



IMPERIAL VALLEY COLLEGE

### Basic Course Information

Semester	<b>Spring 2026</b>	Instructors	<b>Celeste Armenta DNP FNP-BC Mayra Rodarte RN MSN Luis Martin RN BSN Jesus Ortega FNP-BC Jeanine Smith-Mora RN MSN</b>
Course Title & #:	<b>NURS 218 Care of the Childrearing Family</b>	Email:	<b>Celeste.armenta@imperial.edu</b>
CRN #:	<b>20394/21435</b>	Webpage (optional):	<b>CANVAS</b>
Classroom:	<b>2152</b>	Office #:	<b>2115</b>
Class Dates:	<b>5/4/2026-6/11/2026</b>	Office Hours:	<b>Thur/Fri 12-1 MW 0800-0900</b>
Class Days:	<b>Tues/Wed Clinical, Thur/Fri Lec</b>	Office Phone #:	<b>760-355-6574</b>
Class Times:	<b>830-1135 Thurs/Fri Lec</b>	Emergency Contact:	<b>Nursing Office 6348</b>
Units:	<b>3.5</b>	Class Format/Modality:	<b>In-person</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. (CSU)

### Course Prerequisite(s) and/or Corequisite(s)

**PREREQUISITES:** NURS 123, NURS 128

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Understand nursing theory to plan, implement and evaluate nursing care for the pediatric patient with acute and chronic body system stressors in the hospital setting. Demonstrate integration of knowledge in the areas taught by passing theory exams with an individual score of 78% or above.
2. Integrate nursing that is patient centered, caring, culturally sensitive and based on the physiological and psychosocial and spiritual needs of the pediatric patients. Demonstrate integration of knowledge in pediatric nursing by passing the final 78% or above
3. Integrate nursing that is patient centered, caring, culturally sensitive and based on the physiological and psychosocial and spiritual needs of pediatric patients. Demonstrate integration of knowledge in pediatric nursing by passing ATI with a level 2 or above.
4. Implement critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse pediatric patients within multidisciplinary healthcare systems.

### Course Objectives

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

1. Provide care to clients and their families while adhering to ethical and legal standards and maintaining accountability and responsibility for care provided.
2. Recognize the nurse's role in reporting client safety and quality care concerns and in supporting activities that promote performance improvement.

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3. Use organizational, priority setting, and decision-making skills when providing care to children in selected settings.
4. Develop and provide health and safety related education to clients and their families while recognizing the nurse's role as educator and change agent.
  
5. Acknowledge the value of evidence-based practice by integrating evidence-based knowledge into practice when providing care to children.
6. 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.
7. 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.
8. Integrate knowledge of pharmacology, pathophysiology, and nutrition as well as concepts from previous nursing courses and evidence-based practice to the care of children.
9. Demonstrate clinical judgment and evaluate outcomes when providing care to children.
10. 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.
11. 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.
12. Perform a comprehensive health assessment of children, that identifies deviations from normal as well as health risks.

### Textbooks & Other Resources or Links

Required textbooks:

Author	ISBN	Title	Edition	Publisher	Year
London	9780136860174	Maternal & Child Nursing Care	6th	Pearson	2022
Berman	9780135421345	Skills in Clinical Nursing	9th	Pearson	2021
Burcham	9780323825221	Pharmacology for Nursing Care	11th	Elsevier	2022

Supplemental:

Author	ISBN	Title	Edition	Publisher	Year
Tucker	9780131722163	Nutrition & Diet Therapy for Nurses	2 <sup>nd</sup>	Pearson	2019
Fischbach	9781975173425	Manual of Lab & Diagnostic Testing	11th	LWW	2021
Spector	9780137503636	Cultural Diversity in Health and Illness	9 <sup>th</sup>	Pearson	2021
Hogan	9780138122119	Fluid & Electrolytes Acid Base Balance	4 <sup>th</sup>	Pearson	2023

### Course Requirements and Instructional Methods

CORE CONTENT:

#### Lecture Outline

- Basic Concepts of Pediatric Nursing
- Communicable Diseases
- Pediatric emergencies and accident prevention
- Dehydration and Over hydration-Pediatric implications
- Alterations in Oxygenation-Child
- Alterations in Cardiac Output and tissue perfusion-Child
- Alterations in Regulation and Metabolism
- Alterations in Cognition and Sensation-Child
- Alterations in Immunity-Child
- Alterations in Integument-Child
- Alterations in Mobility-Child
- Alterations in Ingestion, Digestion, Absorption, and Elimination-Child

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Alterations in Excretion  
Nursing Care-Child

**Lab Outline**

1. Basic Concepts of Pediatric Nursing
2. Communicable Diseases
3. Pediatric emergencies and accident prevention
4. Dehydration and Over hydration-Pediatric implications
5. Alterations in Oxygenation-Child
6. Alterations in Cardiac Output and tissue perfusion-Child
7. Alterations in Regulation and Metabolism
8. Alterations in Cognition and Sensation-Child
9. Alterations in Immunity-Child
10. Alterations in Integument-Child
11. Alterations in Mobility-Child
12. Alterations in Ingestion, Digestion, Absorption, and Elimination-Child
13. Alterations in Excretion
14. Nursing Care-Child

**METHODS OF EVALUATION:**

1. Class Activity  
Group Case Studies
2. Mid-Term/Final Exam(s)  
Comprehensive Final Exam
3. Oral Assignments  
i.e, Clinical Findings, class assignments
4. Quizzes  
Biweekly quizzes
5. Skill Demonstration  
Demonstration of pediatric physical assessment, cardiac assessment, neuro assessment, respiratory assessment, GI assessment, Integumentary assessment, and Mobility assessment
6. Written Assignments  
Clinical Preparation and Evaluation.
7. Other, please identify  
Clinical Performance

**INSTRUCTIONAL METHODOLOGY:**

1. Audio Visual  
Example of skills required for successful course completion.
2. Computer Assisted Instruction  
Internet Research and Simulations
3. Demonstration  
Assessment of the pediatric patient. Pertaining to Basic concepts of pediatric nursing, Communicable Diseases, Pediatric emergencies and accident prevention, Dehydration and Over hydration-Pediatric implications Alterations in Oxygenation-Child, Alterations in Cardiac Output and tissue perfusion-Child, Alterations in Regulation and Metabolism, Alterations in Cognition and Sensation-Child, Alterations in Immunity-Child, Alterations in Integument-Child, Alterations in Mobility-Child, Alterations in Ingestion, Digestion, Absorption, and Alterations in Excretion
4. Discussion  
Issues on Pediatric Nursing
5. Group Activity  
Patient education activity
6. Lab Activity  
Assessment skills
7. Lecture
8. Simulation/Case Study



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## ASSIGNMENTS:

### Out-of-class

Reading, CD/DVD viewing, Internet research, Practice and Demonstration of necessary clinical skills, Pre/Post Clinical written and /or Internet assignments and writing assignments.

### Reading and Writing

Assigned reading from textbooks, Journals, Internet sites, and supplemental material, and written concept map, case studies, journals, evidence-based projects/papers, written experience papers.

## Course Grading Based on Course Objectives

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

A = 93-100%

B = 85-93%

C = 78-84%

D = 68-77%

F = Below 68%

**Grades will not be “rounded”. To advance to the next semester, a “C” (78%) or better is required in this course.**

Grades will not be “rounded”. To advance to the next semester, a “C” or better is required in this course and the co-requisite courses.

**The course grade will be computed as follows: Unit exams 45%, Final Exam 25%, Coursework 15%, EBP 10%, Simulations/Skills 5%.**

<b>Unit Exams</b>	<b>45%</b>	
<b>Final Exams</b>	<b>25%</b>	
<b>Coursework</b>	<b>15%</b>	
<b>EBP</b>	<b>10%</b>	
<b>Simulation/Skills</b>	<b>5%</b>	
<b>TOTAL</b>	<b>100%</b>	

Grades will not be “rounded”. To advance, a “C” or better is required in this course and the co-requisite courses.

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

- Clinical grade must total equivalent of 78% or greater based on all points accumulated.
- Theory (exams) grade must total equivalent of 78% or greater.
- Attendance requirements as noted below must be met.
- Less than 3 unsatisfactory in clinical work must occur.
- Final clinical evaluation must show all categories as “Adequate” or “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.

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As a measure of clinical safety, a dosage calculation exam will be given. The student must obtain a score equivalency of 92% or better to pass the test and continue in the class. Calculator will not be used for exam. The score will not be Included or averaged for this class, it is a pass/fail assignment. Please refer to RNP1020 Medication Calculation Competency Test Policy.

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.

**ATI testing in Pediatrics is a part of the theory graded section of the NS218 course. Students are responsible for reviewing all material in the ATI books prior to the assigned test date**

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.

**Academic Honesty (Artificial Intelligence -AI)**

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

**Course Policies**

**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 if 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.

**IVC Student Resources**

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.



**Anticipated Class Schedule/Calendar**

Date or Week	Exam/Simulation/ Case Study	Content	Supplemental Resources
<p><b>1</b></p> <p><b>5/7/26</b> <b>RM 2152</b> <b>830-1135</b></p> <p><b>5/8/26</b> <b>RM 2152</b> <b>830-1135</b></p>	<p>ATI Real Life RN Nursing Care of Children 3.0: Well Child</p> <p>Immunization Simulation Scenarios</p> <p>Case Study: bullous lesions, electrical burn, ear infections</p> <p><b>ATI Pharm Retake</b> <b>5/7/26</b> <b>Comp Lab</b> <b>1100-1400</b></p>	<p><b>Physical Assessment Peds. Assessment London et al: Part 7: Care and Needs of Children</b></p> <p><b>Vital Signs, Pain scale, Milestones: developmental, gross/fine motor skills, speech/language. Nutrition, Growth pattern, Family Centered care at home and hospital, health promotion.</b></p> <p><b>Intro to Peds/Integumentary London et al: CH 45, 57 Lehne: CH: 12, Unit XVI: Drugs for Infectious Diseases</b></p> <p><b>Common bacterial, viral and fungal infections: impetigo, acne, cellulitis, wart, cold sores, tinea group conditions, candidiasis. Arthropod bites and stings: ticks, spiders, etc. Burns: stages, Lund and Browder Chart, severity grading</b></p> <p>Alteration in Oxygenation/Immunity London et al: CH: 45, 46 Lehne: CH: 70-75,79,80,</p> <p>Asthma, Cystic Fibrosis, croup, RSV, common respiratory illnesses Vaccination Schedule Communicable diseases: conjunctivitis, Epstein-Barr/Mono, Fifth Disease, mumps, measles, pertussis</p> <p><b>Canvas:</b> Video/Audio lectures: Pediatric Head to Toe Pediatric Respiratory Integumentary Disorders Pediatric Communicable Disease</p> <p>Module PowerPoints</p>	<p>CDC Vaccination Schedule</p> <p>ATI:</p> <ul style="list-style-type: none"> <li>• Perspectives of Nursing Care for Children</li> <li>• Specific Considerations of Nursing Care of Children</li> <li>• Respiratory Disorders</li> <li>• Integumentary Disorders</li> <li>• Immune and Infectious Disorders</li> </ul> <p>Canvas Videos:</p> <ul style="list-style-type: none"> <li>• Pediatric Head to Toe</li> <li>• Pediatric Assessment</li> <li>• Vaccination Schedule</li> <li>• Developmental</li> <li>• Milestones</li> <li>• Acute Otitis Media</li> </ul> <p>Skills Video:</p> <ul style="list-style-type: none"> <li>• IM injections</li> <li>• Immunization</li> </ul> <p>Journal Articles:</p> <p>NIH Common Skin Infections</p> <p>Diagnosis and Management of Common Viral Skin Infections, Pediatric Burn Injuries</p>
<p><b>2</b></p> <p><b>5/14/2026</b> <b>2152</b> <b>830-1135</b></p>	<p><b>Ped Math Exam</b> <b>5/14/2026 @1100</b></p>	<p><b>Alterations in Cardiovascular</b> London et al: CH 47 Lehne: Unit VII:</p> <p>Cardiomyopathy, Kawasaki disease Acyanotic: Ventricular septal defect, atrial septal defect, patent ductus arteriosus</p> <p>Cyanotic: pulmonary stenosis, coarctation of the aorta, tetralogy of fallot,</p> <p><b>Alterations in Hematology/Neoplastic Disorders</b> London et al: CH 49,50 Lehne: 57, 58, Unit XVIII – Cancer Therapy</p>	<p>ATI</p> <ul style="list-style-type: none"> <li>• Cardiovascular and Hematologic Disorders</li> <li>• Neoplastic Disorders</li> </ul> <p>Canvas videos:</p> <ul style="list-style-type: none"> <li>• Iron-deficiency anemia</li> <li>• Sickle cell anemia</li> <li>• Hemophilia</li> <li>• Wilms' Tumor</li> <li>• Leukemia in children</li> </ul>



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Date or Week	Exam/Simulation/ Case Study	Content	Supplemental Resources
<p>5/15/2026 2152 830-1135</p>	<p><b>EXAM #1 Physical Assessment Integument/Oxygenation/Immunity Comp Lab 0830-0930</b></p>	<p>Epistaxis, iron deficiency anemia, sickle cell anemia, hemophilia, Wilms' tumor, neuroblastoma, leukemia, osteosarcoma, rhabdomyosarcoma</p> <p><b>Canvas:</b> Video/Audio lectures: • Pediatric Cardiac Disorders and Care • Pediatric Hematology Disorders • Pediatric Tumors</p> <p>Module PowerPoints SIMS</p>	
<p>3</p> <p>5/21/2026 2152 830-1135</p> <p>3</p> <p>5/22/2026 2152 830-1135</p>	<p><b>EXAM #2 Cardiac/Hem Comp Lab 0830-930</b></p>	<p>Alterations in Fluids and Electrolytes London et al: CH 44 Lehne: CH: 44,45</p> <p>Alterations in Genitourinary London et al: CH: 52</p> <p>Enuresis, UTI, structural disorders of GU and reproductive tract, renal disorders</p> <p><b>Canvas:</b> Video/Audio lectures: • Fluid and Electrolytes Comprehensive • Pediatric GU Dysfunction Continue GU Module PowerPoints</p>	<p>ATI: • Nursing Care of Clients Who Have Fluid/Electrolyte/Acid-Base Imbalances • Nursing Care of Children: Genitourinary and Reproductive Disorders</p> <p>Canvas videos: • The Child with a GU Condition • Hemolytic Uremic Syndrome</p>
<p>4</p> <p>5/28/2026 2152 0830-1135</p>	<p>ATI Real Life RN Nursing Care of Children 3.0: Type I Diabetes</p>	<p>Alterations in Endocrine and Metabolic Function London et al: CH: 53 Lehne: CH: 60-63</p> <p><b>Canvas:</b> Video/Audio lecture: Pediatric Endocrine Disorder</p> <p>Module PowerPoints</p>	<p>ATI: • Endocrine Disorders</p> <p>Canvas Videos: • Diabetes I &amp; II • Growth Delay</p>



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Date or Week	Exam/Simulation/ Case Study	Content	Supplemental Resources
<p>5/29/2026 2152 0830-1135</p>	<p>ATI Real Life RN Nursing Care of Children 3.0: Gastroenteritis &amp; Dehydration</p> <p><b>EXAM #3 Fluid/ Electrolytes GU Alterations Comp Lab 0830-0930</b></p> <p><b>6/4/2026 Comp Lab 11-2</b></p>	<p>Alterations in Gastro Function London et al: CH: 51 Lehne: CH: 81-83</p> <p>Acute infectious gastrointestinal disorders: diarrhea, dehydration Cleft lip/palate, GERD, hypertrophic pyloric stenosis, Hirschsprung's disease, Intussusception, appendicitis</p> <p>Canvas: Video/Audio lectures: • Pediatric GI Dysfunction • Pediatric Sensory and Neurological</p> <p>Module PowerPoints</p> <p>SIMS</p> <p><b>ATI Peds Exam</b></p>	<p>ATI:</p> <ul style="list-style-type: none"> <li>• Gastrointestinal Disorders</li> <li>• Gastrointestinal Structural Inflammatory Disorders</li> </ul> <p>Canvas Videos:</p> <ul style="list-style-type: none"> <li>• Cleft lip and palate</li> <li>• Hirschsprung's Disease</li> <li>• Pediatric Nursing Playlist - Nervous System Disorders</li> </ul>
<p>5 6/4/2026 2152 0830-1135</p> <p>6/5/2026 2152 0830-1135</p>	<p><b>**Exam #4 Endo/GI Comp Lab 0830-0930</b></p>	<p><b>Alterations in Musculoskeletal and Neurosensory Function</b> London et al: CH 54,55, 56 Lehne: CH: 23-28</p> <p><b>Meningitis, Reye syndrome, seizures, head injury, Down syndrome, fractures, clubfoot, developmental dysplasia of the hip (DDH), scoliosis, cerebral palsy, spina bifida, muscular dystrophy</b></p>	<ul style="list-style-type: none"> <li>• Neurosensory Disorders</li> <li>• Musculoskeletal Disorders</li> </ul>
<p>6</p>	<p><b>Final</b></p>	<p><b>Evidence Based Project Presentations (Clinical)</b> <b>6/10/2026 830-1200 RM 2152</b> <b>Final PEDS Exam 6/11/2026 830-12 Comp Lab</b></p>	

\*\*\*Subject to change without prior notice\*\*\*