

2016

774 Pediatric and Adolescent Health Care

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**Xavier University College of Social Sciences, Health, and Education
School of Nursing FNP Program
Spring Semester 2016**

Course Number & Title: NURS 774: Pediatric and Adolescent Health Care

Number of Credits: 3 cr.

Pre requisites: NURS 680, NURS 756, NURS 658, NURS 770 (or co-requisite)

Co requisites: NURS 773

Course Description:

The purpose of this course is to prepare the Family Nurse Practitioner (FNP) student to provide holistic family-centered, community-based care to families with infants, children, and adolescents. Key psychosocial influences will be examined related to care provided for child-rearing families in the context of a complex healthcare system, and the wider global community. Focused areas of study will include relevant pediatric pathophysiology, advanced physical assessment, the range of health concerns specific to newborns, infants, children, and adolescents including pharmacodynamics and pharmacokinetics. Students will explore the components of an artistic nursing practice to infants, children, adolescents and the family while considering an Ignatian and holistic worldview.

Course Objectives:

1. Assess the influence of family and psychosocial factors on population illness and conditions related to children and adolescents.
2. Formulate comprehensive differential diagnoses, considering epidemiology, environmental and community characteristics, and life stage development in infants, children and adolescents within the context of the family.
3. Demonstrate competence in developing and implementing a holistic management plan of care related to pediatric, adolescent, and family health including appropriate prescription medications.
4. Evaluate outcomes related to holistic care provided to children and adolescents and child-rearing families.
5. Apply differential diagnostics in prescribing medications related to altered pharmacodynamics and pharmacokinetics to infants, children, and adolescents.
6. Demonstrate effective developmentally appropriate communication techniques with children, adolescents, and child-rearing families.

Time & Location: Monday 5:31-8:00 Cohen 187

**Faculty: Kimberly P. Toole DNP, APRN, CNP
Cohen Center 105
Office Phone: 513-745-3095
E-mail: toolek@xavier.com
Office Hours: By appointment**

Required Textbooks:

1. Burns, C. E., Dunn, A. M., Brady, M. A., & Starr, N. B. (2012). *Pediatric Primary Care* (5th ed. or newest edition). Elsevier/Saunders
2. Richardson, B. (2013). *Pediatric Primary Care* (2nd ed.). Sudbury, MA: Jones and Bartlett

Supplemental Readings and Resources:

3. Immunization Schedules: <http://www.cdc.gov/vaccines/schedules> for health professionals
4. Guidelines for the Diagnosis and Management of Asthma (EPR-3)
<http://www.nhlbi.nih.gov/guidelines/asthma>
5. Bright Futures: <http://brightfutures.aap.org/>
6. American Academy of Pediatrics clinical guidelines
7. National Guideline Clearinghouse
8. Nelson Textbook of Pediatrics: Expert Consult Premium Edition - Enhanced Online Features and Print, 19e by Robert M. Kliegman MD, Bonita M.D. Stanton MD, Joseph St. Geme and Nina F Schor MD PhD (Jun 24, 2011)
9. Redbook: <http://aapredbook.aappublications.org/>
10. Immunization Resource- Pinkbook: <http://www.cdc.gov/vaccines/pubs/pinkbook/index.html>
11. CDC STI Treatment Guidelines: www.cdc.gov/std/treatment/
12. AAP Obesity resources <http://www2.aap.org/obesity/SOOb/index.html>:
13. Pediatric Pharm handbook such as *Pediatric & Neonatal Dosage Handbook w/International Trade Names Index*, 19th Edition, <http://webstore.lexi.com/Store/Pharmacology-Books>
14. MPR drug handbook
15. Publication Manual of the American Psychological Association, 6th edition. (2009). Washington D.C.: American Psychological Association.

Teaching/Learning Strategies:

A variety of learning activities and evaluation methods will be used in this portion of the course designed to engage the student in synthesis and application of material.

Content Delivery:

- Primary text readings
- Current professional literature
- Electronic resources (web sites, video demonstration, etc.)

Learning Activities – Applied Learning:

- Case studies
- Class discussion
- Presentation

Problem-Based Learning (PBL) Worksheets/Case Studies

Each week the student will complete a case study worksheet that corresponds to the content for the class that week. The case studies will be graded according to a grading rubric found below. The student should use the **required texts** as well as other recommended or appropriate resources.

Topical Study Guides

Every month students will complete one topical study guide (total of 4) using the **Ped/Adol Topical Study Guide Template**. The study guide is designed to help the student focus their reading and understanding of a specific topic and can be used for future reference. Grading for the Topical Study Guides will be according to the rubric found below.

Clinical Case Presentation

The clinical case presentation is an activity designed to encourage synthesis and application of current evidence-based information to an actual case study. The objectives for the clinical case presentation include the following:

- To present a pediatric/adolescent clinical case to peers and faculty in a professional, organized, and objective manner.
- To clearly document a concise summary of a pediatric/adolescent clinical case including a **comprehensive history and assessment**, pertinent lab values and testing procedures, differential diagnoses, presumed diagnosis, prescribed medications, referrals and expected patient health outcomes.
- To identify specific areas of concern for the patient, describe the pathophysiology and pertinent management issues, including current evidence-based scientific literature in the decision-making process.

Evaluation Strategies:

STRATEGY	PERCENT	DESCRIPTION
Problem-Based Learning (PBL) Worksheets/ Case Studies	25%	Each week students will complete a case study worksheet for the following week’s class designed to help the student synthesize the reading and understanding of pediatric/adolescent health concerns in a problem based learning activity. Each Problem-Based Learning (PBL) Case Studies Worksheet is worth 25 pts. Grading for the Problem-Based Learning (PBL) Worksheets/Case Study will be according to the rubric found below. <i>The Problem-Based Learning (PBL) Worksheets/Case Study are to be submitted on-line using the ASSIGNMENT link in Canvas prior to class.</i>
Topical Study Guides	10%	Every month students will complete one topical study guide (total of 4) using the Ped/Adol Topical Study Guide Template . The study guide is designed to help the student focus their reading and understanding of each topic and can be used for future reference. Grading for the Topical Study Guides will be according to the rubric found below. Each is worth 25 points. <i>The Topical Study Guides are to be submitted on-line using the ASSIGNMENT link in Canvas.</i>
Clinical Case Presentation	15%	At the end of the semester the student will present a clinical case, an activity designed to encourage synthesis and application of current evidence- based information to a clinical topic of student interest. The objectives for the clinical case presentation include the following: <ul style="list-style-type: none"> • To present a patient case to peers and faculty in a professional, organized, and objective manner.

		<ul style="list-style-type: none"> To clearly document a concise, yet thorough, summary of a pediatric/adolescent clinical case including a comprehensive history and assessment, pertinent lab values and testing procedures, differential diagnoses, presumed diagnosis, and management plan including prescribed medications. Identify specific area of concerns for the patient, describe the pathophysiology and pertinent management issues, including current evidence-based scientific literature in the decision-making process. <p>Grading for the clinical case presentation will be according to the rubric found below.</p>
Topical quizzes	25%	Demonstrate content mastery. Students will have 2 weeks to complete each quiz on Canvas.
Final Exam	25%	Certification style/cumulative exam completed on Canvas.
TOTAL	100%	

Grading Scale: Graduate Courses

- 100 – 94% A
- 93 – 90% A-
- 89 – 87% B+
- 86 – 84% B
- 83 – 80% B-
- 79 – 77% C+ non-passing
- 76 – 74% C non-passing
- 73 – 70% C- non-passing
- <60% F non-passing

NOTE: A grade of 84% (B) or better is required to pass and progress to the next FNP specialty course.
 Rounding of percentages: Round up if equal to or greater than .5; or round down if less than .5.

Late assignments: Five points will be deducted each day for each late assignment unless prior arrangements are made with the professor.

TOPICAL OUTLINE

- I. Health Status of Children and Adolescents
 - a. Cultural Perspectives for Pediatric Primary Care
 - b. Growth & Development
 - i. Pediatric Development & Behavioral Screening
 - c. Immunizations & Communicable Disease
 - d. Childhood Overweight and Obesity
 - e. Preventive Care
- II. Well Child Care
 - a. 2 months through Adolescence
 - b. Newborn Care
 - i. Newborn and One Month Screening and Anticipatory guidance
 - ii. Newborn Nutrition and Breast-feeding
 - iii. FTT
- III. Pediatric and Adolescent Skin Problems
- IV. HEENT
 - a. Oral Health
- V. Cardiac Problems
 - a. BP
- VI. Endocrine
 - a. DM
- VII. Asthma and Other Respiratory Conditions
- VIII. GI Issues
- IX. Hematology
 - a. Anemia
- X. GU Problems
- XI. Adolescent Sexual Health
 - a. STIs
- XII. Child Abuse and Neglect
- XIII. Musculoskeletal
 - a. Common Injuries
- XIV. Neuro
 - a. Headache and Migraine
 - b. Seizure Disorders
- xv. Mental Health and Other Behavioral Issues

Caveat:

The schedule and procedures in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires, and guest speaker availability.

Attendance Policy

Reasonable attendance & promptness are expected for all classes. **If the student must be absent due to illness or family circumstances, please e-mail the professor before class.** Class participation is expected and appreciated. If a student is unable to attend a class the responsibility of missed class content is the sole responsibility of the student. Tests and written assignments will include content covered in class and in assigned readings. Video-conference courses may be archived and class content can be reviewed at:

Use your Xavier credentials to log on to <http://videocontent.xavier.edu>

Academic Honesty:

Please refer to the Xavier University catalog (on line) and the Department of Nursing Student Handbook. Plagiarism will not be tolerated and is subject to disciplinary action. Copying from Up-To-Date, Medscape, and Eprocrates and other common apps, is considered plagiarism

Civility:

Civility and respect are expected in all correspondence (verbal and written) with professor, guest speakers, and peers. **Incivility or disrespect to professor or peers will not be tolerated and will be subject to disciplinary action.**

Class Etiquette:

Cell Phones, Laptops, IPADS, Notebooks: Are to be turned off during class and clinical unless being used for pharmacology/disease look-up with approval of preceptor. **No social media sites are to be accessed during class time.**

Social Media:

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the nursing student's reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability. Refer to your student handbook or handbook policy addendum for more information and to view the Social Media Policy <http://www.xavier.edu/nursing/current-students.cfm>

Examinations: Attendance at the scheduled time for all tests is expected unless prior arrangements with the professor have been made.

Speakers: Speaker material may be included on tests &/or final examination. Students are expected to take notes if necessary.

Dress Code:

Business casual or professional dress is expected on clinical and when giving a presentation in class. The student will check with the preceptor for appropriate dress at the clinical site.

Students with Disabilities: It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Problem-Based Worksheet/Case Study Grading Rubric

The purpose of the **Worksheet/Case Study** is to provide the student with the opportunity to encourage synthesis and application of current evidenced-based information in the context of advanced clinical practice of the FNP in the area of pediatric and adolescent health. The objectives for the worksheet/case study include the following:

1. Demonstrate appropriate documentation of subjective and objective patient assessment data on selected common pediatric and adolescent clinical problems through review of systems and physical assessment.
2. Demonstrate an understanding of the physiology/pathophysiology, clinical presentation, diagnostic criteria, treatment options, and evaluation of certain clinical conditions.
3. Identify hypothetical diagnoses. Develop appropriate differential diagnoses given selected patient presentation and history. Develop an appropriate management plan including treatment options, pharmacological interventions, labs, imaging, and/or referrals.
4. Provide rationale for each step in management plan to include supporting evidence from pediatric textbooks and current professional literature. Students should refrain from just using popular apps such as Epocrates and Up-to-Date.

The worksheet/case study should be submitted using the ASSIGNMENT link. Five **points** will deducted for each day the assignment is late. **The following rubric will be used to evaluate the case study.**

<i>Category (points possible)</i>	<i>Does Not Meet Standard</i>	<i>Nearly Meets Standard</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>	<i>Score</i>
	0	1-2	3-4	5	
Additional subjective data/history related to patient presentation(5)	The subjective data/history is not developed.	The subjective data/history is minimally developed.	The subjective data/history is developed satisfactorily.	The subjective data/history is completely & thoroughly developed.	
	0	1-2	3-4	5	
Objective data/diagnostic criteria related to patient presentation(5)	The objective data and diagnostic criteria are not developed.	The objective data and diagnostic criteria are minimally developed.	The objective data and diagnostic criteria are developed satisfactorily.	The objective data and diagnostic are completely & thoroughly developed.	
	0	1-2	3-4	5	
Differential diagnoses related to patient presentation. Presumed diagnosis identified (5)	The differential diagnoses are not developed.	The differential diagnoses are minimally developed.	The differential diagnoses are developed satisfactorily. The presumed diagnosis is identified.	The differential diagnoses are completely & thoroughly developed. The presumed diagnosis is identified. Exemplary discussion of how patient presentation compares	

				to typical clinical presentation.	
	0	1-2	3-4	5	
Management plan including rationale and implications for the FNP (5)	Rationale/Implications for the FNP not developed. Inadequate management plan related to problem.	Rationale /Implications for the FNP on family health are limited or poorly developed. Minimal management plan related to problem.	Rationale /Implications for the FNP are clearly articulated. Satisfactory management plan related to problem.	Rationale/Implications for the FNP are thoroughly articulated and include the impact on family health. Exemplary management plan related to problem.	
	0	1-2	3-4	5	
References	No references documented	Minimal references documented	Appropriate/satisfactory references documented	Exemplary references documented	
Total Pts Possible: 20 points					

Comments:

Topical Study Guide Grading Rubric

The purpose of the **Topical Study Guide Assignment** is to provide the student with a learning tool designed to help them focus reading and develop a deeper understanding of a topic of choice. **The Topical Study Guide should be completed on the provided template on a relevant clinical problem and include:**

1. Description of physiology/pathophysiology of the selected condition
2. Presenting symptoms typical for the selected condition
3. Diagnostic criteria
4. Differential diagnosis to be considered
5. Management plan with Rationale
6. References used are current (<5yrs.) and based on standards of practice. Student should avoid using popular apps such as Epocrates and Up-To-date
7. Comments/cues for the student to use in study

The following rubric will be used to evaluate the Topical Study Guide Assignment.

<i>Category (points possible)</i>	<i>Does Not Meet Standard</i>	<i>Nearly Meets Standard</i>	<i>Meets Standard</i>	<i>Score</i>
	<3	3-4	5	
Physiology/Pathophysiology (5)	Poorly covered or inaccurate	Missing details or minor inaccuracies	Thoroughly covered demonstrating understanding of process with no inaccuracies	
	<3	3-4	5	
Presenting Symptoms & Diagnostic Criteria (5)	Poor description or inaccurate identification of presenting symptoms and diagnostic criteria	Mostly correct identification of presenting symptoms and diagnostic criteria	Complete and accurate description of presenting symptoms and diagnostic criteria	
	<3	3-4	5	
Differential diagnoses to consider (5)	Differential diagnosis not developed or inaccurate.	Differential diagnoses developed with minor inaccuracies.	Differential diagnosis well developed, comprehensive with no inaccuracies.	
	<3	3-4	5	
Appropriate management plan and rationale (5)	Management plan inaccurate or missing critical elements.	Management plan consistent with diagnosis. Rationale mostly based	Management plan appropriate for diagnoses, with exemplary	

	Missing rationale.	on current evidence, but is partially developed or somewhat inconsistent with management plan.	rationale, and supported by current standards/ evidence-based practice.	
	<3	3-4	5	
References (5)	References not appropriate or not cited	References cited and mostly current (<5yr).	Satisfactory summarization of existing evidence related to topic, and appropriately cited using current, appropriate references.	
Total Pts Possible: 25 points				

Comments:

Pediatric/Adolescent Clinical Case Presentation Grading Rubric

The purpose of the **Pediatric/Adolescent Clinical Case Presentation Assignment** is to provide the student with the opportunity to encourage synthesis and application of current evidenced- based information in the context of advanced clinical practice of the FNP in the area of pediatric and adolescent health. The student must present an actual patient/family seen during the current semester. The objectives for the presentation include the following:

1. Present an assigned clinical case to peers and faculty in a professional, organized and objective manner
2. Demonstrate appropriate documentation of subjective and objective patient assessment data from a thorough history and physical examination.
3. Demonstrate an understanding of the physiology/pathophysiology, clinical presentation, diagnostic criteria, treatment options, and evaluation of clinical condition.
4. Develop appropriate differential diagnoses given selected patient presentation and history. Identify presumed diagnoses.
5. Develop an appropriate management plan including treatment options including traditional, alternative and/or complimentary, pharmacological interventions, labs, imaging, and referrals.
6. **Provide rationale for each step in management plan to include supporting evidence from current professional literature.**
7. Analyze implications related to the family nurse practitioner management role.

The presentation should have a creative and engaging format and may include PowerPoint, interactive, problem-based case study or other media. If slides are use, student must use large clear font, at least 24-28 pt., and easy-to-see colors for background and font. The presentation should reflect an appropriate introduction, significance of the topic, literature search of relevant, current (<5 years) professional practice literature, relevance to the FNP role, and summary. The management plan for presentation should be submitted using the ASSIGNMENT link in CANVAS. **FIVE points will deducted for each day the assignment is late.**

The following rubric will be used to evaluate the presentation.

<i>Category (points possible)</i>	<i>Does Not Meet Standard</i>	<i>Nearly Meets Standard</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>	<i>Score</i>
	<7	7	8-9	10	
Format/ Mechanics/ Word Usage/ Font/Visual (10 points)	Not engaging, No interaction with the audience. No visual aids (slides or hand-outs). Numerous and distracting errors in punctuation, capitalization, spelling, sentence structure and word usage. References not in correct APA format.	Interesting, but passive engagement. Limited interaction with the audience. Unable to read slides; unclear & difficult to understand. Many errors in punctuation, capitalization, spelling, sentence structure and word usage. References mostly not in APA format, multiple errors	Interesting and visually stimulating. Promoted active engagement in the subject matter. Slides or hand-outs clear, easy to read & understand. Almost no errors in punctuation, capitalization, spelling, sentence structure and word usage. References mostly in correct APA format	Outstanding, creative, active learning. Slides or visual material well done, creative, easy to read and understand. No errors in punctuation, capitalization and spelling. No errors in sentence structure or word usage. References in correct APA format	
	0-2	3	4	5	
Introduction: clearly introduces patient/issue/problem/topic including clinical significance. (5 points)	Incomplete or unfocused. There is no clear introduction of main topic.	The introduction states the purpose but does not adequately preview the issue/problem or clinical significance.	The introduction clearly states the purpose, issue/problem including clinical significance. The introduction states the main topic, previews the structure of the presentation.	Clearly and concisely introduces purpose in engaging and thought provoking way. Previews the structure of the presentation.	
	<10	11-12	13-14	15	
Subjective: - includes growth and development,	Subjective data not developed. No mention of growth &	Subjective data minimally developed including growth	Subjective data well developed and compared to typical clinical presentation.	Subjective data completely developed. Exemplary	

family dynamics, comprehensive history and physical assessment (subjective data) (15 points)	development or family dynamics. No history presented.	& development, history, & family dynamics.	Discussed appropriate growth & development, thorough history, & family dynamics.	discussion of how patient presentation compares to typical clinical presentation, growth & development parameters, & family dynamics. Thorough history presented.	
	<10	11-12	13-14	15	
Objective data/diagnostic criteria (labs & imaging) related to patient presentation (15 points)	Objective data/diagnostic criteria not developed.	Objective data/diagnostic criteria minimally developed.	Objective data/diagnostic criteria developed & compared to typical clinical presentation.	Objective data/diagnostic criteria completely (well) developed. Exemplary discussion of how patient presentation compares to typical clinical presentation.	
	<7	7	8-9	10	
Differential diagnoses related to patient presentation. Presumed or actual diagnosis identified (10 points)	The differential diagnoses are not developed.	The differential diagnoses are minimally developed.	The differential diagnoses are developed and compared to typical clinical presentation. The presumed diagnosis is identified.	The differential diagnoses are completely (well) developed. The presumed diagnosis is identified. Exemplary discussion of how patient presentation compares to typical clinical presentation.	
	<7	7	8-9	10	
Pathophysiology (10 points)	Poor explanation of pathophysiology related to primary diagnosis	Limited explanation of pathophysiology related to primary diagnosis	Satisfactory explanation of pathophysiology related to primary diagnosis	Exemplary explanation of pathophysiology related to primary diagnosis	

	<15	15-16	17-18	19-20	
Management plan including all aspects of treatment, rationale and implications for the FNP, Summary of evidence related to patient problem(s). (25 points)	Treatment or Management plan not developed. Rationale and Implications for the FNP not developed. Poor summarization of existing evidence related to topic.	Treatment or Management plan minimally developed. Rationale and Implications for the FNP limited or poorly developed. Limited summarization of existing evidence related to topic.	Treatment or Management plan well developed. Rationale and Implications for the FNP are clearly articulated. Satisfactory summarization of existing evidence related to topic.	Treatment or Management plan thoroughly developed. Rationale and Implications for the FNP are thoroughly articulated and include the impact on family health. Exemplary summarization of existing evidence related to topic.	
	0-2	3	4	5	
Presentation of topic/style and time management (15 minutes) (10 points)	Unprofessional appearance, demeanor, language. Speaks softly (unable to hear). Poor time management over/under time.	Casual appearance. Speaks in monotone voice, but able to hear. Difficulty with time management over/under time or rushed.	Excellent professional appearance and demeanor. Speaks loudly; can hear well. Minor time management issues.	Exemplary professional appearance and demeanor. Speaks loudly with enthusiasm for topic. Manages time well and does not exceed time allotted.	
	<7	7	8-9	10	
References (APA style)	Slides not cited. No references documented	Some slides cited or minimal references documented and/or references not current	Appropriate/satisfactory references documented and/or most slides cited appropriately.	Exemplary references documented and/or all slides cited appropriately.	
Total Points Possible: 100					

Comments:

NURS 774: Pediatric & Adolescent Health Care Topical Outline

Xavier University College of Social Sciences, Health, and Education School of Nursing FNP Program Spring Semester 2015 Topical Outline for NURS 773/774

WK DATE	TOPIC	READINGS/RESOURCES	ACTIVITY	EVAL/CLASS LEADERS
WK 1				
1/11	Health Status of Children; Cultural Perspectives for Pediatric Primary Care	<ul style="list-style-type: none"> • Burns Ch 1 & 3 	<ul style="list-style-type: none"> • Course Overview • In-class discussion 	
	Growth & Development; Pediatric Development & Behavioral Screening	<ul style="list-style-type: none"> • Burns Ch 4 thru 8 • Ages & Stages Questionnaire http://agesandstages.com/ • M-CHAT https://www.m-chat.org/ https://www.youtube.com/watch?v=IDx31A8-EGM&list=PLoJsh76r93S2RuKNAkC-OnGHca8Mb2oFP https://www.youtube.com/watch?v=i0fnBTUuRIA&list=PLoJsh76r93S2RuKNAkC-OnGHca8Mb2oFP&index=2 https://www.youtube.com/watch?v=L-pLwlzWkUo&list=PLoJsh76r93S2RuKNAkC-OnGHca8Mb2oFP&index=3 https://www.youtube.com/watch?v=bBfHjvdVAB4&list=PLoJsh76r93S2RuKNAkC-OnGHca8Mb2oFP&index=4 		
	Immunizations & Communicable Disease	<ul style="list-style-type: none"> • Burns Ch 23 • CDC Vaccines & Immunizations http://www.cdc.gov/vaccines/schedules/index.html 		
	Childhood Overweight & Obesity	<ul style="list-style-type: none"> • Richardson Ch 33 and pages 599 and 601 		
	Preventive Care	<ul style="list-style-type: none"> • Recommendations for Pediatric Primary Care: http://brightfutures.aap.org/pdfs/AAP%20Bright%20Futures%20Periodicity%20Sched%20101107.pdf 		

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WK DATE	TOPIC	READINGS/RESOURCES	ACTIVITY	EVAL/CLASS LEADERS
WK 2				
1/18		Martin Luther King Jr. Holiday-University closed		
WK 3				
1/25	Well Child Care Ages Newborn thru Adolescence	<ul style="list-style-type: none"> • Recommendations for Pediatric Primary Care: http://brightfutures.aap.org/pdfs/AAP%20Bright%20Futures%20Periodicity%200Sched%20101107.pdf • Burns Ch 38 • Richardson Ch 4 	<ul style="list-style-type: none"> • In-class discussion & Case Study #1 	<ul style="list-style-type: none"> • Quiz 1 • Case Study #1: Amy H., Emily A., Sheila
	Obtaining a History	<ul style="list-style-type: none"> • Burns Ch 2 • Richardson Ch 1 & 2 	<ul style="list-style-type: none"> • Peds/Adol Topical Study Guide #1 	
	Performing a Physical Examination	<ul style="list-style-type: none"> • Richardson Ch 3 • Watch outside of class (located in lab) • Mecom DVD: Physical Assessment of the Child Part I (currently do not have Part II) • Insight DVD: Pediatric Assessment • DVD by Jarvis : Head-to Toe Examination of the Neonate 		
	Pediatric & Adolescent Anticipatory Guidance	<ul style="list-style-type: none"> • Richardson Ch 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 		
	Pediatric/Newborn Nutrition/Breast feeding/FTT	<ul style="list-style-type: none"> • Burns Ch 10 and Ch 11 • Richardson Ch 5 		

NURS 774: Pediatric & Adolescent Health Care Topical Outline

WK DATE	TOPIC	READINGS/RESOURCES	ACTIVITY	EVAL/CLASS LEADERS
WK 4				
2/1	Pediatric Skin Conditions	<ul style="list-style-type: none"> • Burns Ch 36 • Richardson Ch 20 	<ul style="list-style-type: none"> • In-class discussion & Case Study #2 	<ul style="list-style-type: none"> • Quiz 2 • Case Study #2: Emily D., Melissa B., Lindsey, Megan B.
WK 5				
2/8	HEENT	<ul style="list-style-type: none"> • Burns Ch 28 and 29 • Richardson 21, 22, and 23 	<ul style="list-style-type: none"> • In-class discussion & Case Study #3 	<ul style="list-style-type: none"> • Quiz 3 • Case Study #3: Amanda W., Melissa M., Emily S., Amanda H.
	Oral Health	<ul style="list-style-type: none"> • Burns Ch 33 • http://brightfutures.aap.org/pdfs/Preventive%20Services%20PDFs/Physical%20Examination.PDF 		
WK 6				
2/15	Cardiac/HTN	<ul style="list-style-type: none"> • Burns Ch 30 • Richardson Ch 25 • Guest Speaker Megan Gallo MSN, APRN, FNP 	<ul style="list-style-type: none"> • In-class discussion & Case Study #4 	<ul style="list-style-type: none"> • Quiz 4 • Case Study #4: Rachel S., Lachisha, Kathleen C.
	Endocrine	<ul style="list-style-type: none"> • Burns Ch 25 • Richardson Ch 29 		

NURS 774: Pediatric & Adolescent Health Care Topical Outline

WK DATE	TOPIC	READINGS/RESOURCES	ACTIVITY	EVAL/CLASS LEADERS
WK 7				
2/22	Asthma & Other Respiratory Conditions	<ul style="list-style-type: none"> NHLBI Asthma Guidelines: http://www.nhlbi.nih.gov/guidelines/asthma Burns Ch 24 and 31 Richardson Ch 24 	<ul style="list-style-type: none"> In-class discussion & Case Study #5 Peds/Adol Topical Study Guide #2 	<ul style="list-style-type: none"> Quiz 5 Case Study #5: Karen S., Emily Z., Kristen, Teaera
WK 8				
2/29	Pediatric GI Problems	<ul style="list-style-type: none"> Burns Ch 12 and 32 Richardson Ch 26 	<ul style="list-style-type: none"> In-class discussion & Case Study #6 	<ul style="list-style-type: none"> Quiz 6 Case Study #6: Lauren P., Molly, Angie, Megan O.
	Anemia	<ul style="list-style-type: none"> Burns Ch 26 Richardson Ch 32 		
WK 9				
3/7		NO CLASS- SPRING BREAK 3/2-3/6		
WK 10				
3/14	Pediatric GU Problems	<ul style="list-style-type: none"> Burns Ch 34 and 35 Richardson Ch 27 Guest Speaker: TBA 	<ul style="list-style-type: none"> In-class discussion & Case Study #7 	<ul style="list-style-type: none"> Quiz 7 Case Study #7: Allison D., Angela B.
	Child Abuse & Neglect	<ul style="list-style-type: none"> Child maltreatment http://www.cdc.gov/ViolencePrevention/childmaltreatment/ http://www.childwelfare.gov 		

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WK DATE	TOPIC	READINGS/RESOURCES	ACTIVITY	EVAL/CLASS LEADERS
WK 11				
3/21	Musculoskeletal Sports Physical	<ul style="list-style-type: none"> • Burns Ch 13 and 37 • Richardson Ch 30 • http://brightfutures.aap.org/pdfs/Preventive%20Services%20PDFs/Physical%20Examination.PDF • Sports Physicals http://emedicine.medscape.com/article/88972-overview#aw2aab6b7 • Musculoskeletal video • Guest Speaker: TBA 	<ul style="list-style-type: none"> • Case Study #8 • Peds/Adol Topical Study Guide #3 	<ul style="list-style-type: none"> • Quiz 8
WK 12		NOTE: Monday evening classes meet even though Easter break is during day until 4 PM		
3/28	Seizure Disorder/Other Neuro conditions	<ul style="list-style-type: none"> • Burns Ch 27 	<ul style="list-style-type: none"> • Case Study #9 	<ul style="list-style-type: none"> • Quiz 9 • Case Study #9: Amanda M. , Jack
	H/A & Migraine	<ul style="list-style-type: none"> • Burns Ch 22 • Richardson Ch 31 		
W 13				
4/4	ADHD & Other Behavioral Disorders	<ul style="list-style-type: none"> • Burns Ch 15 • Richardson Ch 34 (optional) How is ADHD Treated: http://www.nimh.nih.gov/health/publications/attention-deficit-hyperactivity-disorder/how-is-adhd-treated.shtml	<ul style="list-style-type: none"> • Case study #10 	<ul style="list-style-type: none"> • Quiz 10 • Case study #10: Andrew, Starla, Katheleen, Jennifer
	Mental Health Issues & Disorders	<ul style="list-style-type: none"> • Burns Ch 19 • Richardson Ch 35 • Buppert, C. (2012). The Perils of Off-Label Prescribing. Retrieved from http://www.medscape.com/viewarticle/767244 	<ul style="list-style-type: none"> • Peds/Adol Topical Study 	

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WK DATE	TOPIC	READINGS/RESOURCES	ACTIVITY	EVAL/CLASS LEADERS
			Guide #4	
WK 14				
4/11	CLINICAL PRESENTATIONS			
WK 15				
4/18	CLINICAL PRESENTATIONS			
WK 16				
4/25	CLINICAL PRESENTATIONS			
WK 17				
5/2	FINAL EXAM	Online/Canvas		

NOTE: These assignments may change based on availability of guest speakers