WILMINGTON UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
COURSE OUTLINE & SCHEDULE OF ASSIGNMENTS

COURSE NUMBER:       MSN 7701
COURSE TITLE:         CHILD DEVELOPMENT & ASSESSMENT
PREREQUISITES:        MSN 6603, MSN 7702

FACULTY MEMBER:

TERM:

METHOD OF CONTACT/ OFFICE HOURS:

COURSE DESCRIPTION: This course focuses on advanced comprehensive physical, psychosocial, developmental, and cultural assessment of the child within the context of his/her family and community. Determination of the health status of children from infancy to adolescence through evaluation of a variety of data collection techniques is stressed. Analysis and interpretation of growth and development patterns are discussed as they relate to primary care. Practice sessions enable the student to refine history and physical assessment skills.

I. COURSE OBJECTIVES:
This course provides students with the skills to:

1. Demonstrate a comprehensive history and physical examination that is reflective of the child’s development, incorporating relevant family assessment data that is culturally sensitive.

2. Identify the normal pediatric developmental and growth markers through the use of systematic and surveillance modalities.

3. Show effective communication techniques with the child and family during the history taking and physical examination interchange.

4. Incorporate age-appropriate health promotion strategies through anticipatory guidance and injury prevention instruction.

5. Describe the normal anatomical and physiological changes that occur throughout childhood with identification of the most common age-specific concerns.

6. Integrate relevant primary and secondary intervention strategies into a soap note format, reflecting beginning diagnostic and clinical decision-making abilities.

7. Perform selected advanced pediatric examination techniques in selected conditions when ruling out abnormality, acknowledging deviant normal findings.

8. Utilize appropriate family theories and/or family assessment tools into the data collection process.

9. Utilize critical thinking skills in class discussion, written work, online assignments, and oral/visual/voice-enhanced presentations.
II. SUPPLEMENTAL OBJECTIVES:

1. Demonstrate a comprehensive history and physical examination that is reflective of child's development, incorporating relevant family assessment data that is culturally sensitive.
   Components of a comprehensive pediatric history and physical examination
   Self-awareness, cultural identity, values, and biases
   Cultural diversity in clinical practice and the ethics of practice

2. Identify the normal pediatric developmental and growth markers through the use of systematic screening and surveillance modalities.
   Models for assessment and interventions
   Growth charts and developmental screening tools

3. Show effective communication techniques with the child and family during the history-taking and physical examination interchange.
   Useful communication skills and techniques with children and families
   Common parenting concerns
   Psychosocial assessment

4. Incorporate age-appropriate health promotion strategies through anticipatory guidance and injury prevention instruction.
   Health promotion and well child care aspects
   Immunization update
   Current nutritional practices and patterns in U. S.
   Dental health issues.

5. Describe the normal anatomical and physiological changes that occur throughout childhood.
   Overview of normal anatomical and physiological changes throughout childhood,
   Recognition of internal and external factors affecting anatomy and physiology throughout childhood

6. Integrate relevant primary and secondary intervention strategies into a soap note format, reflecting beginning diagnostic and clinical decision-making abilities.
   Common pediatric problems and the appropriate primary and secondary prevention intervention
   Laboratory tests, radiologic tests
   Teaching and counseling approaches
   Emergencies/preparation for hospitalization
7. **Perform selected advanced pediatric examination age-specific techniques, acknowledging deviant normal findings in contrast to abnormal findings.**
   - Head to toe pediatric examination age-specific techniques
   - Red flags: abnormal findings, indicators for referral

8. **Utilize appropriate family theories and/or family assessment tools into the data collection process.**
   - Models for assessment and interventions, overview of family assessment research, families with special parenting needs and with children requiring long-term management, community support for children

9. **Utilize critical thinking skills in class discussion, written work, online assignments, and oral/visual/voice-enhanced presentations**