

**Basic Course Information**

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|-------------------|---|--------------------|--------------------------------------|
| Semester:         | <b>Fall 2017</b>                                | Instructor Name:   | <b>Celeste Armenta/ Carmen Bravo</b> |
| Course Title & #: | <b>NURS218: Care of the Childrearing Family</b> | Email:             | <b>Carmenta10@msn.com</b>            |
| CRN #:            |   |                    | <b>Celeste.armenta@imperial.edu</b>  |
| Classroom:        | <b>2150</b>                                     | Office #:          | <b>2131</b>                          |
| Class Dates:      | <b>8/14/2017 – 9/22/2017</b>                    | Office Hours:      |                                      |
| Class Days:       | <b>Mon-Tues Clinical</b>                        | Office Phone #:    | <b>760-355-6574</b>                  |
| Class Times:      | <b>Theory: Wed-Thurs 0800-1100</b>              | Emergency Contact: | <b>Nursing Office 760-355-6348</b>   |
| Units:            | <b>3.5</b>                                      |                    |                                      |

**Course Description**

This course provides an integrative, family-centered approach to the care of children. Emphasis is placed on normal growth and development, family dynamics, common pediatric disorders and the promotion of healthy behaviors in patients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to children in selected settings.

**Student Learning Outcomes**

1. Demonstrate understanding of nursing theory to plan and evaluate nursing care for the Childrearing Family with actual and potential problems. (ILO1, ILO2, ILO4)
2. Demonstrate the correct process for assessing the growth and development of a pediatric patient and evaluating the significance of the data obtained. (ILO1, ILO2, ILO4)
3. Demonstrate professionalism, effective participation, and provision of safe patient care for culturally diverse patients within multidisciplinary clinical healthcare systems (ILO1, ILO2, ILO3, ILO5)
4. Devise effective teaching strategies for a culturally and ethically diverse pediatric patient population

**Course Objectives**

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

1. Perform a comprehensive health assessment of children that identifies deviations from normal as well as health risks.
2. Develop an individualized, evidence based plan of care that demonstrates an appreciation of a child's cultural, spiritual, and developmental variations and makes recommendations for the adoption of health-promoting behaviors.
3. Collaborate with members of the interdisciplinary health care team and act as a client advocate in the provision of quality care that promotes client safety for children.

4. Demonstrate clinical judgment and evaluate outcomes when providing care to children.
5. Integrate knowledge of pharmacology, pathophysiology, and nutrition as well as concepts from previous nursing courses and evidence-based practice to the care of children.
6. Use verbal and nonverbal communication that promotes caring therapeutic relationships with clients, families, as selected groups as well as professional relationships with members of the health care team.
7. Use information technologies to access evidence based literature and client information as well as communicate with members of the health care team, accurately documenting client care in a secure and timely manner.
8. Acknowledge the value of evidence-based practice by integrating evidence-based knowledge into practice when providing care to children.
9. Develop and provide health and safety related education to clients and their families while recognizing the nurse's role as educator and change agent.
10. Use organizational, priority setting, and decision-making skills when providing care to children in selected settings.
11. Recognize the nurse's role in reporting client safety and quality care concerns and in supporting activities that promote performance improvement.
12. Provide care to clients and their families while adhering to ethical and legal standards and maintaining accountability and responsibility for care provided.

| <b><i>Textbooks &amp; Other Resources or Links</i></b> |                             |  |              |      |            |
|--|-----------------------------|--|--------------|------|------------|
| <b>REQUIRED</b>  |                             |  |              |      |            |
| Author   | ISBN                        | Title                                  | Edition      | Year | Publisher  |
| Ricci, Kyle, Carman                                    | 9781451194005               | Child Health Nursing                   | 3rd          | 2014 | Lippincott |
| Berman, Snyder   | 9780133997439               | Skills in Clinical Nursing             | 8th          | 2016 | Pearson    |
| Lehne  | 9780323321907               | Pharmacology for Nursing Care          | 9th          | 2016 | Elsevier   |
| Assessment Technologies Institute                      | <a href="#">ATI testing</a> | RN Care of Children<br>RN Pharmacology | 9th/<br>10th |      | ATI        |

**RECOMMENDED**

| Author                 | ISBN          | Title  | Edition | Year | Publisher             |
|------------------------|---------------|--|---------|------|-----------------------|
| Tucker,<br>Dauffenbach | 9780131722163 | Nutrition and Diet Therapy for Nurses                                  |         | 2011 | Pearson               |
| Fischbach              | 9780781771948 | Manual of Lab and Diagnostic Testing                                   | 9th     | 2014 | Wolters<br>Kluwer LWW |
| Spector                | 9780132840064 | Cultural Diversity in Health and Illness                               | 8th     | 2013 | Pearson               |
| Hogan                  | 9780132958554 | Pearson Reviews & Rationales: Fluid and electrolytes/Acid Base Balance | 3rd     | 2013 | Pearson               |

**Course Requirements and Instructional Methods**

Reading, CD/video, Internet, and writing assignments are required. Students will be expected to read, understand, and critique information from college level textbooks, nursing journals, or equivalent. The reading list will include texts used in prior nursing courses and those required of this course (see text book list). Additional reading assignments will be required to supplement textbook material. Writing assignments will reflect the objectives listed and may include, but not be limited to, short essays, posters, and/or professional papers. Outside assignments including but not limited to nursing lectures, independent exercises, and learning center activities may be assigned and are required.

Clinical pre-assignments will include preparing for clinical by practicing skills, obtaining patient data, reviewing medication information, and completing pre-assignments as designated for each clinical area. Clinical hours will be spent demonstrating proficiency, providing professional nursing care to assigned patients, observations in various clinical departments, and participating in simulation. Written post-assignments will relate to the clinical experience and may include but not be limited to care plans, case studies, professional papers/posters, and journal entries. Clinical sites may include hospitals, clinics, simulation lab, schools, and social service agencies.

It is each student's responsibility to complete all facility requirements, i.e., BLS training, immunizations, background checks, drug screening, specific hospital orientation, etc., prior to clinical rotations (please see the student handbook for more information). A student will not be allowed to attend any clinical hours until this is done. If over the maximum hours of absenteeism because of this, the student will be dropped from the class.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

Students must maintain a “C” average grade as determined by the scale below:

- A = 92-100%
- B = 83-91%
- C = 75-82%
- D = 68-74%
- F = Below 68%

Grades **will not** be “rounded”. To advance to the next semester, a “C” (75%) or better is required in this course.

All of the following must be attained to successfully pass this course:

- A. Final Theory Exam score must be passed at a 70%.
- B. Clinical grade must total equivalent of 80% or greater based on all points accumulated.
- C. Theory (exams) grade must total equivalent of 80% or greater.
- D. Attendance requirements as noted below must be met.
- E. Less than 3 unsatisfactory in clinical work must occur.
- F. Final clinical evaluation must show **all** categories as “Satisfactory”.

Testing will include no more than 7 examinations in addition to written, demonstration, and/or oral assignments, and a final examination. Pop quizzes may be included. **EXCEPT FOR UNDER EXTREME CIRCUMSTANCES, THERE WILL BE NO MAKE-UPS FOR TESTS OR QUIZZES MISSED DUE TO ABSENCE.**

Clinical evaluation will be done on an ongoing basis with a student required to meet “satisfactory” in all areas to pass the course. Evaluation is based on written assignments, adherence to nursing standards of care, QSEN competencies, and professional performance. As a part of professional performance, a student must maintain and demonstrate competency in dosage calculation at all times. An unsatisfactory in clinical may be given based on the same standards of care and professional performance and will require remediation in the learning center. Three unsatisfactory grades given in clinical or failure to meet the clinical objectives will result in failure of this class regardless of the overall grade.

Schedule and total points available may change at the discretion of the instructors, taking into account the progress of students with the materials. Any change will be announced in class or via email through Blackboard. Students are held responsible for all materials covered in the syllabus and for any changes that are announced in class or by email.

To evaluate a student’s ability to provide for patient safety and to demonstrate clinical competence, students must be in attendance in clinical. Absenteeism and/or tardiness beyond the maximum allowed will result in being dropped from NURS218. This will result in a “W” grade if before the drop date and “F” if after that date.

It is recommended that if a grade falls below 78% that the student will arrange to meet with the faculty member. Faculty can be reached in person, by email, or during office hours to discuss grades or other classroom or clinical matters.

The student is responsible for withdrawing (W) from the class before the deadline as outlined on your registration forms. Failure to pass this class will affect your ability to progress to the next semester. Students failing or withdrawing must complete a Petition to Re-Enter.

Simulations are a safe learning environment, where all students will have the opportunity to interact within a structured scenario. Simulations will be utilized during this class and simulation materials will be handed out during the semester. All advance assignments must be completed before the start of class. Failure to complete the pre-assignment will prevent the student from attending the class for the day resulting in a clinical absence and an “unsatisfactory” in clinical performance.

### **Attendance**

It is the responsibility of each student to attend all classroom and clinical hours and to contact the faculty person before the start of class of any need to be excused from class. If a student does not contact the faculty member by the assigned time for an absence, a clinical unsatisfactory for professional behaviors will be given. Students are expected to attend all classes. **Absences are limited to the equivalent of the number of hours class meets in one week over a full semester; as a short-term class, this equates to one theory day absence and one clinical day absence.** The instructor may drop a student who reaches the maximum allowable hours of absenteeism or tardiness.

Acceptance of absenteeism excuses is at the discretion of the faculty member and may result in failure of the class. A student who reaches the maximum allowable number of hours absent and is not allowed to continue may file a petition to reenter the nursing program. The teaching team will meet with the student to discuss remediation and the possibility of reentry. Tardiness will be included in calculation of absenteeism. Three tardies equal 1 absence and an Unsatisfactory for professional behavior.

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. Any student whose continuously absent and unexcused absences exceeds the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

### **Classroom Etiquette**

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### **Online Netiquette**

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].
- Please review the General Catalog and Nursing Student Handbook for further information. The use of online communication to transmit any patient data is prohibited and may result in failure of the nursing program. In addition, professional behavior is not only what is done in clinical, but how your personal life is led; this can affect your ability to get or maintain a nursing license. Please consider this when posting pictures or actions on social media.

### **Academic Honesty**

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting, as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Plagiarism and cheating policies noted in the student handbook and IVC policies will be strictly enforced. Students are expected to develop original work for this course. It is recommended that students visit the college library to become acquainted with research tools available.

### **Additional Student Services**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- [Blackboard Support Site](#). The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- [Learning Services](#). There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.
- [Nursing Learning Center](#): Please utilize the nursing learning center tutors for assistance with nursing related studies. It is expected that you will practice skills in the learning center prior to any skills related exam or simulation.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

### **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

During all classroom and clinical instruction time, every person will be respected within the group and it is expected that all interactions between students, faculty, and other staff will take place professionally and courteously. It is expected that students will come prepared for class by completing reading assignments and skills practice on their own time.

### **Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### **Anticipated Class Schedule/Calendar**

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| Week Date                               | Faculty Room                          | Lecture Content<br>Required Reading & Assignments  | Weekly Learning Objectives  | Exam/Simulation   |
|---|---------------------------------------|--|---|---|
| <b>Week 1</b><br>8/14/2017<br>0800-1200 | Armenta/<br>Bravo<br><br>RM 2150      | Bring Syllabus and schedule to class   | 1. Identify current trends in child health.   | <b>Skills check off for Physical Assessment of a pediatric patient and IM injection sites for a pediatric patient on Tuesday 8/15/2017.</b> |
| 8/15/2017<br>0800-1200                  | Lab 3                                 | Physical Assessment Peds checkoff including IM injection sites, G-tube, NG-tube care. Review Bates Physical Assessment/ATI Peds assessments online.<br>RKC:<br>25,26,27,28,29,30,31,32,33,34,35,36 | 2. Discuss the principles of growth and development and nursing implications in caring for children of all age groups.<br><br>3. Describe physical and psychosocial assessments for children of all age groups.<br><br>4. Identify the most common safety issues for children of all age groups.  |   |
| 8/16/2017<br>0800-1100                  |                                       | Intro to Peds/Integumentary<br>RKC: CH:<br>25,26,27,28,29,30,31,32,33,34,35,36<br>RKC: CH: 45<br>Lehne: CH: 10,105<br>Peds/Pharm ATI   | 5. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in integument.<br><br>6. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in integument.  |   |
| 8/17/2017<br>0800-1100                  |                                       | Alteration in Oxygenation/Immunity<br>RKC: CH: 40, 47, 37<br>Peds/Pharm ATI<br>Lehne: CH: 68,76,77   | 7. Identify priority actions for children who have an alteration in integument.<br><br>8. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in integument.<br><br>9. Recognize alterations in laboratory values related to alterations in integument.<br><br>10. Discuss the correct use and functioning of therapeutic devices that support integument.<br><br>11. Describe the role of the nurse in providing quality care to children who have an alteration in integument. |   |
| <b>Week 2</b><br>8/23/2017<br>08-1100   | Armenta<br><br>RM 2150<br><br>Armenta | Alterations in Cardiovascular<br>RKC: CH 41<br>Peds/Pharm ATI<br><br>Alterations in Cardiovascular   | 1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in oxygenation and immunity<br><br>2. Apply knowledge of anatomy,   | <b>EXAM #1<br/>Physical Assessment<br/>Integumentary<br/>Oxygenation/Immunity</b>   |



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| <p><b>Week 2 Cont.</b></p> <p>8/24/2017<br/>0800-1100</p>                          | <p>RM 2150</p>   | <p>RKC: CH 41<br/>Peds/Pharm ATI<br/>Lehne: CH:<br/>43,44,45,46,47,48,49,50</p> <p>Alterations in Hematology/Neoplastic Disorders<br/>RKC: CH 46<br/>Peds/Pharm ATI<br/>Lehne: CH: 54,55,56</p> <p><b>Math Exam #1 1100</b></p>  | <p>physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in oxygenation and immunity.</p> <ol style="list-style-type: none"> <li>3. Identify priority actions for children who have an alteration in oxygenation. And immunity.</li> <li>4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in oxygenation. And immunity</li> <li>5. Recognize alterations in pulse oximetry and other laboratory values related to alterations in oxygenation and immunity</li> <li>6. Discuss the correct use and functioning of therapeutic devices that support oxygenation.</li> </ol>  |   |
| <p><b>Week 3</b></p> <p>8/30/2017<br/>0800-1100</p> <p>8/31/2017<br/>0800-1100</p> | <p>Armenta/<br/>Bravo</p> <p>RM 2150</p> <p>Armenta/<br/>Bravo</p> | <p>Alterations in Mobility/Neurological Function<br/>RKC: CH: 38, 44<br/>Peds/Pharm ATI<br/>Lehne: CH: 20,24,25</p> <p>Alterations in Gastro Function<br/>RKC: CH: 42<br/>Peds/Pharm ATI<br/>Lehne: CH: 78,79,80</p> <p>Alterations in Genitourinary<br/>RKC: CH: 43</p> | <ol style="list-style-type: none"> <li>1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in cardiac output and tissue perfusion.</li> <li>2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in cardiac output and tissue perfusion.</li> <li>3. Identify priority actions for children who have an alteration in cardiac output and tissue perfusion.</li> <li>4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in cardiac output and tissue perfusion.</li> <li>5. Recognize alterations in pulse oximetry and other laboratory values related to alterations in cardiac output and tissue perfusion.</li> <li>6. Discuss the correct use and functioning of therapeutic devices that support cardiac output and tissue perfusion.</li> <li>7. Describe the role of the nurse in providing quality care to children who have an</li> </ol> | <p><b>Exam #2 Cardio/Hem</b></p> <p><b>Exam#3 Mobility/GI</b></p> |

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| 9/6/2017<br>0800-1100  | RM<br>2150 | Peds/Pharm ATI  | alteration in cardiac output and tissue perfusion.<br>8. Identify health care education and safety needs for children who have an alteration in cardiac output and tissue perfusion.   |   |
| 9/7/2017<br>0800-1100  | RM<br>2150 | Alterations in Fluids and Electrolytes<br>RKC: CH: 43<br>Lehne: CH: 41,42 |  |   |
| Week 5                 | Armenta    | Alterations in Endocrine and Metabolic Function                           |  | <b>Exam#4 GU/Alterations in fluids and electrolytes</b> |
| 9/13/2017<br>0800-1100 | RM<br>2150 | RKC: CH: 48<br>Peds/Pharm ATI<br>Lehne: CH: 57,58,59,60                   | 1. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in excretion.<br>2. Recognize alterations in laboratory values related to alterations in excretion.<br>3. Discuss the correct use and functioning of therapeutic devices that support excretion.<br>4. Describe the role of the nurse in providing quality care to children who have an alteration in excretion  |   |
| 9/14/2017<br>0800-1100 | RM<br>2150 | Continued.....<br><b>Peds ATI Exam 1100</b>                               | 5. Identify health care education and safety needs for children who have an alteration in excretion.<br>6. Recognize alterations in the laboratory values of electrolytes, significant weight change parameters, physiologic manifestations, and changes in child's behavior that indicate dehydration or overhydration<br>7. Compare and contrast the amount of body surface of newborns, infants, and children.<br>8. Apply knowledge of pathophysiology when planning care for clients with dehydration or overhydration<br>9. Identify priority actions for clients with dehydration or overhydration. |   |

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| <p><b>Week 6</b></p> <p>9/20/2017<br/>0800-1100</p> | <p>Armenta<br/>Bravo</p> <p>RM<br/>2150</p> | <p><b>Evidence Based Project Presentations</b></p> | <ol style="list-style-type: none"> <li>1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in ingestion, digestion, absorption, and elimination.</li> <li>2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in ingestion, digestion, absorption, and elimination.</li> </ol>   |                          |
| <p>9/21/2017<br/>0800-1000</p>                      | <p>RM<br/>2150</p>                          | <p><b>Final Exam</b></p>                           | <ol style="list-style-type: none"> <li>3. Identify priority actions for children who have an alteration in ingestion, digestion, absorption, and elimination.</li> <li>4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in ingestion, digestion, absorption, and elimination.</li> <li>5. Recognize alterations in laboratory values related to alterations in ingestion, digestion, absorption, and elimination.</li> <li>6. Discuss the correct use and functioning of therapeutic devices that support ingestion, digestion, absorption, and elimination.</li> <li>7. Describe the role of the nurse in providing quality care to children who have an alteration in ingestion, digestion, absorption, and elimination.</li> <li>8. Identify health care education and safety needs for children who have an alteration in ingestion, digestion, absorption, and elimination.</li> </ol> | <p><b>Final Exam</b></p> |
|   |   |  | <ol style="list-style-type: none"> <li>1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in mobility and neurological function.</li> <li>2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in mobility and neurological function.</li> </ol>   |                          |

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|  |  |  | <ol style="list-style-type: none"> <li>3. Identify priority actions for children who have an alteration in mobility and neurological function.</li> <li>4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in mobility and neurological function.</li> <li>5. Recognize alterations in laboratory values related to alterations in mobility and neurological function.</li> <li>6. Discuss the correct use and functioning of therapeutic devices that support mobility.</li> <li>7. Describe the role of the nurse in providing quality care to children who have an alteration in mobility and neurological function.</li> <li>8. Identify health care education and safety needs for children who have an alteration in mobility and neurological function.</li> </ol> |  |
|  |  |  | <ol style="list-style-type: none"> <li>1. Recognize components of a focused assessment that should be included when collecting data on children who have an alteration in metabolic function.</li> <li>2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for children who have an alteration in metabolic function.</li> <li>3. Identify priority actions for children who have an alteration in metabolic function.</li> <li>4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to children who have an alteration in metabolic function..<br/>Recognize alterations in laboratory values related to alterations in metabolic function.</li> </ol>  |  |

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|  |  |  | <ol style="list-style-type: none"><li>5. Describe the role of the nurse in providing quality care to children who have an alteration in metabolic function.</li><li>6. Identify health care education and safety needs for children who have an alteration in metabolic function.</li></ol> |  |
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**Sept 4<sup>th</sup> Holiday**