



School of Nursing and Health Professions
Nursing: Undergraduate
NUR 307 Nursing Care of the Child and Family

Location & Meeting Schedule:

Section 1

Th 8:30 AM - 10:10 AM

8/17/2026 - 12/11/2026

Sue Wesselkamper Science Ctr, 120 Lecture

Section 2

Th 11:30 AM - 1:10 PM

8/17/2026 - 12/11/2026

Sue Wesselkamper Science Ctr, 120 Lecture

Section 3

Th 1:30 PM - 3:10 PM

8/17/2026 - 12/11/2026

Sue Wesselkamper Science Ctr, 120 Lecture

Credits: 3

Term: Fall 2026

Clinical Days: M, T, W, Th, F, Sa, Su (Variable schedule) *Please note that clinical days and times may vary based on facility and activity, please see clinical assignments grid.



Instructor: Kailyn Anderson

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Phone: 920-246-0550

Office Location: Henry Hall 208 E

Office Hours: Open door hours Tuesdays 1000-1230; available 0830- 1400 by appointment both in person and virtually as follows; [book appointments to ensure a time slot here: https://calendar.app.google/g6XaqZPa21JnpVy16](https://calendar.app.google/g6XaqZPa21JnpVy16).

Additional in person hours: Mondays 9am-12pm Starting 21 Sept

Communication

Questions for this course can be emailed to the instructor at the email address listed above using your Chaminade student email account. Demonstrate professionalism by including a subject line that properly summarizes the contents of the message. Proper salutation is appreciated. Online, in-person and phone

conferences can be arranged. Response time will take place up to 48 hours on business days, [responses may be delayed on weekends or holidays.]

School & Department Information

School of Nursing & Health Professions

If you have questions regarding the Undergraduate nursing programs, reach out to your instructor or the School of Nursing and Health Professions.

Office Location: Student Services Support Building Rm 101 nursing@chaminade.edu

Phone: (808) 739-8340

Course Description & Materials

Catalog Description

NUR-307 Nursing Care of Children and Family (3)

This course provides a holistic approach to the study of child & family nursing concepts. The course uses a family centered approach to health promotion and health alterations in children from infancy through adolescence within the family context. Current research and ethical/legal principles are presented and applied in clinical practice. Well-child and child health nursing concepts are applied in the school laboratory as well as in a variety of pediatric clinical, and community settings. The course will prepare the student to deal with a range of health care needs and issues related to the child and family. The student will have the opportunity to integrate prior skills and knowledge regarding human development into culturally sensitive care. The student will continue to develop the ability to apply critical thinking, participate in classroom discussions, seminars, and case studies to add breadth and depth to their understanding of care of the child and family.

Prerequisites: EN-102, COM-101, NUR 200, NUR 202, NUR 203, NUR 204 and NUR 207. Corequisites: NUR 302 or NUR 303.

Course Snapshot

NUR 307: Care of the Child and Family prepares students to provide safe, developmentally appropriate, family-centered nursing care to infants, children, adolescents, and their families. The course emphasizes the unique needs of pediatric patients and the application of clinical judgment across a variety of healthcare settings.

Throughout the course, students will develop knowledge and skills in:

- **Growth and Development:** Applying principles of normal growth and development from infancy through adolescence to guide assessment, communication, health promotion, and nursing care.
- **Family-Centered Care:** Partnering with children and families while recognizing the important role of the family in pediatric health and healthcare decision-making.
- **Pediatric Assessment:** Differentiating expected developmental and assessment findings from abnormal findings and recognizing pediatric-specific warning signs and clinical red flags.
- **Clinical Judgment and Prioritization:** Analyzing assessment findings, signs and symptoms, laboratory data, medications, and disease processes to identify priorities and determine appropriate nursing interventions.

- **Safe Pediatric Nursing Care:** Applying principles of medication safety, pediatric dosage calculation, injury prevention, infection prevention, and other pediatric-specific safety practices.
- **Common Pediatric Health Conditions:** Recognizing key signs and symptoms, red flags, common treatments, and priority nursing interventions associated with acute and chronic pediatric conditions.
- **Recognition of the Deteriorating Child:** Identifying changes in condition and responding appropriately to urgent and emergent pediatric situations.
- **Communication and Family Education:** Using developmentally appropriate communication strategies and providing effective education to children, adolescents, and their families.
- **Health Promotion and Whole-Child Care:** Incorporating physical health, mental and behavioral health, prevention, culture, social determinants of health, and family and community influences into pediatric nursing care.

Learning experiences include classroom instruction, active learning, case studies, simulation, clinical experiences, skills practice, clinical judgment activities, ATI learning resources, and individual and group projects.

By the end of NUR 307, students will be expected to integrate pediatric knowledge with clinical judgment to answer six essential questions when caring for a child and family:

1. What is normal for this child's age and developmental level?
2. What findings are concerning or abnormal?
3. What may be contributing to these findings?
4. What is the priority concern?
5. What nursing action is needed first?
6. How can I safely involve and support the child and family?

Modality: Face-to-Face

Time Commitment

This is a three-credit-hour course requiring approximately **135 clock hours of student engagement** in accordance with the official CUH Credit Hour Policy. Over the 15-week semester, students will spend approximately **25 hours in lecture**, attending one 100-minute class session each week, and **45 hours participating in supervised clinical learning experiences**.

Outside of scheduled class and clinical time, students should expect to spend approximately **20 hours** completing assigned readings, weekly pre-class preparation, post-lecture review, and other learning activities that support classroom and clinical application. Students should also anticipate approximately **20 hours preparing for the four course examinations** (approximately five hours per examination). **Time spent completing course examinations occurs during scheduled class time and is included within the 25 hours of classroom engagement.**

Completion of the **Pediatric Health Promotion Project** requires approximately **five hours**, including preparation and the on-site presentation. The **Pediatric Family Education Media Project** requires approximately **three hours** to develop and complete, and the **Evidence-Based Pediatric Practice Article Reflection** requires approximately **two hours** to critically read, evaluate, and complete the assignment.

An additional **15 hours** of independent study, clinical preparation, skills practice, review of course resources, remediation, and assignment completion are expected throughout the semester.

Total student engagement for the course is approximately 135 clock hours.

Required Materials

1. Assessment Technologies Institute, LLC. (ATI). (2023). The most current edition of the following:
 - i. *Fundamentals for nursing review*
 - ii. *RN Nutrition*
 - iii. *RN Pharmacology*
 - iv. *RN Pediatrics*

Assessment Technologies Institute - For all inquiries during office hours use: (800) 667-7531. After hours technical support, send an email to helpdesk@atitesting.com.

2. O'Meara. ISBN/ISSN: 9781975209025. The **CoursePoint plus package** contains the eBook, medical dictionary, PrepU, and vSim. Additional/optional supplementary materials for purchase including a hard text and hard text study guide are available on the publisher website. The learning materials purchased will be utilized in the co-requisite course NUR 307 Nursing Care of Children.
ONLY enter The Point through the Canvas course. Do not login through the website, or assignments won't be counted/synced through Canvas.
Student training resources are available at <http://thepoint.lww.com/studentssupport>. Technical support: email techsupp@lww.com.

3. **Canvas** (<https://chaminade.instructure.com>)

The Learning Management System, *Canvas*, is used throughout all nursing courses. Hardware requirements: Canvas is accessible from most PCs and Macintosh computers with a reliable Internet connection. Canvas is accessible on all computers available for use on campus.

Technical Assistance for Canvas Users:

Search for help on specific topics or get tips in [Canvas Students](#)

Canvas Support Hotline for students: +1-833-209-6111 or [Live chat with Canvas Support](#)

Watch this [video to get you started](#)

[Online tutorials](#): click on "Students" role to access tutorials

Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Student frequently asked question link (Client Services – IT department)

<https://sites.google.com/chaminade.edu/itsclientservices/faq/student-faq>

Additional Resources:

[Bright Futures FCC](#)

[Bright Futures Pocket Guide](#)

[Recommendations for Preventive Pediatric Health Care](#)

[Growth Charts](#)

Healthchildren.org

[Hawaii NBS](#)

Recommended Items

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Canvas (<https://chaminade.instructure.com>)

This course is delivered through Canvas. Please review the Student Tutorial located on the Canvas course dashboard regarding instructions on accessing and submitting materials and assignments. If you are unable to

find answers using the student tutorial, you may also contact the assigned faculty with questions regarding course navigation. Students should follow standard Netiquette guidelines, including but not limited to using the same common courtesy, politeness, and appropriate online behaviors as would be used in a face-to-face environment.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the BSN program, the graduate will be able to:
PLO#1: Integrate nursing science with the best evidence and knowledge from other disciplines to guide nursing practice and clinical decision-making and enhance effective, ethical, and equitable healthcare delivery. (Domains 1,4, 9)
PLO#2: Manage population health issues by engaging in effective partnerships to demonstrate advocacy strategies, equitable health policy, and disaster preparedness while considering the socioeconomic impact of healthcare delivery. (Domain 3,6,7)
PLO#3: Contribute to the safety and quality improvement of person-centered care considering the cultural context of the individual, family, and community. (Domains 2,3,5)
PLO#4: Ethically utilize information systems, patient care technologies, inter-professional communication, collaboration, and leadership skills to optimize client safety and improve outcomes. (Domains 5,6,8,9)
PLO#5: Contribute to healthcare system quality by utilizing performance metrics to reduce cost, improve outcomes, and evaluate the effectiveness of care. (Domain 5,7)
PLO #6: Demonstrate nursing practice based on ethical and legal principles, professional nursing standards, and leadership concepts while developing a professional identity. (Domains 9,10)

Course Learning Outcomes (CLOs) and Alignment to Program Learning Outcomes (PLOs) and [AACN Essentials: Core Competencies for Professional Nursing Education](#)

Upon completion of NUR 307 the student will be able to:

CLO	PLO(s)	AACN Essentials Domain(s)	AACN Essentials Competencies	AACN Essentials Sub Competencies	Assessment Measures
1. Integrate knowledge of growth and development, pathophysiology, and nursing science with evidence from nursing and related disciplines to provide safe, developmentally appropriate care for pediatric patients from infancy	1	1 4	1.1 1.2 1.3 4.1	1.2a 1.3a 1.3b 4.1a 4.1f	Pediatric Boot Camp Simulation: Perform a focused pediatric assessment and identify developmentally appropriate nursing interventions. (Complete/ Incomplete) Unit Quizzes/ Exams: Analyze pediatric case-based questions related to growth,

through adolescence.					development, and pediatric conditions. Case Study Investigations: Evaluate pediatric patient scenarios and determine appropriate nursing interventions. Journal Article Evaluation: Critically evaluate pediatric research and explain its application to nursing care. (Rubric) Practice NCLEX Questions: Apply clinical reasoning to pediatric developmental concepts (practice) Clinical Experiences (45 hours): Observe and participate in daily care of pediatric patients including assessment and clinical decision-making. (Complete/Incomplete) ATI Pediatric Mastery Practice Exams: Complete ATI practice exams to evaluate mastery of pediatric nursing concepts. (Complete/Incomplete)
2. Deliver evidence-based, patient- and family-centered nursing care that respects cultural values, family dynamics, and the preferences of pediatric patients and caregivers.	3	2 3	2.1 2.2 2.3 3.1	2.1a 2.2a 2.3a 3.1a	Pediatric Boot Camp Parent Simulation: Demonstrate therapeutic communication with a standardized parent during a pediatric assessment scenario. (Complete/Incomplete) Individual Family Education Project:

					Develop and deliver a family-centered education podcast segment explaining a pediatric condition. (Rubric) Case-study investigations: Identify family-centered nursing interventions in pediatric care scenarios. (In class review) Clinical Experiences (45 hours): Provide patient- and family-centered care in pediatric clinical settings. Weekly Clinical Reflections: Evaluate communication strategies used with pediatric patients and families. (Complete/ Incomplete)
3. Apply clinical judgment and evidence-based practice to assess, prioritize, and implement nursing interventions that promote the health, safety, and well-being of pediatric populations.	1 5	1 4 5	1.3 4.1 5.1 5.2	1.3a 4.1b 5.1a 5.2a	Pediatric Boot Camp Safety Scenario: Identify errors, risks to safety and correct errors, including medication calculations. (Complete/ Incomplete) Unit Quizzes/ Exams: Prioritize pediatric nursing interventions in case-based questions. Case Study Investigation: Determine priority assessments and interventions for pediatric patients. (In class review)

					Weekly Clinical Reflection & Pediatric Math: Demonstrate safe pediatric medication calculations. (Complete/incomplete) Practice NCLEX Questions: Apply clinical judgment to safety and prioritization questions. (out of class preparation/review) Clinical Experiences (45 hours): Provide safe patient- and family-centered care in pediatric clinical settings. ATI Pediatric Mastery Practice Exams: Demonstrate clinical judgment through NCLEX-style pediatric questions.
4. Communicate and collaborate effectively with pediatric patients, families, and members of the interprofessional healthcare team to support therapeutic relationships and coordinated care.	4	6 8	6.1 6.2 6.3 7.1 8.1	6.1a 6.2a 6.3a 6.3c 7.1d 8.1a	Pediatric Boot Camp SBAR Exercise: Identify and define roles of healthcare team. Deliver a structured SBAR report based on a simulated pediatric patient scenario. Experience and coordinate transfers of care throughout the healthcare system. Reflect on personal bias and impacts on the healthcare team. (complete/incomplete) Weekly Clinical Reflection – SBAR: Develop structured SBAR communication documentation.

					(complete/ incomplete) Individual Family Education Podcast: Develop and deliver a family-centered education podcast explaining a pediatric condition. (Rubric) Case Study Investigation: Construct SBAR communication plans for pediatric patient scenarios. Define, describe, and delegate within roles of the healthcare team. (In class review) Clinical Experiences (45 hours): Define roles and communicate with pediatric patients, families, and healthcare team members in clinical settings. Observe and participate in pediatric transfers and care coordination throughout the healthcare system. Reflect on personal bias. (complete/ incomplete) Clinical Adjunct Evaluation: Faculty evaluate student communication and teamwork competencies. Students reflect on their own personal biases.
5. Evaluate the impact of social determinants of health, cultural factors, and community resources on pediatric health outcomes and	2 3	3 6 7	3.1 3.2 3.4 3.5 6.2 7.2	3.1a 3.2a 3.4c 3.5a 3.5c 6.2b 7.2a	Group Pediatric Health Promotion Project: Design and present an evidence based and interactive pediatric health promotion intervention addressing social

advocate for equitable care and health promotion across populations.					determinants of health. (Rubric) Project Reflection: Evaluate how the intervention promotes equitable pediatric health outcomes, community engagement and stakeholders, and shapes policy. (complete/incomplete) Case Study Investigation: Identify community stakeholders and resources and social determinants influencing pediatric health outcomes. (In class review) Simulation-Based Clinical Experiences (45 hours): Apply health promotion strategies during simulated pediatric patient scenarios. (complete/incomplete)
6. Demonstrate ethical, legal, and professional nursing behaviors, including leadership, teamwork, and reflective practice, in pediatric clinical, simulation, and community settings.	6	8 9 10	8.5 9.1 9.2 9.4 10.1 10.2 10.3	8.5a 8.5c 8.5d 9.1a 9.2a 9.4b 10.1a 10.1b 10.2a 10.2b 10.3c	Clinical Experiences (45 hours): Demonstrate professional nursing behaviors in pediatric clinical practice. Ethical use of communication technology and electronic health records. (complete/incomplete) Clinical Evaluation Tools: Midpoint and final evaluations completed by both the student and clinical adjunct to

					assess competency development. (complete/ incomplete) Weekly Clinical Reflections: Evaluate personal clinical performance and incorporate feedback to improve practice. (complete/ incomplete) Simulation Debriefings: Participate in structured debriefing following simulation experiences to reflect on decision-making and teamwork. Comprehensive Final Exam: Analyze complex pediatric scenarios requiring ethical decision-making and prioritization. Applying self-care practices and conflict management. Reflection of the entire pediatric life process from life to death. ATI Pediatric Mastery Proctored Exam: Demonstrate cumulative pediatric nursing competency and NCLEX readiness.
<u>Integrated AACN Concepts:</u> Clinical Judgment CLO 1, 3 Communication CLO 2, 4 Compassionate Care CLO 2, 5 Diversity/Equity/Inclusion CLO 2, 5 Ethics CLO 6 Evidence-Based Practice CLO 1, 2, 3, 5					

[AACN Essentials Undergraduate Reference Key](#)

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles, and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

This course reflects the Marianist values of providing an integral, quality education; educating in family spirit; educating for service, justice, and peace; and educating for adaptation and change. Students integrate nursing science, evidence-based practice, clinical judgment, and reflective learning to provide safe, compassionate, and developmentally appropriate care for infants, children, adolescents, and their families. Through classroom learning, simulation, clinical experiences, and community-based health promotion activities, students develop the knowledge, skills, and attitudes necessary to deliver family-centered care, advocate for equitable health outcomes, and address the social determinants of health affecting pediatric populations. Consistent with the Marianist tradition, the course emphasizes collaboration, respect for the dignity of every individual, service to others, ethical practice, and a commitment to lifelong learning and continuous improvement in professional nursing practice.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kũ'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kũ o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes (CLOs) to Marianist and Native Hawaiian Values

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Marianist Values	2	3	2, 5	3	4	1, 5
Native Hawaiian Values	2	3	2, 5	3	4	1, 5

Course Activities

Assignment/assessment instructions and rubrics can be found in the appropriate modules on Canvas. Students are required to review the expectations of each assignment/assessment prior to completion.

Course Learning Activities and Competency-Based Assessment Measures

Assignment and assessment instructions, grading criteria, and rubrics are available in the appropriate modules on Canvas. Students are responsible for reviewing all assignment expectations and grading rubrics prior to completing each assessment.

Learning activities and assessment measures in this course are designed to support and evaluate the progressive development of competency through the application of pediatric nursing knowledge, clinical judgment, communication, professionalism, patient safety, and evidence-based nursing practice across classroom, simulation, clinical, and community settings.

Didactic and Project-Based Learning

Examinations

Unit examinations and the comprehensive final examination assess students' ability to apply pediatric nursing knowledge using NCLEX-style and Next Generation NCLEX (NGN) question formats. Examinations emphasize recognition and analysis of assessment findings, prioritization of nursing care, safe evidence-based interventions and medication administration, patient and caregiver education, recognition of clinical deterioration and red flags, growth and development, and patient safety.

Students are expected to apply knowledge and clinical judgment to pediatric patient scenarios rather than rely solely on recall of isolated facts.

Weekly Learning Activities

Weekly Learning Activities provide low-stakes opportunities for students to prepare for class, reinforce essential pediatric nursing concepts, practice clinical judgment, and identify areas requiring additional review. Activities may include ATI Engage modules, pre-class learning activities, in-class application exercises, and five-question Weekly Knowledge Checks completed following selected class sessions.

Weekly Knowledge Checks emphasize recognition of important assessment findings, prioritization of nursing care, safe interventions and medication considerations, patient and caregiver education, and recognition of red flags or clinical deterioration. Collectively, Weekly Learning Activities account for 1% of the final course grade and are intended primarily to support learning and preparation for higher-stakes assessments.

Case-Based Learning Activities

Case-based learning activities provide opportunities for students to apply pediatric nursing knowledge to realistic patient situations. Through guided cases and clinical scenarios, students practice recognizing relevant assessment findings, identifying priorities, selecting safe nursing interventions, evaluating outcomes, communicating effectively, and identifying safety concerns.

Case-based activities are incorporated throughout the course through classroom learning, simulation, and a self-paced behavioral health case study. These activities emphasize application of knowledge and development of clinical judgment rather than memorization of isolated disease information.

Evidence-Based Pediatric Practice Article Reflection

During Week 1, students read an instructor-selected journal article introducing concepts related to the unique principles of pediatric nursing.

Following the reading, students complete a brief individual reflection identifying the article's key findings, applying the information to pediatric nursing practice, connecting the article to a Marianist value, and reflecting on how the information may influence their future nursing practice.

Pediatric Family Education Media Project

Students individually develop a concise, evidence-based family education resource about an instructor-approved pediatric diagnosis. Students create either a 3–5-minute podcast or short educational video designed to translate clinical information into language that parents and caregivers can easily understand and use at home.

The project emphasizes clinical accuracy, essential family teaching, common signs and symptoms, red flags requiring medical evaluation, home management and anticipatory guidance, and common medications when applicable, including their purpose and important side effects. Students conclude the resource with three key take-home messages for families.

Students demonstrate competency in evidence-based nursing practice, health literacy, patient and caregiver education, therapeutic communication, prioritization of essential information, and translation of clinical knowledge into practical education. The completed resource should be of sufficient quality to realistically serve as a pediatric family education resource.

Collaborative Pediatric Health Promotion Project

Working collaboratively, students plan, develop, and deliver an interactive pediatric health promotion activity within a community setting. The project provides students with opportunities to apply principles of pediatric health promotion while developing skills in therapeutic communication, cultural responsiveness, social determinants of health, community collaboration, leadership, and professional nursing practice.

Students use current evidence to develop age-appropriate health promotion content and interactive learning strategies for children in the community. Through project preparation, implementation, peer collaboration, and individual reflection, students examine their professional growth, leadership development, personal biases, communication, cultural responsiveness, and the role of the nurse in promoting pediatric health within the community.

Performance is evaluated using a standardized project rubric and includes both collaborative and individual components

Experiential Learning

Clinical and Simulation Experiences

Students complete **45 hours** of experiential learning, consisting of **45 hours of supervised pediatric clinical practice in approved clinical settings** integrated throughout the course. Together, these experiences provide opportunities for students to apply classroom knowledge while developing competency in pediatric assessment, growth and development, medication safety, clinical judgment, therapeutic communication, family-centered care, teamwork, professionalism, ethical practice, patient safety, and evidence-based nursing interventions.

During in-person clinical experiences, students provide direct patient care under faculty and clinical adjunct supervision while applying the nursing process in authentic pediatric healthcare settings. Faculty evaluate student performance through direct observation, formative feedback, weekly clinical assignments and reflections, and clinical evaluation tools aligned with the course learning outcomes and AACN Essentials.

Pediatric Boot Camp

Simulation experiences begin with the Pediatric Boot Camp, a five-hour introductory pediatric skills laboratory and simulation experience conducted prior to the start of pediatric clinical rotations.

Pediatric BRIDGE prepares students for success in clinical and simulation settings by introducing foundational pediatric nursing skills, therapeutic communication, and clinical expectations through interactive laboratory activities and brief simulation experiences. Students rotate through hands-on learning stations that reinforce pediatric growth and development, age-appropriate assessment techniques, medication safety and dosage calculations, communication with children and caregivers, pediatric equipment, patient safety, and recognition of common pediatric clinical situations.

Brief simulation scenarios provide opportunities for students to begin developing pediatric clinical judgment, teamwork, prioritization, and therapeutic communication before participating in more complex simulation experiences and providing direct patient care.

Student competency is evaluated through direct faculty observation, performance during simulation and skills activities, completion of associated learning activities, formative feedback, and clinical evaluation measures as applicable.

Weekly Clinical Assignments

Weekly clinical assignments are designed to progressively develop students' competency in pediatric nursing assessment, clinical judgment, medication safety, communication, and reflective practice through authentic patient care experiences.

During Week 1, students complete a **Growth and Development Worksheet** using assessment findings from their assigned pediatric patient to evaluate developmental milestones and age-appropriate nursing considerations.

During Week 2, students complete both the **Growth and Development Worksheet** and a **Medication Worksheet**, applying principles of safe pediatric medication administration and pharmacology to their assigned patient.

During Weeks 3 and 4, students complete the **Growth and Development Worksheet, Medication Worksheet, and Pediatric Assessment with SBAR Worksheet**, integrating comprehensive patient assessment, prioritization of nursing care, and structured communication using the SBAR framework.

Each week's assignments are completed using a different pediatric patient whenever possible to promote application of course concepts across diverse clinical presentations and developmental stages. Students also complete a **weekly clinical reflection** to evaluate their clinical performance, communication, professional growth, and integration of evidence-based nursing practice.

Faculty assess competency through direct clinical observation, completion and quality of weekly assignments, reflective learning, formative feedback, and demonstration of progressive clinical reasoning throughout the clinical experience.

Clinical Evaluation

Students participate in midpoint and final clinical evaluations completed collaboratively by the student and clinical faculty. Evaluation criteria include clinical judgment, communication, patient safety, professionalism, teamwork, ethical practice, and achievement of course learning outcomes.

Students use faculty feedback and self-assessment to identify strengths, establish areas for continued development, develop improvement strategies, and monitor their progression toward competency.

Standardized Assessment and NCLEX Preparation

ATI Engage Learning Activities

Assigned ATI Engage activities provide additional opportunities for students to review foundational nursing knowledge, prepare for classroom learning, reinforce pediatric nursing concepts, and identify areas requiring additional study.

ATI Engage activities may be incorporated into pre-class preparation and Weekly Learning Activities. Students are expected to use these resources to establish or refresh foundational knowledge so that classroom learning can emphasize pediatric-specific assessment, clinical judgment, nursing interventions, medication safety, patient and caregiver education, and recognition of clinical deterioration.

ATI Pediatric Mastery Assessments

Students complete assigned ATI Pediatric Mastery practice assessments, remediation activities, and NCLEX-style practice questions throughout the course to strengthen pediatric nursing knowledge, clinical judgment, prioritization, and NCLEX-RN readiness.

Practice assessments provide formative feedback that allows students to identify strengths and areas requiring additional review. Assigned remediation activities support continued development of knowledge and clinical reasoning based on individual performance.

The ATI Pediatric Mastery Proctored Assessment serves as a standardized summative assessment of students' cumulative pediatric nursing knowledge and clinical judgment and accounts for 10% of the final course grade. Faculty may use ATI performance data to identify learning needs, guide remediation, and support students' progression toward course and program outcomes.

Assignment Policy

All assignments (including pass/fail) in didactic and clinical must be successfully completed and graded as “pass” to pass the course.

Students are responsible for making sure that uploaded assignments are in their final version. Any resubmissions may be subject to late penalty.

Assignments are to be completed on an individual basis, unless otherwise specified.

Course Grading

Undergraduate (BSN) students must achieve a **final grade of C or higher to pass this course.**

Students in the undergraduate (BSN) program must also have a **weighted testing average score from all exams and quizzes of 75% or above to successfully pass the course.**

Assessment Measures	Percent % of Total Grade	Grading Scale*
Exam 1	20%	A = 90% and above B = 80-89% C = 70-79% D = 60-69% F = 59% and below
Exam 2	20%	
Exam 3	20%	
Exam 4 (Final Exam)	20%	
ATI Mastery Exam	10%	
Competency-Based Learning Activities - Total 10%		
Collaborative Health Promotion Project	5%	
Family Education Podcast Project	3%	
Evidence-Based Pediatric Practice Article Reflection	1%	
Weekly Learning Activities	1%	
Clinical Experiences, Pediatric BRIDGE and Weekly Assignments	pass/ fail	
	100%	

*The School of Nursing and Health Professions does not round grades. For example, a score of 89.7 will be recorded as 89% and a B grade.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu)

The School of Nursing may choose to utilize an online exam proctoring technology at any time during this course. This technology enables students to take proctored exams at a location that is off campus. This technology provides a secure test environment that promotes academic integrity and provides data security. The process identifies a student and records video, audio, and screen capture during the student’s exam. This information is communicated to secure servers and reviewed. The video, audio, and screen capture are used solely for the purpose of ensuring academic integrity during the testing process.

Testing Policy

See additional testing policies in the SNHP BSN Student Handbook

Clinical Course Grading

Clinical Performance	Percentage/equivalent
Clinical Evaluation by Faculty or Preceptor	Pass/No Pass
Overall Evaluation by the Instructor of Record	Pass/No Pass

* All clinical forms are mandatory by the due date. If any clinical forms are missed, your course grade will be "Incomplete".

ATI Grading Policy

The school of nursing has a program wide policy related to ATI grading. See the SNHP BSN Student Handbook.

A. Required Preparation:

1. Prior to taking a proctored ATI examination, students are required to complete both non-proctored 2023 versions of the exam.
2. Utilize the non-proctored exams to study. When you take the non-proctored exams the first time, study the areas that you missed by utilizing the focused review tool provided by ATI.
3. On the Individual Performance Profile complete the ATI Focused Review. Select "all missed topics" to review. Read and view all the material provided by ATI to study.
4. Once you have read and viewed all the material provided by ATI, complete the active Learning Templates for the 3 lowest topics (at a minimum) for exams identified by the instructor. Upload to Canvas by the due date. Your instructor will provide additional guidance on Canvas if further templates are required for the specific course.
5. Once you have turned in the active learning templates, your instructor will turn on the rationales for the right and wrong answers for the non-proctored ATI examinations.
6. If required, take the exams again and this time read the rationales provided by ATI for the right and wrong answers (even if you obtained the correct answer); this will help you study the material.
7. Once you have completed the study requirements delineated above, you may take the proctored RN Pediatric Nursing 2023 ATI examination which is tentatively scheduled for Week 14.

Prior to taking any proctored ATI examination students are required to complete both non-proctored practice exams and remediation activities. Students are not permitted to take the proctored exam unless completed practice. See full policy in student handbook.

B. Grading & Required Remediation:

1. The following scoring criteria applies to the first attempt on the proctored ATI exam for the portion of the grade assigned to the ATI exam.
 - a. Level 3: 100%
 - b. Level 2: 90%
 - c. Level 1: 50%
 - d. Below Level 1: 0%
2. The benchmark of all ATI content mastery exams is a level 2. If the student obtains below level 2; the student has not been able to demonstrate mastery of the content and is not meeting course expectations.

3. Therefore, if the student obtains a level 1 or below a level 1 on the ATI content mastery examination, the student must complete a focused review, submit active learning templates, and retake the mastery examination.
4. The following scoring criteria applies to the second attempt (retake) on the proctored ATI exam for the portion of the grade assigned to the ATI exam. The students' scores would change to the following based on their retake scores.
 - a. Level 3: 75%
 - b. Level 2: 75%
 - c. Level 1: 50%
 - d. Below Level 1: 0%
5. If the student obtains a level 1 on the retake examination, the ATI grade will not change based on the retake examination.
6. If the student is unable to achieve at least a level 1 on the retake exam, the student will fail the course.
7. The final ATI score will be included as part of the weighted 75% exam average.
 - a. NUR 204 & NUR 303 ONLY: The course specific proctored ATI examination will be worth 5% of the final assessment grade in this course (if the student meets the 75% weighted exam average).
 - b. All other NUR Courses administering Mastery Exams: The course specific proctored ATI examination will be worth 10% of the final assessment grade in this course (if the student meets the 75% weighted exam average).

Course Policies

Attendance & In-Class Participation

Regular attendance and participation/engagement is expected for student success. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class activities, and complete all class assignments.

Students must notify their instructors when illness or other extenuating circumstances prevent them from participating in class and make arrangements to complete missed work.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

See additional attendance guidelines in the SNHP BSN Student Handbook

Quick Reference-Absence Thresholds:

Excused Absence. See guidelines in the SNHP BSN Student Handbook

Unexcused Absence. See guidelines in the SNHP BSN Student Handbook

Warning Threshold. See guidelines in the SNHP BSN Student Handbook

Grade Penalty. See guidelines in the SNHP BSN Student Handbook

Course Failure. See guidelines in the SNHP BSN Student Handbook

Late Arrival / Early Departure. See guidelines in the SNHP BSN Student Handbook

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Late Work

All assignments are expected to be submitted **on time** as designated on the syllabus/course schedule.

Students must inform the instructor via email of any late assignments. Late written assignments in the didactic component of a course will receive an **automatic 10% deduction per day** past the due date and time. Late assignments (e.g. weekly clinical reflection, etc.) in the clinical portion of a course will result in an unsatisfactory rating. Any unsatisfactory rating after midpoint may result in the failure of the course.

In the rare occurrence that submission in Canvas is not accessible, please contact the Help Desk Support and report any technical issues. The student is responsible for getting a reference number from Help Desk Support as evidence of any technical issues as requested by the faculty. If Canvas cannot be accessed to submit assignments on time, the student should email the instructor prior to the assignment deadline and attach the word document assignment. This procedure must only be used if the Help Desk informs the student that Canvas is not accessible. The student is also responsible for posting the completed assignment in Canvas when the site is accessible for grading purposes.

If requesting an extension on an assignment, the request must be formally submitted to the instructor prior to the due date unless there are extenuating circumstances. Extensions may be subject to the deduction of points as stipulated above in the late assignments section.

Extra Credit

Extra credit is not permitted in the Nursing Program.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

Refer to the Chaminade University Student Handbook

Recording

Students may not record or distribute any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

Writing Policy

Papers are to be written in a scholarly manner and formatted in APA 7th edition style.

Clinical Policies

This course includes both a didactic and corresponding clinical section. **Students must meet the requirements of both the didactic and corresponding clinical section in order to pass this course.** Failure in either the didactic or corresponding clinical section will result in failure for the entire course. Repeating the course means repeating both didactic and clinical sections. The clinical practicum evaluation is a passing score as noted on the clinical evaluation tool. You must pass the didactic portion of this course with a grade of "C" or better as well as receive a satisfactory evaluation in clinical practicum to pass the course.

Students are responsible for MEETING ANY REQUIREMENTS OF THEIR ASSIGNED clinical health/facility and preparation as determined by the Clinical Coordination team by the respective due dates. Students are expected to keep email/telephone contact information updated in the School of Nursing Office as this is the main form of contact that the Clinical Coordination Team will use to contact students. Failure to keep this information updated may result in the student not receiving pertinent clinical information.

Confidentiality, Unacceptable Practice (unsafe, unethical, or illegal)

See additional guidelines in the SNHP BSN Student Handbook

Clinical Requirements, Attendance, and Participation

See additional clinical guidelines in the SNHP Student Handbook

Important Information

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty

will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

SNHP Academic Conduct Policy

Nursing students are responsible for promoting academic honesty in all educational settings. **Any behavior that impedes assessment of course outcomes is considered academic dishonesty by the CUH SNHP.** Nursing students represent Chaminade University and the School of Nursing and Health Professions and as such are expected to demonstrate professional, ethical behavior in the classroom, in laboratory settings, in the clinical setting, and in the community. The Chaminade student nurse shall be committed to the Marianist values and the core values of the School of Nursing. **Violations of the principle of academic honesty are extremely serious and will not be tolerated.** Students are responsible for promoting academic honesty by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty by others to an instructor or to a university official. Academic dishonesty may include but not limited to: cheating, accessing or distributing test banks or test questions, plagiarism, unauthorized collaboration, deliberate interference with the integrity of the work of others, falsification of data, and submitting work for evaluation as one’s own that was produced in whole or substantial part through the use of artificial intelligence tools or other tools that generate artificial content without permission from the instructor. Infractions may result in a reduced grade, repeating the assignment/ exam, course failure or dismissal from the program. Please refer to “Professional Behavior” in the **SNHP BSN Student Handbook** for an in-depth explanation.

TITLE IX AND NONDISCRIMINATION STATEMENT:

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy & Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran.

Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment for Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/

Resource	Description	Contact / Website
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Readings & Due Dates

*Course content may vary from this outline at the discretion of the instructor to meet the needs of each class. **NOTE:** Assigned readings, pre-assigned modules, and Study Plan content are to be completed prior to class. Refer to course Canvas shell modules for complete lesson plan.*

Week	Course Topics	Foundational Knowledge	Pediatric Nursing Emphasis	ATI Engage	Tagher	Project / Assessment Timeline
1 Aug 20	Course Introduction Introduction to Pediatric Nursing Family-Centered Care Cultural Considerations	Nursing process, communication, professionalism, ethics, health assessment	Pediatric vs. adult nursing, Atraumatic care, Family-centered care Pediatric safety, Developmental care Cultural humility Developmental Theories	Pediatric Nursing Today Pediatric Clients in the Hospital Setting		Prework: Review Syllabus, Watch Syllabus Video in Canvas Additional Resources: Bright Futures FCC Assign: Evidence-Based Pediatric Practice Article Reflection Assign: Pediatric Health Promotion Project Assign: Health Promotion Milestone 1 Assign: ATI Engage Prep for Boot Camp - DUE upon entrance to Boot Camp - Health Assessment of Pediatric Clients - Listen to Assess to Impress

						Podcast Dosage Calculation and Safe Medication Administration Modules- Doses by weight & Pediatric Medications
2 Aug 27	Infant & Toddler Growth & Development Health Promotion Nutrition Immunizations	Developmental theories, nutrition, health promotion, immunization principles	Infant/toddler development, Developmental milestones, Nutrition, Anticipatory guidance, CDC immunizations, Injury prevention	Newborn Infant Toddler	Andrew Hocktoch ee (age 6 months; failure to thrive) Unit 1 Ch. 8, pp. 93–104 Unit 2 Ch. 16, pp. 209, 215	Prework: ATI Engage Additional Resources: Bright Futures Pocket Guide Additional Resources: Recommendations for Preventive Pediatric Health Care Additional Resources: Growth Charts Additional Resources: Healthchildren.org Additional Resources: Hawaii NBS Due: Evidence-Based Pediatric Practice Article Reflection Assign: Weekly Knowledge Check Assign: Health Promotion Milestone 2
3 Sep 3	Preschool, School-Age & Adolescent Growth & Development Health Promotion	Developmental theories, communication, health promotion	Preschool, school-age and adolescent development, Puberty, Confidentiality, Anticipatory guidance, Safety, Nutrition	Preschool School-Age Adolescent	Adelaide Wilson (age 11 years; obesity) Unit 1 Ch. 14, pp. 173–183 Unit 2 Ch. 19, pp. 285, 286	Prework: ATI Engage Additional resources: Ages and Stages Additional resources: Bright Futures Kids and Teens Assign: Weekly Knowledge Check Assign: Health Promotion Milestone 3 (Draft) Reminder: Exam 1 week 4
4 Sep 10	Exam 1 Health Promotion Practice after exam	Peds Weeks 1-3	Summative assessment of growth, development, health promotion, and family-centered care	Review ATI Modules	Review	Prework: Study for Exam 1 Exam 1 (20%) Assign: Health Promotion Practice (Milestone 4)

5 Sep 17	Immune, Autoimmune, Hematology Genetics	Immunity, inflammation, hematology, laboratory interpretation, genetics	Pediatric immune disorders, Iron deficiency anemia, Sickle cell disease, Hemophilia, ITP, Leukemia, Common genetic disorders, Medications, Family education, Red flags	Immune System Hematological System Genetics and Genomics in Pediatric Nursing	Natasha Austin (age 14 years; sickle cell anemia) Unit 1 Ch. 12, pp. 145–164 Unit 2 Ch. 20, p. 295 Unit 3 Ch. 26, p. 540, 543, 546 Unfolding Patient Stories: Brittany Long Part 1 Unit 1, p. 16 Part 2 Unit 3, p. 367	Prework: ATI Engage Assign: Weekly Knowledge Check Assign: Health Promotion Practice Continued
On- site Start of Clinical Week 5	Pediatric BOOT CAMP	Skills previously learned	Pediatric assessment, medication safety, communication , SBAR, simulation, clinical judgment	Health Assessment of Pediatric Clients		Prework: Pediatric Boot Camp Module in Canvas Review: Clinical pre-work Participate: Clinical Simulation Due: Post-work Assignments 48 Hours after clinical
6 Sep 24 Thurs day Class	Off Site Pediatric Health Promotion Presentations	Health promotion, communication, evidence- based practice	Community education, health literacy, culturally responsive teaching	Review week 5	Review Week 5	Health Promotion Live Presentation Due: Presentation Upload Due: Peer Evaluation

Off Site						
7 Oct 1	Integumentary Communicable Diseases Vaccine Preventable Illnesses and Associated Immunizations	Infection prevention, skin integrity, wound healing, isolation precautions, Burn management	Pediatric skin disorders, Pediatric skin assessment; Eczema, Diaper dermatitis, Impetigo, Cellulitis, Tinea, Acne, Burns; Vaccine-preventable diseases; Childhood communicable diseases (RSV, influenza, varicella, measles, mumps, rubella, fifth disease, roseola, hand-foot-mouth disease); CDC childhood immunization schedule; vaccine Communication ; Nursing assessment; Caregiver/family education; Red flags.	Integumentary System Communicable Diseases and Immunizations	Chase McGovern (age 2 years; second-degree burns) Unit 1 Ch. 11, pp. 132–144 Unit 2 Ch. 17, pp. 238, 239, 241 Unit 3 Ch. 30, p. 663	Additional Resources: CDC Vaccination Recommendation Prework: ATI Engage Assign: Weekly Knowledge Check Due: Health Promotion Reflection Reminder: Exam 2 week 8

8 Oct 8	Exam 2	Peds Week 5& 7	Summative Assessment of Immune, Genetics, Hematology, Vaccine preventable diseases, communicable diseases, dermatological disorders	Review week 5 & 7	Review week 5 & 7	Pre-work: Review Exam 2 Exam 2 (20%)
Oct 15	Chaminade Wellness Week					Participate as required in University Activities and Rest
9 Oct 22	Upper & Lower Respiratory Disorders	Respirat ory assessm ent, oxygenat ion, ventilati on, respirato ry medicati ons	Pediatric respiratory assessment, Croup, Bronchiolitis, Epiglottitis, Asthma, Pneumonia, Cystic fibrosis, Oxygen therapy, Suctioning Inhalers/spacer s, Caregiver education, Respiratory red flags	Respirato ry System	Chip Jones (age 4 months; bronchioli tis) Unit 1 Ch. 1, pp. 2– 16 Unit 2 Ch. 16, pp. 201, 204 Unit 3 Ch. 21, pp. 319,336 Mollie Sanders (age 8 years; asthma) Unit 1 Ch. 2, pp. 17– 30 Unit 2 Ch. 19, p. 277 Unit 3 Ch. 21, pp.	Prewrite: ATI Engage Assign: Weekly Knowledge Check Assign: Pediatric Family Education Media Project

					350, 358	
10 Oct 29	Congenital & Acquired Cardiac Disorders	Cardiac anatomy, perfusion, heart failure, cardiovascular medications	Congenital heart disease – ASD, VSD, TOF, HLHS Kawasaki disease, Rheumatic fever, Pediatric heart failure, Feeding concerns, Medications, Caregiver education	Cardiovascular System	Caleb Yoder (newborn; heart failure) Unit 1 Ch. 7, pp. 83–92 Unit 2 Ch. 16, p. 205 Unit 3 Ch. 22, pp. 384	Prework: ATI Engage Assign: Weekly Knowledge Check Assign: ATI Practice A

11 Nov 5	GI/GU	Gastrointestinal anatomy and physiology, Renal & Urinary tract anatomy and physiology, GI and GU Medications, GERD, appendicitis, IBD, obstruction, UTI concepts AKI/ CKD	GER Pyloric stenosis, Intussusception , Short gut syndrome Malrotation Hirschsprung, NEC, Dehydration, Pediatric fluid balance, Enuresis, Nephrotic syndrome, HUS Phimosis/ Labial Adhesion Hypospadias Testicular Torsion Testicular Cancer	Gastrointestinal System Genitourinary System	Ellie Raymore (age 3 years; urinary tract infection and pyelonephritis) Unit 1 Ch. 4, pp. 41–53 Unit 2 Ch. 18, pp. 251, 256 Unit 3 Ch. 25, pp. 508, 518 Maalik Abdella (age 2 years; gastroenteritis, fever, and dehydration) Unit 1 Ch. 5, pp. 54–66 Unit 2 Ch. 17, p. 242, 243 Unit 3 Ch. 24, p. 470 Unit 3 Ch. 35, p. 775 Unfolding Patient Stories: Eva Madison	Prework: ATI Engage Assign: Weekly Knowledge Check Open: ATI Practice A Rationales Reminder: Exam 3 week 12
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					Part 1 Unit 1, p. 16 Part 2 Unit 2, p. 225	
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12 Nov 12	Exam 3 Endocrine Oncology Death & Dying (after exam)	Exam: Weeks 9, 10, 11 Endocrine regulation, diabetes, oncology , palliative care	Summative assessment of pediatric concepts in respiratory, cardiac, & GI/GU assessment and care Week 12 Topics Type 1 diabetes, DKA, Precocious Puberty Congenital hypothyroid, Pediatric cancers, (leukemia, lymphoma, etc) Chemotherapy considerations, Developmental understanding of death, Family communication	ATI Review week 9, 10, 11 Endocrine System Disabilities and Chronic Illness Terminal Illness and End of Life	Review week 9, 10, 11 Abigail Hanson (age 4 years; leukemia) Unit 1 Ch. 6, pp. 67– 82 Unit 2 Ch. 18, pp. 249, 252, 260 Unit 3 Ch. 27, pp. 563, 565, 570 Sophia Carter (age 7 years; diabetes type 1) Unit 1 Ch. 10, pp. 117–131 Unit 2 Ch. 19, p. 272 Unit 3 Ch. 32, p. 723, 724, 726	Prework: review for Exam 3 Prework: ATI Engage Assign: Behavioral Health Case Study Assign: ATI Practice B Assign: Weekly Knowledge Check Due: ATI Practice A & Remediation
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13 Nov 19	Neurological Neuromuscular Musculoskeletal Disorders	Neurologic assessment, seizure precautions, musculoskeletal assessment, fracture management	Pediatric neurologic assessment, Seizures, TBI Meningitis, Hydrocephalus, Cerebral palsy, Muscular dystrophy, Scoliosis, Pectus Excavatum Spinal Fusion fractures, Cast care, Family education Vision screening Childhood disorders of the eye	Sensory Nervous System Neuromuscular and Musculoskeletal System Neurologic System	David Torres (age 12 years; ulnar fracture) Unit 1 Ch. 3, pp. 31– 40 Unit 2 Ch. 20, p. 303 Unit 3 Ch. 28, p. 611 Jessica Wang: (age 16 years; tonic- clonic seizures) Unit 1 Ch. 9, pp. 105–116 Unit 2 Ch. 20, p. 298 Unit 3 Ch. 23, p. 427 Nevaeh McClure (age 15 years; cerebral palsy) Unit 1 Ch. 15, pp. 184–196 Unit 3 Ch. 29, pp. 628 Unfolding Patient Stories:	Prework: ATI Engage Assign: Weekly Knowledge Check DUE: Pediatric Family Education Media Project Open: ATI Practice B Rationales
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					Jackson Webber Part 1 Unit 2, p. 225 Part 2 Unit 3, p. 367	
14 Nov 26 No Thurs day Class Happy Thank sgiving Modul e	Behavioral Health Emergency Concepts	Mental health assessm ent Therape utic commun ication, crisis intervent ion Emergen cy Prepared ness Emergen cy	ADHD, autism spectrum disorder, anxiety, depression, suicide risk, eating disorders, bullying, trauma- informed care, resilience Systematic Approach	Cognitive System	Jack Wray (age 8 years; attention deficit hyperacti vity disorder) Unit 1 Ch. 13, pp. 165–172 Unit 2 Ch. 19, p. 280 Unit 3 Ch. 34, p. 753	Prework: ATI Engage Due: Behavioral Health Case Study Due: ATI Practice B & Remediation Reminder: All outstanding course work due by Sunday Week 15 Reminder: ATI Mastery week 15 Reminder: Comprehensive Exam Finals week

Recorded		Priorities , Systematic approach, Primary and Secondary Survey				
15 Dec 3	ATI Mastery Exam	Comprehensive pediatric nursing knowledge	NCLEX preparation, prioritization, pediatric clinical judgment	ATI Comprehensive Review	Comprehensive Review	ATI Mastery Exam (10%)
Finals Week Dec 7- 10	Comprehensive Final Examination	All course content	Comprehensive pediatric nursing concepts	Comprehensive Review	Comprehensive Review	Final Exam (20%)