NURSING CARE OF CHILDREN, ADOLESCENTS AND THEIR FAMILIES
NUR 440 sections 001 and 002
4 Credits
Thursdays, 8:00 – 9:50 am, A131 Life Sciences Building
Clinical days are one day sessions on either: Monday 06:30-13:30 at Sparrow Hospital, 13:30-20:30 at Sparrow Hospital, and 14:00-21:00 at Beaumont Hospital-Royal Oak Campus; Wednesday 07:00-1400 at Sparrow Hospital and 07:00-15:30 at C.S. Mott Children’s Hospital, Ann Arbor; or Friday 07:00-15:30 at C.S. Mott Children’s Hospital, Ann Arbor and 15:00-22:00 at Children’s Hospital of Michigan, Detroit.
Lab Hours: 90 Credit Hours: 2
Fall 2011

Catalog Course Description: Theoretical concepts and clinical application of nursing care of infants, children, and adolescents in varied health care and community settings. Synthesis of pathophysiology, pharmacologic, and therapeutic concepts. Family-centered care of children within developmental, cultural, ethnic, religious, and social structures.

Additional Course Description: The course also has an LAC component to the clinical orientation August 31, 2011 and September 2, 2011; from 07:30 am -12:00 pm and is scheduled through the Learning Assessment Center located at 601 East Fee Hall. You will be scheduled for one session. Clinical sections are as previously notified. You will receive a letter via ANGEL prior to the course containing more information about the event to help you prepare for the experience. (Please check the junk mail folders of your email account if the message is forwarded, so that you do not miss this important information.)

Course Objectives: At the end of this course, students will:

1. Skillfully communicate with children, families, colleagues, faculty, and members of the health care team in care of children and their families. (Communications).
2. Utilize critical thinking to identify and demonstrate appropriate nursing interventions for health promotion, risk reduction and disease and illness management for children across the developmental continuum. (Clinical decision making).
3. Analyze and apply the family-centered atraumatic approach to the acute and ambulatory care of children and their families, with a focus on cultural, religious, social, developmental and ethnic influences. (Nursing therapeutics).
4. Demonstrate skill in the development and implementation of health promotion plans for children and risk reduction issues of various developmental stages (Health promotion/risk reduction).
5. Apply theories and principles in coordinating the care necessary for the assessment and management of illness and disease in the pediatric population. (Illness and disease management).
6. Formulate and utilize professional leadership skills to promote optimal health outcomes for children and their families in varied care settings (professional leadership).
7. Demonstrate accountability for safe nursing care in the acute and ambulatory pediatric setting. (Ethical practice).
8. Articulate ethical nursing practice in advocating for appropriate health options for children and their families.
9. Analyze research evidence and theory, clinical expertise, and patient/family preferences and values in providing care to children, adolescents, and families. (Evidenced based practice).
10. Plan and implement care to address global, cultural and socioeconomic factors that influence health and wellness of children and their families. (Global and cultural competence)
Prerequisites: NUR 360 and NUR 370 and NUR 380.

Co-requisites: None

Professional Standards & Guidelines: The curriculum is guided by the following documents:


Faculty: Judith Vinson, PhD, MSN, RN Course Chair
(Theory content and groups at 6 Mott)
Contact Information:
Office: W-116 Owen Graduate Hall
Phone: 517-432-4907
E-mail: judith.vinson@hc.msu.edu
Office Hours: by appointment
Note: Times can be arranged to accommodate student schedules.

Faculty: Marci Mechtel, MSN, RN
(Theory content and groups at Sparrow and 5E Mott)
Contact Information:
Office: W-152 Owen Graduate Hall
Phone: 517-353-4778
E-mail: mechtelm@msu.edu
Office Hours: by appointment
Note: Times can be arranged to accommodate student schedules.

Faculty: Patricia Doerr MSN, RN (Clinical groups at Sparrow)
Contact Information:
E-mail: doerrpat@msu.edu
Office Hours: by appointment
Note: Times can be arranged to accommodate student schedules.

Faculty: Mindy Botterrill MSN, RN (Clinical groups at Children’s Hospital of Michigan Heme/onc floor)
Contact Information:
Office: W-108 Owen Graduate Hall
E-mail: m2bott@aol.com
Office Hours: by appointment
Note: Times can be arranged to accommodate student schedules.

Faculty: Mary Dobbs MSN, RN (Clinical groups at Beaumont)
Contact Information:
E-mail: mary_dobbs@yahoo.com
Office Hours: by appointment
Note: Times can be arranged to accommodate student schedules.
CON has defined the following competencies that must be achieved by all students in each Level before progressing onto the next Level and graduating. At the end of each Level, all students will achieve the objectives and competencies listed below for that level, as well as the indicators specific to each course. **All indicators, as well as the overall grade for a course, must be at 75% passing to proceed onto the next level.**

### LEVEL OBJECTIVES, COMPETENCIES, AND INDICATORS BY CURRICULAR CONCEPT ACROSS THE CURRICULUM

<table>
<thead>
<tr>
<th>Concept</th>
<th>Level III Outcome</th>
<th>LIII Competency</th>
<th>LIII Indicator</th>
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</thead>
</table>
| COMMUNICATION III (COMM) | Effectively communicate and collaborate with individuals, families, and health professionals in person, in writing and using technology. | 1. Initiates effective written and verbal communication with persons, populations, and colleagues to affect patient care.  
2. Evaluate group communication skills. | Combined with Professional Leadership, Health Promotion Risk Reduction, and Global and Cultural Competence. |
| CRITICAL THINKING III (CT) | Apply critical thinking processes to nursing practice. | 1. Critique and value the impact of her/his critical thinking process used in their nursing practice  
2. Formulates and defends an argument | Combined with Nursing Therapeutics, Illness and Disease Management, and Evidenced Based Practice. |
| NURSING THERAPEUTICS III (NT) | Utilize data to competently deliver targeted nursing care to individuals, families and groups. | Uses evidence and outcomes critically evaluates effectiveness of the Nursing Care Plan and revises care to improve outcomes | Presents at least one grand round presenting a patient case, include family dynamics, developmental stages, home and school environment. Critiques the barriers and limitation of the health care system and strategies for resolution, include theoretical base of practice (also ILLNESS AND DISEASE MANAGEMENT, COMMUNICATION, EVIDENCE BASED PRACTICE, HEALTH PROMOTION AND RISK REDUCTION, PROFESSIONAL LEADERSHIP, and CRITICAL THINKING; NUR 440) |
| HEALTH PROMOTION AND RISK REDUCTION III (HPRR) | Implement appropriate health promotion plans for individuals, families, and groups. | 1. Uses National and State datasets to examine the health of a vulnerable population  
2. Applies strategies to a special and vulnerable populations | 1. As part of a group, select a culturally diverse (OB) vulnerable population group. Using an evidence-based approach, topics from scholarly published research will be reviewed. Using HEALTH PROMOTION AND RISK REDUCTION strategies, develop an educational plan of care to meet selected HC needs. Individual students will construct a group teaching plan to present to this population, their families, and |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
<th>Outcomes</th>
<th>Prerequisites</th>
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</thead>
</table>
| ILLNESS AND DISEASE MANAGEMENT III (IDM)      | Apply theories and principles to competently provide high quality, safe and efficient management of illness and disease for individuals, families and groups.                                                | 1. Anticipates and manages complexities of patient care and health care system that impact coordinated and efficient care  
2. Promote achievement of client outcomes by coordinating delivery of care                                                                 | Combined with Nursing Therapeutics, Critical Thinking, and Evidenced Based Practice.                                                                                                                   |
| PROFESSIONAL LEADERSHIP III (PL)              | Assumes leadership responsibility for the effective delivery of nursing care for individuals, families, and groups varied care settings.                                                                    | Coordinates care in collaboration with faculty and agency staff including supervision of ancillary staff in providing care to a selected group of patients | Combined with Health Promotion Risk Reduction, Global and Cultural Competence, and Communication.                                           |
| ETHICAL PRACTICE III (EP)                     | Articulate ethical practice and advocate for individuals, families and groups.                                                                                                                                | 1. Analyze ethical problems related to the health care for vulnerable population  
2. Engage in respectful and reasoned dialog with colleagues related to the health care needs for a vulnerable populations | Examine an ethical problem related to a specific health care issue affecting various populations. Use ethical problem-solving skills to identify one ethical question related to the presented case, support a single perspective with appropriate ethical concepts, compare and contrast opposing ethical concepts, and provide supportive arguments for personal perspective (Also COMMUNICATION; NUR 450). |
| EVIDENCE-BASED PRACTICE III (EBP)             | Value and use of theory, research based evidence, and patient preferences in the provision of care to individuals, families, and groups.                                                                    | Evaluate selected research and theory as relevant to a client and family of choice.                                                                                                                      | Combined with Nursing Therapeutics, Illness and Disease Management, and Critical Thinking.                                           |
| GLOBAL AND CULTURAL COMPETENCE III (GCC)      | Delivers care with consideration of the impact of global, cultural, societal, and policy factors affecting the health and wellness of individuals, families and groups.                                             | 1. Systematically investigate the interaction between social and cultural determinants  
Instruction:

a. Methodology:
This course contains both a theoretical and clinical component. These components foster integration and application of pediatric health and nursing. Theoretical material will be presented in both traditional lecture and combined with a case study format and small group discussion to facilitate synthesis of content for two hours each week. Completion of assigned readings prior to class is necessary to understand and integrate material. A collaborative learning model will be utilized for discussion and assimilation of concepts during course time. The clinical experience will provide immersion in the pediatric setting throughout the level. The clinical will incorporate prior knowledge and skills and pediatric theory. Grand rounds presentation format will be utilized for evaluation of MSU College of Nursing concepts of communication, clinical decision making, health promotion and risk reduction, nursing therapeutics, illness and disease management, professional leadership, ethical practice, evidence based practice, and global cultural competence. See clinical presentation form under the clinical lesson tab. Information presented in the syllabus and the accompanying assignment schedule is subject to change. The instructor will announce any deviations from the syllabus in class or via course announcements in ANGEL. The student is held responsible for all materials covered in class and for any changes in the syllabus that are announced in class/announcement section. The student is also responsible for obtaining the scheduled time, date, and location of each exam and the due dates for all assignments. It is the student’s responsibility to inform the instructor if there are any special arrangements to be made for testing, etc.

b. Examinations
Examinations will be given during course periods. All students are expected to take examinations on the date scheduled. For emergency situations, it is the student’s responsibility to contact faculty as soon as possible. Students, who miss a scheduled exam, may receive a 0.0 for that exam unless there are extraordinary circumstances as judged by the Course Coordinator, which warrant the administration of a make-up exam. Arrangements to take an alternate examination will be made at that time. There will be one opportunity for an alternative exam. Alternate exams will be used with additional formats and will not be a multiple choice exam (essay, fill in the blank, etc.). Make-up exams are routinely scheduled within one week of the original exam date. Health providers’ statements may be required. Questions regarding examination grades will be put forward within five days of the exam date. Alterations will not be made after this time. For the exams, students will be assigned seats. Attendance will be taken prior to the start of the exam. All hats, book bags, coats, cell phones, PDAs and other personal items will be placed at the front of the room. Students may leave the room ONLY when their group exam is completed. Students arriving late will not receive a time extension to complete the exam. All exam procedures will be reviewed prior to the exam.

c. Late Assignments
All course requirements must be completed in order to earn a passing grade in the course. All assignments are expected to be turned in on the designated due date. A late assignment form must be completed by the student and submitted to the Course coordinator to be considered for acceptance. Failure to do so will result in the assignment not being accepted and the grade of 0.0 given for the assignment. Late assignments if accepted carry a penalty of 1 point per day that it is late this may include if submitting self-evaluation only for clinical paperwork.

d. Student Faculty Relationship
Any student may make an appointment with course faculty to discuss performance or clarify course content. Concerns or issues will be taken to involved faculty first then taken to course coordinator. If any further discussion is needed, students will contact the Director of Undergraduate Programs.

It is expected that a professional, courteous, positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. It is expected that you will be on time to class. If for some reason you have to be late or leave early, the course chair should be notified and plans will be made so you will not disturb the entire class. Talking, reading the newspaper and sleeping are unacceptable. Faculty is open to feedback, ideas, and concerns. For in-depth discussions, a scheduled meeting is suggested. Course Chair is present at all class sessions and individual concerns can be brought up at this time, in addition:

- Two student representatives shall be selected at the beginning of the semester.
- The student representatives are a part of a channel of communication between the faculty and the students they represent. They will identify and share common student concerns and related issues with the faculty.
• Student representatives will be invited to attend course meetings which are held monthly during the semester.

d. **Required Texts:**
   (Note: you will need all textbooks used in the previous 2 levels, in addition to the textbooks below)


   This is a bundled package from the MSU Bookstore that contains the main textbook, the Virtual Clinical Excursions book and the Peds and OB case studies. There is a hardback bundle and an electronic bundle. Note: The electronic bundle contains the NOC book and many other useful electronic references. This is a one-time purchase (not like Skyscape).


   **Optional Texts:** None

e. **Required Resources, References, Supplies:**

   ANGEL Help Line
   1.800.500.1554 (24 hrs, 7 days/week)
   517.355.2345 (24 hrs, 7 days/week)
   [www.angel.msu.edu](http://www.angel.msu.edu) (ANGEL Help link in upper right corner)
   Always check with the ANGEL Help Line first!

   **Evaluation:**
   Learning Assessments and Grading:
   
   a. The course grade will include 70% theory grade and 30% clinical grade. Theory grades will be based on weekly quizzes, class participation and examinations.

   b. **Theory Grade (70%)**

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<tbody>
<tr>
<td><strong>Quizzes</strong></td>
<td>10%</td>
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<tr>
<td><strong>Preparation and</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>participation</strong></td>
<td></td>
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<tr>
<td><strong>Examination 1</strong></td>
<td>25%</td>
</tr>
<tr>
<td><strong>Examination 2</strong></td>
<td>25%</td>
</tr>
<tr>
<td><strong>Final examination</strong></td>
<td>30%</td>
</tr>
</tbody>
</table>

1. All quizzes are administered and monitored in class. Quizzes will be given during course periods. Students arriving late will not have the opportunity to take the quiz. One quiz grade will be dropped. This option is available for personal or family emergencies, illnesses, issues, and/or religious and cultural observances. There will be no make-up opportunities for quizzes. The highest quiz grades will be utilized for calculating final course grade. Quizzes will be based on material assigned for the class on the quiz day.

2. Class preparation and participation is based on quality discussion and interaction related to weekly topics on the discussion board. Please keep that in mind so that you can achieve maximum participation credit. All discussion boards are open at the beginning of the semester and will close 2 weeks after the content is presented with the exception of the last two weeks of the semester both discussion boards close the Monday of finals week. Once discussion board is closed for posting it will reopen in approximately 48—72 hrs in a read-only mode. Preparation and participation evaluation will be done two twice during the semester. The first evaluation
will constitute 5% of the participation grade and the final will constitute 5% of the final participation grade. Feedback received from participation and preparation will be cumulative from the faculty. There is a grading rubric available on ANGEL. Note: You are only required to participate with scholarly posting and response in 3 weeks prior to midterm (week 8) and 3 weeks after midterm.

3. Section examinations (1 & 2) will be cumulative for the preceding weeks. There is a group exam with each section exam. The group exam is taken with your clinical group. The final examination will be cumulative for the term. Students are responsible for all material discussed in class, assigned readings, and any prior course content.

4. In addition, there is the completion of two standardized examinations, from ATI testing, is required for the level. The two exams are medical-surgical nursing and psych-mental health nursing. They are both taken in the first 5 weeks of the semester to demonstrate competency for Level 2. Information is available at www.atitesting.com. Students are required to pass each exam at a Level 2 rating; if student is unsuccessful then they will complete the required remediation and submit of the completed work. All monitoring of the ATI testing will be done by NUR 450 integrative seminar faculty.

c. Clinical grade (30%)

<table>
<thead>
<tr>
<th>Clinical performance</th>
<th>P/F</th>
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<tbody>
<tr>
<td>Clinical assignments</td>
<td></td>
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<tr>
<td>• Clinical synthesis assignment + assessment (1) (5%)</td>
<td></td>
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<tr>
<td>• Weekly clinical synthesis assignments (2) [10%]</td>
<td>20%</td>
</tr>
<tr>
<td>• Teaching plan (1) (5%)</td>
<td></td>
</tr>
<tr>
<td>Grand Rounds Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

1. Clinical performance will be based on clinical performance evaluation tool. See the blank forms and sample in ANGEL > NUR 440> Lessons> Clinical information> Clinical Evaluation tool folder.

2. Written clinical assignments will include one clinical synthesis assignment + assessment page, four weekly clinical synthesis assignments, one teaching care plan, and grand rounds presentations. See the blank forms, samples and grading rubric in ANGEL > NUR 440> Lessons> Clinical information> CSA folder and TCP folder.

3. Grand rounds involves a case analysis of a child and their family presented in post conference. The multidimensional aspects are discussed and analyzed concluding with the most appropriate plan of care. This is followed by a discussion facilitated by the student to augment group learning. See the blank form, sample and grading rubric in ANGEL > NUR 440> Lessons> Clinical information> Grand Rounds folder.

***Faculty reserve the right to dismiss a student from clinical areas if the student is too ill, unprepared, or deemed to be a risk to patient safety. Students late to clinical are considered a risk to patient safety. Dismissal from clinical for any reason excluding student illness, is deemed unexcused, thus carrying the requisite grade consequence of a zero for the day.

Reminder: each section of the course must be passed at 75% or greater to pass the course.
Students will be given time to complete the course and instructor evaluation the week prior to final examinations. These evaluations will be accessed through http://www.nursing.msu.edu/evaluations.asp. The process is monitored through the University and is strictly anonymous.
b. **Course Grading Scale:** The standard College of Nursing grading scale will be utilized.

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94%</td>
<td>4.0</td>
</tr>
<tr>
<td>93-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>88-84%</td>
<td>3.0</td>
</tr>
<tr>
<td>83-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>78-75%</td>
<td>2.0 (Minimum passing grade)</td>
</tr>
<tr>
<td>74-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>69-65%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;64%</td>
<td>0.0</td>
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</tbody>
</table>

“Final Course Grades will not be rounded”

c. **Writing Requirements:** See above section on clinical writing requirements. Note: APA Style is required.

d. **Honors Option:** Honors option is available upon request. Interested students must make arrangements with faculty for honors option learning activities during the first two weeks of the semester. Refer to the BSN Student Handbook for CON Policy related to Honors Options in Nursing Courses.

**Course Policies:** Please submit the following documents to Course chair prior to the start of the semester at mechtelm@msu.edu or bring to the clinical orientation at the LAC. Office of the University Physician’s Immunization documentation form, indicting that all immunizations are in compliance and Office of the University Physician’s College of Nursing Customized Requirement documentation. Please submit the summary letter portion only. Site is https://ntweb11.ais.msu.edu/HCPSTUImm/.

**Additions or corrections to the syllabus may occur:** students will be notified of changes in a timely manner. Please read all course announcements in ANGEL and the white board in class as this in a prime resource for the notification.

**University & College Policies:**

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON Student handbook  [http://nursing.msu.edu/handbooks.asp](http://nursing.msu.edu/handbooks.asp)
- Information for Current Students—including Rights, Responsibilities and Regulations for Students [http://www.msu.edu/current/index.html](http://www.msu.edu/current/index.html)
- Academic Programs [http://www.reg.msu.edu/UCC/AcademicPrograms.asp](http://www.reg.msu.edu/UCC/AcademicPrograms.asp)
Academic Integrity:

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the College of Nursing adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course.

Please read each part of the following site to fully understand your responsibilities and the position of the University regarding:

- cheating,
- plagiarism,
- MSU regulations, ordinances and policies regarding academic honesty and integrity
- Academic integrity links
  http://www.msu.edu/unit/ombud/honestylinks.html

Academic dishonesty in any form will not be tolerated in the College of Nursing. Any student involved in academic dishonesty will be reported to the Office of Academic Affairs and the Office of Student Services in the College of Nursing and a grade of 0.0 may be issued for the course.

Lectures, quizzes and examinations must remain the property of the College of Nursing and must not be copied from the Internet for use with others. Any quiz or exam should not be printed. Printing an exam or quiz will be considered academic dishonesty. According to university policy, consequences for academic dishonesty may include failure of the course, expulsion from the major, or expulsion from the university. You are advised to complete and submit your own work. The exams are NOT group projects and must not be shared with other students in any way.

Online discussions and other course activities are confidential and should not be shared or discussed with others who are not enrolled in the class. The course provides an opportunity for each course participant to express his/her ideas and all are expected to do so. All ideas need to be respected in discussions and exercises. Any “group projects” (that are required) still require individual work as a minimal expectation, and individual work will be graded.

For further information you can access any of the following sites:
- International Studies and Programs
  http://www.msu.edu/international/index.html

Disruptive Behavior: Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s web site for a discussion of student
observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean’s drop for students who fail to attend class sessions at the beginning of the semester.

**College of Nursing Policies:** Professional Development Guidelines are found in the CON MSN Student Handbook at the CON website. Students are responsible for the information found in the CON MSN Student Handbook.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Content</th>
<th>Major concepts</th>
<th>Assignment</th>
<th>Faculty</th>
</tr>
</thead>
</table>
| 1     | 09/01/11 | • Introduction to Pediatrics  
• Social and cultural influences on health promotion  
• Family theory  
• Community assessment  
• Genetic influences on health | COM, HPRR, EP, PL GCC EBP | o Course  
Syllabus | Mechtel |
|       |        | **QUIZ**                                                                | HPRR IDM COM, NT EBP | o Ch. 12  
| 2     | 09/08/11 | • Health Promotion of the Infant and Family  
• Health Problems of Infancy  
• Health Promotion of the Toddler and Family  
• Health Problems of Early Childhood-Abuse | COM, HPRR IDM NT EBP | o Ch. 13  
|       |        | **QUIZ**                                                                |               | o Ch. 14  
| 3     | 09/15/11 | • Health Promotion of the Preschooler and Family  
• Health Problems of Early Childhood-Poisonings  
• Health Promotion of the School-aged Child and Family | COM, HPRR IDM NT EBP | o Ch. 15  
|       |        | **QUIZ**                                                                |               | o Ch. 16  
| 4     | 09/22/11 | • Adolescents, Chronic Illness, and the Care of Hospitalized Children | COM, HPRR IDM NT EBP | o Ch. 17  
|       |        | **QUIZ**                                                                |               |     |
| 5     | 09/29/11 | • The Child with Respiratory Dysfunction | IDM EBP NT | o Ch. 19  
|       |        | **QUIZ**                                                                |               | o Ch. 20  
| 6     | 10/06/11 | Examination 1 - Individual and Group | NT, IDM EBP | o Ch. 34  
| 7     | 10/13/11 | • The Child with Cardiac Dysfunction | HPRR EBP     |     |
| 8     | 10/20/11 | • The Child with Neurological Disorders | EP, IDM NT EBP | o Ch. 6  
|       |        | **QUIZ**                                                                |               | o Ch. 11  
| 9     | 10/27/11 | • Alterations in Musculoskeletal function  
• Infectious and communicable diseases | IDM NT EBP | o Ch. 6  
|       |        | **QUIZ**                                                                |               | o Ch. 11  


<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>10 11/03/11</td>
<td>QUIZ  o The Child with Gastrointestinal Dysfunction  o Ch. 11 IDM, HPRR, NT, EBP</td>
</tr>
<tr>
<td>11 11/10/11</td>
<td>EXAMINATION 2 - Individual and Group QUIZ o Care of the Child with Renal Disorders o Ch. 11 NT, IDM, HPRR, EBP o Ch. 18 Vinson</td>
</tr>
<tr>
<td>12 11/17/11</td>
<td>QUIZ o Care of the Child with Renal Disorders o Ch. 11 NT, IDM, HPRR o Ch. 18 Vinson o Care of the Child with Endocrine and Metabolic Disorders o Ch. 28 EBP o Ch. 30 IDM o Ch. 38</td>
</tr>
<tr>
<td>13 11/24/11</td>
<td>Thanksgiving  Enjoy</td>
</tr>
<tr>
<td>14 12/01/11</td>
<td>QUIZ o The Child with Hematologic or Immunologic Dysfunction o Ch. 29 IDM, NT, EBP, EP HPRR</td>
</tr>
<tr>
<td>15 12/08/11</td>
<td>QUIZ o Family-Centered End-of-Life Care o Ch. 23 NT, EP COM o The Child with Cancer o Ch. 36 Mechanel o EBP IDM, GCC</td>
</tr>
<tr>
<td>12/14/11</td>
<td>Final Examination 07:45-09:45 The works Room TBA</td>
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<tr>
<td>Day</td>
<td>Content</td>
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</tr>
<tr>
<td>1</td>
<td>LAC orientation: Clinical introduction, Skill stations: Medication administration, Infant care and assessment, SimBaby and Standardized patient</td>
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<tr>
<td>2</td>
<td>Orientation to clinical site forms, documents, site routines. <strong>NO clinical for Monday groups</strong></td>
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<tr>
<td>3</td>
<td>Clinical assignment (student pairs) Monday groups will have hospital orientation see week 2</td>
</tr>
<tr>
<td>4</td>
<td>Clinical-Single assignment Student Pairs (Monday groups only)</td>
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<tr>
<td>5</td>
<td>Clinical-Single assignment</td>
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<td>6</td>
<td>Clinical-Single assignment</td>
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<td>7</td>
<td>Clinical-Single assignment</td>
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<td>8</td>
<td>Clinical-Single assignment</td>
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<tr>
<td>9</td>
<td>Clinical - double assignment</td>
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<tr>
<td>10</td>
<td>Clinical -double assignment</td>
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<tr>
<td>11</td>
<td>Clinical -double assignment</td>
</tr>
<tr>
<td>12</td>
<td>Clinical –double/triple assignment</td>
</tr>
<tr>
<td>13</td>
<td>Clinical -double/triple assignment <strong>NO clinical for Friday groups</strong></td>
</tr>
<tr>
<td>14</td>
<td>Clinical -double/triple assignment</td>
</tr>
<tr>
<td>15</td>
<td>Final Evaluations with Clinical Faculty on Campus to be scheduled individually/Make-ups</td>
</tr>
</tbody>
</table>

1. One CSA+ assessment in week 3 or 4 this can be done for a grade or feedback only.
2. 2 weekly CSA assignments includes
   a. Pathophysiology page
   b. medication worksheet
   c. Concept map
   d. NCP
   e. Self evaluation
3. One graded CSA + assessment done at the time of the student’s choosing if not already completed.
4. One Teaching care plan, **no health patterns needed** and is the same as the weekly paperwork except you complete **TCP INSTEAD of NCP**.
5. If not doing graded paperwork that week; you will complete the clinical reflection journal.
6. RUBRICS are found for all clinical assignments on the course website.

For clinical post conferences: you have the option to do a practice Grand Rounds presentation prior to the scheduled one. If there are no grand rounds presentations; then selected topics for discussion may include: ethics, global cultural competency, health policy concerning children, health disparities, system safety, core measures, EBP, and the role of the professional pediatric nurse.