both correct and incorrect. For each question answered incorrectly, you will see only the rationale for the incorrect answer you selected.
• **Before** clicking the Next button, you will need to select a new answer for all the questions that you missed on this screen. Once you’ve selected new answers, click the Next button again to submit your responses. Since this is not your first attempt on this screen, your answers on this attempt do not count toward your grade. Only your first attempt at each question counts.

• This cycle continues until you have answered all questions on the screen correctly. Clicking the Next button will now take you to the
Pain Scales:

Wong Baker FACES

<table>
<thead>
<tr>
<th>No</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO HURT</td>
<td>HURTS LITTLE BIT</td>
<td>HURTS LITTLE MORE</td>
<td>HURTS EVEN MORE</td>
<td>HURTS WHOLE LOT</td>
<td>HURTS WORST</td>
</tr>
</tbody>
</table>

FLACC Scale

<table>
<thead>
<tr>
<th>Categories</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face</td>
<td>No particular expression or smile</td>
<td>Occasional grimace or frown, withdrawn, disinterested</td>
<td>Frequent to constant frown, quivering chin, clenched jaw</td>
</tr>
<tr>
<td>Legs</td>
<td>Normal position or relaxed</td>
<td>Uneasy, restless, tense</td>
<td>Kicking or legs drawn up</td>
</tr>
<tr>
<td>Activity</td>
<td>Lying quietly, normal position, moves easily</td>
<td>Squirming, shifting back and forth, tense</td>
<td>Arched, rigid, or jerking</td>
</tr>
<tr>
<td>Cry</td>
<td>No cry (awake or asleep)</td>
<td>Moans or whimpers; occasional complaint</td>
<td>Crying steadily, screams or sobs, frequent complaints</td>
</tr>
<tr>
<td>Consolability</td>
<td>Content, relaxed</td>
<td>Reassured by occasional touching, hugging, or being talked to; distractible</td>
<td>Difficult to console or comfort</td>
</tr>
</tbody>
</table>

*Each of the five categories Face (F), Legs (L), Activity (A), Cry (C), and Consolability (C) is scored from 0-2, which results in a total score between 0 and 10.


Neonatal/Infant Pain Scale (NIPS)

(Recommended for children less than 1 year old) A score greater than 3 indicates pain.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Finding</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facial expression</td>
<td>Relaxed (Restful face, neutral expression)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Grimace (Tight facial muscles, furrowed brow, chin, jaw)</td>
<td>1</td>
</tr>
<tr>
<td>Cry</td>
<td>No cry (Quiet, not crying)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Whimper (Mild moaning, intermittent)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Vigorous crying (Loud scream, shrill, continuous). If infant is intubated, score silent cry based on facial movement.</td>
<td>2</td>
</tr>
<tr>
<td>Breathing pattern</td>
<td>Relaxed (Usual pattern for this infant)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Change in breathing (Irregular, faster than usual, gagging, breath holding)</td>
<td>1</td>
</tr>
<tr>
<td>Arms</td>
<td>Relaxed (No muscular rigidity, occasional random movements of arms)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Flexed/extended (Tense, straight arms, rigid and/or rapid extension, flexion)</td>
<td>1</td>
</tr>
<tr>
<td>Legs</td>
<td>Relaxed (No muscular rigidity, occasional random leg movements)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Flexed/Extended (Tense, straight legs, rigid and/or rapid extension, flexion)</td>
<td>1</td>
</tr>
<tr>
<td>State of Arousal</td>
<td>Sleeping/Awake (Quiet, peaceful, sleeping or alert and settled)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Fussy (Alert, restless and thrashing)</td>
<td>1</td>
</tr>
</tbody>
</table>
Review of systems (ROS) - (physical history)

- General
- Birth hx if < age 6
- Head
- Eyes
- Ears
- Nose and sinuses
- Throat, mouth, and neck
- Breasts
- Cardiovascular system
- Respiratory system
- Gastrointestinal system
- Urinary system
- Reproductive
- Genital system
- Vascular system
- Musculoskeletal system
- Nervous system
- Psychiatric/social
- Hematologic system
- Endocrine system
- Developmental milestones
- Safety