

## SYLLABUS

**TITLE:** Pediatrics

**COURSE CODE:** ENF 402

**PREREQUISITES:**

On-site Education:	ENF 301, ENF 349, ENL 349
Distance Education:	QUI 118, BIO 102, ENF 101/ENF 102, ENF 101T, ENL 101, ENF 231, ENF 231T, ENF 206, ENL 206, ENF 230, ENF 341, ENF 341T, ENL 341, ENF 342, ENF 342T, ENL 342, ENF 301, ENF 349

**COREQUISITES:**

On-site Education:	None
Distance Education:	None

**CREDITS:** Three (3) credits, 45 hours

## DESCRIPTION

This course helps students to visualize the child through the different growth and development stages within the health-disease continuum. Emphasizes disease prevention, health promotion, and rehabilitation of the child with the principles of evidence-based practice. Trains the student in the use of the nursing process to promote the adaptation of the child and family and in problem-solving as instruments for nursing care considering ethical, legal, social, moral, and spiritual aspects and values. Discussion of the application of the nursing process focused on the child and family to promote adaptation, from the neonatal stage to adolescence.

## JUSTIFICATION

Technological and scientific advances over the decades led to a decrease in mortality and morbidity of pediatric patients in their different stages of growth and development. To maintain this decline, it is important that the nursing professional seeks the latest knowledge about the different stages of growth and development of the pediatric patient, while considering the effect the environment and its culture have on its development. Therefore, it is necessary to help the student develop competency in the identification of maladaptive behaviors, the manipulation of the stimuli that affect family and behavior, from neonatal stage to adolescence, according to Sister Callista Roy's theory and the use of the nursing process to promote adaptation.

## COMPETENCIES, LEVEL II

Upon completion of the course, students will be able to:

1. Show effective leadership skills when providing safe and quality nursing care to child and family during the growth and development stages. *Ess. II*
2. Consider research findings to facilitate the evidence-based pediatric nursing practice in different situations and health scenarios to promote the adaptation of the child and family according to the child's growth and development stages. *Ess. III*
3. Use the knowledge of information and technology sources when offering quality care to the child and family, considering the child's different growth and development stages. *Ess. IV*
4. Acknowledge the influence of health care policies when intervening with the child and family in different care situations and environments. *Ess. V*
5. Use communication skills when intervening with the child in different growth and development stages and in the interaction with the interprofessional team. *Ess. VI*
6. Apply knowledge and skills in health promotion and prevention of illness of the child and family considering cultural diversity. *Ess. VII*
7. Show professionalism when intervening with the child and family in different care situations and environments. *Ess. VIII*
8. Demonstrate competent pediatric nursing practice when intervening with the child according to growth and development stages in different health care environments. *Ess. IX*

## PROFESSIONAL GUIDES AND STANDARDS

The curriculum is based on the following documents:

- American Association of Colleges of Nursing (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice* Washington, DC: Author.
- American Nurses Association (2015). *Code of Ethics for Nurses with Interpretive Statements* (2<sup>nd</sup>.ed.) Washington, DC: Author.
- American Nurses Association (2015). *Nursing: Scope and Standards of Practice* (3rd ed.). Washington, DC: Author
- American Nurses Association (2015). *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant* (4<sup>th</sup> ed.). Washington, DC: Author.
- Colegio de Profesionales de la Enfermería en Puerto Rico (2018). *Estándares de Práctica de la Enfermería en P.R.* [Nursing Practice Standards in P.R.] San Juan, P.R. Author.

## CONTENT

- I. Historical perspective of nursing development of infants, children, and adolescent's health care.
  - A. Historical background
  - B. Pediatric nursing development
    1. Role of the pediatric nurse
    2. Duties of pediatric nursing
  - C. Changes that influence pediatric nursing care
    1. Evidence-based practice
  - D. Children's rights
- II. Adaptation process in the growth and development of the healthy child.
  - A. Growth and development stages
    1. Definition of terms
    2. Development theories
      - a. Physiological and role function modes
        - 1) Eric Erikson
        - 2) Jean Piaget
      - b. Self-concept mode
        - 1) Sigmund Freud
        - 2) Laurence Kohlberg
        - 3) Spiritual development
    3. Growth and development patterns
    4. Physical, social, and motor growth and development
  - B. Promotion of adaptive behavior at different growth and development stages of the child.
    1. Physiological mode:
      - a. Nutrition
      - b. Immunization
      - c. Oral health
      - d. Activity and rest

- e. Accident prevention
- 2. Role function
  - a. Training
  - b. Discipline and tantrums
  - c. Sex education
- 3. Self-concept mode
  - a. Temperament
  - b. Communication
  - c. Play
- C. Elements that influence the child's growth, development, and health.
  - 1. Culture
  - 2. Media
  - 3. Socioeconomic status
  - 4. Health beliefs
  - 5. Heredity
  - 6. Religion
  - 7. Family
  - 8. Community
- III. The nursing process in the hospitalized child's adaptation.
  - A. Hospitalization process
    - 1. Child and family assessment
      - a. Medical history
      - b. Maladaptive behavior of the child and family
        - 1) Stressors of hospitalization
          - a) Child reactions
          - b) Family reactions
      - c. Pain assessment
    - 2. Planning, intervention, and evaluation
      - a. Nursing role to reduce disease and hospitalization related stress of the child and family.
      - b. Pain management
      - c. Potential benefits of hospitalization
      - d. Role of play

- 1) Hospitalization
    - 2) Communication
    - 3) Procedures
  - e. Admission and registration process
- B. Impact of chronic conditions and disabilities
  - 1. Assessment
    - a. Care perspectives
    - b. Impact on the child
    - c. Impact on the family
  - 2. Planning, intervention, and evaluation
    - a. Nursing role in reducing the impact of the child and family in chronic conditions and disabilities
- C. Palliative care for child and family
  - 1. Assessment
    - a. Concepts and reactions of the child, from childhood to adolescence.
    - b. Nursing staff reactions
  - 2. Planning, intervention, and evaluation
    - a. Nursing role in intervening with the child and family during the grief process.
      - 1) Palliative care and pain management
      - 2) Education, care, and support for parents and siblings.
      - 3) End-of-life care.
      - 4) Family care in the face of a child's sudden death
    - b. Strategies for nurses to deal with their reactions when caring for a dying child.
- IV. Application of the nursing process in maladaptive behaviors, from neonatal stage to adolescence.
  - A. Maladaptive behavior in newborns
    - 1. Assessment
      - a. Birth trauma
        - 1) Soft tissue injuries
        - 2) Head trauma
        - 3) Fractures
        - 4) Paralysis
      - b. Maladaptive behaviors related to physiological factors

- 1) Hyperbilirubinemia
- 2) Hemolytic disease of the newborn
- 3) Hypocalcemia
- 4) Hyperglycemia
- 5) Hypoglycemia
- 6) Hemorrhagic disease
- c. Inborn errors of metabolism
  - 1) Hypothyroidism
  - 2) Phenylketonuria
  - 3) Galactosemia
- d. Conditions caused by congenital growth and developmental defects
  - 1) Central nervous system abnormalities
    - a) Closure defects
      - i. Spina bifida
    - b) Hydrocephalus
    - c) Cranial deformities
  - 2) Skeletal disorders
    - a) Hip dysplasia
    - b) Clubfoot
  - 3) Cleft lip and cleft palate
  - 4) Atresias of the gastrointestinal tract
  - 5) Anorectal malformations
  - 6) Abdominal wall defects
  - 7) Hernias
  - 8) Genitourinary tract defects
- e. High-risk infant
  - 1) Gestational age and maturity related problems
    - a) Identification and classification
    - b) Premature
    - c) Postmature
  - 2) High risk conditions
    - a) Respiratory distress syndrome
    - b) Apnea of prematurity

- c) Bronchopulmonary dysplasia
- d) Sepsis
- e) Necrotizing enterocolitis
- f) Neonatal seizures
- g) Meconium aspiration syndrome
- h) Maternal conditions affecting the newborn
  - i. Infectious agents (TORCH syndrome)
  - ii. Infant of diabetic mother
  - iii. Exposure to narcotics and drugs
  - iv. Fetal alcohol syndrome
  - v. Smoking mother

2. Planning, intervention, and evaluation of conditions that affect high-risk infants.

#### B. Maladaptive behavior in infants

##### 1. Assessment

- a. Nutritional disturbances
  - 1) Protein-energy malnutrition
  - 2) Iron deficiency anemia
  - 3) Food sensitivity
- b. Skin problems
- c. Failure to Thrive (FTT)
- d. Sudden death syndrome

2. Planning, intervention, and evaluation of conditions that affect infants.

#### C. Maladaptive behavior in early childhood

##### 1. Assessment

- a. Childhood contagious diseases
  - 1) Measles
  - 2) German measles or Rubella
  - 3) Mumps
  - 4) Chickenpox
  - 5) Whooping cough
  - 6) Poliomyelitis
  - 7) Scarlet fever
- b. Parasitic diseases

- c. Tonsillitis
- d. Otitis media
- e. Pinkeye or Conjunctivitis
- f. Urinary tract infection
- g. Poisoning
  - 1) Emergency principles
  - 2) Salicylates
  - 3) Acetaminophen
  - 4) Iron
  - 5) Lead

2. Planning, intervention, and evaluation of conditions that affect early childhood.

#### D. Maladaptive behavior in middle childhood

1. Assessment

- a. Dental problems
- b. Skin disorders
  - 1) Impetigo
  - 2) Mycosis
  - 3) Scabies
  - 4) Pediculosis

2. Planning, intervention, and evaluation of conditions that affect middle childhood.

#### E. Maladaptive behavior in adolescence

1. Assessment

- a. Common problems
  - 1) Problems related to reproductive system
    - a) Male
    - b) Female
  - 2) Acne
  - 3) Infectious mononucleosis
  - 4) Obesity

2. Planning, intervention, and evaluation of conditions that affect adolescents.

#### V. Application of the nursing process in children who experience maladaptive behaviors in adaptation modes



- A. Nursing process in children with needs in the function of fluids and electrolytes
  - 1. Assessment
    - a. Dehydration
    - b. Diarrhea
    - c. Vomiting
    - d. Burns
    - e. Nephrotic syndrome
    - f. Acute glomerulonephritis
    - g. Kidney failure
  - 2. Planning, intervention, and evaluation of conditions that affect the function of liquids and electrolytes
- B. Nursing process in children with oxygenation needs
  - 1. Assessment
    - a. General aspects of respiratory tract infection
    - b. Croup syndrome
    - c. Bronchiolitis
    - d. Bronchial asthma
    - e. Cystic fibrosis
    - f. Foreign body aspiration
    - g. Immersion injuries (choking)
  - 2. Planning, intervention, and evaluation of conditions that affect the need for oxygenation.
- C. Nursing process in children with circulation needs
  - 1. Assessment
    - a. Congenital heart disease
      - 1) Defects that increase blood flow
        - a) Atrial septal defect
        - b) Ventricular septal defect
        - c) Patent ductus arteriosus
        - d) Atrioventricular canal defect
      - 2) Obstructive defects
        - a) Coarctation of the aorta
        - b) Aortic stenosis

- c) Pulmonary stenosis
    - 3) Defects that decrease blood flow
      - a) Tetralogy of Fallot
      - b) Tricuspid Atresia
    - 4) Combined heart defects
      - a) Transposition of the great vessels
      - b) Arterial trunk
  - b. Acquired heart diseases
    - 1) Heart failure
    - 2) Rheumatic fever
    - 3) Kawasaki disease
    - 4) Endocarditis
  - 2. Planning, intervention, and evaluation of conditions that affect the need for circulation.
- D. Nursing process in children with needs of protection
- 1. Assessment
    - a. Hemophilia
    - b. Thrombocytopenic purpura
    - c. Neutropenia
    - d. Anemias
      - 1) Falciform
      - 2) Thalassemia
      - 3) Aplasia
    - e. Leukemia
    - f. Acquired Immunodeficiency Syndrome (AIDS)
    - g. Tumors
      - 1) Brain
      - 2) Neuroblastoma
      - 3) Nephroblastoma (Wilm's tumor)
      - 4) Retinoblastoma
      - 5) Rhabdomyosarcoma
  - 2. Planning, intervention, and evaluation of conditions that affect the need for protection.

E. Nursing process in children with gastrointestinal needs

1. Assessment
  - a. Motility disorders
    - 1) Megacolon
    - 2) Gastroesophageal reflux
  - b. Inflammatory conditions
    - 1) Ulcerative colitis
    - 2) Regional enteritis
  - c. Obstruction disorders
    - 1) Pyloric stenosis
    - 2) Intussusception
  - d. Malabsorption syndrome
2. Planning, intervention, and evaluation of conditions that affect the need for circulation.

F. Nursing process in children with neurological function needs

1. Assessment
  - a. Disturbances in brain function
    - 1) Bacterial meningitis
    - 2) Head trauma
2. Planning, intervention, and evaluation of conditions that affect the need for regulation.

G. Nursing process in children with endocrine function needs

1. Assessment
  - a. Endocrine disorders
    - 1) Hyperthyroidism
    - 2) Diabetes mellitus
2. Planning, intervention, and evaluation of conditions that affect the needs of endocrine regulation.

H. Maladaptive behaviors of the child that affect role function and interdependence.

1. Assessment
  - a. Neuromuscular disorders
    - 1) Cerebral palsy
    - 2) Muscular dystrophy

- 3) Down syndrome (Trisomy 21)
- b. Trauma
  - 1) Fractures
- c. Skeletal system and joint disorders
  - 1) Juvenile rheumatoid arthritis
  - 2) Osteogenesis Imperfecta
  - 3) Scoliosis
2. Planning, intervention, and evaluation of the child with conditions that affect the role function and independence.

## **METHODOLOGY**

### **ON-SITE EDUCATION**

Conferences  
 Written assignments  
 Group discussions  
 Formative discussion of study guides  
 Discussion of database EBP articles  
 Seminars and oral presentations  
 Critical analysis of supplementary readings  
 Simulation game exercises  
 Cooperative learning  
 Flipped classroom  
 Discussion of videos and movies  
 Problem-based learning  
 Concept map

### **DISTANCE EDUCATION**

Assignments: Situations, study guides, care plan, simulations  
 Forums: Evolution of child health care, forums applying EBP

## **LEARNING EVALUATION**

### **ON-SITE EDUCATION**

Theory:		<b>75%</b>
Partial exams and quizzes	40%	
Oral and written presentations (seminars, forums and EBP)	15%	
Study guides, homework and written assignments	20%	
Final exam		<b><u>25%</u></b>
	<b>Total</b>	<b>100%</b>

## **DISTANCE EDUCATION**

Theory	<b>75%</b>
Partial exams and quizzes	40%
Presentations: Forums and EBP	15%
Study guides, homework and written assignments	20%
Final exam	<b><u>25%</u></b>
<b>Total 100%</b>	

## **LEARNING ASSESSMENT**

Study guides discussion  
Study guide rubric  
Oral and written communication rubric  
Evidence-based practice rubric  
Concept maps  
Debriefing of EBP topics discussed  
Brainstorming

## **BIBLIOGRAPHY**

### **TEXTBOOK**

Hockenberry, M.; Wilson, D. & Rodger's, C. (2019). *Wong's Nursing Care of Infants and Children*. (11th ed.). St. Louis: Elsevier, Mosby.

### **REFERENCE BOOKS AND ARTICLES**

- American Association of Colleges of Nursing (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice* Washington, DC: Author.
- American Nurses Association (2015). *Code of Ethics for Nurses with Interpretive Statements* (2<sup>nd</sup>.ed.) Washington, DC: Author.
- American Nurses Association (2015). *Nursing: Scope and Standards of Practice* (3rd ed.). Washington, DC: Author
- American Nurses Association (2015). *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant* (4<sup>th</sup> ed.). Washington, DC: Author
- Ball, J. & Bindler, R. (2016). *Principles of Pediatric Nursing: Caring for Children* (7<sup>th</sup> ed.) Connecticut: Appleton & Lange.
- Ball, J.; Bindler, R.; Cowen, K. & Shaw, R. (2019). *Child Health Nursing: Partnering with Children and Families* (3<sup>rd</sup>. ed.). Boston: Pearson
- Binder R.; Ball, J.; London, M. & Davidson, M. (2017). *Clinical Skills Manual for Maternity and Pediatric Nursing* (5th ed.). Boston: Pearson

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- Bowden, V. & Smith C. (2016). *Pediatric Nursing Procedures*. (4<sup>th</sup> ed.). Philadelphia: Wolters Kluwer.
- Colegio de Profesionales de la Enfermería en Puerto Rico (2018). *Estándares de Práctica de la Enfermería en P.R.* [Nursing Practice Standards in P.R.] San Juan, P.R. Author.
- Colegio de Profesionales de la Enfermería en Puerto Rico (2008). *Código de ética* [Code of Ethics], San Juan P.R. Author. Hockenberry, M., & Wilson, D. (2017). *Wong's Essential of Pediatric Nursing* (10<sup>th</sup> ed.). St. Louis: Elsevier Mosby.
- Kyle, T. (2017). *Essentials of Pediatric Nursing*. (3<sup>rd</sup> Ed.) Philadelphia: Wolters Kluwer.
- Lynn, P. (2019). *Taylor Clinical Nursing Skills: a Nursing Process Approach*. (5<sup>th</sup> ed.). Philadelphia: Wolters Kluwer.
- McCuistion, L.; Vuljoin-DiMaggio, K.; Winton, M. & Yeager, J. (2018). *Pharmacology: A Patient- centered Nursing process approach*. (9<sup>th</sup> ed.). St. Louis: Elsevier.
- McKinney, E.; James, S.; Murray, S.; James, S.; Nelson, K. & Ashwill, J. (2018). *Maternal-Child Nursing*. (5<sup>th</sup> ed.). St. Louis: Elsevier.
- Pagana, K. & Pagana, D. (2018). *Mosby's Manual Diagnostic and Laboratory Test Reference*. (6<sup>th</sup> ed). St. Louis: Elsevier.
- Silbert-Flagg, J. & Pillitteri, A. (2018). *Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family* (8<sup>th</sup> Ed.). Philadelphia: Wolters Kluwer.
- Roy, C. (2009). *The Roy Adaptation Model*. (3<sup>rd</sup> ed.). New Jersey: Pearson
- Stayer, D. & Lockhart, J. (2016). Living with Dying in the Pediatric Intensive Care Unit: A Nursing Perspective *Pediatric Critical Care*, 25 (4), 350 – 356.
- Swearing, P. (2015). *All in one Care Planning Resource*. (4<sup>th</sup> ed.). St. Louis: Elsevier, Mosby.
- Wilson, D. & Hockenberry, M. (2014). *Wong's Clinical Manual of Pediatric Nursing*. (8<sup>th</sup> Ed.). St. Louis: Mosby

## JOURNALS

<http://cpepr.org/revista-impulso>  
<http://journals.lww.com/mcnjournal/pages/default.aspx>  
<http://ejournals.ebsco.com/Journal2.asp?JournalID=108116>

## ELECTRONIC RESOURCES

**American Academy of Pediatrics:**

[www.aap.org](http://www.aap.org)

[www.allergic-reactions.com](http://www.allergic-reactions.com)

**Agency for Health Care Policy and Research**

[www.ahrq.gov](http://www.ahrq.gov)

**American Academy of Allergy, Asthma, and Immunology**

<https://www.aaaai.org/>

**American Association of Pediatric Dentistry**

[www.aapd.org](http://www.aapd.org)

**American Diabetes Association**

<http://www.diabetes.org/>

**American Heart Association**

[www.heart.org](http://www.heart.org)

**Association of Nurses in AIDS Care**

<http://www.nursesinaidscare.org>

[www.birthdefects.org](http://www.birthdefects.org)

**Cancer net**

[www.cancer.net](http://www.cancer.net)

**Center for Disease Control and Prevention/National Immunization Program**

<http://www.cdc.gov/vaccines/>

**Center for Disease Control and Prevention/National Center for Health Statistics/  
United States Grow Charts: Data files 2000**

[www.cdc.gov/growthcharts](http://www.cdc.gov/growthcharts)

**Cumulative Index to Nursing and allied Health Literature:** <http://www.cinahl.com/>  
(information data from 1982 to present)

[www.childparenting.about.com](http://www.childparenting.about.com)

[www.epilepsy.org.uk](http://www.epilepsy.org.uk)

[www.kidney.org](http://www.kidney.org)

**Food and Drug Administration**

[www.fda.gov](http://www.fda.gov)

**Healthy People**

[www.healthypeople.gov](http://www.healthypeople.gov)

[www.epilepsy.org.uk](http://www.epilepsy.org.uk)

**La Leche League International**

[www.llli.org](http://www.llli.org)

**Medscape**

[www.medscape.com](http://www.medscape.com)

**National Association of Pediatric Nurse Practitioners**

[www.napnap.org](http://www.napnap.org)

**National Institutes of Health**

[www.nih.gov](http://www.nih.gov)

<http://www.nursefriendly.com/>

**World Health Organization**

[www.who.int](http://www.who.int)

**Colegio de Profesionales de la Enfermería en Puerto Rico**

[www.cpepr.org/](http://www.cpepr.org/)

**REASONABLE ACCOMMODATION**

Students who need auxiliary aid or special assistance should request it to the Associate Dean of Students Affairs at the beginning of the course or as soon as the need is known, but not later than the third week of classes.

**ACADEMIC INTEGRITY**

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (\*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

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