



INTER AMERICAN UNIVERSITY OF PUERTO RICO  
METROPOLITAN CAMPUS  
FACULTY OF SCIENCES AND TECHNOLOGY  
SCHOOL OF NURSING CARMEN TORRES DE TIBURCIO

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Syllabus

I. GENERAL INFORMATION

Course Title	:	FUNDAMENTAL OF PEDIATRIC CARE
Code and Number	:	NURS 2351
Credits	:	THREE (3)
Term	:	
Professor	:	
Office Hours	:	
Telephones	:	(787) 250 – 19112 ext. 2202
Electronic mail	:	

II. DESCRIPTION

Discussion of the essential aspects in client care from the late normal neonatal stages to adolescence. Analysis of the dysfunctions in the functional patterns of health by using the nursing process. Use of the physiopathological and environmental concepts and the conceptual framework of curriculum.

Prerequisites: NURS 2141, 2142, 2233. Corequisites: NURS 2352, 2361, 2362, 2970.

III TERMINAL OBJECTIVES

At the end of the course, the student:

1. Demonstrate knowledge of the nursing process as a framework of critical thinking skills to provide safe and efficient care in the pediatric functional alterations in patterns by studying the stages of growth and development. [Functional patterns, security, critical thinking, Nursing process]
2. Discuss the therapeutic nursing interventions based on evidence for the management of pediatric disorders through the stages of growth and development. [Evidence based and wellness-Illness].
3. Develop a body of knowledge when providing safe and quality care to a pediatric client taking into consideration the stages of growth and development. [Patient safety, leadership (Team Steps)]
4. Recognize the client and family needs, values and cultural impact when implementing nursing interventions. [Competition and cultural sensitivity]
5. Discuss the use of therapeutic communication, health literacy and information technology when providing pediatric care and communication with the multidisciplinary team. [computer, health literacy, therapeutic communication]

6. Demonstrate knowledge in the decision making process based on evidence when providing pediatric care in their respective stages of growth and development. [decision-making, research, evidence-based practice, patient safety]

#### IV. CONTENT THEMATIC

- A. Essential aspects in the well-taken care of humanist from the stages neonatal delayed normal to the adolescence.

1. Evolution of the care of health.
2. Modern trends in the pediatric care.
3. Standards of practice of the pediatric nurse.
4. Role of the contemporary pediatrics nursing.
5. Nationals Safety Goals 2014.
6. Ethical aspects.
7. Law 177 of year 2003” Law for the well-being and Protection Integral of Childhood.
8. Law 2001: No boy is straggler (nonchild left behind).
9. Sociocultural aspects:
  - a. Components of the Cultural Competitions
  - b. Beliefs and You Practice Cultural Groups
10. Considerations in the Communication
  - a. Verbal and Written communications
  - b. SBAR (Team Steps)
  - c. I’ M Safe check list
11. Handling of the Techonology Computer science
  - a. Data processing
  - b. Cradle in Evidence practices (Evidence Based)
  - c. Use of the Web as evidence tools
12. Goals of Security
  - a. I.O.M (Institute of Medicine)
  - b. Control of Infections
  - c. Patient Identification
  - d. Medicines of High Risk

- B. Growth and development of a child

1. Definition of terms
2. Principles of growth and development
3. Stage of growth and development
4. Theories of development
5. Promotion of the health according to growth & development stage

C. Process of nursing in the disfunctions in the functional patterns of health

1. Perception and Handling of the Health Pattern The

child and family with special necessities

2. Impact of the hospitalization in the child and the family
3. Handling of the process of young death of the critically ill care
4. Test you diagnose

- a) Nursing Diagnoses (NANDA)
- b) Nursing Outcomes (NOC)
- c) Nursing Interventions (NIC)
  - (1) Prevention and Control of Infections (6550)
  - (2) Handling of Pain (1400)
  - (3) Handling of Diarrhea (0460)

d) Evaluation

2. Nutritional-Metabolic Pattern

a. Considered

1. Nutritional – Metabolic function
2. Nutritional Dysfunctions
  - (1) congenital disorder
  - (2) Metabolic disorder
  - (3) Ingestion and digestion disorder

3. Diagnostics Test

- a. Nursing Diagnose (NANDA)
- b. Nursing Outcomes (NOC)
- c. Nursing Interventions (NIC)
  - (1) Nutritional handling (NIC 1100)
  - (2) Handling of liquids and electrolytes (NIC 2080)

3. Pattern of Elimination (intestinal and Urinary)

a. Considered intestinal elimination

1. Intestinal function elimination
2. Test you diagnose
3. Gastro-intestinal dysfunction
  - a. Motility dysfunction
  - b. Obstructive dysfunction
  - c. Inflammatory dysfunction

b. Nursing Diagnose (NANDA)

c. Planning (NOC)

d. Nursing Interventions (NIC)

- (1) Handling of Diarrhea (NIC 0460)
- (2) Handling of fecal, Constipation/Impactions (NIC 0450)
- (3) Urinary & Gastro intestinal out put. (NIC 0430)

e. Evaluation

f. Assessment of Urinary output

- (1) Function urinary elimination
- (2) Laboratory Test
- (3) Defects/you disorder toilets

g. Nursing Diagnose (NANDA)

- h. Nursing Outcomes (NOC)
  - i. Nursing Interventions (NIC)
    - 1) Handling of urinary elimination (NIC 0590)
    - 2) Well-taken care of urinary incontinent (NIC 0610)
  - j. Evaluation
3. Activity and Exercises Pattern
- A. Respiratory
- 1) Considered respiratory function
  - 2) Laboratory Test
  - 3) Dysfunctions
    - a. respiratory infections
    - b. Chronic dysfunctions
  - 4) Nursing Diagnose (NANDA)
  - 5) Nursing Outcome (NOC)
  - 6) Nursing Intervention (NIC)
    - a) Monitoring respiratory
    - b) Therapy of oxygenate (NIC 3350)
    - c) Handling of via of air (NIC 3140)
  - 7) Evaluation
- B. Cardiovascular
- 1. Considered
    - a. Cardiovascular function
    - b. Cardiovascular dysfunction
    - c. Congenital disorders
    - d. Acquired disorder
  - 2. Test you diagnose
  - 3. Nursing Diagnoses (NANDA)
  - 4. Nursing Outcomes (NOC)
  - 5. Nursing Interventions (NIC)
    - a) Cardiac care (NIC 4040)
    - b) Vital signs Monitoring (NIC6680)
- C. Hematology and Immunological
- 1. Considered
    - a) Function
    - b) Test you diagnose
    - c) Dysfunctions
      - 1. Red cells disorders
      - 2. Homeostasis defects
      - 3. Deficiencies Immunological
      - 4. Neoplastic disorders
  - 2. Nursing Diagnose (NANDA)
  - 3. Nursing Outcomes (NOC)
  - 4. Nursing Interventions (NIC)
    - a. Bleed handling of (NIC 4020)
    - b. Precautions in bleed (NIC 4010)
    - c. Control of hemorrhage (NIC 4160)
    - d. Handling and control of Infections (NIC 6540)
  - 5. Evaluation
- D. Neurological – neuromuscular
- 1. Considered

- a. Function
  - b. Test you diagnose
  - c. Dysfunctions:
    - 1. Cerebral trauma
    - 2. Intracranial infection
    - 3. Convulsive disorder
    - 4. Malformation cranials
    - 5. Neural tube Defects
    - 6. Reye's Syndrome
  - 2. Diagnose of Nursing (NANDA)
  - 3. Planning (NOC)
  - 4. Interventions of Nursing (NIC)
    - a. Monitoring Neurological (2620)
    - b. Handling of seizures
    - c. Monitoring intracranial pressure (ICP) (2595)
  - 5. Evaluation
- E. Musculoskeletal
- 1. Considered
    - a. Function
    - b. Test you diagnose
    - c. Dysfunctions
      - 1. Fractures
      - 2. Dysplasia of hip (DDH)
      - 3. Immobilized child
      - 4. Traumas
      - 5. Lordosis and Scoliosis
  - 2. Nursing Diagnoses (NANDA)
  - 3. Nursing Outcomes (NOC)
  - 4. Nursing Interventions (NIC)
    - 1) Taken care of and plaster maintenance (NIC 0762)
    - 2) Taken care of traction (immobilization) (NIC 0940)
    - 3) Education: Prescribed activity and Exercise
    - 4) Therapy of exercise (ambulation) (NIC 0221)
    - 5) Therapy movement to articulate (NIC0224)
  - 5. Evaluation
4. Perceptual – Cognitive Patterns
- a. Considered
    - 1. Test you diagnose
    - 2. Dysfunctions
      - a. Mental Retardation
      - b. Down's Syndrome
  - b. Nursing Diagnoses (NANDA)
  - c. Nursing Outcomes (NOC)
  - d. Nursing Intervention (NIC)
    - 1. Education to parents (5566)

## V. Evaluation

### ACTIVITIES

1. Conference (use of the computer technology)
2. Directed questions and retro communication
3. Directed discussion
4. Discussion and analysis of subjects related of the course of written press( Critical Thinking)
5. Presentation and discussion of experiences of the newspaper to live
6. Discussion of works of investigation ( Evidence Based Practice)
7. It estimated (“assessment”)
8. Colaborative work
9. Socialized discussion
10. Oral information written
11. Others

### III. EVALUATION CRITERIA

CRITERIA	PUNTUATION	% OF THE FINAL GRADE
Exam I	100	20
Exam II	100	20
Exam III	100	20
Final Comprehensive Exam	100	30
NLN / Attendance	100	5
Assignments	100	5
<b>TOTAL</b>	<b>600</b>	<b>100</b>

## VII. SPECIAL NOTES

### A. Supporting Services or Special Needs

Students requiring additional services or special assistance must request these at the beginning of the course or as soon as they learn that they need them, through the appropriate register in the office of Mr. Jose Rodriguez, at the University Orientation Program located at the first floor of Harris Building.

### B. Honesty, Fraud and Plagiarism

The lack of honesty, fraud, plagiarism and any other inadequate behavior in relation to academic work constitute major infractions sanctioned by General Student Regulations. Major infractions, according to General Regulation Students, may result in suspension from the University for a definite period of time greater than one year or the permanent expulsion from the University, among others sanctions.

### C. Use of Electronic Devices

Cellular (mobile) telephones, IPODS, and any other electronic device that could interrupt

the teaching-learning process or disrupt a milieu favorable for academic excellence will be deactivated. Critical situations will be dealt with in an appropriate manner. The use of electronic devices that permit the accessing, storing or sending of data during tests or examinations is prohibited.

#### D. Special Requirements of Practice and Internship Centers

Some academic programs of the University require students to complete a practice or internship in a real work scenario as part of the degree requirements. These external centers may be state and federal agencies, hospitals, and nongovernmental organizations, among others. It is students' responsibility to comply with the external center's requirements in order to complete their practice or internship. Depending on the practice center, these requirements may be doping tests, HIV tests, an immunization certificate against hepatitis, a health certificate, a negative criminal record, or any other requirement that the institution or practice center may stipulate. If students refuse or are not able to meet any of the requirements, they will be unable to complete their practice or internship and, therefore, will not pass the practice or internship course or meet the graduation requirements of their academic program.

#### VIII. Text book

Wrong, D, L, Hockenberry-Eaton,(2013) Essentials of Pediatric Nursing. (9<sup>th</sup> ed). St. Louis, Mosby.

Murphy, A., C. (2013) Study Guide to Accompany Essential of Pediatric Nursing. (9<sup>th</sup> ed). St. Louis, Mosby.

#### IX. Other References:

##### Books:

Ackley, B & Ladwing, G.B. (2014). Nursing diagnosis Handbook: An Evidence - Based guide to planning care (10<sup>th</sup> ed.). St. Louis Mosby.

Johnson, M Bulechek, G. M. McCloskey, J. Mass, M.L. Moorhead, S. Swanson, and & Buicher, H. (2006). NANDA NOC and NIC Linkages: Nursing Diagnoses, Outcomes and Interventions, (2<sup>nd</sup> ed.) St. Louis Mosby.

Carpenito L. J. (2013) Handbook of nursing diagnosis. (14<sup>th</sup> ed). Philadelphia Lippincott Williams &Wilkins

Capernito L. J. (2014) Nursing care plans: Transitional patient & Family Centered Care (6<sup>th</sup>. ed) Philadelphia. Lippincott.

##### Electronic references

1. For Center Disease Control. Infection Guidelines  
<http://www.cdc.gov/ncidod/dhqp/guidelines.html>
2. Department of Health and Human Resources & U.S. Department of Agriculture Dietary
3. For Guidelines Americans. (Available in Spanish)  
<http://www.health.gov/dietaryguidelines/>

4. Michigan Nurses Association. Standardized nursing language.  
<http://www.minurses.org/prac/snresources.shtml>
5. U.S. Department of Human Health and resources. Healthy people 2020.(Available in Spanish). <http://www.cc.dsi.uan.mx-macronal/devmotor.htmlU.S.>
6. Department of Agriculture. My Pyramid:
7. <http://www.mypiramide.gov/mypiramide/index.aspx>.
8. <http://www.noah.cuny.edu/sp/pregnacy/marchhofdimes/birthdefects/spcongnti.html>
9. <http://www.nurse.com/nursing/drugreferences.html>
10. <http://www.health.gov/healthypeople/state/toolkit>.
11. <http://www.nursingworld.org>.
12. <http://www.com/nursing/drugreferences.shtml>.
13. <http://www.vcipp.net/intensivos/padres/hospital.html>
14. <http://www.pedhivaid.org/> (HIV/AIDS Pediatric)
15. Patient Safety and Quality: An Evidence-Based for Handbook Nurses. (AHRQ Publication No 08-0043) <http://www.ahrq.gov/qual/nurses/bk/>
16. Model of TeamSteps: <http://teamstepps.ahrq.gov/>

#### **Materials in Internet Team-Steps:**

[https://files.mhswebcollabsuite.com/files/contentALLPUBLIC/Workspaces/TeamSTEPS-Public/OCMO/index\\_files/frame.htm](https://files.mhswebcollabsuite.com/files/contentALLPUBLIC/Workspaces/TeamSTEPS-Public/OCMO/index_files/frame.htm)

**Tutorial in Practice based on Evidences:** <http://ebp.lib.uic.edu/nursing/?q=node/38>

#### **Evidence Based Practice (University of Minnesota Libraries)**

<http://www.biomed.lib.umn.edu/learn/ebp/mod01/index.html>

**National Patient Safety Goals 2020** <http://www.jointcommission.org/PatientSafetyGoals/>. Systemic Reviews: <http://www.cochrane.org>

#### **Literacy in Health:**

##### **Alphabetization in Health, patient education:**

<http://www.pfizerhealthliteracy.com/physicians-providers/what-is-health-literacy.html>

[http://hospitals.unm.edu/health\\_literacy/videos/oim.wmv](http://hospitals.unm.edu/health_literacy/videos/oim.wmv)

<http://www.pfizerhealthliteracy.com/physicians-providers/newest-vital-sign.html>

#### **Cultural competition**

1. Measure your hospital's patient safety culture.  
<http://www.ahrq.gov/qual/patientsafetyculture/>.
2. Consider working with to patient Safety Organization. <http://www.pso.ahrq.gov/>.
3. U.S. Department of Health & Human Service, Office of Minority Health:  
<http://www.thinkculturalhealth.org>
4. Clinical Practice Guidelines Online: <http://www.ahrq.gov/clinic/cpgonline.html>
5. Kellogg ND, American Academy of Pediatrics Committee on Child Abuse and Neglect. Physical Evaluation of suspected child abuses. Pediatrics 2007 Jun; 119 (6): 1232-41.  
[http://www.guideline.gov/summary/summary.aspx?ss=15&doc\\_id=11057&nbr=583\\_6](http://www.guideline.gov/summary/summary.aspx?ss=15&doc_id=11057&nbr=583_6)
6. Block RW, Krebs NF. Failure to thrive as a manifestation of child neglect. Pediatrics 2005 Nov; 116 (5): 1234-7  
[http://www.guideline.gov/summary/summary.aspx?ss=15&doc\\_id=11057&nbr=583\\_6](http://www.guideline.gov/summary/summary.aspx?ss=15&doc_id=11057&nbr=583_6)
7. Riviello J.J Jr, Ashwal S, Hirtz D, Glauser T, Fence K, Kelley K, Morton LD, Phillips S,



- Sloan and, Shinnar S, American Academy of Neurology Subcommittee, Practice Committee of the Child Neurology Society. Practice to parameter: diagnostic assessment of the child with status epilepticus (an evidence-based review): report of the Quality Standards Subcommittee of the American Academy of Neurology and the Practice Committee of the Child Neurology Society. *Neurology* 2006 Nov 14; 67 (9): 1542-50  
[http://www.guideline.gov/summary/summary.aspx?ss=15&doc\\_id=11057&nbr=583\\_6](http://www.guideline.gov/summary/summary.aspx?ss=15&doc_id=11057&nbr=583_6)
8. Abdominal Chronic pain in children. *Pediatrics* 2005 Sep; 115 (3): 812-5.  
[http://www.guideline.gov/summary/summary.aspx?ss=15&doc\\_id=11057&nbr=583\\_6](http://www.guideline.gov/summary/summary.aspx?ss=15&doc_id=11057&nbr=583_6)
  9. Levetown M, American Academy of Pediatrics Committee on Bioethics. Communicating with children and families: from everyday interactions to skill in conveying distressing information. *Pediatrics* 2008 May; 121 (5): e1441-60.  
[http://www.guideline.gov/summary/summary.aspx?ss=15&doc\\_id=11057&nbr=583\\_6](http://www.guideline.gov/summary/summary.aspx?ss=15&doc_id=11057&nbr=583_6)
  10. American Academy of Pediatrics Subcommittee on Diagnosis and Management of Bronchiolitis. Diagnosis and management of bronchiolitis. *Pediatrics* 2006 Oct; 118 (4): 1774-93  
[http://www.guideline.gov/summary/summary.aspx?ss=15&doc\\_id=11057&nbr=583\\_6](http://www.guideline.gov/summary/summary.aspx?ss=15&doc_id=11057&nbr=583_6)
  11. American Academy of Pediatrics, American Academy of Pediatric Dentistry, Cote CJ, Wilson S, Work Group on Sedation. For Guidelines monitoring and management of pediatric patients during and to after sedation for diagnostic and therapeutic procedures: an update. *Pediatrics* 2006 DEC; 118 (6): 2587-602.  
[http://www.guideline.gov/summary/summary.aspx?ss=15&doc\\_id=11057&nbr=583\\_6](http://www.guideline.gov/summary/summary.aspx?ss=15&doc_id=11057&nbr=583_6)
  12. American Academy of Pediatrics Committee on Infectious Diseases. Prevention of rotavirus disease: guidelines for uses of rotavirus vaccine. *Pediatrics* 2007 Jan; 119 (1): 171-82.  
[http://www.guideline.gov/summary/summary.aspx?ss=15&doc\\_id=11057&nbr=583\\_6](http://www.guideline.gov/summary/summary.aspx?ss=15&doc_id=11057&nbr=583_6)