

**INTERAMERICAN UNIVERSITY OF PUERTO RICO
METROPOLITAN CAMPUS
SCIENCE AND TECHNOLOGY FACULTY
CARMEN TORRES DE TIBURCIO NURSING DEPARTMENT**

SYLLABUS

I. GENERAL INFORMATION

Course title	:	Practicing Pediatric Care
Code and Number	:	NURS 2352
Credits	:	Two (2)
Level	:	Two (2)
Academic Term	:	
Teacher	:	
Place and office hours	:	
Office phone	:	
Email	:	

II. DESCRIPTION

Application of the nursing process in client care from the normal neonatal stages to adolescence. Emphasis on the management of dysfunctions affecting the functional health patterns using the concepts of curriculum as a framework. Requires 60 hours of clinical practice in diverse scenarios. Requirement: NURS 2234. Concurrent with NURS 2351, 2361, 2362, 2970.

III. OBJECTIVES

END OF PROGRAM STUDENT LEARNING OUTCOMES (GRADUATE PROFILE OF COMPETENCIES)

1. Use communication skills, critical thinking, and technology to maintain the quality of care offered to the client. (AAS)
2. Apply skills of communication, collaboration, critical thought, and the use of technology as a provider and coordinator of care and as a future member of the profession. (BSN)

GENERAL OBJECTIVES (COURSE STUDENT LEARNING OUTCOMES)

At the end of the course, the student will be able to:

1. Use therapeutic communication skills, literacy in health, and computing in the care of the pediatric client, family, and interdisciplinary team.

2. Apply the nursing process when planning pediatric client and family care when experiencing legal ethical situations related to health conditions.
3. Demonstrate competencies in evidence-based nursing interventions for dysfunction management that affect functional health patterns in pediatric clients and their families.
4. Provide humanistic care to the pediatric client recognizing their needs, growth and development, values, culture, and the impact of the community to achieve, maintain or recover an optimal level of health.
5. Evaluate the pediatric client and their family's response to nursing interventions based on the achievement of expected goals and outcomes.

IV. COURSE CONTENT

- A. Foundations of pediatric nursing.
 1. Roles of pediatric nursing.
 2. Standards of care and practice.
 3. Factors influencing child health.
 - a. Genetic
 - b. State of health and lifestyle.
 - c. Culture
 - d. Spirituality and religion.
 - e. Community and society.
- B. Dysfunctions in functional health patterns.
 1. Health perception and management.
 - a. National Patient Safety Goals.
 - Infection control.
 - Communication
 - Medication administration.
 - b. Pediatric health history
 - Vitals signs.
 - Anthropometrics measures.
 - c. Health Promotion
 - Immunizations
 - d. Pediatric variations
 - Informed consent.
 - Hygiene
 - Laboratories and diagnostic tests.
 - e. Pediatric client education according to the growth stage and development including the family.
 2. Nutrition and metabolic pattern.
 - a. Nutritional history.
 - Weight and height.
 - Examination of skin.
 - Examination intake.

- b. Providing nutritional support.
 - Parenteral nutrition.
 - Enteral nutrition.
- c. Peripheral venous Access pipeline.
- 3. Elimination pattern.
 - a. Estimated elimination pattern.
 - Urinary frequency.
 - Intestinal frequency.
 - Elimination pattern.
 - Estimated output.
- 4. Activity- exercise pattern.
 - a. Cardiovascular history.
 - Diagnostic tests (CBC, CMP, and cardiac enzymes).
 - Estimated heart sounds.
 - Pulse variations.
 - b. Respiratory history
 - Diagnostic tests.
 - Estimated breathing sounds, rhythm, frequency, and respiratory pattern.
 - Oxygenation therapy devices.
 - Tracheostomy care.
 - c. Respiratory cardio arrest.
 - Management of the stop car.
 - d. Mobility
 - Mobility devices.
- 5. Perceptual cognitive pattern.
 - a. Pain assessment and management.
 - Pain scales.

V. ACTIVITIES

- 1. Conference and group discussion.
- 2. Discussion of clinical cases.
- 3. Demonstration, practice, and evaluation of clinical skills.
- 4. Using low, medium, and high-fidelity simulators.

VI. EVALUATION

Criteria	Score	% Final Grade
Clinical Performance: <ul style="list-style-type: none"> • Clinical Hours (60 hours) • Practice Orientation • Clinical Documentation (submitted before AW) 	100	50%
Case Study:	100	10%

Criteria	Score	% Final Grade
<ul style="list-style-type: none"> • Educational Teaching Plan • Nursing Care Plan • Pharmacological Study • Patient History 		
Pharmacology Midterm Exam	100	10%
ECOE- Final Exam	100	10%
Lab/ Clinical Simulation	100	15%
ATI/ Assignments	100	5%
Total	600	100

VII. SPECIAL NOTES

A. Supporting Services or Special Needs

All students who require auxiliary services or special assistance must request these at the beginning of the course or as soon as they know that they need them through the proper registry in the Office of the Coordinator of Services to Students with Disabilities, Dr. María de los Angeles Cabello, located in the Counseling Program, Room 419, on the fourth floor of the John Will Harris Building, 787-250-1912, extension 2306.

B. Honesty, fraud, and plagiarism

Dishonesty, fraud, plagiarism, and any other inappropriate conduct in relation to academic work constitute major violations sanctioned by the General Student Regulations. Major offenses, as required by the General Student Regulations, may result in the suspension of the University for a defined period of more than one year or permanent expulsion from the University, among other sanctions.

C. Use of electronic devices

Cell phones and any other electronic device that could disrupt teaching and learning processes or alter the environment leading to academic excellence will be disabled. Pressing situations will be addressed, as appropriate. The handling of electronic devices that allow access, storage, or sending of data during evaluations or examinations is prohibited.

D. Compliance with the provisions of Title IX

The Federal Higher Education Act, as amended, prohibits discrimination on the grounds of sex in any academic, educational, extracurricular, athletic, or other program or employment, sponsored or controlled by a higher education institution regardless of whether it is conducted on or off the institution's premises if the institution receives federal funds.

As provided by applicable federal regulations, our academic unit has appointed a Title IX Assistant Coordinator who will help and guide any alleged incident constituting gender, sexual harassment, or sexual assault. You can contact the Assistant Coordinator, Mr.

George Rivera Rodríguez, at 787 250-1912, extension 2262, or email griverar@metro.inter.edu

The Normative Document entitled **Standards and Procedures for Addressing Alleged Violations of the Provisions of Title IX** is the document containing the institutional rules for channeling any complaint that is filed based on this type of claim. This document is available on the portal of the Inter-American University of Puerto Rico (www.inter.edu).

VIII. EDUCATIONAL RESOURCES

Textbooks

Hockenberry, Wilson & Rodgers (2021). *Wong's Essentials of Pediatric Nursing*. (11th ed.). Mosby. ISBN: 978-0323624190.

Hockenberry, Wilson & Rodgers (2021). Study Guide for Wong's Essentials of Pediatric Nursing. (11th ed.) Mosby. ISBN: 978-0323636759.

IX. BIBLIOGRAPHY (OR REFERENCES)

Books

Gahart, B. L., Nazareno, A. R., & Ortega, M. Q. (2021). *Gahart's 2021 intravenous medications: a handbook for nurses and health professionals* (Thirty-seventh edition.). Elsevier.

Herdman & Kamitsuru (2017). *Nursing Diagnoses 2018-2020: Definitions and Classification*. 11th ed. ISBN 978-1626239296. Thieme.

Hockenberry, M. J., Wilson, D., Rodgers, C. C., Wong, D. L., Whaley, L. F., & Hockenberry, M. J. (2017). *Wong's Essentials of pediatric nursing* (10th edition.). Elsevier.

LaCharity, L. A., Kumagai, C. K., & Bartz, B. (2019). *Prioritization, delegation, and assignment: practice exercises for the NCLEX examination* (4th edition.). Elsevier.

Linnard-Palmer, L. (2019). *Pediatric nursing care: a concept-based approach*. Jones & Bartlett Learning.

Meadows-Oliver, M. (2016). *Enfermería pediátrica* (2a edición.). Wolters Kluwer.

Moorhead, Swanson & Johnson (2023). *Nursing Outcomes Classification (NOC): Measurement of Health Outcomes*. 7th ed. ISBN 0323882528 / 978-0323882521. Elsevier.

Pagana, Pagana & Pagana (2021). *Mosby's Manual of Diagnostic and Laboratory Tests*. 7th ed. ISBN 0323697038 / 978-0323697033. Mosby.

Pediatric nursing made it incredibly easy! (Second edition.). (2015). Lippincott Williams & Wilkins.

Rudd, K., & Kocisko, D. M. (2019). *Pediatric nursing: the critical components of nursing care* (Second edition.). F.A. Davis.

Silbert-Flagg, J., Pillitteri, A., & Pillitteri, A. (2018). *Maternal & child health nursing: care of the childbearing & childrearing family* (Eighth edition.). Wolters Kluwer.

Tucker (2022). *Lippincott Pocket Drug Guide for Nurses*. 11th ed. ISBN 1975198603 / 978-1975198602. Lippincott Williams & Wilkins.

Valverde Molina, I., Mendoza Caballero, N. A., & Peralta Reyes, I. C. (2017). *Enfermería pediátrica* (Segunda edición.). Editorial El Manual Moderno.

Wagner, Butcher, Bulechek, Dochterman & Clarke (2023). *Nursing Interventions Classification (NIC)*. 8th ed. ISBN 032388251X / 978-0323882514. Elsevier.

Magazines

Bally, J. M. G., Spurr, S., Hyslop, S., Hodgson-Viden, H., & McNair, E. D. (2022). Using an interprofessional competency framework to enhance collaborative pediatric nursing education and practice. *BMC Nursing*, 21(1), 1–10. <https://doi.org/10.1186/s12912-022-00932-z>

Committee on Practice and Ambulatory Medicine, & Bright Futures Periodicity Schedule Workgroup (2019). 2019 Recommendations for Preventive Pediatric Health Care. *Pediatrics*, 143(3), e20183971. <https://doi-org.ez.inter.edu/10.1542/peds.2018-3971>

Durbin, J. (2018). Pediatric Obesity in Primary Practice: A Review of the Literature. *Pediatric Nursing*, 44(4), 202–206.

Elawady, M. S., Taman, H. I., & El Said Saber, H. I. (2022). Evaluation of Pediatric Postoperative Pain Management among Nursing Staff Working in Tertiary University Hospitals: A multicenter Cross-sectional Study. *Egyptian Journal of Hospital Medicine*, 87, 1342–1347. <https://doi.org/10.21608/ejhm.2022.223608>

McIntosh, R. (2022). Improving Nursing Student Resilience Using Online Simulation and Resilience-Based Content in a Pediatric Course. *Journal of Nursing Education*, 61(6), 348. <https://doi.org/10.3928/01484834-20220404-09>

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Lantz, A. J. (2020). Pediatric Accidental Trauma: Screening and Reducing Psychological Impact. *Pediatric Nursing*, 46(3), 111–114.

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- Jill M. G. Bally, Shelley Spurr, Shannon Hyslop, Heather Hodgson-Viden, & Erick D. McNair. (2022). Using an interprofessional competency framework to enhance collaborative pediatric nursing education and practice. *BMC Nursing*, 21(1), 1–10. <https://doi.org/10.1186/s12912-022-00932-z>
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- Safety Project (2018). Multidisciplinary guidelines for the management of pediatric tracheostomy emergencies. *Anesthesia*, 73(11), 1400–1417. <https://doi-org.ez.inter.edu/10.1111/anae.14307>
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- Seth R. (2020). COVID-19 Pandemic: The Challenges for Pediatric Oncology. *Indian Pediatrics*, 57(6), 589–590. <https://doi-org.ez.inter.edu/10.1007/s13312-020-1873-z>
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Audiovisual Resources

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- Pediatric physical assessment, part 1. (2013). [Video/DVD] Medcom. Retrieved from <https://video-alexanderstreet-com.ez.inter.edu/watch/pediatric-physical-assessment-part-1>

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Thomas Walters, Jon Frank, & Medcom (Producers), &. (2014). Preschoolers, school-agers, tweens, and adolescents. [Video/DVD] Medcom. Retrieved from <https://video-alexanderstreet-com.ez.inter.edu/watch/age-specific-care-preschoolers-school-agers-tweens-and-adolescents>

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Electronic Resources

Centro de acceso a la información. <http://cai.inter.edu/>

Focus on National Institute on Minority Health and Health Disparities (NIMHD)
<http://www.nimhd.nih.gov/>

REV. June 2023