



Kingsborough Community College  
The City University of New York  
*Department of Nursing*

Nursing 2300 – Nursing of Children  
Course Syllabus: Fall 2025

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**Credit – Hours:** 5 credits, 17 hours (one half semester – 6 weeks)

**Pre-Requisites**

NUR 1800, NUR 2100, NUR 2000, NUR 2200

**Pre or Co-requisite**

SOC 3100

## COURSE DESCRIPTION

This course introduces the students to nursing care of children, from infancy through adolescence, and their families. The students will develop an awareness of the physiological and psychosocial needs of children. The needs of the children are addressed through Quality and Safety for Nurses (QSEN) Initiative incorporating the concepts of patient centered care, teamwork and collaboration, evidence-based practice, safety, quality improvement and informatics; the Nursing Process; and the Categories of Client Needs.

## ATTENDANCE

Complete participation in class is possible only when students are able to focus attention on the class, therefore, entering the class after it has begun is disrespectful to faculty and classmates. Talking out of turn or exhibiting other disruptive behaviors is not tolerated and students will be asked to leave the classroom or lab.

When class is virtual/on zoom/exams are remote with camera on, student must have video and audio capability turned on in order to participate in the virtual classroom/exam setting.

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A student is deemed excessively absent in any course when he or she has been absent 15% of the number of contact hours a class meets during this semester. When a student is excessively absent, a grade of “WU” will be assigned as described in the college catalogue.

### **STUDENT WITH DISABILITIES**

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance.

### **EXAM POLICY**

1. Students are required to arrive at least 15 minutes prior to scheduled exam time.
2. All students (including NUR 2000 students) are required to wear the designated KCC clinical uniform for all examinations. No shirts can be worn under or over the uniform; arms need to be visible. Failure to comply with this requirement will result in the student being prohibited from sitting for the examination. A makeup exam will be scheduled on the next makeup exam date.
3. All students should have their hair tied back so that their ears are visible. Only medically prescribed hearing devices or devices required for an AAS accommodation are acceptable. Medical documentation needs to be provided at the beginning of the semester to the instructor.
4. The wearing of jewelry of any kind is strictly prohibited during the examination. This includes, but is not limited to earrings, necklaces, bracelets, all types of watches and any other item the faculty proctors deem unacceptable. Failure to comply with this requirement will result in the student being prohibited from sitting for the examination. A makeup exam will be scheduled on the next makeup exam date.
5. All eyeglasses are subject to inspections.
6. Any student who arrives 15 minutes later than the posted exam time will not be permitted to take the exam that day. A makeup exam will be scheduled on the next makeup exam date. There will be no exceptions to this policy. *Students will be allowed only one make up exam/semester.*
7. Students are required to line up outside of assigned classroom and will be seated at the discretion of the faculty.

8. All personal items (cell phones, smart watches, earbuds/pods, backpacks, purses, pens, highlighters, pencils, food and drinks etc.) must be placed in the classroom, at a location designated by the proctor before taking assigned seat.
9. Cell phones are to be turned off (not on vibrate) and placed with all personal items in the area designated by the proctor. At no time shall a student have their cell phone on their person once seated for the exam.
10. Students should remove all hats, scarves, sweatshirts, hoodies, prior to the beginning of the exam (The only exceptions are head coverings worn for religious purposes).
11. Students will be given a pencil and paper for med math calculations only. No other data should be written on the paper. Please write your name on the paper.
12. Students are prohibited from talking once the exam starts until the proctor states the exam is over and the students have exited the testing room.
13. Students are not permitted to discuss/record/write down the exam questions in any context on their own or with each other during or after the exam.
14. If the student has any questions once the exam begins, they are required to raise their hand and a proctor will come to them.
15. Questions related to medical terminology are not allowed.
16. Once the student completes the exam, they are to raise their hand after the green check mark is visible on their computer screen. A proctor will come over to them to confirm their exam is uploaded.
17. After exam upload confirmation has occurred, the student will sign out of ExamSoft.
18. Once signed out of ExamSoft, the computer will not be used by the student for any reason. (Assignments, internet searching, personal use etc.).
19. Students will remain silent while they are waiting for the examination to be over.
20. If a student does not comply with the exam rules, they will be dismissed from the exam and receive a grade of zero for the exam.

## **AI POLICY**

Unauthorized use of AI-generated content on assignments or examinations unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor. Unauthorized use of AI-generated content; or use of AI-

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generated content, whether in whole or in part, even when paraphrased, without citing the AI as the source

## MED MATH POLICY

Students are required to take the ATI: Dosage Calculation RN Adult Medical Surgical Online Practice Assessment 3.2 and quiz at the beginning of each semester to validate drug calculation competency. Students can complete the learning portion to refresh their med math skills. Students must upload the 'Individual Performance Profile' to Brightspace Assignments. A minimum grade of 80% is required. The student will receive a satisfactory/unsatisfactory grade for Dosage Calculation, as it is not part of the numerical calculation for your Final Grade in a course.

\*\*\*\*There is no recording of any lecture allowed either in class or online.\*\*\*\*

**\*\*PLEASE NOTE: THIS SYLLABUS IS A TENTATIVE AGREEMENT AND THE INSTRUCTOR(S) RESERVE THE RIGHT TO MAKE CHANGES AS NEEDED. \***

**Nursing 2300** – Final grades will be calculated as follows. Please see attached grading rubric for each assignment in Brightspace under Course Information.

Lecture examinations average (2 exams)	62%
Final examination	35%
ATI assignments and testing	3%
Clinical competency	Satisfactory or Unsatisfactory
• Discussions	Satisfactory or Unsatisfactory
• Case Studies	Satisfactory or Unsatisfactory
• Writing Assignment	Satisfactory or Unsatisfactory

## EXAM POLICY

[The CUNY Policy on Academic Integrity](#) is strictly enforced throughout exams. Any suspected violation of this policy may result in removal from the course. There will be no individual exam reviews with faculty members and there will be no group exam review at the end of the exam.

## EVALUATION

Grades will be calculated according to college and departmental policy as follows:

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A+ 97 – 100	B+ 87 – 89	C+ 78 – 79	D+ 66 – 69
A 93 – 96	B 83 – 86	C 75 – 77	D 60 – 65
A- 90 – 92	B- 80 – 82	C- 70 – 74	F < 60

W	Withdrew without penalty
WU	Unofficial withdrawal (counts as failure)
INC	Doing passing work, but missing an assignment or an examination; changes to a “FIN” if work is not made up by the 10th week of the next 12-week session
FIN	Failure as a result of an Incomplete

### Course Organization:

### END OF PROGRAM STUDENT LEARNING OUTCOMES (SLO)

The following course SLOs apply when caring for the child and family experiencing acute, complex and/or long-term health alterations. The course SLOs will be achieved by the end of the semester.

1. Organize nursing care to provide a safe patient environment.
2. Prioritize nursing interventions when providing nursing care.
3. Integrate evidence-based nursing practice into nursing care.
4. Integrate critical thinking/clinical reasoning strategies when providing nursing care.
5. Support principles of teamwork and collaboration when working with members of the interprofessional team.
6. Develop appropriate leadership/management strategies when providing nursing care.
7. Incorporate the utilization of informatics principles and technology systems while providing nursing care.
8. Support ethical and legal principles relevant to the practice of a registered nurse.

### TOPICAL OUTLINE

*Each Topic incorporates the Categories of Client Needs: Safe and Effective Care Environment (Management of Care, Safety and Infection Control), Health Promotion and Maintenance, Psychosocial Integrity, Physiological Integrity (Basic Care and Comfort, Pharmacological and Parenteral Therapies, Reduction of Risk Potential, Physiological Adaptation. Specific weekly topics to be covered are located in your week-to-week schedule.*

- Orientation to Nursing Care of Children
- Assessment and Management of the Child who has Respiratory Disorders

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- Assessment and Management of the Child who has Cardiovascular Disorders
- Assessment and Management of the Child who has Gastrointestinal Disorders
- Assessment and Management of the Child who has Hematological Disorders
- Assessment and Management of the Child who has Immunological Disorders
- Assessment and Management of the Child who has Musculoskeletal Disorders
- Assessment and Management of the Child who has Genitourinary Disorders
- Assessment and Management of the Child who has Integumentary Disorders

## **Content/Lecture Discussion**

### **Unit 1/ Week 1**

#### **Orientation to Care of the Children/ Nursing 2300**

- Current trends in health care for children
- Social-Cultural Health Promotion
- Family Influence on Child Health
- End –of-Life-Care
- Developmental Stages of Children
  - Physical
  - Psychosocial
  - Role of Play
  - Stressor/Coping with hospitalization
  - Therapeutic Communication
  - Pain Management
  - Pediatric Variations
  - National Patient Safety Goals
  - Legal/ethical issues in Pediatric nursing
- Strategies for identifying and managing care of the child during the well-child visit utilizing a team approach
- Strategies relevant to the outcomes of care for the adult for child and family during the well-child visit
- Application of critical thinking processes when practicing safely in the delivery of care for the child and family
- Use of the nursing process throughout the mutually designed plan of care for the child and family

*Assessment and Management of the Infant and Family**Week 2 – The Pulmonary and Cardiac System***Content/Lecture Discussion**

- The structure and function of the pulmonary and cardiac system
- Alterations in the pulmonary and cardiac system
  - Bronchiolitis/Respiratory Syncytial
  - Sudden Infant Death Syndrome
  - Apnea of Infancy
  - Congenital Heart Disease
  - Kawasaki Disease
- Strategies for identifying and managing care of the child with pulmonary and cardiac complications utilizing a team approach
- Strategies relevant to the outcomes of care for the child with pulmonary and cardiac health alterations.
- Application of critical thinking processes when practicing safety in the delivery of care for the child with pulmonary and cardiac related needs for children
- Diagnostic procedures
  - Pharmacological agents

*Week 3 – Fluid and Electrolyte Balance, Gastrointestinal System***Content/Lecture Discussion**

- The structure and function of fluid and electrolyte/gastrointestinal system
- Alterations in fluid and electrolyte balance and the gastrointestinal system
  - Dehydration
  - Failure to thrive
  - Gastroenteritis
  - Celiac disease
  - Hirschsprung disease
  - Appendicitis
  - Gastroesophageal reflux disease
  - Diabetes Mellitus Type I
  - Cleft lip/Cleft palate
  - Hypertrophic pyloric stenosis
  - Intussusceptions
- Strategies for identifying and managing care of the child with gastrointestinal complications utilizing a team approach
- Strategies relevant to the outcomes of care for the child with electrolyte and gastrointestinal alterations
- Application of critical thinking processes when practicing safety in the delivery of care for the child with gastrointestinal related needs

*Week 3 – Fluid and Electrolyte Balance, Gastrointestinal System*

- Diagnostic procedures
- Pharmacological agents
- Laboratory values
- Use of the nursing process throughout the mutually designated plan of care for the child and family
- Utilization of technology in the care for children: electronic medical records



<i>Assessment and Management of the Infant and Family/ Neurological</i>
<i>Week 3</i>
<b>Content/Lecture Discussion</b>
<ul style="list-style-type: none"> <li>Strategies to involve the child and family in reaching successful outcome for the child with congenital defects             <ul style="list-style-type: none"> <li>Developmental Dysplasia of the Hip (DDH)</li> <li>Seizure disorders</li> <li>Cerebral Palsy</li> <li>Hydrocephalus/ Elevated ICP</li> <li>Spina Bifida</li> </ul> </li> <li>Strategies for identifying and managing care of the child with congenital defects utilizing a team approach</li> <li>Strategies relevant to the outcomes of care for the child with congenital defects</li> <li>Application of critical thinking processes when practicing safety in the delivery of care for the child with congenital defects.             <ul style="list-style-type: none"> <li>Diagnostic procedures</li> <li>Pharmacologic agents</li> <li>Laboratory values</li> </ul> </li> <li>Use of the nursing process throughout the mutually designated plan of care for the child and family.</li> <li>Utilization of technology in the care of children: electronic medical records</li> </ul>

<i>Assessment and Management of the Toddler and Family</i>
<i>Week 4 -Integumentary System</i>
<b>Content/Lecture Discussion</b>
<ul style="list-style-type: none"> <li>The structure and function of the integumentary system</li> <li>Integumentary alterations in children             <ul style="list-style-type: none"> <li>Eczema</li> <li>Child Abuse</li> <li>Burns</li> <li>Scabies</li> <li>Pinworms</li> <li>Ringworms</li> </ul> </li> </ul>

*Assessment and Management of the Toddler and Family*

*Week 4 -Integumentary System*

- Communicable Diseases
- Acne
- Pediculosis Capitis
- Strategies for identifying and managing care of the child with integumentary alterations utilizing a team approach
- Strategies relevant to the outcomes of care for the child with integumentary alterations
- Application of critical thinking processes when practicing safety in the delivery of care for the child with integumentary related needs
  - Diagnostic procedures
  - Pharmacologic agents
  - Laboratory values
- Use of the nursing process throughout the mutually designated plan of care for the child and family
- Utilization of technology in the care for children: electronic medical records

*Assessment and Management of the School-Age Child*

*Hematological and Immunological Disorders*

**Content/Lecture Discussion**

- The structure and function of hematologic and immunologic systems
- Alterations in the hematologic and immunologic systems
  - Iron Deficiency Anemia
  - Thalassemia
  - Sickle Cell Anemia
  - Leukemia
  - Hemophilia
  - Rheumatic Fever
  - HIV
- Strategies for identifying and managing care of the child with hematological and immunological complications utilizing a team approach.
- Strategies relevant to the outcomes of care for the child with hematological and immunological alterations.
- Application of critical thinking processes when practicing safety in the delivery of care for the child with hematological and immunological related needs.

*Assessment and Management of the School-Age Child**Hematological and Immunological Disorders*

- Diagnostic procedures
- Pharmacological agents
- Laboratory values
- Use of the nursing process throughout the mutually designated plan of care for the child and family.
- Utilization of technology in the care for children: electronic medical records

*Assessment and Management of the Adolescent and Family**Week 5 –Genitourinary and Musculoskeletal Systems***Content/Lecture Discussion**

- The structure and function of genitourinary system
- Alterations in the genitourinary system in children
  - UTI
  - Acute Glomerulonephritis
  - Nephrotic Syndrome
  - Wilms Tumor
- The structure and function of musculoskeletal system
- Alterations in the musculoskeletal system in children
  - Legg-Calve-Perthes Diseases
  - Slipped Femoral Epiphysis
  - Scoliosis
- Strategies for identifying and managing care of the child with genitourinary and musculoskeletal complications utilizing a team approach
- Strategies relevant to the outcomes of care for the child with genitourinary and musculoskeletal alterations.
- Application of critical thinking processes when practicing safety in the delivery of care for the child with genitourinary and musculoskeletal related needs.
  - Diagnostic procedures
  - Pharmacologic agents
  - Laboratory values

*Assessment and Management of the Adolescent and Family**Week 5 –Genitourinary and Musculoskeletal Systems*

- Use of the nursing process throughout the mutually designated plan of care for the child and family.
- Utilization of technology in the care for children: electronic medical records.

**Required Textbook and Materials:**

This Class will be accessed through Course Point Plus. Each assignment will be monitored by both your lecture instructor and your clinical instructor. In order for you to access the assignments you must purchase this product prior to class in which time you will be granted an access code. The instructors will then give you the COURSE access code so you can view your assignments.

- Kyle and Carman: Essentials of Pediatric Nursing, Fourth Edition  
Terri Kyle; Susan Carman  
ISBN: 978-1-975156-19-0
- ATI Resource platform.
- Lap top and Chrome browser.
- Access to CUNY Blackboard.
- CUNY Student email.

Supplemental Resources on the Point: Once you are registered for the class you can access.

- Course Point Plus Student User Guide
- Pediatric V-Sim Guide
- Carrington Professional Guide

**All students are expected to have read and to adhere to the policies pertaining to the following, as outlined in the department's Nursing Student Handbook:**

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|---|--|
| • Attendance  | • Netiquette   |
| • Malpractice insurance, health clearance, and CPR training | • Specific dress requirements for each clinical course |
| • Evaluation and grading                                    | • Drug calculation policy                              |
| • Clinical competencies                                     | • Mandatory skills review                              |
| • College laboratory practice requirements                  | • Criteria for retention in the nursing program        |

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| <ul style="list-style-type: none"><li>• Clinical Agency experience requirements (including appropriate dress)</li></ul> | <ul style="list-style-type: none"><li>• Civility</li><li>• Integrity</li></ul> |
|---|--|