Pediatric Course Instructor Guide

Introduction

The Nurses International Pediatric Nursing Course for BSN learners is a comprehensive student and teacher curriculum resource developed by nurse educators who are content experts in pediatric and newborn nursing and clinical education. The aim of this project is to share current evidence-based knowledge in the area of pediatric care, where textbooks are not readily available, with a focus on nursing care in rural populations and underserved areas. It looks to international organizations, such as the World Health Organization, Center for Disease Control, National Institute of Health, and Australian Government Department of Health, to direct content selections best suited to enhance global practice to impact current global health disparities. Course competencies are based on the Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 2008).

The global nursing scope of practice varies widely depending on the country, national, government, and professional regulatory agencies. In an attempt to be relevant to the entire global nursing community, this course addresses nursing skills and practices on several levels. It is the nurse's responsibility to know the regulations that apply to their area of practice.

Course Overview

This Pediatric Course introduces the learner to concepts and principles for providing patient-friendly nursing care to children and adolescents in hospitals and rural community settings. The goal is to provide holistic emphasis on the bio-psycho-socio-cultural-spiritual needs of a child and their family in both the minority and majority world populations.

Course Objectives

Course Objectives with Associated Core Competencies of Professional Nursing

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

1. Understand the perspectives in pediatric nursing and the role of the nurse in promoting the physical, emotional, psychological, and mental wellness of children (0-17 years) within the context of the family, clinical, and community settings. Domains 1, 2, 3 and 9.
2. Apply principles of growth and development to provide age-appropriate nursing care to children during health promotion, illness, and hospitalization in the context of the family and community settings. Domains 2, 3 and 5.
3. Demonstrate effective age-appropriate therapeutic communication techniques when interacting with children (ages 0-17 years) and their families. Domains 1 and 2.
4. Demonstrate cultural competence in providing care for children and their families. Domains 2 and 5.

5. Apply critical thinking skills based on the care of children and their families. Domains 1, 3, 4, 5, 7 and 8.
6. Analyze professional/ethical and legal issues related to the nursing care of children and apply them in practice. Domains 1, 2, 3, 6, 9 and 10.
7. Utilize the current research and evidence to provide evidence-based practice in the care of children and their families within their environment. Domains 1, 4 and 5.
8. Demonstrate leadership and collaborative skills with the family and the interdisciplinary team in providing care to children within the context of the family and community settings. Domains 3, 6, 8, 9 and 10.

Domain 3: Population Health
- 3.1 Manage population health
- 3.2 Engage in effective partnerships
- 3.3 Consider the socioeconomic impact of the delivery of healthcare
- 3.4 Advance equitable population health policy
- 3.5 Demonstrate advocacy strategies
- 3.6 Advance preparedness to protect population health during disasters and public health emergencies

Domain 4: Scholarship for the Nursing Discipline
- 4.1 Advance the scholarship of nursing
- 4.2 Integrate the best evidence into nursing practice
- 4.3 Promote the ethical conduct of scholarly activities

Domain 5: Quality and Safety
- 5.1 Apply quality improvement principles in care delivery
- 5.2 Contribute to a culture of patient safety
- 5.3 Contribute to a culture of provider and work environment safety

Domain 6: Interprofessional Partnerships
- 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery
- 6.2 Perform effectively in different team roles, using principles and values of team dynamics
- 6.3 Use knowledge of nursing and other professions to address healthcare needs
- 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values

Domain 7: Systems-Based Practice
- 7.1 Apply knowledge of systems to work effectively across the continuum of care
- 7.2 Incorporate consideration of cost-effectiveness of care
- 7.3 Optimize system effectiveness through the application of innovation and evidence-based practice

Domain 8: Informatics and Healthcare Technologies

8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations

8.2 Use information and communication technology to gather data, create information and generate knowledge

8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings

8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels

8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards and workplace policies in the delivery of care

Domain 9: Professionalism

9.1 Demonstrate an ethical compartment in one's practice reflective of nursing's mission to society

9.2 Employ a participatory approach to nursing care

9.3 Demonstrate accountability to the individual, society, and the profession

9.4 Comply with relevant laws, policies, and regulations

9.5 Demonstrate the professional identity of nursing

9.6 Integrate diversity, equity, and inclusion as core to one's professional identity

Domain 10: Personal, Professional, and Leadership Development

10.1 Demonstrate a commitment to personal health and well-being

10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity

10.3 Develop capacity for leadership

Course Design

The content is designed to give the instructor flexibility in adapting the subject matter to meet student learning needs. It is organized into six units divided into lectures that meet the unit objectives. Each lesson is composed of a student reading resource and a slide deck review that summarizes the reading and poses case stu**Core Competencies of Professional Nursing Education**

Domain 1: Knowledge for Nursing Practice

1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines

1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences

1.3 Demonstrate clinical judgment founded on a broad knowledge base

Domain 2: Person-Centered Care

2.1 Engage with the individual in establishing a caring relationship

2.2 Communicate effectively with individuals

2.3 Integrate assessment skills in practice
2.4 Diagnose actual or potential health problems and needs
2.5 Develop a plan of care
2.6 Demonstrate accountability for care delivery
2.7 Evaluate outcomes of care
2.8 Promote self-care management
2.9 Provide care coordination

dies for students to apply critical thinking to patient scenarios. Suggested student learning activities are included with each lecture, along with a care plan and patient teaching templates. Two comprehensive exams are included as optional assessment tools, and a comprehensive test bank is included as an additional resource. The course develops logically from the concept of professional, empathetic nursing care, care of the antenatal, laboring and postpartum woman, care of the newborn, and discussion of high-risk pregnancy.
Reading resources are open access and available to students and instructors without charge. Open access evidence-based simulation resources are an additional visual and life-like component that enhances the student learning experience and can be used as additional instructor tools that may be viewed in or out of class.

Clinical Component
A clinical practicum should accompany the didactic portion of the course where learners have the opportunity, under the supervision and ongoing support, to provide patient- and family-friendly care for children through all phases of development. Recommended clinical nursing activities include performing patient and family interviews, patient assessment, medication administration and care plan development for specified disorders.
Close supervision of the student is essential to ensure both a positive learning environment for the learner and patient safety.
Critical thinking and clinical judgment skills should be fostered using care plans and by instructor-posed questions during pre- and post-clinical conferences that promote the transfer of didactic content to the clinical setting and focus on the nursing process, including assessment, problem identification, a plan for care, appropriate nursing interventions, evaluation processes, and patient teaching. Encouraging learners to reflect thoughtfully on their experiences and actions enhances critical thinking and promotes the development of higher levels of clinical judgment. Additional learning activities in clinical conferences may include student presentations of their patient, review of medication dosing and preparation, and integration of cultural norms.
Clear directions about student clinical and behavioral (professional) expectations should be provided. Fair and objective feedback on performance should be given to students on a regular basis using formative (ongoing) and final (formative) assessments, which include both positive commendation and clear direction for areas needing improvement.

Resource: Example of a progressive clinical evaluation tool:
http://www.sciedu.ca/journal/index.php/jnep/article/view/3085/2052

How to Use This Resource

This course may be used as a complete didactic component of a curriculum or as a supplement to an existing course. Sections of the course may be used as desired and adapted to teaching environments. Slide deck PowerPoints may be used as primary lecture content where internet access is limited or unavailable. They may be downloaded, used as presentations in class or copied and distributed to students for pre-lecture reading.

Active and Experiential Learning

The majority of nursing students are kinesthetic learners and prefer a "hands-on," active approach to education. Research shows that active-learning strategies can increase student learning and satisfaction and promote critical thinking. They help build understanding rather than memorization of facts, giving students the confidence to apply the learning to different problems and contexts and achieve greater autonomy over their learning.

Examples of Active Learning Strategies to Use in the Classroom:

1. **Discussion:** In large or small groups led by a facilitator, students explore scenarios, analyze situations, and share their ideas and opinions.
2. **Pair and share:** Students are grouped into pairs and asked to discuss a concept. This is particularly effective following a lecture concept.
3. **One-minute paper:** Students are asked to write a one-minute response to a question posed by the instructor. This is also effective following a concept introduced in the lecture.
4. **Care plan:** Students identify a patient problem (diagnosis) and design a plan of care to address the patient's symptoms and concerns.
5. **Role-play:** Students assume the role of another in a "real-life situation" to practice incorporating newly learned nursing techniques.
6. **Simulation:** Students practice clinical scenarios using mannequins, props, actors, or advanced simulation technology systems to replicate a clinical situation and choose responses and interventions based on evidence-based knowledge.
7. **Pause procedure**: Similar to pair and share, the instructor arranges for pauses of two to three minutes between every 15 minutes of lecture time, and students are encouraged to discuss their notes on the topic covered, ask questions and solve problems posed by the instructor. This helps students review their notes, reflect on them, and discuss and explain the key ideas with their partners.

8. **Muddiest point**: A technique that involves asking students to write notes on the most unclear or confusing element of a given homework assignment, lecture, or class discussion. Asking students to write down what they find difficult helps to identify the concepts that need further examination or study.
9. **Devil's advocate approach:** Asks one or more students to take the opposing side of a predominant argument or point of view being discussed during a lesson.
10. **Presentations:** Individually or in a group, students are asked to prepare a topic and present it to their peers.
11. **Three-step interviews:** Encourages students to develop active listening skills by quizzing one another, sharing their thoughts, and taking notes. Divide students into groups of three, and assign three roles: the interviewer, interviewee and notetaker. After assigning a theme or topic of discussion, have students participate in a 5- to 10-minute interview to discuss what they found to be the key information relating to the topic. After each interview, have students rotate roles.
12. **Peer teaching**: Students prepare a topic and teach it to another student or the class.
13. **Student-generated test questions:** After finishing a lesson plan, ask students to prepare between three and five test questions of their own related to the lesson material. Next, explain that your students must also create the related *answers* to the questions they come up with. After the allotted time, split your students into pairs and have them test each other with the questions they have written.
14. **Pre- and post-quizzes**: Use pre-quizzes to determine student understanding of the assigned material readings. Use post-quizzes to assess achievements of understanding of the topic. Pre-quizzes may or may not be counted for credit.

Assessment:
A Question Bank is included in the instructor resources and may be used to prepare pre- and post-quizzes or develop additional exams.
Student-facing assessments and recommended learning activities provide formative assessments of student learning.
Two comprehensive final exams provide summative assessments of student learning.

Suggested Student Learning Activities

Unit 1: Perspectives in Pediatric Nursing

Lesson 1:

- Pre- quiz
- Students work in groups and research and present strategies the nurse can use to provide health promotion for the pediatric client
- Pair and share: discuss three ways that a pediatric nurse can be a client advocate
- Post-quiz

Lesson 2:

- Pre-quiz
- Provide a case study and have students discuss the roles of each family member and their contribution to the cohesiveness of the family
- Have students write a one-page paper on parenting styles
- Post-quiz

Lesson 3:

- Pre-quiz
- One-minute paper regarding family-centered care
- Have students work in groups to discuss strategies for nurses to achieve competence in family-centered care
- Small group discussion regarding barriers to cultural diversity in healthcare
- Post-quiz

Lesson 4:

- Pre-quiz
- Pair and share: the main causes of childhood mortality
- One-minute paper on how nurses can apply knowledge of morbidity and mortality to improve child health
- Pos- quiz

Lesson 5:

- Pre-quiz
- Pair and share: define the term ethics and provide examples of ethics in the care of a child
- One-minute paper: what is an ethical dilemma?
  Provide one example of an ethical dilemma in pediatrics

- Group discussion: provide a case study of an ethical dilemma and have students identify solutions
- Post-quiz

Unit 2 - Child Growth and Development in the Context of Family and Community

Lesson 1:

- Pre-quiz
- Small group discussion: compare and contrast common developmental theories (Erikson's, Freud's, and Piaget's theories) in relation to the growth of newborns and infants
- Have groups present their findings to the class
- Have students prepare a nutritional and caloric nutritional plan for a newborn who is bottle feeding
- Post-quiz

Lesson 2:

- Small group discussion: provide a case study of a toddler with chronic illness and describe the nursing interventions that can be used to promote developmental milestones in that child
- Have students prepare flashcards on the theories of Erikson, Freud, and Piaget; have them share these cards in a pair and share
- Use pause procedure on this dense content
- Post-quiz

Lesson 3:

- Pre-quiz
- One-minute paper on the nutritional needs of a preschooler
- Pair and share: discuss the role of the nurse in the development of a preschooler
- Post-quiz

Lesson 4:

- Pre-quiz
- One-minute paper: list various developmental changes of the school-age child
- Pair and share: discuss how the developmental theories apply to the school-age child
- Post-quiz

Lesson 5:

- Pre-quiz

- Have students prepare a weekly diet that meets the nutritional needs of children; include cultural considerations to address children in low-income countries
- Paper: outline the main points of each of the developmental theorists
- Share theorist papers in a pair and share and have students apply the theoretical concepts to a case study
- Post-quiz

Lesson 6:

- Pre-quiz
- One-minute paper: list various types of injuries common in childhood
- Pair and share: list 10 ways to ensure safety and prevent injuries in children
- Post-quiz

Lesson 7:

- Interview techniques: role play the nurse interview with two other peers who play the mother and a 7-year-old child with abdominal pain; have other classmates provide feedback
- Post-quiz

Lesson 8:

- Pre-quiz
- Have groups of students prepare charts that demonstrate immunization recommendations for various age groups
- One-minute paper on possible side effects of vaccines
- Pair and share: list the basic principles of immunization
- Post-quiz

Lesson 9:

- Pre-quiz
- Have students explain how socioeconomic factors impact a child's growth in a pair and share.
- Present several scenarios and have the pair groups identify the nurse's role in providing care to a child and their family from various backgrounds
- Post-quiz

Unit 3 - Therapeutic Communication with Children and Families

Lesson 1:

- Pre-quiz

- Role-play talking to pediatric clients of different ages explain to them about an upcoming surgery
- Role-play using the 3-point technique; explain to parents ways to communicate with children who have special needs
- Post-quiz

Lesson 2:

- Pre-quiz
- Muddiest point about counseling parents with a child with a chronic disease
- Pair and share for interprofessional communication principles; have students gather in groups and discuss the findings
- Post-quiz

Lesson 3:

- Pre-quiz
- Have students prepare a teaching session for a child concerning the need to take medication for an illness
- Post-quiz

Lesson 4:

- Pre-quiz
- Pair and share: discuss the importance of cultural competence
- In small groups, have students research how various cultures deal with pain
- Post-quiz

Unit 4: Nursing care of the sick child

Lesson 1:

- Pre-quiz
- Create student groups to discuss various stressors that affect hospitalized children and share them with the class
- Have the students discuss the safety measures needed when caring for children of different ages
- Post-quiz

Lesson 2:

- Pre-quiz
- Create a care plan for a child with post-operative pain
- Use this care plan template

- Pair and share: discuss the various pain rating scales and their appropriateness for the age groups
- Post-quiz

Lesson 3:

3.1

- Pre-quiz
- Prepare various orders for pain medication and have students practice dispensing and administering them
- Provide handouts with medication administration orders and have students solve for the correct dose
- Post-quiz

3.2

- Pre-quiz
- Have students prepare medications in the lab using various routes and dosages
- Have small groups explain the proper technique for routes of administration
- Post-quiz

3.3

- Role play administration of all routes of medication administration to various age groups of children
- Provide feedback to the players concerning the 5 rights of medication administration
- Provide physician orders for medications and have students solve medication calculations
- Post-quiz

Lesson 4:

- Pre-quiz
- Group discussion: the needs of parents with a child in the NICU
- Pair and share: list the factors that put neonates at risk in the NICU and provide interventions to address them
- Provide a care plan for an infant with Meconium Aspiration: care plan template
- Post-quiz

Lesson 5:

- Pre-quiz
- Discuss pain management in children

- Assignment: create a teaching plan for the parents of an infant/child who will undergo surgery
- Post-quiz

Lesson 6:

6.1

- Pre-quiz
- Design a nursing care plan to address the problems of a child with an infectious or communicable disease; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation
- Have students prepare flashcards for each disease and share them in a group
- Post-quiz

6.2

- Pre-quiz
- Pair and share:
    1. Have students discuss the preventive measures for Malaria
    2. Have pair and share couples discuss the significance of compliance prophylaxis for Malaria
    3. Have small groups share methods for the management of Malaria in children
- Post-quiz

6.3

- Pre-quiz
- Design a nursing care plan to address the problems of a child with an infectious or communicable disease; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Pair and share: prepare pharmacology cards for the medications used for the treatment of Tuberculosis in children
- Post-quiz

6.4

- Pre-quiz
- Pair and share: discuss the causes and risk factors for Dengue Fever
- Provide a teaching plan for a community concerning Dengue Fever

Lesson 7:

7.1

- Pre-quiz
- One-minute paper: outline the types of seizures and risk factors associated with them
- Pair and share: discuss the nurse's role concerning safety and seizures
- Post-quiz

7.2

- Pre-quiz
- Prepare a care plan for a child with head trauma
- Create NCLEX quiz questions related to head trauma in children: care plan template
- Post-quiz

7.3

- Pre-quiz
- Class discussion: meningitis risk factors and assessment
- Role play: have students perform the Kernig's sign test and provide feedback to each other
- One-minute paper: discuss the difference between Meningitis and Encephalitis
- Prepare a care plan for a shield with Meningitis: care plan template
- Post-quiz

7.4

- Pre-quiz
- Divide the class into small groups and have them teach the class about one of the neuro tube defects and its treatment
- Prepare a care plan for the infant with neuro tube defect: care plan template
- Provide a teaching plan to parents of a child with a neuro tube defect who will be having surgery to correct the defect: teaching plan
- Post-quiz

7.5

- Pre-quiz
- Design a nursing care plan to address the problems of a child with a headache; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Post-quiz

7.6

- Pre-quiz

- Pair and share: discuss the role of the nurse in caring for a child with a cerebrovascular disorder
- Design a care plan for a school-age child with a diagnosed cerebrovascular disorder: care plan template
- Divide the class into small groups and have them discuss one diagnostic test for cerebrovascular diagnosis and explain it to the class
- Post-quiz

7.7

- Pre-quiz
- Watch the video on Autism and discuss the misperceptions of people with Autism
- Have the student prepare an informational teaching tool about Autism and present it to the class
- Prepare a care plan for a preschooler who has Autism disorder: care plan template
- Post-quiz

Lesson 8

8.1

- Pre-quiz
- Design a nursing care plan to address the problems of a child with an infectious or communicable disease; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Research the incidence of respiratory disease in children from various countries and suggest nursing interventions to identify and prevent risks
- Post-quiz

8.2

- Pre-quiz
- Use pause procedure: have students divide into groups to discuss the differences in various respiratory conditions
- Design a plan of care for a client experiencing an acute respiratory disorder
  (use a course video or vignette or design a new one as the example)
  (use this care plan template)
- Post-quiz

8.3

- Pre-quiz

- Have students in small groups take a respiratory condition and discuss the risk factors, diagnostic procedures, and medical management and share it with the class
- Have students prepare a care plan for a child with one of the respiratory conditions: care plan template
- Post-quiz

8.4

- Pre-quiz
- Divide the class into 4 groups and have each group take a respiratory condition and teach the class about the risk factors and prevention strategies using a prepared poster presentation
- One-minute paper on one respiratory illness in the lesson and provide definition, signs and symptoms, diagnosis, treatment, and nursing considerations. Share with a partner (pair and share)
- Post-quiz

8.5

- Pre-quiz
- Divide the class into 4 groups and have each group take a respiratory condition and teach the class about the risk factors and prevention strategies using a prepared poster presentation
- One-minute paper on one respiratory illness in the lesson and provide definition, signs and symptoms, diagnosis, treatment, and nursing considerations. Share with a partner (pair and share)
- Post-quiz

8.6

- Pre-quiz
- Discuss the current treatment for Covid-19
- Have students prepare a teaching season for parents concerning the prevention and management of Covid-19
- Role play: instructions on how to use a respiratory puffer on a child with Asthma
- Post-quiz

8.7

- Pre-quiz
- Have students research a Cystic Fibrosis organization/website and present the current treatment for the disease
- One-minute paper: discuss the role of the family in the care of a child with Cystic Fibrosis

- Pair and share: prepare a weekly diet for a child with Cystic Fibrosis

8.8

- Pre-quiz
- Prepare a teaching plan for parents who have a child that is newly diagnosed with Asthma: teaching plan template
- One-minute paper on the psychological impact of chronic illness on families
- Post-quiz

Lesson 9

9.1

- Pre-quiz
- Design a nursing care plan to address the problems of a child with an eye or ear disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Simulation: show the technique for examining the ear of a younger and older child
- One-minute paper: identify the various types of ear infections (share with pair and share)
- Post-quiz

9.2

- Pre-quiz
- Small group discussions on the common eye infections (share results with the class)
- Care plan for a child with Conjunctivitis: care plan template
- Post-quiz

9.3

- Pre-quiz
- Design a nursing care plan to address the problems of a child with a foreign body in the eye; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation
- Have students prepare flashcards for each disease and share them in a group
- Post-quiz

9.4

- Pre-quiz
- Muddiest point: have students share the muddiest point concerning the different types of eye refractive errors in children

- One-minute paper: describe the diagnostic measures for eye refractive errors in children
- Post-quiz

9.5

- Pre-quiz
- In small groups, discuss the nursing care of a child with eye disorders
- In small groups, discuss the nursing care of a child with ear disorders
- Post-quiz

Lesson 10:

10.1

- Pre-quiz
- Design a nursing care plan to address the problems of a child with a cardiovascular disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Have students create an illustration of the anatomy of the heart and share the difference between fetal and child circulation
- Post-quiz

10.2

- Pre-quiz
- Have small groups take one disorder and teach it to the class; include symptoms, treatments, and nursing management
- Role play teaching to parents regarding living with a child with a congenital heart defect. Include social and psychiatric considerations as well as daily care
- teaching plan

10.3

- Pre-quiz
- Muddiest point: about the management of acute heart failure in children
- Research project: assign groups to research cardiovascular disorders and locate evidence-based support websites for families with children with cardiac diseases
- Post-quiz

10.4

- Pre-quiz
- One-minute paper: the impact of cardiovascular disease on children and their families

- Prepare a care plan that addresses a child with a cardiovascular disorder: care plan template
- Have the class share their care plans and provide feedback to fellow students

Lesson 11

11.1

- Design a nursing care plan to address the problems of a child with a gastrointestinal disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Prepare a teaching plan for parents about dehydration in children: teaching plan
- Divide the class into small groups and have each group present a disease to the class; include incidence, symptoms, and treatment; present it to the class and have the class provide feedback on the presentation
- Post-quiz

11.2

- Pre-quiz
- Role play: have students detail the steps/technique for inserting an NG tube in a child (using a mannequin); demonstrate the technique to insert an NG tube into a child; determine its correct placement. Have the class provide feedback
- One-minute paper: provide teaching to a parent with a child with mouth thrush
- Post-quiz

11.3

- Pre-quiz
- Muddiest point: have students identify the muddiest points about IBS in children
- Pair and share: discuss the diagnostic procedures for gastrointestinal illness in children
- Prepare a care plan for a child with IBS; include nutritional needs and parent involvement: care plan template; teaching plan
- Post-quiz

11.4

- Pre-quiz
- Paper: research the incidence of cleft lip and palate globally
- Discuss the global resources available to children in low-income countries
- Design a nursing care plan to address the problems of a child with a cleft palate disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template

- Post-quiz

11.5

- Pre-quiz
- Assignment: prepare two NCLEX questions for each of the gastrointestinal disorders in this chapter
- Share the NCLEX questions in a group as a group quiz
- Paper: describe the incidence, symptoms, and treatment for children with Cirrhosis
- Include nursing interventions
- Post-quiz

11.6

- Pre-quiz
- Peer teaching assignment: have students research the types of esophageal atresia and present the disease to the class
- Have the class discuss the client's needs and the nurse's role in the management of the disease
- NCLEX questions: prepare a quiz for students following the presentation
- Have students share their results in a pair and share
- Post-quiz

11.7

- Pre-quiz
- Design a nursing care plan to address the problems of a child with a gastrointestinal disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Pair and share: discuss the psychological needs of a child with chronic intestinal disorder; include nursing interventions
- Post-quiz

Lesson 12

12.1

- Pre-quiz
- Design a nursing care plan to address the problems of a child with a genitourinary disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- 3 Part Interview: In a case study where a parent brings a child to the clinic with a UTI:
    - Perform initial interview assessment

    - Have students provide feedback on each student's participation
- Post-quiz

12.2

- Pre-quiz
- Muddiest point: have students discuss the most confusing or unclear points concerning urinary disorders in this chapter
- Peer teaching: have small groups present the disorders in this chapter; include definition, symptoms, diagnostic procedures and the nurse's role in management
- Post-quiz

12.3

- Pre-quiz
- Prepare a teaching plan for parents of a child with Epispadias: teaching plan
- Pair and share: share each other's teaching plan and provide feedback to each other Identify areas of improvement
- Post-quiz

12.4

- Pre-quiz
- Design a nursing care plan to address the problems of a child with a genitourinary disorder in this chapter; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Pair and share: discuss the management of testicular torsion
- Define key nursing interventions for treatment
- Post-quiz

Lesson 13

13.1

- Pre-quiz
- Design a nursing care plan to address the problems of a child with a GBS disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- One-minute paper: outline the risk factors for GBS
- Prepare 3 NCLEX questions for GBS and share them with the class
- Activity based on a case study: complete the pediatric Glasgow coma scale and discuss the results in class
- Post-quiz

13.2

- Pre-quiz
- Research project: research the incidence of CP in your region
- Discuss the services available for children with CP in your region
- Peer teaching
- Share your research project with the class and get feedback
- Post-quiz

13.3

- Pre-quiz
- Muddiest point: share the confusing or unclear areas associated with MD
- Research project: research the incidence of MD in your region; discuss the services available for children with MD in your region
- Peer teaching: share your research project with the class and get feedback
- One-minute paper: outline the common medical treatment for MD
- Post-quiz

13.4

- Pre-quiz
- Peer teaching: prepare a poster that includes information about Botulism
    - Present it to the class
    - Use the poster to present to a community audience
    - Reflect on the community presentation and share insights in a reflection paper
- Post-quiz

13.5

- Pre-quiz
- One-minute paper: what is Dermatomyositis?
- Discussion: the new treatments and strategies for Dermatomyositis
- Post-quiz

Lesson 14:

14.1

- Pre-quiz
- Design a nursing care plan to address the problems of a child with a club foot disorder: utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template

- Create an NCLEX question for each of the disorders in this chapter
  Share the questions in a pair and share
- Post-quiz

14.2

- Pre-quiz
- Group learning: have each small group take a disorder in this chapter and teach the class about its causes, symptoms, diagnosis, treatment and nursing management
- Post-quiz

14.3

- Pre-quiz
- Design a nursing care plan to address the problems of a child with an osteomyelitis disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Pair and share: discuss the relationship of “Rickets” and nutrition; suggest nursing interventions to address the management of a child with “Rickets.”
- Post-quiz

14.4

- Pre-quiz
- Design a nursing care plan to address the problems of a child with Scoliosis; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Role play: have students demonstrate the nursing assessment technique for Scoliosis
- Post-quiz

14.5

- Pre-quiz
- Design a nursing care plan to address the problems of a child with a fracture with a cast; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Provide a teaching session for the parent of and an adolescent with a cast on cast care: teaching plan
- One-minute paper: discuss the importance of skin care in a child with a cast
- Post-quiz

Lesson 15:

15.1

- Pre-quiz
- Design a nursing care plan to address the problems of a child with an integumentary disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Peer teaching: have groups prepare posters with images of skin conditions
- Post-quiz

15.2

- Pre-quiz
- Design a nursing care plan to address the problems of a child with Hives; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Post-quiz

15.3

- Pre-quiz
- Design a nursing care plan to address the problems of a child with an integumentary disorder: Ringworm; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Peer teaching: have groups prepare posters with images of skin conditions in this chapter
- Post-quiz

15.4

- Pre-quiz
- Design a nursing care plan to address the problems of a child with a pressure injury disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Pair and share: discuss the stages of pressure injuries and how to prevent them
- Post-quiz

15.5

- Pre-quiz
- Design a nursing care plan to address the problems of a child with an integumentary disorder: Frost Bite; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- One-minute paper: discuss the treatment for a “dog bite;” include teaching points
- Post-quiz

15.6

- Pre-quiz
- Design a nursing care plan to address the problems of a child with a severe burn; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Pair and share: discuss the nurse's role in the pain management of a child with a burn
- One-minute paper: discuss the nurse's role in burn prevention
- Post-quiz

Lesson 16:

16.1

- Pre-quiz
- Design a nursing care plan to address the problems of a child with an immunologic disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Paper: discuss the global incidence of HIV in the pediatric population; share results in a pair and share session
- Provide a teaching session for mothers in the community concerning breastfeeding and HIV: teaching plan
- Post-quiz

16.2

- Pre-quiz
- Design a nursing care plan to address the problems of a child with an immunologic disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Post-quiz

16.3

- Pre-quiz
- Design a nursing care plan to address the problems of a child with an allergic disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Role play: practice teaching a child and its parents how to use a breathing device; get feedback from peers
- Post-quiz

Lesson 17:

17.1

- Pre-quiz
- Design a nursing care plan to address the problems of a child with a growth hormone deficiency diagnosis; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Paper: chart the normal growth patterns in a child from infancy to late adolescence
- Post-quiz

17.2

- Pre-quiz
- Design a nursing care plan to address the problems of a child with Diabetes; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Peer teaching: discuss the role of the nurse in the education of the parents of a child with Diabetes
- Post-quiz

17.3

- Pre-quiz
- Pause procedure: have students review the SIADH syndrome and discuss its management and treatment
- Design a nursing care plan to address the problems of a child with SIADH disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Post-quiz

17.4

- Pre-quiz
- Design a nursing care plan to address the problems of a child with Cushing Syndrome; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Peer teaching: have groups discuss causes of delayed puberty and share results with the class
- Post-quiz

Lesson 18:

18.1

- Pre-quiz
- Design a nursing care plan to address the problems of a child with Downs Syndrome disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Research the global resources for children with Downs Syndrome; reflect on the results, and discuss the nurse's role in advocating for additional resources
- Post-quiz

18.2

- Pre-quiz
- Muddiest point: identify the most confusing points related to Neuroblastimas in children
- Design a nursing care plan to address the problems of a child with Neuroblastoma; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Post-quiz

Lesson 19

19.1

- Pre-quiz
- Design a nursing care plan to address the problems of a child with Thalassemia; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- One-minute paper: describe the symptoms of Thalassaemia
- Post-quiz

19.2

- Pre-quiz
- Design a nursing care plan to address the problems of a child with Hemophilia disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Pair and share: discuss the safety factors associated with Hemophilia in a school-age child
- Post-quiz

19.3

- Pre-quiz
- Design a nursing care plan to address the problems of a child with Sickle Cell Disease

disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Research paper: research the global incidence of Anemia; suggest nursing interventions to prevent Anemia in children
- Post-quiz

19.4
- Design a nursing care plan to address the problems of a child with a Von Willebrand disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Case study: provide a case study of a child with DIC
- Have small groups discuss the incidence, symptoms, diagnosis, treatment and nursing interventions; have groups present their findings
- Post-quiz

Lesson 20:

20.1
- Pre-quiz
- Design a nursing care plan to address the problems of a child with Cancer; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Group discussion: nursing care of a child with terminal Cancer
- Post-quiz

20.2a
- Pre-quiz
- Design a nursing care plan to address the problems of a child with an NH Lymphoma disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Flashcards: have students prepare medication cards for medication used to treat NH Lymphoma
- Post-quiz

20.2b
- Pre-quiz
- Design a nursing care plan to address the problems of a child with H Lymphoma disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template

- Pair and share: how is NH Lymphoma different from H Lymphoma?
- Post-quiz

20.3

- Pre-quiz
- Muddiest point: have students describe areas that are unclear to them related to Neuroblastoma
- Design a nursing care plan to address the problems of a child with Neuroblastoma; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Post-quiz

20.4

- Pre-quiz
- Design a nursing care plan to address the problems of a child with Wilms Tumor disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- One-minute paper: define Rhabdomyosarcoma and its symptoms
- Post-quiz

Lesson 21:

21.1

- Pre-quiz
- Role play: have students demonstrate the sequence of basic life support for a child; receive feedback from peers
- Post-quiz

21.2

- Pre-quiz
- Design a nursing care plan to address the problems of a child with Septic Shock disorder; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Prepare a teaching plan for the prevention of drowning for a community: teaching plan
- Post-quiz

21.3

- Pre-quiz

- Pair and share: discuss the safety factors to prevent Lead Poisoning; share results with class peers
- Prepare a flyer on safety to prevent Lead Poisoning
- Post-quiz

Lesson 22:
- Pre-quiz
- Provide a case study about a child with special care needs
    - Have students identify the physical, emotional and mental needs of a child and their family
      Have them share their thoughts with their peers for feedback
- Research the resources in the area for children with special care needs
- Post-quiz

Unit 5: Child Maltreatment

Lesson 1:
- Pre-quiz
- Have students provide a teaching tool for Shaken Baby Syndrome
- Discussion: role of the nurse in the prevention of abuse and maltreatment
- One-minute paper: what constitutes maltreatment? Share results in a pair and share
- Post-quiz

Lesson 2:
- Pre-quiz
- Discussion: prepare a case study of an adolescent experiencing abuse
    - Have students identify the signs of abuse, use communication techniques to assess for abuse, and outline the nurses' role in this situation
- Post-quiz

Unit 6: Community Based Pediatric Health Care

Lesson 1:
- Pre-quiz
- Design a nursing care plan to address the problems of a child who comes to the school nurse and is complaining of being bullied by other students; utilize steps of the nursing process: assessment diagnosis, planning, intervention, and evaluation: care plan template
- Post-quiz

Lesson 2:

- Pre-quiz
- Paper: discuss the concept of IMCI
    - Explain the community nurse's role in IMCI
- Prepare NCLEX questions on the topic; have students share their answers
- Post-quiz

Post-quiz

American Association of Colleges of Nursing. (2008). The essentials of baccalaureate education for professional nursing practice. Washington, DC: Author
https://www.aacnnursing.org/portals/42/publications/baccessentials08.pdf

Online open access simulation
Centennial College, Ryerson University, and George Brown College)
Online Maternity Course
https://de.ryerson.ca/games/nursing/maternity/index.html