Kilgore College  
Associate Degree Nursing  
Care of Children and Families  

Lecture Syllabus

Course: RNSG 2201: Care of Children and Families  
Study of concepts related to the provision of nursing care for children and their families, emphasizing judgment, and professional values within a legal/ethical framework. Content includes applicable DELC competencies.

Course Credit: (2-2-0) (2 hours credit, 2 hours class, 0 hours lab)

Prerequisites:  
RNSG 1441 Common Concepts of Adult Health  
Concurrent enrollment in RNSG 2263 (Clinical) is required

Completion of RNSG 1251 Care of the Childbearing Family is recommended prior to enrollment in this course

Instructor: Donna Evans, MSN, CNS, RN  
Office 207 Health Science Center  
Office: 903-983-8151  
Email: devans@kilgore.edu  
Office Hours: Posted Hours and By Appointment

Course Rationale:  
Study of concepts related to the provision of nursing care for children and their families, emphasizing judgment, and professional values within a legal/ethical framework. The student will identify changes which may be experienced by the child/family; utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for the child and the family; and explain the roles of the professional nurse in caring for children and families.

Educational Materials:

Required Textbooks:  
ISBN #978-1-4377-2775-3


**Recommended Textbooks:**


**Evaluation:** Major theory examinations and a comprehensive final examination will be given during this course. The HESI Standardized Nursing Exam will be given at the end of the course. The average of the course exams, final exam and HESI Exam (first test score) will determine the final grade.

Average of:

- Theory Exams 80%
- Final Exam 20%
- HESI Exam 20%

Grade Equivalencies

- A = 90 - 100
- B = 80 - 89
- C = 75 - 79
- D = 60 - 74
- F = Below 60

In addition to the above graded criteria, the student must successfully pass the Standardized Nursing Exam at the end of the course.
Grade calculation: A final grade of 75 or better is required to pass RNSG 2201. Final grade will be the only place any rounding will be done, according to the grading policy of the school of nursing. "Rounding of all test grades and averages will be to whole numbers by the mathematical rule:

- when the first decimal place is greater than 5, score will be rounded up to the next whole number (ex: 43.6 = 44).
- when the first decimal place is less than 5, the score will not be rounded (ex: 43.3 = 43)
- when the first decimal place is exactly 5, rounding will be up to the next whole number.

Examinations: Lecture exams (one hour limit) will be given via the computer. Answers with rationales will be available online when the test is completed. Students will receive their respective test results immediately following the test completion. The theory exams will consist of 50 multiple choice questions. Each exam will include pediatric drug calculation questions in the multiple choice format and multiple response style questions. A test review will be done in the first lecture class following the exam.

The final exam is a computerized test with one hundred questions. This test has a two hour limit. Students receive their test results immediately when the test is completed along with the answers and rationales. This exam will include multiple choice questions, pediatric drug calculation questions in the multiple choice format and multiple response style questions.

Posting of Grades: Grades will be posted on Blackboard to ensure student confidentiality.

Standardized Testing: The A.D.N. program has chosen to participate in a Total Testing program. Students pay a testing fee each semester, and will take a standardized test at the completion of each course. Students will have two (2) attempts to pass the standardized test. Passing grade on the HESI Exam is 900.

Standardized exams will be given during the two weeks preceding final exams (as scheduling permits). The first test score (% that HESI correlates with your score) will be utilized as an exam grade for the course. If a student is unsuccessful (less than 900 score) on the standardized exam, the exam will be retaken after required remediation has been completed.

The HESI test will count as an exam grade and will be weighted as 20% of the final course grade. If this score is 900 or above the student is complete and may progress. If the 1st HESI score is below 900, the student will be required to re-take the HESI Course Exam after completing required remediation designated by the course Instructor. Students who make between 800-900 on the 2nd HESI Course Exam, will be enrolled in RNSG 1193 Special Topics in Nursing, during the next semester and allowed to take this course simultaneously with other nursing courses. If the 2nd HESI score is below 800, the student will be receive a “D” in the course, be registered in, and required to complete the Remediation Course, RNSG 1293 Special Topics in Nursing, during the next semester while repeating the course and the associated clinical. If the student does not make 800 or higher on the HESI Course Exam with their two attempts, after repeating the course, than
they will not be allowed back into the program.

*If the student is in RNSG 2331 or RNSG 2201 and fails the RN Exit Exam on the 1st or 2nd attempt, they must complete an approved NCLEX Review course before repeating the RN Exit exam. If unsuccessful a third time, they must complete an additional NCLEX Review Course prior to their Affidavit of Graduation being sent to the TBON.*

Remediation Policy: Students who have failed a course must complete RNSG 1293, Special topics in Nursing prior to being eligible to re-enter the ADN program and retake the failed course.

Students will be allowed to fail two (2) courses, remediate for these two (2) courses and re-enter the nursing program in order to repeat the remediated course. At the third (3rd) course failure students will be removed from the program and will have the option to re-apply for the nursing program as a first level student after five (5) years. Acceptance is not guaranteed.

Students who have failed a course or two (2) HESI’s in one semester, must complete **RNSG 1293, Special Topics in Nursing**, prior to being eligible to re-enter the Nursing Program. At the 2nd course failure, students will be removed from the program and will have the option to re-apply to the nursing program, as a first level student, after five (5) years. After a 2nd failure, students may appeal to the Admission, Re-Admission and Progression Committee for reinstatement by appearing before the committee, in person, with a formal request. Acceptance is not guaranteed and may be conditional.

Accommodations: It is the responsibility of the student and not the instructor to seek special accommodations when needed. If you need special accommodation for any reason, please contact the special populations counselor, fill out the necessary forms and bring them to your instructor at the beginning of the semester.

ADA Statement
Kilgore College is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you choose to request accommodations for a documented disability which may impact your performance, attendance, or grades in this course, you must first register with the Office of Disability Services. Please note that classroom accommodations cannot be provided prior to your instructor’s receipt of an accommodation letter from the Office of Disability Services. For more information about accommodations, please contact the Disability Services office on the second floor of the Devall Student Center: (903) 983-8206.

Classroom Policy: 
**Attendance Policy:** Kilgore College requires punctuality and regular class attendance. An absence is defined as a student not being in class. See Kilgore College Catalog for the attendance policy that states that no more than 12.5% of the total hours of instruction in any term will be missed. Any lecture time missed over 12.5% will require make-up activities as designated by the lecture instructor. The minimum number of
lecture and clinical hours for each nursing course is mandated by WECM and ACEN and must be attended.

**Make up Examinations:** If a student is unable to be present for a major exam, it is the student's responsibility to contact the instructor prior to the examination. A make-up exam will be given at a time determined by the instructor. The highest grade a student may make on a make-up exam is 75%.

**Remediation Policy:**

A student, who has failed a lecture exam with a score less than 75, is required to meet with their lecture Instructor prior to the next exam. After a 2nd exam score of less than 75, the student will also be referred to a Nursing Department tutor and be required to meet at least once with them before the next exam. Any student failing to follow this required remediation will not be eligible for re-entry into the program in the event they fail a course.

**Academic Honesty:** Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations. Students found guilty of violation of academic integrity may fail the course and/or be dismissed from the nursing program. The school of nursing reserves the right to dismiss students from the program for any serious infractions of a legal, moral, social or safety nature, pursuant to the procedures detailed in the Nursing Student Handbook.

**Good Professional Character Policy**
(Excerpt from the Texas Board of Nursing)

Good professional character is the integrated pattern of personal, academic and occupational behaviors, which, in the judgment of the faculty, indicates that an individual is able to consistently conform his/her conduct to the requirements of the Nurse Practice Act, and generally accepted standards of nursing practice including, but not limited to, behaviors indicating: honesty, accountability, trustworthiness, reliability, and integrity. A person who seeks to obtain or retain a license to practice professional nursing shall provide evidence of good professional character which, in the judgment of the Texas Board of Nursing (BON) is sufficient to insure that the individual can consistently act in the best interest of patient/patients and the public in any practice setting.

Such evidence shall establish that the person:
1. is able to distinguish right from wrong;
2. is able to think and act rationally;
3. is able to keep promises and honor obligations;
4. is accountable for his/her own behavior;
5. is able to practice nursing in an autonomous role with patients, their families and other significant others, and members of the public who are or who may become physically, emotionally, or financially vulnerable;
6. is able to recognize and honor the interpersonal boundaries appropriate to any therapeutic relationship or health care setting; and,
7. is able to promptly and fully self-disclose facts, circumstances, events, errors and omissions when such disclosure could enhance the health status of patients or the public
Disciplinary Sanctions For Lying and Falsification
(Excerpt from the Texas Board of Nursing)
The Texas Board of Nursing, in keeping with its mission to protect the public health, safety, and welfare, believes it is imperative to take a strong position regarding the licensure of individuals who have engaged in deception in the provision of health care. This deception includes falsifying documents related to patient care, falsifying documents related to employment, and falsifying documents related to licensure. The Board is also concerned about persons who have been convicted of a crime involving deception to the extent that such conduct may affect the ability to safely care for patients.
The Board’s position applies to all nurse license holders and applicants for licensure.
The Board adopts the following assumptions as the basis for its position:
1. Patients under the care of a nurse are vulnerable by virtue of illness or injury, and the dependent nature of the nurse-patient relationship.
2. Honesty, accuracy and integrity are personal traits valued by the nursing profession, and considered imperative for the provision of safe and effective nursing care (rule 213.27)
3. Falsification of documents regarding patient care, incomplete or inaccurate documentation of patient care, failure to provide the care documented, or other acts of deception raise serious concerns whether the nurse will continue such behavior and jeopardize the effectiveness of patient care in the future.

Lying/Falsification to an Employer, Nursing Education Program, or other Nursing Training Program  
(Excerpt from the Texas Board of Nursing)
A student nurse who falsifies patient records or engages in other dishonesty in patient care gives the Board reason to suspect that he or she will continue the same dishonest acts after licensure. If the Board is made aware of acts committed as a student, an investigation will be conducted once the student makes application for licensure. The Board will consider the same factors as described above for lying and falsification within the practice of nursing.

Scholastic/Clinical Dishonesty: Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that the student maintains a high standard of individual honor in his or her scholasticclinical work. **Any student who commits an act of scholasticclinical dishonesty is subject to discipline.**
Scholasticclinical dishonesty includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, falsifying patient records, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such act.

“Cheating” includes, but is not limited to:
1. copying from a test paper or assignment of another student;
2. possession during a test of materials or objects which are not authorized by the person giving the test, such as class notes or “crib notes.” The presence of textbooks and notes constitutes a violation if they have been specifically prohibited by the person administering the test;
3. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
4. collaborating with or seeking aid from another student during a test or other assignment without authority;
5. discussing the contents of an examination with another student who will take the examination;
6. substituting for another person, or permitting another person to substitute for one’s self, to take a test;
7. paying or offering money or any other valuable to obtain, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program, or information about an un-administered test, test key, homework solution, or computer program;
8. falsifying research data, laboratory reports, clinical data, and/or other academic work offered for credit;

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic/clinical dishonesty. “Falsifying academic/clinical records” includes, but is not limited to, the altering of grades or other falsification of academic/clinical records.

Regulation Awareness: It is the responsibility of the student to become familiar with the regulations of Kilgore College and to satisfy them in the proper way.

Drop Date: Drop procedure per Kilgore College Catalog. Date will be announced on the first day of class.
Disclaimer: Your instructor reserves the right to make modifications in content and schedule as necessary to promote the best education possible within prevailing conditions affecting this course.

Student Learning Outcomes:
1. Apply more complex nursing concepts based on knowledge, judgment, skills and professional values for the development of the professional nurse’s roles in caring for pediatric clients and families.
   Activities: Text readings, Lecture /Discussion, Case Study participation/diSENscussion
   Assessment: Theory Exam, Class participation (SCANS 1,2,3,4,5,6,7,8) (PLO 1,2,3,4,5,6) (QSEN 1,2,3,4,5,6)

2. Analyze the role of the nurse as a provider of care, coordinator of care, and member of a profession in providing holistic, culturally sensitive, and competent health care to pediatric clients and families with complex health care needs involving multiple body systems.
Activities: Text readings, Lecture/Discussion, Case Study participation/discussion  
Assessment: Theory Exam, Class participation  
(SCANS 1,2,3,4,5,6,7,8) (PLO 1,2,3,4,5,6) (QSEN 1,2,3,4,5,6)

3. Synthesize evidenced-based research findings and theoretical knowledge to construct and manage competent, individualized, developmentally appropriate holistic care for pediatric clients and families with complex health needs in acute care, long term care and ambulatory settings.  
Activities: Text readings, Lecture/Discussion, Case Study participation/discussion  
Assessment: Theory Exam, Class participation  
(SCANS 1,2,3,4,5,6,7,8) (PLO 1,2,3,4,5,6) (QSEN 1,2,3,4,5,6)

4. Explore and demonstrate principles of critical thinking, analytical and logical reasoning as the basis for decision making when implementing the nursing process for pediatric clients and families experiencing health needs within a legal and ethical framework.  
Activities: Text readings, Lecture/Discussion, Case Study participation/discussion  
Assessment: Theory Exam, Class participation  
(SCANS 1,2,3,4,5,6,7,8) (PLO 1,2,3,4,5,6) (QSEN 1,2,3,4,5,6)

5. Utilize critical thinking skills and a systematic problem-solving process as a framework to examine cost-effective, competent, delivery of pediatric care in acute care, long term care and ambulatory settings within a collaborative, ethical and legal framework.  
Activities: Text readings, Lecture/Discussion, Case Study participation/discussion  
Assessment: Theory Exam, Class participation  
(SCANS 1,2,3,4,5,6,7,8) (PLO 1,2,3,4,5,6) (QSEN 1,2,3,4,5,6)

6. Demonstrate the leadership and management ability necessary to assure and facilitate effective collaborative skills with patients, families, and the interdisciplinary team using oral, written and non-verbal communication in providing comprehensive care to clients with complex health needs.  
Activities: Text readings, Lecture/Discussion, Case Study participation/Discussion  
Assessment: Theory Exam, Class participation  
(SCANS 1,2,3,4,5,6,7,8) (PLO 1,2,3,4,5,6) (QSEN 1,2,3,4,5,6)

Scans Competencies:  
1. Reading  4. Speaking & Listening  7. Workforce Competencies  
2. Writing  5. Thinking Skills  8. Basic Use of Computers  

PLO - Program Learning Outcomes in Kilgore College Associate Degree Nursing Program  
Student Handbook  
1. Provide a safe and effective care environment for their patients, through appropriate management of patient care and promotion of safety and infection control.  
2. Provide for patient’s psychosocial integrity.  
3. Provide for patient’s physiological integrity through basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential and physiological adaptation.  
4. Provide for patient health promotion and maintenance.  
5. Provide care for patients utilizing the nursing process, including assessment, analysis, planning,
implementation and evaluation
6. Provide patient care utilizing critical thinking to prioritize, set goals, apply knowledge with inferential and interpretive reasoning and predict or evaluate outcomes.

IOM – Institute of Medicine Core Competencies/QSEN – Quality and Safety Education For Nurses
1. Patient Centered Care
2. Teamwork and Collaboration
3. Evidence-based Practice
4. Quality Improvement
5. Safety
6. Informatics

Classroom Schedule:

The schedule for the first two weeks of class/orientation will be distributed to students near the end of their Med Surg class prior to the start of this course. The complete classroom schedule will be handed out during the first weeks of class. This schedule will give detailed information about chapter assignments for class/exams and test dates. Standardized testing dates may not be available for about four (4) to six (6) weeks into the course.

**There are three (3) clock hours of class per week.**

Class is scheduled on Thursdays each week from 9am to 11:50am.

**Helpful Websites:**

www.kidshealth.org

www.nlm.nih.gov/medlineplus/ency

Wikipedia Encyclopedia online