

REGISTERED NURSING PROGRAM

NURSING 93A

PEDIATRIC NURSING

UNITS:

2

PREREQUISITES:

Nursing 92, Nursing 92L, Nursing 92P

COREQUISITES:

Nursing 93AL, Nursing 93, Nursing 93L

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. Assess patient problems or needs and analyze data trends to accurately identify and frame problems within the context of care for the pediatric patient.
 - 1.1 Use the nursing process to manage care of pediatric patients experiencing health challenges
 - 1.2 Perform comprehensive assessment of pediatric patients, including growth and developmental changes, and organize the assessment data to facilitate clinical decision-making
 - 1.3 Utilize assessment data to identify problems and potential problems and formulate priorities of care
 - 1.4 Develop and implement the plan of care based on the assessment, and identified real and potential problems

- 1.5 Include in the plan of care interventions and measures that promote continuity of care across healthcare settings
- 1.6 Use data to critically evaluate outcomes of care and modify the plan of care
2. Interact effectively with pediatric patients, families, students and staff, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.
 - 2.1 Demonstrate principles of therapeutic communication with patients, families, staff and instructor
 - 2.2 Develop and discuss plan of care with patients, families, instructor, and team members remaining open to input and feedback
 - 2.3 Communicate and document pertinent information to nurses, instructor and other healthcare team members in a timely manner and at each transition of care, including handoffs
 - 2.4 Educate patient/family about nursing actions, medications, procedures, discharge plans and communication, in clear and concise, patient-friendly terms
 - 2.5 Demonstrate accountability and maintains professional integrity in all aspects of the learning process and nursing care
3. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making
 - 3.1 Use available information technologies to collect assessment data and other relevant information before providing care and throughout shift to support clinical decision-making
 - 3.2 Check for new orders and patient data throughout shift
 - 3.3 Document patient care in a clear and appropriate manner, in accordance with instructor and clinical agency guidelines
 - 3.4 Use the available technology and information management systems to detect changes in patients' status, communicate with other team members and respond to changing care needs and directions
 - 3.5 Utilize scholarly sources and resources provided by clinical agencies to facilitate clinical decision-making
4. Influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition of shared goals.
 - 4.1 Recognize different styles of communication used by pediatric patients, families, and other healthcare providers
 - 4.2 Reflect critically on own leadership and communication styles and adapt them to facilitate effective collaboration
 - 4.3 Function professionally and effectively in the role of a team leader within own scope of practice
 - 4.4 Demonstrate accountability and maintain professional integrity in all aspects of the learning process and nursing care

5. Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development to enhance patient and peer satisfaction and health outcomes.
 - 5.1 Participate in interdisciplinary care within own scope of practice
 - 5.2 Assess and evaluate role of team members, and critically reflect on own role as a member of the healthcare team
 - 5.3 Provide salient information to interdisciplinary team to facilitate referrals
 - 5.4 Interact with and make suggestions to health team members related to improvement of care
 - 5.5 Evaluate patient outcomes and make recommendations to the interdisciplinary team

6. Identify, evaluate, and integrate the best current evidence with clinical expertise and consideration of patient preference, experience and values to make practice decisions.
 - 6.1 Utilize scholarly and practice resources to make practice decisions
 - 6.2 Involve patient, family and other members of the healthcare team when formulating goals of care
 - 6.3 Use established guidelines to prevent and treat infections and other complications

7. Use data to monitor the outcomes of care and examine approaches to improve the quality and safety of health care systems and individual performance, thus minimizing the risk of harm to patients and providers
 - 7.1 Protect the patient from safety hazards, using QSEN principles and hospital protocols
 - 7.2 Articulate and implement measures to prevent infections and complications of hospitalization
 - 7.3 Complete care in timely manner and notify team members of any critical changes in patient conditions in timely manner

8. Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.
 - 8.1 Advocate for a pediatric patient and family members within own scope of practice
 - 8.2 Identify and critically reflect on patient care situations that pose legal and ethical issues affecting professional nursing practice in the context of care of the pediatric patient
 - 8.3 Demonstrate retention and proficiency of previously and concurrently learned knowledge and skills
 - 8.4 Seek proactively and respond professionally to feedback from the instructor and care team members

9. Recognize the patient/ family member as the source of control and full partner when providing compassionate and coordinated care based on respect for patient's preferences, needs, and cultural values.
 - 9.1 Treat the patient and family members as partners in care
 - 9.2 Integrate patient and family values, preferences experiences and values when planning and implementing care
 - 9.3 Provide compassionate, age-appropriate and culturally-congruent, safe and effective care, considering child developmental stages in all aspects of care

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 lab or clinical setting.

Over the course of the pediatric rotation, students will be assigned a variety of patients with different diagnoses and care needs in order that they can fully develop their assessment, planning and interventions in patient care.

WEEK 1

Clinical Experiences:

In this course, each student is assigned to an acute care facility for six weeks. The first week will be spent primarily in the skills laboratory. Assessment-related technical skills such as assessment techniques for infants and children, medication administration to children, suctioning and provision of oxygen to children, weighing and feeding, with opportunities provided for practice and return demonstration. The remainder of the second clinical day will be spent orienting to the new facility.

WEEK 2

Clinical Experiences:

During the second week, patients are selected to provide further experience with the pediatric patient. The student will focus on the developmental, physical, cognitive, psychosocial and moral factors relevant to their patient's developmental stage. Infants, toddlers, preschool patients, school age patients and adolescents will be addressed in their approach to patients and their plan of care. Special consideration in medicating the pediatric patient will be emphasized.

WEEK 3

Clinical Experiences:

During the third week, patients are selected to provide experience with the pediatric patient with an emphasis on oxygenation and respiratory dysfunction. The student will utilize assessment skills tailored to the pediatric patient and develop and implement a plan of care. They will include the family in patient care decisions. As much as possible, they will incorporate play into the schedule of care for the patient, and include patient/ family teaching as part of their routine. Opportunities to work with a respiratory therapist may be available.

WEEK 4

Clinical Experiences:

During the fourth week, patients are selected to provide experience with the pediatric patient with an emphasis on neurologic and cardiac dysfunction. The student will utilize assessment skills tailored to the pediatric patient and develop and implement a plan of care. They will include the family in patient care decisions. As much as possible, they will incorporate play into the schedule of care for the patient, and include patient/ family teaching as part of their routine.

WEEK 5

Clinical Experiences:

During the fifth week, patients are selected to provide experience with the pediatric patient with an emphasis on elimination and mobility and the related conditions of dysfunction. The student will utilize assessment skills tailored to the pediatric patient and develop and implement a plan of care. They will include the family in patient care decisions. As much as possible, they will incorporate play into the schedule of care for the patient, and include patient/ family teaching as part of their routine.

WEEK 6

Clinical Experiences:

During the sixth week, patients are selected to provide experience with the pediatric patient with an emphasis on patients who are more complex with potentially multisystem involvement. The student will utilize assessment skills tailored to the pediatric patient and develop and implement a plan of care. They will include the family in patient care decisions. As much as possible, they will incorporate play into the schedule of care for the patient, and include patient/ family teaching as part of their routine.

On rotational basis, students will be offered alternate learning opportunities including but not limited to observational and community-based experiences:

- They will follow an assigned pediatric patient to the operating room in order to observe surgery, become familiar with the safety protocols associated with surgical procedures, see the role of the nurse in perioperative environment and appreciate the multidisciplinary planning and communication necessary for a safe and successful procedure.
- They will attend a community-based day facility for medically fragile children with a variety of cognitive, physical and sensory deficits, observing the care provided and becoming aware of available programs that serve to maximize cognitive, social and physical stimulation.
- They will assist in the provision of care for an acutely ill patient in the Pediatric Intensive Care Unit under close supervision of the assigned nurse.
- They will act as a Team Leader developing their organizational/ time management skills, participating in patient care rounds and assisting peers with assessments and management of care.

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.

STUDENT EXPECTATIONS

Clinical:

1. Students must notify the clinical setting at least 30 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. Experiences in the campus laboratory will be demonstrated by an instructor and practiced by the student. In most cases, a satisfactory return demonstration will be required before the student is allowed to perform the skill in the clinical/ hospital setting.
3. Students are expected to implement theory objectives into clinical practice after the objectives have been presented in theory class.
4. The campus laboratory will be open for practice at scheduled times. Supervision will be available as posted.

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. At any time the instructor deems the student's performance unsatisfactory, the instructor will prepare and discuss with the student a Plan for Improvement (PI); this agreement will include goals and a time-line of achievement. *Critical Element* describes behavior or performance, which the faculty considers essential to safe and effective nursing care. Satisfactory completion is required of the critical elements. The student cannot take the final theory examination until satisfactory clinical performance has been demonstrated and evaluated. Failure to meet all clinical objectives will result in no credit in the clinical portion of the course.

Additionally, students must achieve a satisfactory score on the grading of the clinical assignment in order to pass the course.