

**2015-2016**

**COURSE:** PN 116 – Nursing Concepts C (Nursing of Children 1-7 and Childbearing Family 8-11)

**COURSE FACULTY:** Amber Schleusner, MS, RN

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*Office Hours vary, please email for appointment*

**COURSE DURATION:** 56 Hours Theory 60 Hours Clinical Experience 0 hours lab 4.5 Semester Credits

**COURSE GOAL AND STUDENT LEARNING OUTCOMES:**

**NURSING OF CHILDREN 1-7:** This is an introduction to human growth and development from infancy to adolescence. Health problems of each age group are explored. The role of the LPN in meeting the health needs of children in a variety of settings is included.

**THEORY OBJECTIVES:** Using the nursing process:

1. Discuss three influences on the growth and development of children.
2. Discuss the stages of personality development according to Erikson.
3. Identify health maintenance needs for each age group of children.
4. Describe the management of common pediatric conditions found in each age group.
5. Discuss age-appropriate safety measures used when caring for children.
6. Relate the steps of the nursing pr ocess to the care of ill children.
7. Describe the role of LPN in pediatrics.

**CLINICAL OBJECTIVES:**

1. Apply Erikson's personality development to the care of children.
2. Utilize the nursing process to provide nursing care to children.
3. Practice effective, age appropriate communication.
4. Utilize age appropriate teaching/learning principles to meet basic needs.

**CHILDBEARING FAMILY 8-11:** The student will be introduced to the physiology of pregnancy, labor and delivery, and the puerperium; and to the nursing needs and care of the mother prenatally following and during the postpartum period. A study of fetal growth and development, and the needs and nursing care of the newborn infant will also be included.

Clinical practice will include care of the mother on the postpartum unit and assisting with newborn assessment and care.

**THEORY OBJECTIVES:**

1. Describe the physiology of normal pregnancy, including:
   1. the menstrual cycle
   2. Fertility
   3. Conception
   4. signs and symptoms of pregnancy
2. Describe the development of the fetus.
3. Describe the responsibility of the practical nurse to promote prenatal care.
4. Identify major complications of:
   1. Pregnancy
   2. Labor
   3. Delivery
   4. Postpartum
5. Describe the role of the practical nurse on a maternal-child health unit.
6. Utilize the nursing process to discuss the care of postpartum clients.
7. Discuss the nursing care of a newborn.

**CLINICAL OBJECTIVES:**

1. Describe "family-centered" nursing.
2. Assist the registered nurse in meeting the needs of the postpartum client, including:
   1. early detection of complications
   2. comfort of the mother
   3. maternal-infant bonding
   4. physical needs
   5. emotional needs
3. Correctly perform a basic assessment on a post-partal client.
4. Assist with techniques used for the protection of the newborn infant according to standard nursing practice.
5. Practice the skill of assessment in the care of the normal newborn infant.
6. Identify abnormal symptoms and behaviors of the newborn.
7. Utilize appropriate teaching/learning principles to meet basic needs.

**PREREQUISITES:** PN 101 – Nursing Concepts A, PN 110 – Medical Terminology, PN 130 – Pharmacology, and

ANAT 142 – Anatomy.

**TEXT AND OTHER NEEDED MATERIALS:**

* Leifer, G. (2011). Introduction *to Maternity and Pediatric Nursing* (6th ed.), St. Louis: W. B. Saunders/Elsevier, Inc.
* Silvestri, L (2013). *Comprehensive Review for the NCLEX – PN Examination*. (5th ed). St. Louis, Mo: Elsevier Saunders.
* Learning Activity Packets: PN 116 1 to PN 116 6
* T3 Activities
* ATI Skills Modules & Pharmacology Made Easy

**UNITS OF INSTRUCTION- OUTLINE MAP:**

* 116-01- Growth & Development
* 116-02- Nursing Care of the Hospitalized Child/Emotional & Behavioral Disorders
* 116-03- Pediatric Respiratory Conditions
* 116-04- Pediatric Cardiac, Blood, & Lymph Conditions
* 116-05- Pediatric Gastrointestinal, Genitourinary, & Metabolic Conditions
* 116-06- Pediatric Skin Conditions/ Communicable Diseases
* 116-07- Pediatric Sensory, Neurological, & Musculoskeletal Conditions
* 116-08- OB Conception to Birth
* 116-09- OB Labor, Delivery, & Postpartum Care
* 116-10- OB Nursing Care of the Newborn/Care of Newborns with Complications
* 116-11- OB Complications of Pregnancy, Labor, & Postpartum

**ASSESSMENT METHODS:** Students are evaluated by unit and final exams, case studies, weekly quizzes, and ATI tutorials. Students are also evaluated during the 24 hour obstetric clinical experience.

**GRADING:** An average of an 85% is needed by the end of the course.

1. In order to pass PN116, a student must achieve an average of 85% on theory and an average of 2.0 on clinical evaluations. The clinical portions accompanying PN116 are graded on a 0-3 scale. This score is then translated to a percentage and averaged with the PN200 evaluations for a course grade in PN200. If a passing grade is not achieved, in either theory or clinical, the student cannot continue in the program.
2. Any computer assignments accompanying the course also require a score of 85% to be considered a PASS.

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| **THEORY GRADING SCALE** | |  | **CLINICAL GRADING SCALE** | |
| A | 94-100% |  | PASS | 2.0 or greater |
| B | 87-93% |  | FAIL | < 2.0 |
| C | 85-86 |  |  |  |
| F | < 85% |  |  |  |

**TIPS FROM TEACHER, STUDY TIPS, TIPS FOR SUCCESS (OPTIONAL):**

* Read the objectives in the Learning Activity Packet (LAP) prior to class.
* Arrive in the classroom at least 5 minutes before the scheduled class time to get settled.
* Bring your computer to class with the battery fully charged.
* Ask questions during and after class to clarify uncertainties.
* Avoid procrastination – begin studying the content immediately after class while it is fresh in your mind.
* Watch the recorded classroom presentation to catch whatever you missed in class.
* Read the assigned pages in the textbook before taking exams.

**COURSE POLICIES:**

* **Classroom Recording Policy:** Without permission, you do not have the authority to record any classes, class members, or any content expressed here.
* **Clinical Dress Code –** Refer to the Nursing Supplement to Student Handbook.
* **Handheld Electronic Devices** are not allowed in the clinical sites. Use in the classroom is per instructor discretion.
* **Instructor Rights Statement –** The instructor has the right to change any and all material on this syllabus at any time.
* **Professional Performance Policy** – Refer to the Nursing Supplement to Student Handbook.
* **Progression Policy**

1. This course needs to be completed satisfactorily before progression into PN 116 (Online: PN117 and PN118) and PN 121 (Online: PN126 and PN127).
2. A student may fail only one nursing course and may only repeat it once. The student may retake the failed course if classroom space allows by re-registering in the course and paying the appropriate fees.

* **Policy on Theory Tests and Graded Assignments**

1. Testing dates will be scheduled. Arriving after the exam has begun requires taking the exam on the make-up day.
2. If a student is absent or tardy on the test date, an instructor or the nursing program director must be notified immediately. The test must be taken on the first scheduled exam make-up day following the original test date.

* If an instructor or the nursing program director is not notified of an absence prior to the exam or the student does not take the exam on the first scheduled make-up day, a grade no higher than 75% will result.
* All exams are monitored by LATI faculty/staff or designee. (Online students: please refer to your specific course policy.)

1. Incompletes automatically become F’s after midpoint of the following semester.
2. Personal items are not allowed in the classroom during exams.
3. Selected exams will be computerized. Only computers are allowed in the classroom during exams. Computers must be left in the classroom until all students are finished testing.
4. Dishonesty on any exam will result with a score of “0” for that exam/assignment. An offense could result in termination from the program. Some examples of dishonesty are sharing information about an exam, completing take home assignments with others, using another’s work as your own, using another student’s login and/or passwords, etc.

* **Student Responsibility for Student Handbook Information:** You, as a student, are responsible for knowing the information in the handbook and the most current course descriptions. Lake Area Tech reserves the right to change regulations and policies as necessary.

**ATTENDANCE POLICY:**

* **Classroom**

1. Any scheduled class, lab, or clinical is considered mandatory.
2. The student is responsible for calling the nursing office for classroom and lab absences.
3. A student is allowed 50 hours of absence throughout the nursing program (8% of all nursing courses). Termination may result if exceeded. (25 hours of absence per year for the 2 year duration of the part-time online program.)
4. A doctor’s note or other appropriate verification may be required for return to class after an absence due to illness or injury.
5. The student is responsible for contacting the instructor for make-up work in the event of any absence. Scheduled and previously assigned work is due the day the student returns to any scheduled activity. Any work not submitted within two weeks after the due date will result in a Professional Performance Referral (See Nursing Supplement Handbook, page 12.).All assignments with points attached will follow the policy for testing procedures.
6. A tardy in scheduled activities will be considered one hour of absence.

* **Clinical**

1. No absences are allowed in the clinical area. If an unexpected absence occurs, call the clinical instructor prior to the clinical experience. **Do not email or call the nursing office.** Proof for excused absences may be required
   * The nursing faculty realizes that absences may be necessary. If a student is absent from clinical, it must be made up. In addition to making up the hours of clinical, the faculty expects you to help someone else in exchange for the privilege to make up clinical. Equal hours of service learning approved by the nursing faculty will be required. Days of clinical nonattendance are included in the total 50 hours of absence.
2. Students may not attend any AM clinical after working the night shift in **any** employment setting.
3. Students cannot leave the clinical premises when patient assignments are involved for any type of break; doing so is considered abandonment of the patient.
4. A tardy during a clinical experience will be considered one hour of absence.

* **Make – up policy:** The student is responsible for contacting the instructor for make-up work in the event of any absence.
* Tests must be taken on the first scheduled exam make-up day following the original test date.
* If the student does not take the exam on the first scheduled make-up day, a grade no higher than 75% will result.
* Make-up exams will be different from the original scheduled test.
* A maximum of 4 make-up exams are allowed throughout the course of the program. Further missed exams will result in a zero (0) for the exam.
* Clinical absences must be made up. In addition to making up the hours of clinical, the faculty expects you to help someone else. In exchange for the privilege to make up clinical, equal hours of service learning approved by the nursing faculty will be required.

**LATI Practical Nursing ATI POLICY**

LATI has adopted the use of the Assessment Technology Institutes (ATI) Comprehensive Assessment and Review Program. This program will be used to complement the LATI nursing program curriculum.

**What is ATI?**

ATI is a comprehensive program that offers resources designed to enhance student academic and NCLEX success.

* The ATI program provides multiple assessment and remediation activities. Topics of inclusion are indicators for academic success such as critical thinking and learning styles. Also offered are online skill tutorials, pharmacology resources, practice and proctored testing over the major content areas in nursing. The objective is to combine these resources with the LATI nursing program content to assist students to learn more efficiently and increase confidence and familiarity with nursing content.
* Results of all assessments along with remediation plans are available to students throughout the nursing program and after as they prepare for licensure and practice.
* Results of assessment and remediation will also be used for the nursing program’s systematic program evaluation and plan for improvement.
* ATI information and orientation resources can be accessed from your ATI student home page under the “how to” section. **It is imperative that you spend time navigating and familiarizing yourself with these valuable resources.** Brief descriptions of the various ATI resources are listed below.

ATI Assessments and Active Learning/Remediation

Throughout the nursing program students will write practice and proctored assessments. These assessments will help the student to identify what they know as well as areas requiring active learning and review.

Based on proctored assessment performance, students will be required to complete the process of active learning/remediation; the purpose of which is to help the student review important information that was not learned or fully understood as to better prepare them for the NLCEX exam and nursing practice. The student’s test report, **“Individual Performance Profile”**, will contain a listing of **topics to review**. Students will be required to complete a focused review in order remediate on these topics. The focused review provides students links to ATI review modules, media clips, and active learning templates.

**The goal for the LATI Practice Nursing Program is Level 2 Proficiency on all ATI Proctored Assessments. The Proficiency Levels are as described below**.

Criterion-Referenced ATI Proficiency Levels:

A student meeting the criterion for Proficiency Level 3:

* + - * Is expected to exceed NCLEX-PN standards in this content area.
      * Demonstrate a high level of knowledge in this content area that confidently supports academic

readiness for subsequent curricular content.

* + - * Exceeds most expectations for performance in this content area.

A student meeting the criterion for Proficiency Level 2:

* + - * Is expected to readily meet NCLEX-PN standards in this content area.
      * Demonstrate a level of knowledge in this content area that more than adequately supports

academic readiness for subsequent curricular content.

* + - * Exceeds minimum expectations for performance in this content area.

A student meeting the criterion for Proficiency Level 1:

* + - * Is expected to just meet NCLEX-PN ® standards in this content area.
      * Demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.
      * Meets the absolute minimum expectations for performance in this content area.

A student scoring **below** the criterion established for Level 1:

* + Does not meet minimal NLCEX standards and may be indicative of significant risk in this content area.
  + ATI strongly advises these students to develop and complete an intensive plan for course review and remediation, including the use of ATI materials, textbooks, class notes, reference materials, and assistance from nurse educators.

**NETIQUETTE: E-GUIDES ON SOCIAL INTERACTION AND COMMUNICATING ELECTRONICALLY**

**Communicating clearly on the Internet**…without creating misunderstandings is a challenge. One problem is that you haven’t any facial expressions, body language, or environment to help you express yourself; another that there is little “give and take” for developing what you meant to say or are discussing. **These guidelines hopefully will help you:**

* **Be clear –** Make sure the subject line (e-mail) or title (web page) reflects your content.
* **Use appropriate language –** If you have a question on whether or not you are too emotional, don’t send the message, save it, and review it “later.” Remember: no one can guess you mood, see your facial expressions, etc. All they have are your words, and your words can express the opposite of what you feel. Don’t use ALL CAPITAL LETTERS—it’s equal to shouting or screaming.
* **Be brief –** If your message is short, people will be more likely to read it.
* **Make a good impression –** Your words and content represent you; review/edit your words and images before sending. Make sure to use appropriate spelling and grammar; reference outside “authority.” Thoroughness makes a good impression!
* **Begin with-** a greeting. Carefully choose language and expressions. Remember that your time of day is not when the message will be read.
* **Be selective on what information –** you put in an e-mail or on a web site: Information on the Internet is very public, and can be seen by anyone in the world including criminals, future employers, and governments.
* **Forward e**-mail messages you receive – *only with permission of the sender.*
* **Remember you are not anonymous –** What you write in an e-mail and web site can be traced back to you.
* **Consider others –** If you are upset by what you read or see on the Internet, forgive bad spelling or stupidity;

If you think it violates the law, forward it to the FBI or your state’s Attorney General.

* **Obey copyright laws –** Don’t use others’ images, content, etc. without permission.

Don’t forward e-mail, or use web site content without permission.

Visit the Library of Congress’ Guide on “*Copyright Basics*” for students and teachers.

* **Cite other’s work you use –** Refer to the Guide on “*Citation.*”
* **Watch who you are sending to- Use** “reply to all” very carefully. Depending on content, your response should be only directed to the sender, who then can update others. Also, use distribution lists carefully**–** and with permission.
* **Do not send SPAM –** SPAM is posting or e-mailing unsolicited e-mail, often advertising messages, to a wide audience (another way of thinking of it is electronic junk mail).
* **Don’t forward chain letters –** If you receive one, notify your web master.
* **Don’t respond to “flames” or personal attacks –** Contact your web master for action and referral.

**STATEMENT REGARDING ACADEMIC HONESTY:**

**Academic Honesty**

* Students’ Responsibilities: Students are responsible for their own behaviors and are expected to maintain stated standards of academic honesty. Students share the responsibility with the faculty for maintaining an environment that supports academic honesty and discourages plagiarism or cheating.
* Faculty and Administrator Responsibilities: Faculty are responsible for creating a classroom and testing environment that discourages cheating, confronts suspected violators and insures fair treatment of all students. Administrators also share the responsibility for developing an environment that discourages academic dishonesty.

If a student is participating in academic dishonesty, he/she may be dismissed from the course or otherwise disciplined.

**Academic Dishonesty:** The following activities are examples (not all inclusive) of academic dishonesty:

* Failing to report observed instances of academic dishonesty
* Plagiarism, defined as representing as one’s own, the ideas, writings, or other intellectual properties of others, including other students; any material taken verbatim from the work of others must be placed in quotation marks and a reference cited. Paraphrased content must have appropriate attribution.
* Collaboration on assignments unless it is clearly permitted per the syllabus/instructor
* Falsifying academic records
* Bribing faculty to improve academic scores or grades
* Acquiring an exam during the preparation, duplication, storage, or prior to testing date
* Removing or acquiring secured exams after administration
* Copying answers from another student’s examination
* Taking a crib sheet or other form of prepared answers/notes into an examination when not permitted by the instructor
* Leaving the examination and returning without permission
* Taking an examination for someone else, preparing and submitting an assignment for someone else, or sign-in for class for someone else
* Receiving, retaining, and/or using materials obtained in a manner that is defined as academically dishonest
* Using signals or otherwise communicating (e.g. text messaging) during an examination to share answers with or from another student
* Continuing to answer test items beyond the prescribed exam time limit
* Falsifying reasons for excused absences from examinations
* Taking examinations at times other than the one to which you have been assigned in order to obtain more preparation time

**ADA STATEMENT:** Students are entitled to ‘reasonable accommodations’ under provisions of the Americans with Disabilities Act. Those in need of such accommodations should notify the instructor and make appropriate arrangements with the Counseling Office.

Contributor Lake Area Technical Institute, Watertown, SD

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