Brookhaven College  
Dallas County Community College District  

RNSG 2201-21201  
Care of Children and Families  
COURSE SYLLABUS  
Fall 2015  

Instructor: Beth M. Mendel MS RN CCRN  
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Office: X1102  
Phone: (o) 972 860 4692 (c) 214 392 7228  
Office Hours: Hours by appt.  
Section Number: RNSG-2201-21201  
Class Meeting Times: Tuesday 0800-1700  September 1, 2015- September 29, 2015  
Location: X1091  
Testing: Test 1 & 2 in class, HESI in testing center  
Division Information: Health and Human Services  
Office: X1085  
Phone: 972-860-4754  
Fax: 972-860-4920  

Course Description  
This course uses a family centered approach to the nursing care of children. The nursing process is applied to the care of pediatric clients with commonly occurring alterations in the physiological, psychological, socio-cultural, and developmental variables to assist them in obtaining their optimal level of wellness. Emphasis is on aspects of health promotion, health maintenance, nutrition, growth and development, and pharmacologic management. 2 SCH, 2 Lecture, 0 labs.  

Course Prerequisites/Co-requisites  
Prerequisites: “C” or better in semester two courses  
Co-requisites: Care of Children and Families: Clinical, RNSG 2160  

Learning Outcomes  
Identify the growth and development, and assessment of the client throughout the lifespan and changes that may be experienced by the ill child/family; utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for the child and the family; and explain the roles of the professional nurse in caring for children and families.  

Course Objectives  
1. Describe how growth and development concepts relate to providing nursing care for infants, children, and adolescents. (Provider of Patient Centered Care)
2. Apply nursing process to care of infants, children, and adolescents experiencing preventable alterations in health or problems with altered protection. (Provider of Patient Centered Care)

3. Apply nursing process to care of infants, children, and adolescents experiencing activity—exercise alterations or nutritional-metabolic/elimination alterations. (Provider of Patient Centered Care)

4. Apply nursing process to care of infants, children, and adolescents experiencing self-perception or cognitive-perceptual alterations or when caring for children with alterations in role relationship. (Provider of Patient Centered Care)

5. Utilize critical thinking skills, nursing literature research, and socio-cultural knowledge to plan care for infants, children, and adolescents with health alterations and their families. (Provider of Patient Centered Care)

6. Describe therapeutic nursing interventions and therapeutic modalities essential to providing care for infants, children, and adolescents with health alterations. (Provider of Patient Centered Care)

7. Describe the role of the nurse as provider of care, manager of care, and member within the discipline of pediatrics and their families. (Provider of Patient Centered Care, Member of the Health Care Team, Manager of Care)

8. Explain principles of pharmacology related to safe administration of medications to infants, children, and adolescents, includes calculation for safe dosages. (Provider of Patient Centered Care)

9. Describe methods to evaluate individual client and family responses to therapeutic nursing interventions and therapeutic modalities used to maintain or restore health. (Provider of Patient Centered Care)

10. Describe the role of the nurse in the care of the dying pediatric client and his/her family. (Provider of Patient Centered Care)

11. Formulate teaching/discharge plans for children and their families. (Provider of Patient Centered Care, Member of the Health Care Team, Member of Profession)

12. Discuss ethical, legal, economic, and political issues affecting health-care of children. (Member of the Health Care Team, Member of Profession)

13. List community resources available to assist the child and family in achieving adaptation when the child has a congenital or acquired alteration in health. (Provider of Patient Centered Care, Member of the Health Care Team)

14. Describe the role of the interdisciplinary health care team in caring for the child and family. (Member of the Health Care Team)

15. Perform selected skills that are unique to nursing care of the infant and child. (Provider of Patient Centered Care)

16. Utilizing growth and development principles identify and implement appropriate communication techniques employed when providing care to children. (Provider of Patient Centered Care)

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**Teaching/Learning Activities**

- Role Playing
- Team Work
- Group Discussion
- Printed handouts
- Nursing care plans
- Student presentation of Case Studies
- Skill/lab experiences
- Simulation experiences
- Professional conferences
- Critical thinking exercises
- Audio-visual aids
- Internet
• Communication activity
• Peer Review
• Community learning
• Evidenced-based practice

Textbooks (Required and Recommended)

• **Wong's Essentials of Pediatric Nursing**, 9th edition
  Authors: Hockenberry, Marilyn J., Wilson, David
  Publisher: Mosby/Elsevier

• **Pharmacology: A Nursing Process Approach**, 8th Edition
  Authors: Joyce Kee, Evelyn Hayes, and Linda McCuistion
  Publisher: Saunders/Elsevier

• **Manual of Diagnostic Tests**, 5th edition
  Authors: Pagana, Kathleen, and Pagana, Timothy
  Publisher: Mosby/Elsevier

• **Comprehensive Review for the NCLEX RN Examination**, 6th Edition
  Author: Silvestri, Linda
  Publisher: Saunders/Elsevier

• **Nursing Drug Handbook 2015  35th Edition**
  Publisher: Springhouse

• **Dosages and Calculations, 9th edition**
  Authors: Brown and Mulholland
  Publisher: Elsevier

Computer Requirements
To participate in this course, you will need access to hardware and software that meet the following requirements.
• Computer connected to the Internet
• Email address
• Windows-based OR Mac/UNIX equivalent
• Internet Explorer 7.0 or higher OR Netscape Navigator 6.0 or higher
• Access to Microsoft Office 2007 or higher software with the following application software:
  • Word processing (Word)
  • Powerpoint

Revised August 2015 B. Mendel
Student Profile
After registering for this course, in order for you to receive e-mail messages and class updates, your name and e-mail address need to be correctly entered in the course’s database (eCampus). If you are having problems with eCampus, please call Help Desk for technical support at 972.860.4376.

Contacting Instructor
The quickest way to reach the classroom instructor for emergencies is via TEXT at (214-395-7228) between 7am and 9pm. You may also reach the instructor by email (bmendel@dcccd.edu). The instructor will respond to email within 48 hours.

Course Requirements
- Update your Student Profile in eCampus.
- Read, review and complete assigned readings/presentations BEFORE class.
- Check eCampus daily for new assignments and communications.
- Prepare for and complete exams. All exams will be done in the Testing Center.

Attendance/Participation
Students are required to attend and participate in this course through class participation and completing class assignments, and exams on time. Attendance will be monitored by the instructor. If it is necessary to miss class, the student retains the responsibility for all content discussed. Check eCampus and your email daily for new announcements, changes, and other important information. Being unaware of available information will not be accepted as an excuse for failing to comply. The instructor will handle absences and tardiness on an individual basis. Please see the Behavioral Policy for more information regarding unprofessional behavior including absences and tardiness.

Nursing faculty have carefully scheduled and constructed lecture content. Please make every effort to be on time to class in order not to disrupt the learning of other students. It is not appropriate to leave repeatedly during class or disrupt the class in any way. Both subject matter and form of lecture delivery may be of a sensitive nature. Confidentiality is also of key importance and must be honored.

If a student is unable to complete the course, it is the student’s responsibility to withdraw from the course by the date published in the academic calendar. If the student fails to withdraw before the final drop date, a performance grade- usually an “F” will be assigned for the course. Any appeal will be handled by the Dean for Nursing.

Grade Determination/Evaluation Procedures:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Attendance/Class Participation/Presentation</td>
<td>10%</td>
<td>On-going during 5 week course</td>
</tr>
<tr>
<td>Exam 1 (Classroom)</td>
<td>30%</td>
<td>September 15</td>
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<tr>
<td>Exam 2 (Classroom)</td>
<td>30%</td>
<td>September 29</td>
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</table>
Final Exam- HESI (Testing Center) | 30% | September 29

A = 90-100, B = 81-89, C = 76-80, D = 65-75, F = 0-64

Exams:
- All exams will be taken in the classroom in paper/scantron format - 65 questions
- The final exam will be a comprehensive 55 question HESI exam - 3.5 hr
- See the course outline for scheduled test dates.

In the event a student fails a co-requisite course, both courses must be repeated for a passing grade. RNSG 2201 and RNSG 2160 are concurrent courses. A failure in RNSG 2201 or RNSG 2160 will require repetition of the other concurrent co-requisite courses. Each course will be graded separately. Students must successfully complete both RNSG 2201 and RNSG 2160 with an average grade of 76 or above to progress to the next level.

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the following procedure will be implemented by nursing faculty: No grade will be given over the telephone to a student or any other person under any circumstances. Grades will be available via e-campus.

Classroom Policies
- Cell phones should be turned on vibrate and put away during class.
- No computers or tape recorders in class.
- Conduct yourself with professional and ethical behavior or you will be asked to leave class.
- All students must wear their green BHC uniforms to class. See the dress code policy in the Student Handbook for more information.

Classroom Expectations:
Reading the assigned chapters is an important part of this course and is directly related to the student’s success. The content and behavioral objectives are in the syllabus. It is the student’s responsibility to keep up with the readings and to notify the instructor if they have any difficulty associating the readings to the content or objectives.

Disruptive behavior in the classroom is defined as behavior which interrupts, obstructs, or inhibits the teaching/learning process. The faculty member determines what is disruptive and has a duty to terminate it. **to cease in-class disruptive The faculty person shall give at least one verbal warning to a student behavior.** In cases of abusive behavior, this requirement may be waived. In addition, if the in-class disruption does not cease, an attempt shall be made to resolve the problem in a conference between the faculty member and the student. If disruption occurs after these two measures are taken the instructor may file a complaint with the office of Vice President for Student Affairs to initiate campus disciplinary action. In cases where a student exhibits abusive behavior, is physically abusive, or threatens physical abuse, a verbal warning from the faculty person is not necessary. Examples might include directed profanity, physical disruption of the classroom, or threatening behavior. See Behavior Policy in Student Handbook

**FINAL GRADES**
GRADES WILL BE RETRIEVED ONLY THROUGH ECAMPUS AND ECONNECT

Revised August 2015 B. Mendel
Institutional Policies

Academic Honesty
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the Dallas County Community Colleges Code of Student Conduct published in the Dallas County Community Colleges Catalog, accessible at https://www1.dcccd.edu/catalog/ss/code.cfm.

Please click on the following link to be aware of institutional policies at Brookhaven that may impact you as a student.
http://www.brookhavencollege.edu/about/vpi/Pages/Syllabus-Addendum.aspx

Brookhaven College SCANS* Statement
*Secretaries’ Commission on Achieving Necessary Skills

What Are SCANS Skills?
These are the skills that employers need the most from their workers. SCANS skills are the predictors of success in the workplace.

Who Defined These Skills?
In 1989, the U. S. Departments of Labor and Education jointly surveyed U. S. employers to find out the most important skills and competencies needed by workers. The results of that survey identified SCANS.

Brookhaven College Students and SCANS
Brookhaven College Nursing program is committed to the preparation of our students for success in the workplace. Courses provide learning outcomes which result in the mastery of SCANS skills. Although each course will not include every SCANS skill, each course syllabus will identify the specific SCANS skills and competencies taught in that course. Throughout a formal program of study (certificate, degree, or transfer program), a student will have the opportunity to master all SCANS competencies.

<table>
<thead>
<tr>
<th>SCANS WORKPLACE COMPETENCIES</th>
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RNSG 2201-21201

<table>
<thead>
<tr>
<th>(1) Manage Time</th>
<th>(1) Work on Teams</th>
<th>(1) Acquire/Evaluate data</th>
<th>(1) Work in social systems</th>
<th>(1) Select equipment/tools</th>
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</thead>
<tbody>
<tr>
<td>(2) Manage Money</td>
<td>(2) Teach others</td>
<td>(2) Organize and maintain data</td>
<td>(2) Work in technological systems</td>
<td>(2) Apply technology to tasks</td>
</tr>
<tr>
<td>(3) Manage Materials</td>
<td>(3) Serve customers</td>
<td>(3) Interpret and communicate data</td>
<td>(3) Monitor/correct systems</td>
<td>(3) Maintain/trouble shoot technologies</td>
</tr>
<tr>
<td>(4) Manage space</td>
<td>(4) Lead others</td>
<td>(4) Process data with computer</td>
<td>(4) Design/improve systems</td>
<td></td>
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<tr>
<td>(5) Manage human resources</td>
<td>(5) Negotiate conflict</td>
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<tr>
<td>(6) Work with diversity</td>
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**SCANS FOUNDATION SKILLS**

<table>
<thead>
<tr>
<th>2a. Basic Skills</th>
<th>2b. Thinking Skills</th>
<th>2c. Personal</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Reading</td>
<td>(1) Creative thinking</td>
<td>(1) Responsibility</td>
</tr>
<tr>
<td>(2) Writing</td>
<td>(2) Decision making</td>
<td>(2) Self-esteem</td>
</tr>
<tr>
<td>(3) Arithmetic/Mathematics</td>
<td>(3) Problem solving</td>
<td>(3) Sociability</td>
</tr>
<tr>
<td>(4) Speaking</td>
<td>(4) Seeing things in the mind’s eye</td>
<td>(4) Self-management</td>
</tr>
<tr>
<td>(5) Listening</td>
<td>(5) Reasoning</td>
<td>(5) Integrity</td>
</tr>
<tr>
<td></td>
<td>(6) Knowing how to learn</td>
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</table>

**SCANS COMPETENCY**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Evaluation Method: The student will...</th>
<th>Performance will be measured by:</th>
</tr>
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<tbody>
<tr>
<td>1c (1-3), 2a (1, 2, 5, 2b (1-5)</td>
<td>Demonstrate the ability to complete a physical/psychosocial assessment and develop a plan of care for clients with common health problems.</td>
<td>Nursing care plans, clinical evaluation tool</td>
</tr>
<tr>
<td>1a (4, b (1-3) 2b (3,3,6)</td>
<td>Implement a teaching care plan for individuals/families with common health problems.</td>
<td>Nursing care plan, clinical evaluation tool</td>
</tr>
<tr>
<td>1a (1,5) 1b (1-6) 1c (1-3) 2 (4,5) 2b (1-6) 2c (1-5)</td>
<td>Demonstrate the ability to time manage and organize care for a group of clients with common health problems.</td>
<td>Clinical evaluation tool.</td>
</tr>
<tr>
<td>2b (1-5) 1a (1-6) 1b (1-3) 1c (1-3) 1d (1,2)</td>
<td>Delegate appropriate skills to unlicensed personnel.</td>
<td>Clinical evaluation form.</td>
</tr>
<tr>
<td>1c (1-3) 2b (1-6)</td>
<td>Develop the nursing process using critical thinking skills.</td>
<td>Nursing care plan, clinical evaluation tool.</td>
</tr>
<tr>
<td>2a (1-5) 2b (1-5) 1a (1-5) 1b (1-3) 1c (1-3) 1d (1,2)</td>
<td>Utilize leadership skills with peers and staff while caring for individuals with common health problems.</td>
<td>Clinical evaluation tool.</td>
</tr>
<tr>
<td>2c (1,5) 1a (5) 1b (2,3,4,5) 1c (1-4) 1d (1) 1e (2)</td>
<td>Demonstrate accountability for legal/ethical standards of care for individuals with common health problems.</td>
<td>Clinical evaluation tool, nursing care plans</td>
</tr>
<tr>
<td>1a (1-5) 1b (1-3) 2a (3) 1c (1-3) 1b (2,3) 2c (1)</td>
<td>Demonstrate ability to administer medications, including intravenous medications safely with supervision.</td>
<td>Clinical evaluation tool.</td>
</tr>
<tr>
<td>1b (1-6) 2a (4,5) 1d (1)</td>
<td>Communicate effectively with the health care team.</td>
<td>Clinical evaluation tool.</td>
</tr>
<tr>
<td>1c (1-4) 1d (2,3)</td>
<td>Evaluate and document daily patient outcomes that are written and on the Narrative documentation, clinical evaluation tool</td>
<td></td>
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</tbody>
</table>
computer.

| 1a (1,3), 1b (3,6), 1c (3), 1d (1), 1e (1), 2a (4,5), 2b (3), 2c (1, 3,5). | Actively participate in service learning activity. | School nurse or clinic nurse activity |

Disclaimer

*The instructor reserves the right to amend this syllabus as necessary.*