



**BSN Program  
NURS 4541- Nursing Care of Children and Families  
Syllabus**

**Instructors: Cheryl McKenna, MSN, RN**

**Bonnie Smithers, MSN, RN**

**Instructor Email: [Cheryl.McKenna@tamuc.edu](mailto:Cheryl.McKenna@tamuc.edu)**

**[Bonnie.Smithers@tamuc.edu](mailto:Bonnie.Smithers@tamuc.edu)**

**Office Location: Nursing Building**

**Office Hours: By appointment**

**Nursing Department: 903-886-5315**

**Office Fax: 903-886-5729**

**COURSE INFORMATION**

**Materials- Textbooks, Readings, Supplementary Readings:**

**Textbook(s) Required:**

Hockenberry, M.J. & Wilson, D (2014) *Wong's Nursing Care of Infants and Children* (10<sup>th</sup> Ed.)  
St. Louis, Missouri: Mosby/Elsevier (ISBN: 978-0323244251).

Hogan, M. A. (2013) *Child Health Nursing: Reviews & Rationales* (3<sup>rd</sup> Ed.) New Jersey: Pearson  
(ISBN: 9780132936200).

Ogden, S. J. (2012). *Calculation of drug doses*. St. Louis: Mosby. (ISBN: 9780323077538).

Skidmore-Roth, L. (Consultant) *Mosby's drug guide for nurses* (9<sup>th</sup> Ed.). St. Louis: Mosby. (ISBN: 9780323081047) or  
any current nursing drug book.

Evolve Website access @ <https://evolve.elsevier.com/staticPages/index.html>

**Recommended Texts:**

Silvestri, Linda Anne (2011). *Comprehensive Review for the NCLEX-RN Examination* (5th Ed.). St. Louis: Saunders.  
(ISBN: 9781437708257).

**Prerequisites:** NURS 3620, NURS 3414, NURS 3313

**Other Resources: Simulation Scenarios**

**COURSE DESCRIPTION**

Applying a family centered approach, this course focuses on health promotion, acute and chronic health conditions, and rehabilitative needs of children. Emphasis is placed on developmental, physiological,

psychosocial, cultural, and spiritual care of the child within the family unit. Using the nursing process, strategies are formulated for promoting and maintaining optimal functioning of the child-family unit and for enhancing the strengths of the family unit. Clinical activities emphasize the application of theory to practice in a variety of communities and acute care settings. (5 credit hours)

### **Student Learning Outcomes:**

1. Examine applicable nursing and non-nursing theories related to growth and development and trans-cultural nursing.
2. Describe ethical and legal principles impacting health care across the age/health continua, including provision of informed consent, protecting diminished autonomy, individual freedom of choice, confidentiality.
3. Describe caring behaviors to be utilized while providing nursing care to children and families from diverse populations.
4. Describe and implement patient teaching plans for selected patient problems.
5. Identify concepts related to the disruption of growth and development patterns across the life span.
6. Demonstrate effective and appropriate communication skills with children and their families.
7. Apply the principles of nutrition to the care of the healthy and the hospitalized child.
8. Utilizing critical thinking, assess children and families responses to specific illnesses.
9. Describe appropriate nursing and medical interventions for illnesses common in children.
10. Demonstrate appropriate therapeutic nursing interventions to assist children and families to attain, maintain, or regain optimal health.
11. Demonstrate safe, technically competent care of children and their families.
12. Identify examples of relevant and recent research findings, particularly as they relate to nursing care of children and their families undergoing disorders to the physiological systems.
13. Demonstrate responsibility for own learning at levels consistent with course and professional expectations.
14. Apply theory related to computer-human interfaces, ethics, confidentiality and privacy, caring, ergonomics and nursing informatics to nursing practice.

### **Clinical Objectives**

At the completion of the clinical rotation, the student will be able to:

1. Use evidence based information to formulate and modify the nursing plan of care.
2. Derive nursing diagnoses from physiological, psychological, social, and cultural data gathered from a variety of sources.
3. Plan nursing care with the patient/family to achieve goals and meet priorities.
4. Demonstrate effective communication with individuals and families to promote optimum well-being.
5. Demonstrate critical thinking decision makings skills based on standards of practice, theory, and research in assessment of children's and families' responses to illness.
6. Utilize organizational skills and time management concepts in setting priorities in providing patient care.
7. Demonstrate performance of nursing psychomotor skills in a safe manner to children and their families.
8. Demonstrate professionalism, including accountability, attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
9. Demonstrate collaborative skills with members of the interdisciplinary health care team in planning, coordinating, providing and evaluating patient care.
10. Perform nursing interventions that reflect caring behaviors in response to physical, emotional, and cultural, and humanistic care needs.
11. Utilize the nursing process in the care of all clients.
12. Use teaching/learning principles in client instruction to promote health and encourage choices.
13. Develop patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences,

- and health literacy considerations to foster patient engagement in care.
14. Create a safe care environment that results in high quality patient outcomes.
  15. Assess evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.
  16. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions.
  17. Assess evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.
  18. Use caring and healing techniques that promote a therapeutic nurse-patient relationship.

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will complete various combinations of online assignments, activities, readings, etc. Instructional Strategies that may be used include: lecture, discussion, demonstration, media resources (YouTube and others), role playing, simulation, team-based learning strategies, audio-visual aids, computer assisted instruction, study and practice groups, case study, clinical assignments and supervision, post clinical conferences, Critical Thinking Tool on assigned patients, practice and return demonstration in campus laboratory.

### Grading

Exam 1	15%
Exam 2	15%
Exam 3	15%
Exam 4	15%
Case Studies	5%
Family Health Assessment	15%
Final Exam (Comprehensive)	20%
Total	100%
<b>Clinical: Nursing Care Plans</b>	<b>PASS/FAIL</b>

### Grading Scale:

Grading Scale:

A = 90-100

B = 80-89

C = 75-79

D = 67-74

F = 66 and Below

A minimum grade of 75 is required to pass the course.

### THE FAMILY HEALTH ASSESSMENT

Each student completes a family assessment based upon a study of one family assigned and visited during the practicum.

1. The family assessment is a written paper (APA format) summarizing the findings and based upon one of the theoretical approaches to family health as defined in Wong.
2. The family assessment is a written report of the health assessment of a family assigned to the care of the student(s) and is based upon scientifically and theoretically based models of family assessment.

## TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection-high speed recommended (not dial up)
- Word Processor (MS Word, or Word Perfect)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP, Vista, or 7) and a recent version of Microsoft Internet Explorer (6.0, 7.0, 8.0, or 9.0).

Your courses will also work with Macintosh OS X or better along with a recent version of Safari (5.1 is now available). Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows, and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services.

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email, or via office phone. If a phone call is not answered please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **CLASS**

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course faculty in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so will result in the student receiving a zero for the missed exam or quiz.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.
5. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

### **NURSING SKILLS LABORATORY/SIMULATION LAB**

1. Students are responsible for assigned readings in textbooks and completing DVD and other assignments prior to lab. Participation in discussions over the assigned material is expected. Failure to prepare will result in an unsatisfactory for the lab session. All lab sessions must be completed satisfactorily to progress to the clinical setting.
2. Students must adhere to the clinical dress code for skills laboratory sessions. Refer to the Nursing Student Guide for policy information.

## **CLINICAL EXPERIENCE**

1. Clinical attendance is mandatory. Refer to the Nursing Student Guide for absence policy information.
2. Immunizations, CPR, and TB status must be current for students to be able to attend clinical experience at the assigned clinical location.
3. Each student must pass a math calculation test with 90% or greater prior to administering medications in the clinical setting. There will be two opportunities to achieve 90% or greater. Students who fail to attain 90% or better will be dismissed from the course.
4. Students will be allowed to perform designated nursing skills in the clinical setting only after receiving instruction and successfully demonstrating the skill in the Nursing Skills Laboratory.
5. Students are expected to meet clinical expectations outlined in the clinical evaluation tool.
6. Based on student learning needs, the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.
7. Students are expected to prepare for clinical practice in order to provide safe, competent care.
8. Clinical assignments must be handed in on time to the clinical instructor. No exceptions.
9. Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.

## **UNSATISFACTORY CLINICAL PERFORMANCE**

1. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
  - Absences
  - Tardiness
  - Violation of dress code
  - Incomplete health immunization records
  - Expired CPR certification
  - Failure to turn in written assignments on time
  - Incomplete hospital orientation
  - Lack of preparation
2. Accumulation of two (2) warnings in this clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.
3. Other offenses which may lead to immediate failure of the course include but are not limited to:
  - A pattern of lack of accountability for class, clinical and lab skills preparation
  - Unsafe or unprofessional practices or behaviors
  - HIPPA violations
  - Inability to pass required clinical assignments
  - Falsification of records
  - Inability to achieve 90% on the dosage calculation exam

### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library**

**Room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**Student Conduct Code – Refer to the BSN Student Guide**

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others.

## COURSE OUTLINE / CALENDAR

Week	Content	Reading Assignment for Hockenberry & Wilson
1 1/13-1/14	Communication and Assessment of the Child/ Pain Assessment and Management in Children/Care of the Ill and Hospitalized Child/ Pediatric Variations of Nursing Interventions/ Health Promotion of the Infant and Family	Chapter 6, 7, 26, 27, 12
2 1/23/14	No class/content	
3 1/30/14	No class/content	
4 <b>2/7/14</b>	<b>Exam 1(Ch 6, 7, 12, 26, 27)</b>	
5 2/13/14	Respiratory Dysfunction/ Endocrine Dysfunction/Health promotion of Toddler and Family	Chapters 32, 38, 14
6 2/20/14	No class/content	
<b>2/21/14</b>	<b>Exam 2 (ch 32, 28, 14)</b>	
7 2/27/14	Balance and Imbalance of Body Fluids/ Conditions that Produce Fluid and Electrolyte Imbalance/Child with Gastrointestinal Dysfunction/ Child with Cerebral Dysfunction/Health Promotion of Preschooler and Family	Chapter 28(pp 1052-1062), 29, 33, 15
8 3/6/14	No class/content	
<b>3/7/14</b>	<b>Exam 3 (Ch 28, 29, 33, 15)</b>	
9 3/20/14	Child with Renal Dysfunction / Cardiovascular Dysfunction/ Health Promotion of School Age Child and Family	Chapter 30, 34, 17
10 3/27/14	No class/content	
11 4/3/14	Child with Hematologic or Immunologic Dysfunction/The Child with Cancer/ Health Promotion of the Adolescent and Family	Chapter 35, 36, 19
12 4/10/14	No class/content	
<b>4/11/14</b>	<b>Exam 4 (Ch 30, 34, 17, 35, 36, 19)</b>	
13 4/17/14	Conditions Caused by Defects in Physical Development/ Cerebral Dysfunction/ Musculoskeletal or Articular Dysfunction/ Neuromuscular or Muscular Dysfunction	Chapter 11, 37, 39, 40 (pp 1691-1701)
14 4/24/14	No class/content	
15 5/1/14	Family Centered End of Life Care	Chapter 23
16	Final Exam (Comprehensive)	