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COURSE INFORMATION

Materials- Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:
Optional Texts:
Purdue OWL (Online Writing Lab): http://owl.english.purdue.edu/owl/resource/560/01/

Prerequisites: NURS 3620, NURS 3414, NURS 3313
Other Resources: Simulation Scenarios

COURSE DESCRIPTION

Applying a family centered approach, this course focuses on health promotion, acute and chronic health conditions, and rehabilitative needs of children. Emphasis is placed on developmental, physiological, psychosocial, cultural, and spiritual care of the child within the family unit. Using the nursing process, strategies are formulated for promoting and maintaining optimal functioning of the child-family unit and for enhancing the strengths of the family unit. Clinical activities emphasize the application of theory to practice in a variety of communities and acute care settings. (5 credit hours)

Student Learning Outcomes:
1. Examine applicable nursing and non-nursing theories related to growth and development across pediatric lifespans and cultures.
2. Describe ethical and legal principles impacting health care across the age/health continua, including provision of informed consent, protecting diminished autonomy, individual freedom of choice, confidentiality.
3. Identify concepts related to the disruption of growth and development patterns across the life span.
4. Demonstrate effective and appropriate communication skills with children and their families.
5. Apply the principles of nutrition to the care of the healthy and the hospitalized child.
6. Describe appropriate nursing and medical interventions for illnesses common in children.
7. Identify examples of relevant and recent research findings, particularly as they relate to nursing care of children and their families undergoing disorders to the physiological systems.
8. Demonstrate responsibility for own learning at levels consistent with course and professional expectations.

Clinical Objectives
At the completion of the clinical rotation, the student will be able to:
1. Use evidence based information to formulate and modify the nursing plan of care.
2. Derive nursing diagnoses from physiological, psychological, social, and cultural data gathered from a variety of sources.
3. Plan nursing care with the patient/family to achieve goals and meet priorities.
4. Demonstrate effective communication with individuals and families to promote optimum well-being.
5. Demonstrate critical thinking decision making skills based on standards of practice, theory, and research in assessment of children’s and families’ responses to illness.

6. Utilize organizational skills and time management concepts in setting priorities in providing patient care.

7. Demonstrate performance of nursing psychomotor skills in a safe manner to children and their families.

8. Demonstrate professionalism, including accountability, attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.

9. Demonstrate collaborative skills with members of the interdisciplinary health care team in planning, coordinating, providing and evaluating patient care.

10. Demonstrate therapeutic nursing interventions to assist children and families to attain, maintain, or regain optimal health.

11. Develop patient teaching plan that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in care.

12. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions.

13. Use caring and healing techniques that promote a therapeutic nurse-patient relationship.

14. Assess community resources available to the pediatric population in rural geographic areas.

15. Demonstrate safe, technically competent care of children and their families.

16. Apply theory related to computer-human interfaces, ethics, confidentiality and privacy, caring, ergonomics and nursing informatics to nursing practice.

**COURSE REQUIREMENTS**

**Instructional / Methods / Activities Assessments**

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. You will complete various combinations of online assignments, activities, readings, etc. Instructional Strategies that may be used include: discussion, demonstration, media resources (YouTube and others), role playing, simulation, team-based learning strategies, audio-visual aids, computer assisted instruction, study and practice groups, case study, clinical assignments and supervision, post clinical conferences, critical thinking tool on assigned patients, practice and return demonstration in campus laboratory.

Practice NCLEX questions aid the student in preparing to sit for the NCLEX-RN licensure exam. To that end, students will submit a minimum of 75 questions on pediatric content due before each exam. This number may be increased based on exam performance. NCLEX review questions must be taken via computer (CD-ROM or any other computer application). Grades must be 80% or higher for each submission. NCLEX-RN questions are pass/fail. Students must submit NCLEX-RN questions in order to pass the course.

The Pediatric HESI will be administered to students upon completion of all lecture content. A minimum score of 850 is required to pass the exam. Students who score less than 850 will complete remediation and re-take the examination to receive credit. For initial HESI score of 900-949, students will receive 1 extra point added to their final grade; for scores of 950-999, students will receive 2 extra points and for scores of 1000 and greater, students will receive 3 extra points.

**Grading**

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<td>Exam 4</td>
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<tr>
<td>Exam 5</td>
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<tr>
<td>Teaching Project</td>
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<tr>
<td>Family Health Assessment</td>
<td>5%</td>
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<tr>
<td>Final Exam (Comprehensive)</td>
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<tr>
<td>Assessments (quizzes)</td>
<td>5%</td>
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<tr>
<td>Assignments, Other</td>
<td>5%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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**Grading Scale:**
A = 90-100
B = 80-89
C = 75-79
D = 67-74
F = 66 and Below
A minimum grade of 75 is required to pass the course.

**THE FAMILY HEALTH ASSESSMENT**
Each student will complete a family assessment based upon a study of one family selected and visited during the semester. It is comprised of the following:
1. The family assessment tool summarizing the findings. The family health assessment tool can be found in week 1.
2. 1-2 page written evaluation (APA format) summarizing the health assessment of the family and recommendations made based upon scientific and theoretical models of family assessment.
3. The family health assessment tool is due in Dropbox by 5pm on April 1.

**TEACHING PROJECT**
Students will be placed in groups of 3-4 and each group will be assigned a specific age group to teach. Teaching projects may occur in schools, youth groups, scout groups. The nursing student group will create a teaching project and will implement the project during the semester. All teaching plans, content, and teaching aids MUST be submitted and approved at least one week PRIOR to teaching the content. **Groups who do not receive approval prior to teaching will receive a zero (0) for the project, an Unsatisfactory clinical day, and may be subject to dismissal from the Nursing program.**

**TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
• You must have a:
  o sound card, which is usually integrated into your desktop or laptop computer
  o speakers or headphones.

• Depending on your course, you might also need a:
  o webcam
  o microphone

For courses where interactive tools are used, like VoiceThread or Class Live Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

• Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: http://www.java.com/en/download/manual.jsp

• Current anti-virus software must be installed and kept up to date.

• You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  o Adobe Reader
  o Adobe Flash Player

• At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

• For additional information about system requirements, please see: https://secure.ecollege.com/tamuc/index.learn?action=technical

**ACCESS AND NAVIGATION**

**Pearson LearningStudio Access and Log in Information**

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University Commerce. To get started with the course, go to: http://www.tamuc.edu/myleo.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

**Pearson LearningStudio Student Technical Support**
Texas A&M University Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the 'Tech Support' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

**Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

**Internet Access**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.
myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

Learner Support

Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location.
Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.

COMMUNICATION AND SUPPORT

Student access to faculty cell phone numbers are provided for the following reasons: emergencies, access during clinical, clinical absences, and clinical tardiness. Faculty cell phone numbers are not to be used for questions regarding assignments or other course matters. These items may be handled via email or departmental telephone, including absences or tardiness for class. Emails will be responded to during business hours. Please allow 24-48 hours for a response. Faculty will not respond to calls, texts, or emails after hours or on weekends except in the case of an emergency. Faculty will not respond to calls, texts, or emails to provide information already posted in the course. Refer to eCollege for your course or clinical requirements. All faculty have posted office hours and will make appointments at other times by request.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

CLASS
1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course faculty in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so will result in the student receiving a zero for the missed exam or quiz.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.
5. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

NURSING SKILLS LABORATORY/SIMULATION LAB
1. Students are responsible for assigned readings in textbooks and completing DVD and other assignments prior to lab. Participation in discussions over the assigned material is expected. Failure to prepare will result in an unsatisfactory for the lab session. All lab sessions must be completed satisfactorily to progress to the clinical setting.
2. Students must adhere to the clinical dress code for skills laboratory sessions. Refer to the Nursing Student Guide for policy information.
CLINICAL EXPERIENCE

1. Clinical attendance is mandatory. Refer to the Nursing Student Guide for absence policy information.
2. Immunizations, CPR, and TB status must be current for students to be able to attend clinical experience at the assigned clinical location.
3. Each student must pass a math calculation test with 90% or greater prior to administering medications in the clinical setting. There will be two opportunities to achieve 90% or greater. Students who fail to attain 90% or better will be dismissed from the course.
4. Students will be allowed to perform designated nursing skills in the clinical setting only after receiving instruction and successfully demonstrating the skill in the Nursing Skills Laboratory.
5. Students are expected to meet clinical expectations outlined in the clinical evaluation tool.
6. Based on student learning needs, the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.
7. Students are expected to prepare for clinical practice in order to provide safe, competent care.
8. Clinical assignments must be handed in on time to the clinical instructor. No exceptions.
9. Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.

UNSATISFACTORY CLINICAL PERFORMANCE

1. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
   - Absences
   - Tardiness
   - Violation of dress code
   - Incomplete health immunization records
   - Expired CPR certification
   - Failure to turn in written assignments on time
   - Incomplete hospital orientation
   - Lack of preparation

2. Accumulation of two (2) warnings in this clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.

3. Other offenses which may lead to immediate failure of the course include but are not limited to:
   - A pattern of lack of accountability for class, clinical and lab skills preparation
   - Unsafe or unprofessional practices or behaviors
   - HIPPA violations
   - Inability to pass required clinical assignments
   - Falsification of records
   - Inability to achieve 90% on the dosage calculation exam

University Specific Procedures

ADA Statement

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students
with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library- Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamuc.edu

Interaction with Instructor Statement

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.
### COURSE OUTLINE / CALENDAR

**Text:** *Wong’s Nursing Care of Infants and Children, 10th ed.*

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<tr>
<th>Week</th>
<th>Content</th>
<th>Reading Assignment</th>
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<tr>
<td>1</td>
<td>Family-Centered Care of the Child During Illness &amp; Hospitalization</td>
<td>Chapter 22</td>
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<td>Pediatric Nursing Interventions &amp; Skills</td>
<td>Chapter 23</td>
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<td><strong>Pediatric Skills Day</strong></td>
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<td>2/4/2015</td>
<td>Communication, Physical &amp; Developmental Assessment</td>
<td>Chapter 4</td>
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<tr>
<td>3</td>
<td>Pain Assessment &amp; Management</td>
<td>Chapter 5</td>
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<td>Health Promotion of the Infant (not covered in class)</td>
<td>Chapter 10</td>
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<td><strong>Exam 1 (Chapters 4, 5, 10, 22, 23)</strong></td>
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<td>Fluid &amp; Electrolyte Imbalance</td>
<td>Chapter 24</td>
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<td>2/19/2015</td>
<td>Overview of O₂ and CO₂ Exchange (Oxygen Administration)</td>
<td>Chapter 24</td>
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<td>Respiratory Dysfunction</td>
<td>Chapter 27 pp 1140-42</td>
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<td>Health Promotion of the Toddler and Family (not covered in class)</td>
<td>Chapter 28</td>
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<td>Chapter 12</td>
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<td><strong>Exam 2 (Chapters 12, 24, 27, 28)</strong></td>
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<td>Cleft Lip/Palate</td>
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<td>3/5/2015</td>
<td>Gastrointestinal Dysfunction</td>
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<td>Cardiovascular Dysfunction</td>
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<td>Health Promotion of the Preschooler and Family (not covered in class)</td>
<td>Chapter 29</td>
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<td>Chapter 13</td>
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<td><strong>Exam 3 (Chapters 13, 26, 29)</strong></td>
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<td>Renal Dysfunction</td>
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<td>Health Promotion of the School-Age Child and Family (not covered in class)</td>
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<td>Cerebral Dysfunction</td>
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<td>Endocrine Dysfunction</td>
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<td>Health Promotion of the Adolescent and Family (not covered in class)</td>
<td>Chapter 17</td>
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<td>Neuromuscular/Muscular Dysfunction</td>
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<td>Child with Cancer</td>
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<td>5/7/2015</td>
<td>Family Centered Palliative Care</td>
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