Course Description: The focus of the course is on the application of holistic nursing principles and concepts used to assist families to achieve their maximum potential. Emphasis is on interrelationships and intra-relationships of children and their families as well as appreciation of cultural diversity. Nursing process will be pediatric specific, with special consideration to developmentally appropriate nursing care and ethical decision making.

Credit Hours: 4 credit hours – 2 classroom hours per week and 90 clinical hours per semester

Class: Monday 1:00-2:50 p.m. Dilliard Building Room 121

Pre-requisites: Nursing 4012 and 4002 (Nursing the Childbearing Family) and Nursing 4034 & 4033 (Family Health Nursing II)

Course Objectives: Students in this course will have the opportunity to:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>AACN Essentials</th>
<th>DELC Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate developmental concepts in providing holistic care to children / child-rearing families</td>
<td>I. A, B; II. A. 2; III.B.7; III. C.2, 3; III. D. 1-18; IV. B.1,5</td>
<td>A3c; C1k</td>
</tr>
<tr>
<td>2. Use the nursing process to assist children / child-rearing families to achieve optimal health and wellness</td>
<td>I. A, D; III.A.3; III. D. 1-18</td>
<td>A1a-d; e-s; A2a-l, m-o; A2d, f, h-l; A4f-k; A5a, c;</td>
</tr>
<tr>
<td>3. Integrate trans-cultural nursing concepts and principles in delivery of health care to children and child-rearing families</td>
<td>I. A, H; II.A.1; II.C.1 III. C.6; IV. B.4; IV. E. 1,2</td>
<td>A1j-k, n, q, t-u; B1d</td>
</tr>
<tr>
<td>4. Apply current research findings in caring for children / child-rearing families</td>
<td>I. C; III.A.2; IV. C.1; V. A. 1,5</td>
<td>A2l; A3u, gg; A5h-i</td>
</tr>
<tr>
<td>5. Apply teaching-learning theories that optimize the child / child-rearing family’s potential for wellness</td>
<td>I. F; II.B.3; III.B.1, 10; IV. A.4,9</td>
<td>B2b,e-f; B3a-g</td>
</tr>
<tr>
<td>6. Examine the role of the nurse specific to the child / child-rearing family</td>
<td>I. G; II.B.1, IV. D.1; IV. G. 1, 5</td>
<td>C2c; C3a-b</td>
</tr>
<tr>
<td>7. Evaluate professional accountability in light of trends in pediatric nursing</td>
<td>I. A, E, J, K; III.A.4; IV. D. 3,6; V.C. 1,2,6</td>
<td>C1a, c-d; C3e</td>
</tr>
</tbody>
</table>

Clinical Objectives:
1. Holistically assess the pediatric patient and their support system(s)
2. Analyze assessment data in formulating and prioritizing holistic nursing care needs of pediatric patients and their support system(s)
3. Discuss evidence-based rationale for selection / modification of nursing interventions in the care of pediatric patients and their support system(s)
4. Safely administer and monitor pediatric medications, intravenous fluids and nutrition
5. Competently perform common pediatric nursing care procedures  
6. Recognize and respond appropriately to ethical dilemmas in pediatric nursing care  
7. Accurately evaluate the effectiveness of pediatric nursing care  
8. Integrate knowledge of child and family development in providing pediatric nursing care.  
9. Demonstrate professional interaction / communication with children, family members, and health care team.

**Learning Experiences:**  
Lecture, case studies, discussions, assigned readings, clinical simulations, clinical experiences and online activities.

**Clinical Hours Breakdown:**  
SIMS  
Clinical

**Grades Scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>74-79</td>
</tr>
<tr>
<td>D</td>
<td>65-73</td>
</tr>
<tr>
<td>F</td>
<td>&lt;65</td>
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* N.B. Grades will not be rounded  
* N.B. Students must pass both the content knowledge and clinical components to pass the course.

**Evaluation Methods:**

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<table>
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<tbody>
<tr>
<td>Exam 1</td>
<td>25%</td>
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<tr>
<td>Exam 2</td>
<td>25%</td>
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<tr>
<td>Exam 3</td>
<td>25%</td>
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<tr>
<td>Exam 4</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Required Textbooks:**  

**LAB PACKS (Must have lab supplies for Simulation Lab)**  
Lab packs are available in the MSU Bookstore. There are supplemental lab packs available for students who have purchased lab packs and used supplies in a previous semester. Supplemental kit: ISBN 281839002590

**Optional:**  

**Additional Course Requirements:**

1. Students must maintain satisfactory health as determined by the total faculty consensus.  
2. Clinical performance, campus and/or clinical laboratory, are evaluated. Students are expected to pass both clinical and classroom components of the course. Failure in either one will constitute failure in the course. A course average of at least 74% is required to successfully complete this course.
3. Students must maintain a current immunization record on file at the Vinson Health Clinic plus proof of a current CPR card, validated Health Insurance and paid Liability Insurance on file with the Wilson School of Nursing secretary during the entire semester. In order to attend class or clinical experiences, each student must comply with each of these requirements.

4. Four function calculators are allowed during exams. The use of programmable calculators, statistical or graphing calculators and calculators stored on personal data assistant devices are NOT allowed. In addition, sharing a calculator with another student is NOT allowed. Calculators may not make a discernable noise during use.

5. Faculty reserves the right to make changes at anytime to this syllabus.

6. Students will be held accountable for all communications sent by faculty via the course’s WebCT site; therefore, you will be expected to check the site for announcements, assignments, messages, etc. daily. Faculty asks that students use the discussion board or clinical group sites as a means to make a specific request, ask for content clarification, to submit clinical dates…and so forth…rather than using our school/work email addresses.

**Disruptive Behaviors:**
Behaviors that detract from the learning process will NOT be tolerated. Beepers and cellular phones are to be muted during all class sessions and pre-clinical/clinical experiences so that others will not be disturbed. Do not use cell phones in the classroom. Use of cell phones in the classroom will result in no credit (0%) for the quiz grade that day. In addition, disruptions occurring from students entering or leaving the classroom during class time will not be tolerated. If you arrive after class begins you must sit in the last row of seats.

The Provost has received a number of complaints from students saying that when their peers are allowed to bring children into class it is disruptive, is not appreciated, and is considered inappropriate for a learning environment and is something they should not have to tolerate. Given these complaints, children are not to be brought to class.

**Integrity Policy:**
NURS 4053 adheres to the MSU Code of Conduct. In particular, academic dishonesty, however small, creates a breach in academic integrity. A student’s participation in this course comes with the expectation that his or her work will be completed in full observance of the MSU Code of Student Conduct. A student should consult the current Student Handbook for answers to any questions about the code.

Students are encouraged to take full advantage of many resources available including online Blackboard course resources, Internet sites, other textbooks and journals, faculty, and peers when accomplishing objectives. This interactive collegial learning environment is conducive for life-long learning.

However, all components of NURS 4053 are designed to represent the efforts of each student individually and are not to be shared, copied, or plagiarized from other sources. When students submit their efforts for grading, they are attesting they abided by this rule. By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, and for educational purposes.

Academic dishonesty includes cheating, collusion, plagiarism or the acquisition of tests and other academic materials such as test banks without the permission of the faculty. Cheating, collusion, or plagiarism is defined as: (1) cheating - intentionally using or attempting to use unauthorized materials, information, equipment, or study aids in any academic exercise; (2) collusion - the unauthorized collaboration with another person in preparing work offered for credit; (3) plagiarism - intentionally representing the words or ideas of another as one’s own in any academic exercise.

Academic dishonesty (cheating, collusion, plagiarism, etc.) will not be tolerated in this class. Whenever a student is unsure of whether a particular situation will be interpreted as academic dishonesty, he/she should ask the instructor for clarification. Any student found to be academically dishonest as defined above and under each assignment will automatically receive a grade of "F" for both the classroom and clinical components of the course.
American Disabilities Act:
Midwestern State University (MSU) does not discriminate on the basis of an individual’s disability and complies with Section 504 and the Americans with Disabilities Act in its admission, accessibility and employment of individuals in programs and activities.

MSU provides academic accommodations, physical accommodations and auxiliary aids to individuals with disabilities, as defined by law, who are otherwise qualified to meet academic and employment requirements. A student requiring academic or physical accommodations should call the office for assistance at (904) 397-4618. A student requiring physical accommodations that will impact their ability to perform tasks in the clinical areas (i.e. like lifting patients) must provide a written accommodation plan to the course faculty 2 weeks prior to their first clinical day. The student may not attend clinical until the course faculty has provided them a response in writing that the clinical facility has determined that they are able to meet the students need for physical accommodations. A student may not request physical accommodations at the clinical site if a plan has not been filed.

N.B. The faculty reserves the right to recommend to the Chair, Wilson School of Nursing and the Dean, College of Health Sciences & Human Services withdrawal of a student from the nursing program for health, legal, professional, or academic reasons, particularly if patient care is jeopardized. In addition, the student must perform within the ANA Standards of Practice and Code of Ethics.

Course Content

Dosage Calculation Quizzes: Students must achieve an 85% average on four medication tests (in addition to other clinical requirements) in order to pass the clinical component of this course. Class time will not be provided for the exams. Dosage calculation quizzes are to reflect the student’s individual effort, therefore collaboration, talking during the quiz, or having any physical or digital materials or equipment other than a four function calculator during the quiz will be considered academic dishonesty.

Calculation Review: Students will sign up for a mandatory two-hour calculation review which will count as clinical hours.

Exams: Four multiple choice question exams will be administered during the semester. Exams are to reflect the student’s individual effort, therefore collaboration, talking during the quiz, or having any physical or digital materials or equipment other than a four function calculator during the exam will be considered academic dishonesty.

Clinical Simulation:
1. Students will complete clinical simulations at the Regional Simulation.
2. Students will sign up for three separate visits to the simulation center.
3. Students will complete assigned readings for each.
4. Students are expected to bring equipment needed to provide patient care and to have the resources they would normally use during a clinical experience.
5. Students who are late to the simulation lab will be considered absent. Absences may be rescheduled depending on space availability. If it is not possible to reschedule a simulation experience, the student must make arrangements with clinical faculty to obtain clinical hours.

Failure Policy

Students must meet all course requirements, or a grade of "F" will be assigned. Students are expected to pass NURS 4042 and classroom components of the course. Failure in either clinical performance or theory components will result in failure “F” of the course and the clinical.
Clinical Failure:
Clinical failures are awarded students who fail to meet the objectives of the clinical experience, students who fail to uphold the ANA Practice Standards and the ANA Code of ethics, students who fail to maintain patient safety, and students who fail to complete all of their clinical hours.

Infractions constituting clinical failure:
STUDENTS ARE NOT TO ADMINISTER MEDICATIONS UNLESS DIRECTLY SUPERVISED BY A FACULTY MEMBER OR PRECEPTOR
Failure of the clinical component of the course occurs when the student receives an unsatisfactory rating in any area of the evaluation tool or does not complete 90 hours of clinical. Absences will be rescheduled at the discretion of the clinical course coordinator.

Certain behaviors result in an unsatisfactory rating in the professional behavior section of the evaluation rubric.

Three incidents of infractions to the standard of professional behavior to include but not limited to:

- Arriving to a clinical experience without completing the pre-clinical assignment even if allowed to stay in the clinical
- Not conforming to the dress code even if allowed to stay in the clinical Not bringing appropriate supplies to the clinical experience even if allowed to stay in the clinical
- Unprofessional/inappropriate language or gestures
- Unprofessional/inappropriate behavior such as disrespectful behavior, chewing gum, using tobacco products in non-smoking areas, disruptive behavior, or failure to comply with a written or verbal instruction including reminders to update immunizations and other clinical requirements
- Arriving late to any clinical site even if allowed to stay in the clinical
- Non-compliance with the policy to notify the instructor and the agency of a clinical absence prior to the absence or as soon as possible if immediate notification is not possible
- Non-compliance with the policy to receive written prior approval before attending the clinical and/or the policy to notify the clinical instructor of absences prior to attending the clinical or as soon as the student realizes he/she must leave the clinical experience.
- Leaving the premises without permission from the clinical instructor
- Failure to complete assignments by the due dates
- Failure to return from meals or breaks at the assigned time
- Use of a cell phone for calling, texting, e-mailing or receiving calls, texts or e-mails in the clinical area unless given permission by the clinical instructor

Two incidents of infractions to the standard of professional behavior to include but not limited to:

- Disregarding patient confidentiality without malice or intent to disclose
- Patient negligence that does not result in patient injury
- An error in care that does not harm a patient
- Committing two infractions from the list above as well as one in this list

Infractions to the standard of professional behavior that results in immediate failure of the clinical component of the course to include by not limited to:

- Administering medications without the direct supervision of a faculty member or preceptor
- Failing to check two patient identifiers prior to administering medications.
- The smell of alcohol on the breath
- Testing positive for illicit drugs or alcohol
- An error in care or patient negligence that harms a patient
- Falsification, omissions, and/or lying
- Intentionally revealing confidential information
- Placing self, staff or patient at risk of harm due to abandonment of duties and/or sleeping during clinical experiences
- Cheating, collusion, plagiarism, or stealing.
- Cheating/collusion/plagiarism – cheating means intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; collusion means the unauthorized collaboration with another person in preparing work offered for credit; plagiarism means intentionally representing the words or ideas of another as one’s own in any academic exercise.
- Performing in an unsafe manner.
- Failure to report a patient care error or incident.
- Physical or verbal abuse of patients, patient’s family members, faculty or staff

**Course Attendance**
Students are encouraged to attend all lectures. Students may be dropped from the course for excessive absences per University policy.

**Board of Nursing (BON) Requirements**
Students are expected to be compliant with current CPR certification, immunizations, TB testing, health and liability insurance, drug screen and criminal background checks, throughout the semester.

**Standards for Student Conduct in Nursing 4052/4042**
Students enrolled in Pediatric Nursing are expected to conduct themselves as health care professionals. The minimum expected standards are outlined below.

**Student Responsibilities:**

1. Professional Behavior in preparation for and completion of all clinical experiences (ambulatory, inpatient and simulation laboratory)
   a. Accomplish reading relevant to the clinical assignment in advance
   b. Present 15-minutes before the start of any clinical experience
   c. Appearance: Clean, pressed, correctly sized MSU or “kid friendly” scrubs; clean white shoes (exclusive of decoration); MSU student name tag; Hair off the face, off the collar and under control; Finger nails clean, colorless, not longer than the length of the finger; No artificial nails. Post earrings only (No dangling of any length)
   d. Well Equipped: “Nurse Pack” (pen, penlight, scissors, etc.); watch with second hand; stethoscope; pocket-size notebook;
   e. Accept all patient care assignments made by Simulation Lab staff, preceptors or faculty.

2. Use the nursing process to provide optimum care for pediatric patients and their support systems
   a. Collect comprehensive patient data (historical, psychosocial, physical, and developmental)
   b. Interpret data in a meaningful way
   c. Establish meaningful and measurable goals
   d. Implement all nursing activities in a safe and therapeutic manner
   e. Evaluate nursing actions and modify the plan of care as needed

3. Correctly and safely administer medications
   a. Consistently use the six rights of medication administration and assess for medication allergies
   b. Correctly calculate medication dosages
   c. Correctly perform subcutaneous and intramuscular injections
   d. Correctly administer intravenous medications
   e. Accurately document medication administration
   f. Demonstrate knowledge of medication therapeutic, non-therapeutic and adverse effects

4. Effective professional communication both in accuracy of written documentation in medical records, using correct terminology, as well as oral communication with patients, parents and members of the health care team
5. Display a professional attitude at all times
   a. Accept constructive feedback in a positive manner
   b. Actively seek individual learning opportunities

6. **Administer medication or perform procedures ONLY under the direct supervision of the clinical instructor, preceptor or an RN. Students are not allowed to administer medications alone.**

**Tips to remember:**

1. Introduce yourself to your patient(s) and his/her nurse. Be specific when discussing with the staff nurse the patient care activities you will perform during your shift.

2. **NEVER** disconnect or adjust any piece of equipment unless instructed to do so by your clinical instructor or staff nurse.

3. You may assist nurses with their nursing care; however, your primary patient(s) should be your first priority.

4. Students will **NOT** be allowed to initiate blood transfusions or chemotherapy, or to manipulate pain control pumps.

**Infractions constituting clinical failure:**

**STUDENTS ARE NOT TO ADMINISTER MEDICATIONS UNLESS DIRECTLY SUPERVISED BY A FACULTY MEMBER**

Failure of the clinical component of the course occurs when the student fails to successfully complete a competency evaluation as listed above, receives an unsatisfactory rating in any area of the evaluation rubric or **does not complete 90 hours of clinical**. Absences will be rescheduled at the discretion of the course coordinator.

Certain behaviors result in an unsatisfactory rating in the professional behavior section of the evaluation rubric.

**Three incidents of infractions to the standard of professional behavior to include but not limited to:**

- Arriving to a clinical experience late even if allowed to stay in the clinical
- Not conforming to the dress code even if allowed to stay in the clinical
- Not bringing appropriate supplies to the clinical experience even if allowed to stay in the clinical
- Unprofessional/inappropriate language or gestures
- Unprofessional/inappropriate behavior such as disrespectful behavior, chewing gum, using tobacco products in non-smoking areas, disruptive behavior, or failure to comply with a written or verbal instruction including failure to comply with requirements for immunizations, health insurance, liability insurance, and CPR completion
- Non-compliance with the policy to notify the instructor and the agency of a clinical absence prior to the absence or as soon as possible if immediate notification is not possible
- Leaving the premises without permission from the clinical instructor
- Failure to complete assignments by the due dates
- Failure to return from meals or breaks at the assigned time
- Falsification, omissions, and/or lying about a non-patient care situation
- Use of a cell phone for calling, texting, e-mailing or receiving calls, texts or e-mails
in the clinical area unless given permission by the clinical instructor

Two incidents of infractions to the standard of professional behavior to include but not limited to:

- Disregarding patient confidentiality without malice or intent to disclose
- Failure to maintain compliance with clinical requirements.
- An error in care that does not harm a patient
- Committing two infractions from the list above as well as one in this list

Infractions to the standard of professional behavior that results in immediate failure of the clinical component of the course to include by not limited to:

- Administering medications without the direct supervision and approval of a faculty member
- The smell of alcohol on the breath
- Testing positive for illicit drugs or alcohol
- Falsification, omissions, and/or lying about a patient care situation
- Intentionally revealing confidential information
- Patient abandonment
- Cheating, collusion, plagiarism, or stealing. Cheating/collusion/plagiarism – cheating means intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; collusion means the unauthorized collaboration with another person in preparing work offered for credit; plagiarism means intentionally representing the words or ideas of another as one’s own in any academic exercise.
- Performing in an unsafe manner or causing harm to a patient.
- Failure to report a patient care error or incident.
- Physical or verbal abuse of patients, patient’s family members, faculty or staff
- Placing self or patients at harm through inappropriate behavior such as sleeping or leaving the care delivery area

Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of January 16</td>
<td>Welcome to Pediatrics</td>
<td>Scan Chapters: 1-4 &amp; 20</td>
</tr>
<tr>
<td>Week of January 23</td>
<td>Assessment of the Child and Family Cognitive or Sensory Impairment</td>
<td>Scan Chapters: 5-7 &amp; 19</td>
</tr>
<tr>
<td>Week of January 30</td>
<td>Infant</td>
<td>EXAM 1- JANUARY 31</td>
</tr>
<tr>
<td>Week of February 6</td>
<td>Toddler Preschooler</td>
<td>Chapters: 12-14</td>
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<tr>
<td>Week of February 14</td>
<td>School-age Adolescent</td>
<td>Chapters: 15-17</td>
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<tr>
<td>Week of February 20</td>
<td>Hospitalization &amp; Special needs</td>
<td>EXAM 2- February 21</td>
</tr>
<tr>
<td>Week of February 27</td>
<td>Respiratory Dysfunction Hematologic/immunologic dysfunction</td>
<td>Chapters: 18, 20-22</td>
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<tr>
<td>Week of March 5</td>
<td>GI Dysfunction</td>
<td>Chapters: 24 &amp;30</td>
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<tr>
<td>Week of March 19</td>
<td>Cardiovascular Dysfunction</td>
<td>Chapter: 25</td>
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<tr>
<td>Week of</td>
<td>Dysfunction</td>
<td>Chapters</td>
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<tr>
<td>March 26</td>
<td>GU Dysfunction</td>
<td>Chapter 27</td>
</tr>
<tr>
<td>April 2</td>
<td>GU Dysfunction</td>
<td>Chapter 27</td>
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<tr>
<td>April 9</td>
<td>Cerebral Dysfunction</td>
<td>Chapters: 28</td>
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<tr>
<td>April 16</td>
<td>Endocrine Dysfunction</td>
<td>Chapter 29</td>
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<tr>
<td>April 23</td>
<td>Musculoskeletal Dysfunction</td>
<td>Chapters 31 &amp; 32</td>
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<tr>
<td>April 30</td>
<td>Neuromuscular Dysfunction</td>
<td>Chapters 31 &amp; 32</td>
</tr>
<tr>
<td>May 7</td>
<td>Pediatric Emergencies</td>
<td>EXAM 4</td>
</tr>
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</table>