

LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____

REC
FEB 25 2002

UWUCC USE Only
Number: _____
Submission Date: 01-60
Action-Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

UWUCC App 4/23/02
Senate App 5/7/02

I. CONTACT

Contact Person Marie Twal Phone 357-3259
Department Nursing and Allied Health Professions

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Foun. of Child Health
Suggested 20 character title

New Course* NURS 202 Foundations of Child Health
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

RECEIVED
APR 16 2002

III. Approvals (signatures and date)

Elizabeth Palmer 11-14-01 Department Curriculum Committee
Jan Kuzma 11-14-01 Department Chair
Mary C. Sumner 2/5/02 College Curriculum Committee
Barleen G. Zoni 18 Feb 02 College Dean

+ Director of Liberal Studies (where applicable)

* Provost (where applicable)

I. Course Description

NURS 202 Foundations of Child Health

**3 class hours
0 lab hours
3 semester hours
(3c-01-3sh)**

Credits: 3 credits

Course Description: This course focuses on conditions that affect the health of children. It provides an overview of the structure and function of selected body systems. Emphasis is placed on the development of each system during infancy and childhood. The impact of common acute and chronic diseases on children is incorporated. Health promotion concepts are addressed.

I. Course Description

NURS 202 Foundations of Child Health

**3 class hours
0 lab hours
3 semester hours
(3c-0l-3sh)**

Credits: 3 credits

Course Description: This course focuses on conditions that affect the health of children. It provides an overview of the structure and function of selected body systems. Emphasis is placed on the development of each system during infancy and childhood. The impact of common acute and chronic diseases on children is incorporated. Health promotion concepts are addressed.

II. Course Objectives:

At the completion of this course, the student will be able to:

1. Describe the components and functions of selected body systems
2. Explain the changes in selected systems during growth and development
3. Identify characteristics of common childhood illnesses
4. Discuss appropriate management of sick children in day-care
5. Identify current health promotion activities for each age group

III. Course Outline

Week 1-3	Introduction to course Determinants of Child Health The current state of child health Morbidity & Mortality Preventive Care Well child exams Dental exams Preventing Illness Immunizations Anticipatory guidance Screenings Role of the Health Consultant Health Policies	9 hr.
-----------------	--	--------------

	<ul style="list-style-type: none"> Genetic influence on health <ul style="list-style-type: none"> Concept of "genetic potential" Structure of Genes Types of genetic inheritance Genetic mutations Essentials of nutrition 	
Week 4	<ul style="list-style-type: none"> The Child's Body <ul style="list-style-type: none"> Homeostasis Negative feedback Organ systems The Child's skin <ul style="list-style-type: none"> Normal deviations Birth marks Skin infections Rashes Burns 	3 hr.
Week 5-6	<ul style="list-style-type: none"> Coordination and Control <ul style="list-style-type: none"> Overview of nerves and the brain Neurological disorders common in children: <ul style="list-style-type: none"> Cerebral Palsy Meningitis Epilepsy Tourette syndrome ADHD Care of the child having a seizure Shaken Baby Syndrome: Causes and prevention The role of hormones Diabetes: the role of glucose and glucagon Care of the child with diabetes 	6 hr.
Week 7	<ul style="list-style-type: none"> Student presentation of papers 	1.5 hr.
	MID-TERM	1.5 hr.
Week 8	<ul style="list-style-type: none"> Movement and Support <ul style="list-style-type: none"> Overview of muscles and bones The bones of infants and children Bone growth & fractures Scoliosis Management of fractures & sprains 	3 hr.
Week 9 -10	<ul style="list-style-type: none"> Circulation and Body Defenses <ul style="list-style-type: none"> The heart and blood vessels The components of blood 	6 hr.

Disorders of the blood
 Hemophilia
 Sickle Cell Anemia
 Iron deficiency anemia
 Allergic response
 Role of the lymph nodes
 The child with HIV
 Immune response
 Immunizations

Week 11-13 Energy: Supply and Use 9 hr.
 Breathing
 Overview of the respiratory system
 Upper respiratory infection
 Cold
 Flu
 Croup
 Epiglottitis
 Lower respiratory infection
 Pneumonia
 The child with asthma
 Digestion
 Overview of the gastrointestinal system
 Day Care Diarrhea
 Identification and care of the child with dehydration

Week 14 Health promotion strategies for children 1.5 hr.
 Poster presentations 1.5 hr.

Final Exam During Final exam period

IV. Evaluation Methods		Grading Scale
Poster Presentation	20%	90-100% = A
Paper	20%	80-89% = B
Group work	15%	70-79% = C
Homework	15%	60-69% = D
Midterm Exam	15%	Below 60% = F
Final Exam	15%	

Poster Presentation – Students will form groups of 3 or 4 to work together to address a topic related to the health of children or adolescents. Criteria for the poster presentation will be given to students at midterm.

Paper – Each student is to write a 5-7 page paper addressing a health care issues of children. Criteria for the paper will be given to students the first week of class.

In-class Group work will be evaluated. Students will be placed in groups of 3 or 4 during the first week of class. Short, in-class assignments will be assigned periodically and the group response will be graded. All members participating in the group that day receive the group grade.

Homework assignments will be made at the end of each class. Students are expected to do all the assignments. Assignments will be collected periodically.

Exams will consist of multiple-choice questions, matching, labeling, and short answer questions.

V. Required Readings:

American Academy of Pediatrics (1999). Preparing for illness: A joint responsibility for parents and caregivers. Elk Grove Village, IL: American Academy of Pediatrics.

Miller, S.Z. and Valman, B. (1997). Children's Medical Guide. New York: DK Publishing, Inc.

The following articles will be available through electronic reserve at the library:

Briley, M.E. and Roberts-Grey, C. (1999). ADA reports. Position of the American Dietetic Association: nutrition standards for child-care programs. Journal of the American Dietetic Association, 99(8), 981-988.

Bruening, K., Gilbride, J., Passannante, M., and McClowry, S. (1998). Dietary intake and health outcomes among young children attending 2 urban day-care centers. Journal of the American Dietetic Association, 99(12), 1529-35.

Donowitz, L.G. (1999). At-a-glance guide to infection control in day care. Contemporary Pediatrics, 16(11), 127-8, 133-4, 137-8.

Kelly, J.F. and Booth, C.L. (1999). Child care for infants with special needs: issues and applications. Infants and Young Children, 12(1), 26-33.

Vessey, J.A. (2000). Health promotion for children...commentary on NICHD Early Child Care Research Network (1999). Child outcomes when child care center classes meet recommended standards for quality. American Journal of Public Health, 89(7), 1072-1077.

Course packet.

VI. Special Resource Requirements

None.

VII. Bibliography

Ball, T., Castro-Rodriguez, J., Griffith, K., Holberg, C., Martinez, F., and Wright, A. (2000). Siblings, day-care attendance, and the risk of asthma and wheezing during childhood. New England Journal of Medicine, 343(8), 538-543.

Blatt, S., Meguid, V., and Church, C. (2000). Prenatal cocaine: What's known about outcomes? Contemporary Pediatrics, 17(5), 43-57.

Briley, M.E. and Roberts-Grey, C. (1999). ADA reports. Position of the American Dietetic Association: nutrition standards for child-care programs. Journal of the American Dietetic Association, 99(8), 981-988.

Bruening, K., Gilbride, J., Passannante, M., and McClowry, S. (1998). Dietary intake and health outcomes among young children attending 2 urban day-care centers. Journal of the American Dietetic Association, 99(12), 1529-35.

Calabro, K.S., Bright, K.A., Cole, F.L., Mackey, T., Lindenberg, J., and Grimm, A. (2000). Child care work; organizational culture and health and safety. American Association of Obstetric Health Nursing, 48(10), 480-486.

Churchill, R. B. and Pickering, L.K. (1997). Infection control challenges in child-care centers. Infectious Disease Clinics of North America, 11(2), 347-365.

Celedon, J., Litonjua, A., Weiss, S. and Gold D. (1999). Day care attendance in the first year of life and illnesses of the upper and lower respiratory tract in children with a familial history of atopy. Pediatrics, 104(3 part 1), 495-500.

Donowitz, L.G. (1999). At-a-glance guide to infection control in day care. Contemporary Pediatrics, 16(11), 127-8, 133-4, 137-8.

Kelly, J.F. and Booth, C.L. (1999). Child care for infants with special needs: issues and applications. Infants and Young Children, 12(1), 26-33.

Ladebauche, P. (1997). Managing asthma: A growth and development approach. Pediatric Nursing, 23(1), 37-44.

Matt, M. (1982). Human Anatomy Coloring Book. New York: Dover Publications, Inc. (Classic).

Miller, S. and Valman, B. (1997). Children's Medical Guide. New York: DK Publishing, Inc.

Moon, R.Y. and Biliter, W.M. (2000). Infant sleep position policies in licensed child care centers after Back to Sleep campaign. Pediatrics, 106(3), 576-580.

O'Connor, D.L. (1998). Common infections in child care. Patient Care, 32(13), 60-2, 67-7, 71-2.

Scanlon, V. and Sanders, T. (1999). Student Workbook for Essentials of Anatomy and Physiology, 3rd Ed. Philadelphia: F.A. Davis Co.

St. Sauver, J., Khurana, M., Kao, A., and Foxman, B. (1998). Hygienic practices and acute respiratory illness in family and group day care homes. Public Health Reports, 113(6), 544-551.

Skull, S.A., Ford-Jones, E.L., Kulin, N.A. Einarson, T.R. and Wang, E.E. (2000). Child care center staff contribute to physician visits and pressure for antibiotic prescription. Archives of Pediatrics and Adolescent Medicine, 154(2), 180-183.

Sylwester, R. (1995). A Celebration of Neurons: An educator's guide to the human brain. Alexandria, VA: Association for Supervision and Curriculum Development

Vessey, J.A. (2000). Health promotion for children...commentary on NICHD Early Child Care Research Network (1999). Child outcomes when child care center classes meet recommended standards for quality. American Journal of Public Health, 89(7), 1072-1077.

Web sites

The ABC's of Safe and Healthy Childcare. www.cdc.gov/ncidod/hip/abc/abc.htm

American Academy of Pediatrics. www.aap.org

Center for Disease Control. www.cdc.gov

Early Childhood Information Clearinghouse. www2.state.id.us/dhw

Exels / Healthy Child Care PA. www.paaap.org

Healthy child. www.healthychild.net

Healthy people. www.health.gov/healthypeople

National Association for the Education of Young Children. www.naeyc.org

**COURSE ANALYSIS QUESTIONNAIRE
NURS 202 FOUNDATIONS OF CHILD HEALTH**

Section A: Details of the Course

- A1 This course is designed as an elective for students in the Child Development / Family Relations major. Students in other majors may take the course as a free elective.
- A2 This course does not require changes in the content of existing courses or requirements for the Child Development / Family Relations program.
- A3 This course has been offered in Fall, 1999 and Fall, 2000 as a NURS 281 course. Content has evolved to include a greater focus on symptoms and management of common childhood illnesses, as well as on health promotion for infants and children. In response to student requests content on infant / childhood nutrition has been included. Enrollment in each offering was 32 students. The course is currently being offered for the 3rd time. Enrollment is 36 students.
- A4 The course is to be for undergraduate students only.
- A5 The course cannot be taken for variable credit.
- A6 Various Child Development programs nationwide address information regarding child health issues. The following are examples of ways schools of higher education include the physical health of children in their Child Development curricula:
Mills College, Oakland, CA offers the following:
1. **Medical Information: Children in Hospitals and Clinics**
Medical and physiological details of the chronic and acute illnesses for which children are hospitalized, as well as the attendant diagnostic and treatment procedures, defined and discussed with a view toward better understanding the impact of the experiences on children.
2. **Topics in Child Health and the Exceptional Child**
Selected issues and social problems influencing contexts of health care in pediatrics. Hospital organizations; perspectives of professionals in children's health care; social dimensions in prematurity, chronic illness, and adolescent health problems; community interactions associated with pediatric AIDS; and ethnic issues in children's medical experiences are included for examination. A review of health-related issues and problems with implications for educators, professionals in the field of health and child welfare, and parents. Exemplary health curricula for children and adolescents critically examined. Community health resources most frequently utilized by educators and families identified.

Eliot Pearson Department of Child Development, Tufts University, Medford, MA

Young Children with Special Needs

The role that genetic mechanisms, trauma, acute and chronic disease play in affecting the child's physical, cognitive, and social-emotional development. The course will include lectures and the opportunity to observe evaluations of children with various physical and developmental deviations. Educational implications for children with these conditions will be discussed. Prerequisite: CD1 or consent

- A7 No professional society, accrediting authority, law or other external agency requires this content.

Section B: Interdisciplinary Implications

- B1 The course will be taught by one faculty within the Department of Nursing and Allied Health Professions.
- B2 This course does not overlap with any other courses at the University.
- B3 2-3 seats in this course will be reserved for students in the School of Continuing Education.

Section C: Implementation

- C1 No new faculty are needed to teach this course.
- C2 Other resources
- a. Current space allocations are adequate to offer this course
 - b. Currently Stapleton Library subscribes to a number of nursing, nutrition, and child development journals that would be helpful for students in the course. These journals include: American Journal of Public Health, Journal of the American Dietetic Association, Infants and Young Children, and Pediatric Nursing. In addition the services of the Interlibrary Loan Department of Stapleton Library can supply additional journal articles.
- C3 No grant funds are associated with this course.
- C4 It is anticipated that this course will be offered once every academic year. There are no seasonal restrictions on this course. It could be offered any semester.
- C5 One section of the course will be offered at a time.

- C6** Approximately 40 students will be accommodated in each course offering. The nature of group, in-class activities necessitates a limited enrollment.
- C7** No professional organization addresses enrollment limits for this course.

M. Twal

From: "Linda S Nelson" <lnelson@iup.edu>
To: "Marie Twal, DrPH" <metwal@iup.edu>
Cc: <lnelson>
Sent: Wednesday, January 23, 2002 8:43 PM
Subject: Re: Foundations of Child Health

Marie,
The Human Development and Environmental Studies Department enthusiastically supports the development and approval of the Foundations of Child Health course. We believe it will be a valuable elective course for our Child Development and Family Relations students to take. It will be particularly useful for those students who are pursuing careers in child life positions in hospitals.
Linda Nelson, Department Chair
HDES Department

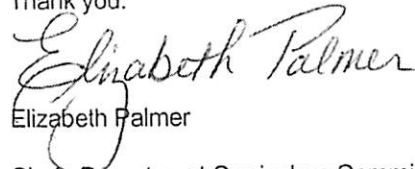
Memo

To: Dr. Gail Sechrist
From: Dr. Elizabeth Palmer
Date: 02/25/02
Re: Course proposal for UWCC

Course Proposal

Here is the course proposal for NURS 202 Foundations of Child health for Child Development Majors. The course is ready for review by UWCC. Please note that this course has been offered three times as a 281 course and we are now seeking formal approval. Please contact Marie Twal with any concerns or questions the committee may have. Additionally, could you please notify us once it is placed on the senate agenda.

Thank you.



Elizabeth Palmer

Chair, Department Curriculum Committee

Department of Nursing and Allied Health Professions

Memorandum

To: Dr. Patricia Villalobos Echeverria, Chair, UWUCC Sut-Committee #4
**CC: Dr. Elizabeth Palmer, Chair, Department of Nursing and Allied Health
Professions Curriculum Committee**
From: Dr. Marie Twal
Date: 03/28/02
Re: NURS 202 Foundations of Child Health

Thank you for your thoughtful and through review of the proposed course.

I have made all the corrections you requested in your March 25th memo. In addition, I was advised by Dr. Mary Sadler to include a grading scale and have done so.