



**Medical Campus
Benjamín León School of Nursing
Pediatric Nursing Theory
NUR2310
2 Credits
Summer 2022 (2225)
GFT Medical: May
Reference #**

Faculty:

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OB, LHRM,
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Thursday
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Dates and Times

Attendance Dates: May 9 – June 2, 2022
Times:
Lecture days: Mondays and Thursdays
End of Course Standardized Exam: June 2, 2022
Final Exam: June 2, 2022

Course Description: This course provides a family centered approach to the nursing care of pediatric clients and their families. Students will learn the nurse's role in meeting the short- and long-term needs of the pediatric client, family, and community through preventative, therapeutic and palliative care, with recognition for the multicultural aspects of client needs.

Course Credits: 2 Credits

Pre-requisites: NUR 1211 Medical Surgical Nursing, 1211L Medical Surgical Clinical Lab, NUR 1214C Medical Surgical Nursing Skills, NUR 1141 Nursing Math and Pharmacology, NUR 1002 Transition to Professional Nursing, NUR 1002L Transition to Professional Nursing Clinical Lab

Co-requisites: NUR 2520 Psychiatric Nursing, NUR 2520L Psychiatric Nursing Clinical Lab,

NUR 2420 Obstetrical Nursing, NUR 2420L Obstetrical Nursing Clinical Lab, NUR2310L Pediatric Nursing Clinical Lab, NUR 2680L Community Health Nursing Lab

Unit Objectives:

Unit Objective 1: The student will apply nursing process and principles of growth and development in caring for infants and children by:

- a. implementing a plan of therapeutic play for children at various developmental stages.
- b. recognizing the nurse's role in maintaining the child's developmental needs during hospitalization.
- c. applying the "five rights" principles and pharmacological guidelines for pediatric drug administration.
- d. discussing safety issues at various developmental stages.

Unit Objective 2: The student will identify common neurological disorders in infants and children by:

- a. demonstrating knowledge of etiology, diagnosis, and signs and symptoms of meningitis through patient care.
- b. differentiating the structural alterations and clinical manifestations of spina bifida in the clinical setting.
- c. assessing children in the clinical setting with mental retardation.

Unit Objective 3: The student will use nursing process in the nursing management of the child with congenital heart defects by:

- a. explaining the significance of the following assessment findings in a child with congenital heart defects: color, alterations in vital signs, auscultation of the heart, activities intolerance, edema, respiratory failure, inadequate nutrition, and failure to thrive.
- b. demonstrating appropriate nursing intervention related to the following diagnostic tests: Cardiac Catheterization, Echocardiogram and EKG.
- c. explaining the influence of the following nursing interventions that are necessary in the preparation for surgery and recovery of a child from surgery which include: prevention of fatigue, prevention of infection, provision of adequate fluids and nutritional intake, parent education, emotional support, play therapy, control of congestive heart failure, compliance with pre-op and post-op teaching and physical care.
- d. demonstrating knowledge of pharmacological approach in the treatment of the outcomes of the congenital heart defects through safe administration of medications appropriate for the child's age, including accurate drug calculation and dosages.

Unit Objective 4: The student will manage the care of children with selected respiratory disorders by:

- a. developing a nursing care plan for a child with a respiratory illness.
- b. observing clinical manifestations of respiratory dysfunction.
- c. applying the nursing process as a framework for providing care for a child with respiratory dysfunction.
- d. recognizing the major signs and symptoms associated with respiratory infection in children.
- e. demonstrating an understanding of monitoring devices related to the care of children with respiratory disorders.

- f. participating in a collaborative, interdisciplinary team in planning the care of children with respiratory disorders including delegation of responsibilities.
- g. discussing the management of children with a foreign body aspiration.
- h. correlating the incidence of foreign body aspiration to physical growth and development.

Unit Objective 5: The student will utilize the nursing process in the care of a child with changes in the gastrointestinal system and how the nutritional needs and elimination is met from infancy through adolescence by:

- a. incorporating the principles of fluid and electrolyte balance in their nutrition.
- b. relating the nursing interventions with nursing problems as presented by the various GIT changes.
- c. developing a nursing care plan for home follow-up care or home care of a child discharged from a hospital with peripheral infusions, hyperalimentation, ostomy bag, NGT and PEG tube.
- d. creating a nurse's home visit scenario and identify health teaching needs of the patient and the family.
- e. role-playing possible therapeutic encounter during a home visit by a nurse.

Unit Objective 6: The student will implement an effective plan of care on a child who has muscular-skeletal disorder by:

- a. assessing the clinical manifestations of children with musculoskeletal disorders.
- b. administering nursing care to children with muscular-skeletal disorders.
- c. teaching the parents or caretaker ways to foster growth and development in children who have limited mobility.

Unit Objective 7: The student will demonstrate an understanding of the common disorders of the renal system found in children by:

- a. administering nursing care to children with urinary tract infections.
- b. obtaining a history from a child with a disorder of the renal system.
- c. determining the purpose of lab work and diagnostic tests with renal disorder.

Unit Objective 8: The student will identify common immunological disorders in infants and children by:

- a. demonstrating knowledge of etiology, diagnosis, and signs and symptoms of rheumatic fever.
- b. implementing the immunization schedule to the nursing care plan for discharge.

Unit Objective 9: The student will apply the nursing process in the nursing care of a patient with hematologic disorders by:

- a. utilizing the knowledge results of diagnostic test in implementing plan of care for children receiving chemotherapy.
- b. evaluating effectiveness of treatments in alleviating pain.

Course Objectives

1. Describe a comprehensive pediatric health assessment of various age groups (infant, toddler, pre-school, school age and adolescent) that identifies deviations from normal as well as health risks. (Meets Unit Objectives 1)
2. Identify organizational, time management, and priority setting skills when making care-related clinical judgments about the management of the pediatric population. (Meets Unit Objectives 2,3,4,5,6,7,8 &9)
3. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of the diverse backgrounds and developmental variations of the pediatric population while making recommendations for the adoption of health-promoting behaviors. (Meets Unit Objectives 1,2,3,4,5,6,7,8 & 9)
4. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices and concepts from previous nursing courses when caring for the pediatric population. (Meets Unit Objectives 2,3,4,5,6,7,8 &9)
5. Describe the role as patient advocate when collaborating with members of the inter-professional healthcare team in the provision of safe, quality care for the pediatric population. (Meets Unit Objectives 1,2,3,4,5,6,7,8 &9)

End-of-Program Student Learning Outcomes:

At the end of the program, the student will be able to:

1. Develop a professional identity that demonstrates teamwork, collaboration, effective communication and adhere to standards of practice for nursing.
2. Implement safety and quality initiatives in the delivery of holistic patient-centered care.
3. Utilize technological resources to effectively deliver care which enhances positive patient outcomes.
4. Deliver compassionate care to diverse populations with respect to individuality and clients' needs.
5. Uses relevant evidence to improve clients' outcomes within a dynamic environment.

10 MDC Learning Outcomes (Outcomes in italics will pertain to this course)

Miami Dade College has adopted Learning outcomes listed below:

1. Communicate effectively using listening, speaking, reading, and writing skills.
2. *Use quantitative analytical skills to evaluate and process numerical data.*
3. *Solve problems using critical and creative thinking and scientific reasoning.*
4. *Formulate strategies to locate, evaluate, and apply information.*
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.
7. Demonstrate knowledge of ethical thinking and its application to issues in society.
8. Use computer and emerging technologies effectively.
9. Demonstrate an appreciation for aesthetics and creative activities.
10. Describe how natural systems function and recognize the impact of humans on the environment.

This course provides intentional learning experiences to address outcomes #2, #3, and #4. The students will meet these outcomes by:

- Utilizing the nursing process to collect data, determine client problems and needs to plan and implement appropriate care and education.
- Comparing client's physiological and laboratory values to norms and determining appropriate nursing interventions based on this data.
- Calculating dosages of medications for safe administration on each unit exam throughout the semester.

Required Textbooks:

Ricci, S., Kyle, T., & Carman, S. (2021). *Maternity and Pediatric Nursing*. (4th ed.). Philadelphia, PA: Wolters Kluwer.

Henry, N.J., McMichael, M., Johnson, J., DiStasi, A., Elkins, C.B., Holman, H.C., Roland, P., Hertel, R.A., Wilford, K.L., Barlow, M.S. (2016) *RN nursing care of children: Review module* (10th ed.). Stilwell, KS: Assessment Technologies Institute.

Henry, N.J., McMichael, M., Johnson, J., DiStasi, A., Ball, B.S., Elkins, C.B., Janowski, M.J., Wilford, K.L., Barlow, M.S. Leehy, P., Lemon, T., (2016) *RN pharmacology for nursing: Review module* (7th ed.). Stilwell, KS: Assessment Technologies Institute.

Henry, N.J., McMichael, M., Johnson, J., DiStasi, A., Holoman, H.C., Hertel, R.A., Wilford, K.L., Leehy, P., Lemon, T., (2016) *RN pharmacology for nursing: Review module* (6th ed.). Stilwell, KS: Assessment Technologies Institute.

Faculty, Miami – Dade College (2001). *Associate Degree Nursing Curriculum. Level 2*. Miami, Fl.

COURSE OUTLINE

<u>Week/Day</u> <u>Date</u>	<u>Topic and Disorders</u>	<u>Reading Assignments</u>	<u>Learning Activities and Exams</u>
EPSLO: 2,4,5 Course Student Learning Outcomes:2,3,4,5 Unit Objectivess:1,8			
Week 1 Monday May 9, 2022	Growth and Development: Pediatric Medication administration and strategies. Growth & Development concepts, G & D from Infancy-Adolescence; Variations in Pediatric Physical Assessment; Pediatric Reactions to hospitalizations including death and dying; Psychosocial Theories of Erikson, Freud, Piaget, and Kohlberg; Immunizations & Childhood Communicable Diseases including head lice and parasites (<i>pgs. 1217- 1320</i>), children’s play. Communications & Safety including poisoning, injuries, and child abuse (<i>pgs. 1859-1861</i>).	Ricci, S., Kyle, T., & Carman, S. (2021). <i>Maternity and Pediatric Nursing</i> . (4th ed.). Philadelphia, PA: Wolters Kluwer <u>Chapters</u> <u>Pages</u> 25-37 923-1325 Henry, N.J., McMichael, M., Johnson, J., DiStasi, A., Elkins, C.B., Holman, H.C., Roland, P., Hertel, R.A., Wilford, K.L., Barlow, M.S. (2016) <i>RN nursing care of children: Review module</i> (10th ed.). Stilwell, KS: Assessment Technologies Institute. Chapters: 1-11, 35-36, pages (280, 289-290, 296-299)	Faculty, Miami – Dade College (2001). <i>Associate Degree Nursing Curriculum</i> . Level 2. Miami, Fl. Growth and Development Vocabulary: Associative play, Cephalocaudal, Dramatic play, Egocentrism, Object permanence, Parallel play, Separation anxiety, Therapeutic play
EPSLO: 4,5 Course Student Learning Outcomes:2,3,4,5 Unit Objective: 4			
Week 1 Thursday May 12, 2022	Respiratory & EENT Disorders: Pharyngitis, Tonsillitis, Croup, RSV bronchiolitis, Asthma, Otitis Media (<i>pgs.1394-1402</i>), Foreign body aspiration, Cystic fibrosis, Hearing and Visual Disturbances	Ricci, S., Kyle, T., & Carman, S. (2021). <i>Maternity and Pediatric Nursing</i> . (4th ed.). Philadelphia, PA: Wolters Kluwer. <u>Chapters</u> <u>Pages</u> 39-40 1377-1457	Faculty, Miami – Dade College (2001). <i>Associate Degree Nursing Curriculum</i> . Level 2. Miami, Fl. Respiratory/EENT Vocabulary: Autosomal Recessive, Exocrine glands, Meconium ileus,

		Henry, N.J., McMichael, M., Johnson, J., DiStasi, A., Elkins, C.B., Holman, H.C., Roland, P., Hertel, R.A., Wilford, K.L., Barlow, M.S. (2016) RN nursing care of children: Review module (10th ed.). Stilwell, KS Chapters: 15 (pgs. 75-77),16, 17,18,19 & 37	Retractions, Steatorrhea, Stridor, Dyspnea, Tachypnea
EPSLO: 4,5 Course Student Learning Outcomes: 2,3,4,5 Unit Objective: 9			
Week 2 Monday May 16, 2022	Hematological Disorders: Hemophilia, ITP, Leukemia (ALL) (<i>pgs. 1724-1726</i>), Sickle Cell Anemia, Iron Deficiency Anemia	Ricci, S., Kyle, T., & Carman, S. (2021). Maternity and Pediatric Nursing. (4th ed.). Philadelphia, PA: Wolters Kluwer. <u>Chapters</u> 46 Henry, N.J., McMichael, M., Johnson, J., DiStasi, A., Elkins, C.B., Holman, H.C., Roland, P., Hertel, R.A., Wilford, K.L., Barlow, M.S. (2016) RN nursing care of children: Review module (10th ed.). Stilwell, KS Chapters: 21& 40	Faculty, Miami – Dade College (2001). Associate Degree Nursing Curriculum. Level 2. Miami, Fl. Hematologic Vocabulary: Anemia, Epistaxis, Hemarthrosis, Erythrocyte, Thrombocytopenia, Hematuria EXAM 1 (Growth and Development and Respiratory/EENT Disorders)

EPSLO: 1,2,4,5 Course Student Learning Outcomes:2,3,4,5 Unit Objective:3,6									
Week 2 Thursday May 19, 2022	Cardiovascular Disorders: Transposition of the Great Vessels, Tetralogy of Fallot, Atrial Septal Defect, Ventricular Septal Defect, Patent Ductus Arteriosus, Coarctation of Aorta, Hypoxemia, Congestive Heart Failure, Rheumatic heart disease Kawasaki Disease. Musculoskeletal Disorders: Muscular Dystrophy, Scoliosis, Hip Dysplasia, Club Foot	Ricci, S., Kyle, T., & Carman, S. (2021). <i>Maternity and Pediatric Nursing</i> . (4th ed.). Philadelphia, PA: Wolters Kluwer. <table border="0"> <thead> <tr> <th><u>Chapters</u></th> <th><u>Pages</u></th> </tr> </thead> <tbody> <tr> <td>41</td> <td>1460-1503</td> </tr> <tr> <td>44</td> <td>1587-1646</td> </tr> </tbody> </table> Henry, N.J., McMichael, M., Johnson, J., DiStasi, A., Elkins, C.B., Holman, H.C., Roland, P., Hertel, R.A., Wilford, K.L., Barlow, M.S. (2016) <i>RN nursing care of children: Review module</i> (10th ed.). Stilwell, KS Chapter: 20, 28-29(pgs.187-189)	<u>Chapters</u>	<u>Pages</u>	41	1460-1503	44	1587-1646	Faculty, Miami – Dade College (2001). <i>Associate Degree Nursing Curriculum</i> . Level 2. Miami, Fl. Cardiovascular Vocabulary: Clubbing, Echocardiogram, Polycythemia, Pulse oximeter, Shunt, “Tet-spell,” Murmur, Pulmonary hypertension Musculoskeletal Vocabulary: Dislocation, Idiopathic, Ortolani maneuver, Subluxation <u>ATI Nursing Care of Children Practice Assessment A: 5/20-5/22</u>
<u>Chapters</u>	<u>Pages</u>								
41	1460-1503								
44	1587-1646								
EPSLO: 4,5 Course Student Learning Outcomes: 2,3,4,5 Unit Objective: 2									
Week 3 Monday May 23, 2022	Neurological Disorders: Meningitis (bacterial & viral), Hydrocephalus, Spina Bifida, Cerebral Palsy, Near Drowning (<i>pgs. 1368-1371</i>), Mental Delay (based on IQ) (<i>pgs. 1849-1851</i>), Care of an unconscious child, Reye Syndrome, Seizures	Ricci, S., Kyle, T., & Carman, S. (2021). <i>Maternity and Pediatric Nursing</i> . (4th ed.). Philadelphia, PA: Wolters Kluwer. <table border="0"> <thead> <tr> <th><u>Chapters</u></th> <th><u>Pages</u></th> </tr> </thead> <tbody> <tr> <td>38</td> <td>1327-1374</td> </tr> </tbody> </table> Henry, N.J., McMichael, M., Johnson, J., DiStasi, A., Elkins, C.B., Holman, H.C., Roland, P., Hertel, R.A., Wilford, K.L., Barlow, M.S. (2016) <i>RN nursing care of</i>	<u>Chapters</u>	<u>Pages</u>	38	1327-1374	Faculty, Miami – Dade College (2001). <i>Associate Degree Nursing Curriculum</i> . Level 2. Miami, Fl. Vocabulary: Innervation, Decerebrate posturing, Decorticate Posturing, Intracranial pressure, Level of consciousness, Spasticity, Encephalopathy, Aura		
<u>Chapters</u>	<u>Pages</u>								
38	1327-1374								

		children: Review module (10th ed.). Stilwell, KS Chapters: 12 (pages 59-61), 13, 15 (Pages 77-80), 29 (pages 181-185), 42 (Pages 272-274), 43(page 288)	EXAM 2 (Hematologic, Cardiovascular, and Musculoskeletal) <u>ATI Nursing Care of Children Practice A Remediation due 5/23</u>				
EPSLO: 2,4,5 Course Student Learning Outcomes:2,3,4,5 Unit Objective:5,7							
Week 3 Thursday May 26, 2022	Gastrointestinal Disorders: Vomiting & Diarrhea (<i>Review pgs. 1522-1525</i>), GERD, Cleft lip/palate, Esophageal Atresia/TE fistula, Pyloric Stenosis, Hirschsprung’s disease, Intussusception, Anal Malformation Genitourinary Disorders: Hypospadias/Epispadias, Hydrocele, Vesicoureteral Reflux, Wilms Tumor (<i>pgs. 1734-1736</i>) Nephrotic Syndrome, Acute Glomerulonephritis, UTI	Ricci, S., Kyle, T., & Carman, S. (2021). Maternity and Pediatric Nursing. (4th ed.). Philadelphia, PA: Wolters Kluwer. <table border="0"> <tr> <td><u>Chapters</u></td> <td><u>Pages</u></td> </tr> <tr> <td>42-43</td> <td>1505-1585</td> </tr> </table> Henry, N.J., McMichael, M., Johnson, J., DiStasi, A., Elkins, C.B., Holman, H.C., Roland, P., Hertel, R.A., Wilford, K.L., Barlow, M.S. (2016) RN nursing care of children: Review module (10th ed.). Stilwell, KS Chapters: 23, 24,25,26,39	<u>Chapters</u>	<u>Pages</u>	42-43	1505-1585	Faculty, Miami – Dade College (2001). Associate Degree Nursing Curriculum. Level 2. Miami, Fl. Gastrointestinal Vocabulary: Abdominal distention, Constipation, Diarrhea, Fistula, Gastrostomy, Ileostomy, Peristalsis, Projectile Vomiting, Regurgitation, Enteral tube feeding, Guaiac testing Genitourinary Vocabulary: Anorexia, Erythropoietin, Anuria, Hematuria, Hydronephrosis, Oliguria, Polyuria <u>ATI Nursing Care of Children Practice Assessment B: 5/27-5/29</u>
<u>Chapters</u>	<u>Pages</u>						
42-43	1505-1585						

<p>Week 4 Monday May 30, 2022</p>	<p>MEMORIAL DAY HOLIDAY</p>	<p>NO CLASS</p>	<p>MEMORIAL DAY HOLIDAY</p>
<p>EPSLO: Course Student Learning Outcomes: Unit Objective:</p>			
<p>Week 4 Thursday June 2, 2022</p>	<p>COMPREHENSIVE FINAL EXAM (Cumulative)</p>		<p>STANDARDIZED PROCTORED EXAM: NURSING CARE OF CHILDREN</p>

Grading Policy:

1. Components of Grade:

Two (2) exams and one (1) comprehensive final will be given during the course to test your knowledge. All students are expected to take **all** examinations at the times scheduled. **All students must take the final exam.**

▪ 2 Pediatric Exams (30% each)	60%
▪ Standardized Proctored Exam, Practice Exams and Remediation	10%
▪ Comprehensive Final Examination	<u>30%</u>
	100%

Grading Scale:

93-100%	A
85-92%	B
77-84%	C
69-76%	D
Below 69%	F

2. Method of Communicating Grades:

Grades for each test will be distributed to each individual one week after taking the test.

3. Make-up Tests:

There are no make-up tests/examinations in this course. If a student is unable to attend class on the day a test is scheduled, the weight of the final will be increased by the weight of the missed exam (i.e., counts 60%)

4. Test Review

Faculty will review exam content after test results are distributed. Students who wish to review their own test results must schedule an appointment with the faculty within two (2) weeks after receiving individual results.

Standardized Testing:

Practice Assessment and Remediation

1. At designated times during the course, the student will take two Practice Assessment tests from home.
2. The results of the Practice Assessment A will generate a remediation plan.
3. The student must complete the assigned ATI Remediation Plan prior to taking Practice Assessment B.
4. At the completion of the assigned ATI Remediation Plan, the student will complete Practice Assessment B.
5. In order to receive the full points, the student must complete all areas of the 2 Practice Assessments and the Remediation Plan.

PRACTICE ASSESSMENT AND REMEDIATION

2 POINTS	2 POINTS	2 POINTS
Practice Assessment A Complete Practice Assessment A	Remediation Plan <ul style="list-style-type: none"> • Complete ATI Assigned Remediation Plan. • For each topic missed complete: <ul style="list-style-type: none"> ○ An active learning template ○ Identify three critical points to remember 	Practice Assessment B Complete Practice Assessment B

STANDARDIZED PROCTORED ASSESSMENT

The Standardized Proctored Assessment is mandatory and is given towards the end of the course (*courses include Fundamentals, Pharmacology, Obstetrics, Pediatrics, Psychiatric, Medical Surgical, and Advanced Medical Surgical*). The student can earn up to a total of 4 points based on the level achieved on the Standardized Proctored Assessment. The following scale will be used for the Standardized Proctored Assessment:

STANDARDIZED PROCTORED ASSESSMENT
Level 3 = 4 points
Level 2 = 3 points
Level 1 = 1 point
Below Level 1 = 0 points

Special Note:

The Standardized Proctored Assessment is a mandatory course requirement. Failure to complete the Standardized Proctored Assessment will result in no points being awarded. Failure to complete the assigned **Remediation Plan** and **Practice Assessment A and B** will result in no points being awarded.

Smart Plan Policy:

The Benjamin Leon School of Nursing’s goal is for every student to be successful throughout the nursing program. Nursing students are only allowed to repeat a course one time, if failed the second time, the student will be dismissed from the program. To avoid this from happening, and to remediate the student, a SMART Action Plan for Remediation has been developed for each nursing course. Each SMART Plan is specific for the failed course and focuses on student preparation and success. It is mandatory in the School of Nursing that any student who is unsuccessful in a course the first time must complete a Smart Plan before being allowed to re-take/re-register for the course. To initiate the SMART Plan, students must:

- a. Be advised and referred by their course instructor.
- b. Meet with a Retention Specialist who will initiate the SMART Action Plan.
- c. Complete all assignments with the Retention Specialist, who will verify your work and send a completion release to the student's program Department Chairperson.
- d. The Chairperson will be responsible for re-enrolling the student into courses and notifying the student's instructor of your completion status.
- e. Please see your Department Chairperson for more information.

TESTING ROOM POLICY:

Please refer to student handbook: <http://www.mdc.edu/nursing/docs/ASN-Student-Handbook.pdf>

Attendance:

Attendance is required in order for students to successfully meet the course objectives. Students who miss any scheduled lectures are responsible for acquiring the missed information.

Illness/Emergency:

Notify the instructor regarding absence or tardiness.

Academic Dishonesty:

Academic dishonesty will not be tolerated. Students involved in any form of academic dishonesty including copying from others during an exam or allowing others to copy from your exam or otherwise helping other students with answers during an exam will face disciplinary sanctions in accordance with the College's Student Rights and Responsibilities Handbook <https://www.mdc.edu/procedures/Chapter4/4009.pdf>. For more information, please obtain a copy of the Handbook at the Student Life Department or review it in the MDC student website <https://www.mdc.edu/rightsandresponsibilities/>.

Progression:

In order to progress through the nursing program, students must earn a grade of "S" and/or "C" or higher in every nursing course required this semester. See co-requisites.

AVAILABLE SUPPORT SERVICES

ACCESS Statement:

By providing a variety of services that address a spectrum of disabilities, the ACCESS department works to ensure equal access and opportunity throughout the college experience. Students with a documented disability are encouraged to contact the campus ACCESS (Disability Services) Department **in advance** for information on appropriate policies and procedures for obtaining assistance. Retroactive auxiliary aids and services cannot be provided. The ACCESS department is located in Building 1, Room 1113, and can be reached at (305) 237-414, Email: maccessservices@mdc.edu.

Please note, it is the **student's responsibility to self-identify** at each campus where they are taking courses and seeking services.

TUTORING SERVICES:

Learning resources Registered Nursing

<https://libraryguides.mdc.edu/rn>

Learning resources

<https://mdc.mywconline.net/>

LABS:

Nursing Skills Labs

<http://www.mdc.edu/nursing/nursing-skills-lab.aspx>

Clinical Simulation Lab

<https://www.mdc.edu/medical/campus-information/facilities-simulation-hospital.aspx>

POLICY ON CHANGE(S) TO COURSE SYLLABUS

The professor retains the right to make changes to the course syllabus. Changes will be communicated to students verbally, in writing, or both.

Commonly Used Pediatric Drugs

1. Acetaminophen
2. Acyclovir
3. Albuterol
4. Amoxicillin
5. Ampicillin
6. Augmentin
7. Zithromax
8. Bactrim DS
9. Biaxin
10. Ciprofloxacin
11. Cefotaxime
12. Ceftriaxone
13. Cefuroxime
14. Digoxin
15. Gentamicin
16. Pancrelipase
17. Pediaprofen
18. Prednisone
19. Pulmozyme
20. Rocephin
21. Vancomycin
22. Zofran
23. Lasix

Students are responsible for drug actions, indications for use, side effects, pediatric recommended dosages, toxic effects, teaching, and nursing implications. You may add to the lists drugs you have frequently administered but are not listed above.

**Miami Dade College
Medical/Homestead/Baptist
Campus Benjamín León
School of Nursing Pediatric
Nursing Theory
NUR2310**

**ACKNOWLEDGEMENT OF SYLLABUS
RECEIPT**

I, _____, have received and understand the Syllabus, and Remote Learning Expectations containing the policies and requirements for NUR 2310 course.

Signature _____ Date _____

Your signature confirms receipt of the Syllabus and Remote Learning Expectations.