

REGISTERED NURSING PROGRAM
NURSING 83AL
PEDIATRIC NURSING CLINICAL COMPONENT

UNITS:

2.5 (15 hours of clinical weekly for six weeks)

PREREQUISITES:

Nursing 82, 82L, 82P

COREQUISITES:

Nursing 83A

FOREWORD:

Clinical objectives will be met in the campus skills laboratory, acute care facilities and numerous community agencies to apply theory concepts. Theory and clinical must be taken concurrently. Failure of either requires both to be retaken.

Critical thinking and problem solving skills will be utilized in the application of theoretical concepts with consideration for the Registered Nurse's scope of practice.

COURSE OBJECTIVES:

1. Examine developmental differences in structure and function of the child's physical, cognitive, and psychosocial systems.

Clinical Objectives:

- 1.1 Utilize theories of child development in assessment and planning of individualized care.

2. Apply principles of growth and development in nursing care of children.

Clinical Objectives:

- 2.1 Individualize nursing care of a child based on analysis of his growth and development.

3. Relate communication characteristics to the developmental level of child.

Clinical Objectives:

- 3.1 Explain the child's response to illness or hospitalization based on his developmental level.
- 3.2 Develop an effective interpersonal relationship with a child.
- 3.3 Compare age-related types of play.

4. Describe commonly occurring alterations in physiologic function encountered by children.

Clinical Objectives:

- 4.1 Perform a physical examination in a sequence appropriate to a child's age.
- 4.2 Complete a developmental assessment on a child using a standardized screening test.
- 4.3 Formulate a nursing care plan for a child.
- 4.4 Evaluate and modify plan of care.

5. Discuss age-related strategies for teaching children and their families.

Clinical Objectives:

- 5.1 Employ the supportive-educative nursing system in providing care for a child.
- 5.2 Employ QSEN principles when performing and demonstrating safe patient care for a child.

6. Examine the nurse's responsibility for ensuring the legal and ethical issues of all children.

Clinical Objectives:

- 6.1 Act as a child advocate.

7. Demonstrate proficiency of nursing skills through validated performance in the skills lab.

Clinical Objectives:

- 7.1 Demonstrate current and previously learned technical skills in skills testing.

TOPICAL COURSE OUTLINE:

Topics are arranged by week of presentation in lecture. Weekly reading assignments will be found on a separate page. The nursing process will be emphasized in lectures dealing with specific disorders in a health deviation area. The following format will be utilized:

Assessment	subjective/objective data
Diagnosis	nanda stem R/T: etiology (at tissue level) AEB: signs and symptoms
Planning	client goals nursing orders
Implementation	nursing responsibilities, including those related to physician's orders
Evaluation	assessment of effectiveness of plan modification of plan

WEEK 1

1. Promotion of normalcy with respect to human functioning as described psychosocially, cognitively, morally and biologically by:
 - 1.1 Erickson
 - 1.2 Piaget
 - 1.3 Kohlberg
 - 1.4 Developmental milestones/ screening tools
 - 1.41. Development screening tools
2. Self-care requisites of the child related to prevention of health deviations
 - 2.1 Child maltreatment
 - 2.11 Abuse
 - 2.12 Neglect

Clinical Experience in Skills Laboratory

Demonstration/practice:

1. Swaddling
2. Restraints
3. Hygiene
4. Feedings
5. Medication administration
6. Protecting IV's
7. Specimen collection
8. Mist tents
9. Scales
10. Physical exam of an infant and child
11. Suctioning
12. Oxygen administration

WEEK 2

1. Self-care requisites of the child (self-care agent) and the family (dependent-care agent) in the acute care setting.
 - 1.1 Teaching
2. Social, cultural, and religious influences on the child and family

Clinical Experiences in Acute Care Settings:

Students will be assigned clients, as available, with diagnosis and nursing care needs appropriate to weekly theory discussions. A child from each age group will be assigned to each student during this course. On rotational basis, students will utilize observational and community-based experiences.

WEEK 3

1. Self-care requisites of the child related to air, including alterations in air and/or respiratory function
 - 1.1 Universal
 - 1.2 Developmental, infants and children
 - 1.21 Anatomy and physiology
 - 1.22 Cognitive
 - 1.23 Psychosocial
 - 1.3 Health deviation
 - 1.31 Obstruction, as a result of
 - 1.311 Edema
 - 1.312 Mucus production
 - 1.313 Bronchospasm
 - 1.414 Foreign body
 - 1.32 Infectious processes

Clinical Experiences in Acute Care Settings:

In week 3, clients will be selected who demonstrate deficiencies in respiratory functioning. The emphasis will be on children with altered respiratory status and those children requiring assistance to breathe.

WEEK 4

1. Self-care requisites of the child related to activity and rest including alterations in solitude and social interaction and/or neurological function.
 - 1.1 Universal
 - 1.2 Developmental, infants and children
 - 1.21 Anatomy and physiology
 - 1.22 Cognitive
 - 1.23 Psychosocial
 - 1.24 Common congenital anomalies
 - 1.3 Health deviation
 - 1.31 Increased intracranial pressure
 - 1.311 Hemorrhage
 - 1.312 Edema
 - 1.313 Tumor
 - 1.314 Cerebral spinal fluid
 - 1.32 Infectious processes
 - 1.33 Seizures
2. Self-care requisites of the child related to water and air, including alterations in water, air and/or cardiovascular function
 - 2.1 Universal
 - 2.2 Developmental, infants and children
 - 2.21 Anatomy and physiology
 - 2.22 Cognitive
 - 2.23 Psychosocial

- 2.24 Common congenital cardiac and hematologic disorders
- 2.3 Health deviation
 - 2.31 Acquired cardiac disease
 - 2.32 Disorders of cell abnormalities
 - 2.321 Neoplasms
 - 2.322 Hematologic dysfunction

Clinical Experiences in Acute Care Settings:

Students will be assigned clients experiencing neurological dysfunction, abnormal cell growth, or cardiovascular dysfunction. The focus will be on diagnostic procedures and long term care of these children. Students may attend procedures in the ultrasound or EKG labs, or appropriate surgeries. The emphasis will be on the supportive-education role of the nurse in care for these children.

WEEK 5

1. Self-care requisites of the child related to water, food and elimination, including alterations in gastrointestinal and/or genitourinary function.
 - 1.1 Universal
 - 1.2 Developmental, infants and children
 - 1.21 Anatomy and physiology
 - 1.22 Cognitive
 - 1.23 Psychosocial
 - 1.24 Common congenital anomalies
 - 1.3 Health deviation
 - 1.31 Fluid and electrolyte imbalance
 - 1.32 Obstruction
 - 1.33 Malabsorption
 - 1.34 Eating disorders

2. Self-care requisites of the child related to activity and rest, including alterations in musculoskeletal function.
 - 2.1 Universal (emphasis on musculoskeletal)
 - 2.2 Developmental, infants and children
 - 2.21 Anatomy and physiology
 - 2.22 Cognitive
 - 2.23 Psychosocial
 - 2.3 Health deviation
 - 2.31 Disorders of bone integrity
 - 2.32 Inflammation/infection

Clinical Experiences in Acute Care Settings:

Clients will be selected with gastrointestinal deficits or genitourinary problems. Conditions that result in dehydration or malabsorption will be emphasized. Students will be assigned clients with altered musculoskeletal or endocrine function. The focus will be on children with long-term health care needs. Prevention of complications and referral to community resources will be explored.

WEEK 6

1. Self-care requisites of the child related to prevention of hazards and alternations in safety
 - 1.1 Universal
 - 1.2 Developmental, infants and children
 - 1.21 Anatomy and physiology
 - 1.22 Cognitive
 - 1.23 Psychosocial
 - 1.3 Health deviation
 - 1.31 Common childhood accidents
 - 1.32 Congenital infections

Clinical Experiences in Acute Care Settings:

Clients will be selected with diagnoses related to safety issues with children. The emphasis will be on family education and prevention of childhood accidents.

STUDENT EXPECTATIONS

General:

1. Students are to be familiar with the published guidelines for performance and dress in the clinical area and abide by the guideline at all times.
2. Students are to read assigned material and be prepared for all classroom and clinical sessions. Assignments for classroom and clinical sessions for this course are included.
3. Students are expected to demonstrate retention of previously learned objectives and incorporate theory principles in all interactions.
4. Students are expected to transfer theory from required courses in the natural and behavioral sciences as well as Speech and English into the applied science of Nursing.
5. Students are responsible to initiate a conference with the instructor to determine “make-up” experiences for absences.

Clinical:

1. Students must notify the clinical setting at least 60 minutes before the time the clinical experience is scheduled to start of any absence. A message should also be left at the instructor’s office. In addition, students are to contact the instructor and the director of the nursing program if an extended absence is predicted.
2. Students are expected to implement theory objectives into clinical practice after the objectives have been presented in theory class.

CLINICAL EVALUATION:

The clinical evaluation for this course has been assigned to measure each clinical behavior that is expected of the student. An evaluation will be completed two times during the course; the student is expected to take an active part in the process. Clinical performance, based on the clinical evaluation, is determined to be satisfactory or unsatisfactory. Each element describes behavior or performance, which the faculty considers essential to safe and effective nursing care. Every student is expected to master every element. Failure to meet all clinical objectives and elements will result in an unsatisfactory grade in the clinical portion of the course. The student cannot take the final theory examination until satisfactory clinical performance has been demonstrated and evaluated.