Nursing Care of Children, Adolescents, and Their Families
Level III
Credits: 4
Lecture/Recitation/Discussion Hours: 2
Lab Hours: 6
4(2-6)
Course Meeting Day, Time, Location All sections:
Wednesday 9:00 am - 12:00pm B109 LS
Clinical Orientation Date, Time, Location:
November 20 or 21 as scheduled through the Learning Assessment Center
12:30 pm arrive & start at 12:45 pm-5 pm - 601 East Fee Hall

Clinical Days, Times, Location
Section 001: Children’s Hospital of MI Friday 13:00-23:00
Section 002: Beaumont Sunday 07:00-17:00
Section 003: Sparrow 5 Foster 14:30-24:00
Section 004: Beaumont Saturday 7:00-17:00
Section 005: Children’s Hospital of MI Saturday 13:00-23:00
Section 006: Foote 5 South 07:00-17:00

AO NUR 440 Section 301 Spring 2008

Course Description
This course explores and reinforces theoretical concepts and clinical application of nursing care of infants, children, and adolescents, in varied health care settings. Synthesis of pathophysiologic, pharmacologic, and therapeutic concepts is incorporated throughout theory and clinical. Family-centered care of children is focal in the synthesis of developmental, cultural, ethnic, religious, and social structures in the pediatric population.

Course Objectives
At the end of this course the student will:
1. Integrate concepts from natural and behavioral sciences, pathophysiology, and humanities in application to the assessment and care of children and their families.
2. Analyze and apply the family-centered atraumatic approach to children and their families, with a focus on cultural, religious, social, developmental and ethnic influences.
3. Identify major developmental stages and associated health promotion issues and problems for each age group.
4. Interpret influences on the developing child as a member of a family, a culture, a community and a society.
5. Understand hereditary, genetic, societal, and environmental issues impacting health promotion and risk reduction in pediatric populations.
6. Identify the etiology, pathophysiology, signs and symptoms and diagnostic procedures related to health deviations in the child.

7. Synthesize theory from child development and pathophysiology in designing nursing care plans that reflect evidence-based practice for common pediatric disorders.

8. Analyze health education needs of the growing child and their family and implement with development of a teaching care plan.

9. Compare and contrast the impact of chronic illness/disability and acute illness for children, families and communities.

10. Utilize critical thinking in the delivery of nursing care to infants, children and adolescents.

11. Perform a focused assessment and implement appropriate evidence-based interventions, including common treatments and pharmacologic therapies.

12. Skillfully communicate with children, families, colleagues, faculty, and members of the health care team in assessment and care of children and their families.

13. Demonstrate accountability for personal and professional development and nursing care in the pediatric setting.

Prerequisites: Level 1 and 2 courses

Co requisites: NUR450

Standards Documents:


Course Faculty:

Marci Mechtel RN, MSN (Course chair/theory/Saturday Foote clinical)
Office Number: W-152 Owen Graduate Hall
Phone Number: 353-4778 (office) 232-0440 (pager)
E-mail: mechtelm@msu.edu
Office Hours: By appointment

Susan Jaskiewicz APRN-BC, FNP (Theory)
Office Number: A 127 Life Sciences
Phone Number: 353-8678 (office)
E-mail: susan.jaskiewicz@hc.msu.edu
Office Hours: By appointment
Mindy Botterill RN, MSN (Children’s Hospital of MI)
Office Number: W-114 Owen Graduate Hall
Phone Number: 248-922-0845
E-mail: m2bott@aol.com
Office Hours: By appointment

Mary Dobbs RN, MSN (Beaumont)
Office Number: W-114 Owen Graduate Hall
Phone Number: 313-882-5437
E-mail: mary_dobbs@yahoo.com
Office Hours: By appointment

Instruction:

Level Outcomes and Competencies
The CON has defined the following competencies that must be achieved by all students in Level III before progressing onto Level IV. At the end of Level III, all students will achieve the objectives and competencies listed below, as well as the bolded indicators specific to this course. All indicators, as well as the overall grade for the course, must be at 75% to proceed onto the next level. Each section of the course (clinical and theory) must be passed at 75% or greater to pass the course.

NURSING THERAPEUTICS III Evaluate data in the planning and delivery of targeted nursing care to persons and populations.

Competencies
1. Uses evidence and outcomes critically, evaluates effectiveness of the Nursing Care Plan, and revises care to improve outcomes

Indicators:
One grand rounds presentation of a patient case, including 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.

ILLNESS AND DISEASE MANAGEMENT III Analyzes and evaluate theories and principles in coordinating the care necessary for the management of illness and disease.

Competencies
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

PROFESSIONAL LEADERSHIP III Formulate professional leadership approaches to promote optimal health outcomes for persons and populations in varied care settings.

Competencies
Examines licensure law, regulations, and scope of practice
Develop personal goals for professional development including areas that enhance health care and advancement of the profession

ETHICAL PRACTICE III Uses ethical problem-solving methods to effectively advocate for vulnerable persons, groups and populations.

Competencies
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

COMMUNICATION III Competently engage in interpersonal relationships with person, populations, and colleagues

Competencies
1. Initiates effective written and verbal communication with persons, populations, and colleagues to affect patient care.
2. Evaluate group communication skills.

HEALTH PROMOTION AND RISK REDUCTION III Demonstrate skill in the development and implementation of health promotion plans for persons and populations. Question if this objective is a high enough level

Competencies
1. Uses National and State datasets to examine the health of a vulnerable population
2. Applies strategies to a special and vulnerable populations

GLOBAL AND CULTURAL COMPETENCE III Plan and implement care for persons and populations to address relevant global, cultural, and socioeconomic factors that influence health and illness.

Competencies
1. Systematically investigate the interaction between social and cultural determinants
2. Using culturally specific data, develop plan for care of culturally diverse vulnerable populations.

CRITICAL THINKING III Analyze and synthesize information from nursing science into nursing practice with families, children, and communities.

Competencies
1. Critique and value the impact of her/his critical thinking process used in their nursing practice
2. Formulates and defends an argument

EVIDENCE-BASED PRACTICE III Evaluate the application of theory and research to nursing practice.

Competencies
1. Evaluate selected research and theory as relevant to a client and family of choice.

Required Text (Equipment):


**Instructional Model**

Credits: 4

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 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 attached Clinical Case Presentation evaluation form.

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 email through Angel. The student is held responsible for all materials covered in class and for any changes in the syllabus that are announced in class/email. 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.

**Evaluation/Grading Scale**

Standard College of Nursing grading scale will be used.

<table>
<thead>
<tr>
<th>Percentage Range</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>84-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>83-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>75-78%</td>
<td>2.0</td>
</tr>
<tr>
<td>74-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>65-69%</td>
<td>1.0</td>
</tr>
<tr>
<td>≤64%</td>
<td>0</td>
</tr>
</tbody>
</table>
The course grade will include 65% theory grade and 35% clinical grade. Theory grades will be based on weekly quizzes, examinations, class preparation and participation. 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 that week prior to course discussion. Class preparation and participation is based on quality discussion and interaction related to weekly topics. Preparation and participation evaluation will be done two times per semester. The first evaluation will constitute 3% of the participation grade and the final will constitute 7% of the final participation grade. Feedback received from participation and preparation will be cumulative from the faculty.

Section examinations (1 & 2) will be cumulative for the preceding weeks. The final examination will be cumulative for the term. Students are responsible for material discussed in class, assigned readings, and prior course content.

Completion of two standardized examinations, from Educational Resources, Inc., is required for the course. The examinations (Growth and Development and Clinical Calculations and Classifications) will be scheduled and available on the ERI website (eriworld.com). Students receiving below national average scores or areas in Nursing Topics will be required to complete remediation materials. All documentation and scores for ERI examinations will be required to complete remediation materials. All documentation and scores for ERI examinations will be maintained by students in their portfolios and monitored by Integrative Seminar faculty.

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.

**Theory grade (65%):**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Preparation and participation</td>
<td>5%</td>
</tr>
<tr>
<td>Examination 1</td>
<td>25%</td>
</tr>
<tr>
<td>Examination 2</td>
<td>25%</td>
</tr>
<tr>
<td>Final examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

The clinical grade will be further divided into clinical performance and clinical assignments. Clinical performance will be based on clinical performance evaluation tool. Written clinical assignments will include clinical synthesis assignment, weekly concept map & care plan, one teaching care plan, and grand rounds presentations. Grand rounds involve a case analysis of a child and their family. The multidimensional aspects are discussed and analyzed concluding with the most appropriate plan of care. See attached evaluation tools/rubrics for grand rounds, concept maps, and written work.

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.

**Clinical grade (35%)**:  

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical performance</td>
<td>60%</td>
</tr>
<tr>
<td>Clinical assignments</td>
<td>20%</td>
</tr>
<tr>
<td>- Clinical synthesis assignment (5%) x2, Week 1 &amp; 2, only second CSA graded</td>
<td></td>
</tr>
<tr>
<td>- Concept map/care plan [10%] graded weekly</td>
<td></td>
</tr>
<tr>
<td>- Teaching plan (5%) x1 for rotation in place of care plan</td>
<td></td>
</tr>
<tr>
<td>Grand Rounds Presentation</td>
<td>20%</td>
</tr>
</tbody>
</table>

Reminder: each section of the course must be passed at 75% or greater to pass the course.

**University, CON, and Course Policies**

A. Preparation for the professional practice of nursing requires more than the acquisition and application of knowledge. Therefore, in addition to the academic criteria listed in the progression in the major guidelines, the student must demonstrate:

1. Appropriate interpersonal relations and communication with clients, peers, faculty and other health care personnel.
2. Responsible fulfillment of class and practicum obligations, including the provision of safe nursing care in the practicum setting.
3. Honesty and integrity in all academic and professional matters.

These expectations are reflected in the undergraduate professional development objectives for each clinical nursing course. Failure to meet each professional development objective will result in the student earning a grade of 0.0 for the course.

B. Students are expected to read and know the policies refer to MSU Spartan Life Handbook and College of Nursing BSN Handbook for Policies regarding:

   A. Academic Dishonesty  
   B. Taping and communication devices  
   C. Weather  
   D. Protection of property/computers  
   E. Protection of Scholarship and grades  
   F. SIRS  
   G. Clinical Attire/dress code  
   H. Disabled Student

C. Attendance

   i. Nursing is a professional program and attendance is an expectation.
ii. Attendance for clinical is required. Any missed hours will be made up on designated dates for successful completion of the course.

D. Examinations
Examinations will be given during course periods. All students are expected to take examinations on the date scheduled. For emergency situations, students are 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. It is the student’s responsibility to reach faculty as soon as possible following the examination. Arrangements to take an alternate examination will be made at that time. There will be one opportunity for an alternative exam. Alternate exams may be used with additional formats (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 two weeks 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 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.

E. 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.

F. Immunization Compliance and CON compliance Students Responsibility to submit prior to start of the semester:
1. Submit completed Student Immunization Record and all copies of immunizations and record to the Office of the University Physician.
2. Form and requirements are available online at: 
   http://www.umphys.msu.edu/hcpimmunize/index.html
3. Submit to the Office of Student Support Services as part of the College of Nursing (CON) Compliance Requirements the following CON Customize Requirements:
   a. Completed Blood Borne Pathogen (BBP) Training form www.orcbs.msu.edu (annual requirement);
   b. Card indicating completion and currently certified in Basic Life Support for Healthcare Providers (BLS) Training (required every two year);
   c. Completed Background Check (admission requirement);
   d. Completed Drug Screening (admission requirement)
   e. Copy of Personal Medical/Health Insurance coverage (annual requirement).
   f. Complete and document HIPPA and Safety Training with each clinical experience
4. Submit to Course chair prior to the start of the semester at mechtelm@msu.edu or bring to the clinical orientation.
   a. Office of the University Physician’s Immunization documentation form, indicating that all immunizations are in compliance.

Office of the University Physician’s College of Nursing Customized Requirement documentation

Communication
   i. Methods to contact faculty
      Faculty can be reached through e-mail, phone or via pager (see front page). Phone messages may also be left on office phone answering system in the College of Nursing.
   ii. Other
      Lecture notes will be available through Angel. The outlines provide guidance and focus for content and material. Students are responsible for all announcements and information given in class or sent electronically.

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.

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. 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.

   • Two student representatives shall be elected by the students 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.
   • The student representatives will identify and share common student concerns and related issues with the faculty.
   • Student representatives will be invited to attend course meetings.

University Policies:
Academic integrity: Article 2.3.3 of the Academic Freedom Report states that “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 as specified in General Student Regulations 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 NUR 440. Students who violate MSU rules may receive a penalty grade, including--but not limited to--
failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also http://www.msu.edu/unit/ombud/honestylinks.html).

Accommodations for students with disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.

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.
### Theory/Clinical Calendar:

<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     | 11/21/07 | - Introduction of course, case studies format, theory evaluation, group process for discussion, evaluation, and examination.  
                        - The Childrearing family and Community  
                        - Sociocultural Aspects of Maternal and Child Nursing  
                        - Communication and Teaching with Children and Families | COM, HPRR, EP, PL GCC EBP, IDM, NT | Ch. 2  
                        Ch. 3  
                        Ch. 34 | Mechtel |
|       | 11/28/07 | **QUIZ**  
                        - The Family with an Infant  
                        - The Family with a Toddler  
                        - The Family with a Preschooler | HPRR IDM, NT COM EBP | Ch. 28  
                        Ch. 29  
                        Ch. 30 | Mechtel |
| 2     | 12/05/07 | **QUIZ**  
                        - The Family with a School-Age Child  
                        - Poisoning/Foreign Body/Bites/Dental Trauma  
                        - ADHD  
                        - The Family with an Adolescent  
                        - Anorexia/Bulimia  
                        - Nursing Care of the Child with Reproductive Disorder | COM, HPRR, IDM, NT EBP | Ch. 31  
                        Ch 52 pp 1657-1659-1667  
                        Ch. 54 pp 1727-1732, 1734-1736  
                        Ch. 32  
                        Ch. 47 pp 1483-1495, 1498-1504 | Jaskiewicz |
| 3     | 12/12/07 | **Examination 1**  
                        - Nursing Care of the Child with a Respiratory Disorder  
                        - Near Drown | IDM, COM, EBP, NT, EP | Ch. 40  
                        Ch. 52 pg 1657-1658 | Jaskiewicz |
| 4     | 12/19/07 | **QUIZ**  
                        - Care of the Child with a Neurological Disorder  
                        - Nervous System Developmental Disorders  
                        - Head Trauma  
                        - Non accidental trauma  
                        - Autism | IDM, EBP NT, COM, HPRR, EP | Ch. 34  
                        Ch. 39 pp 1198-1210, 1212-1218-1220  
                        Ch 52 pp 1644-1654 | Jaskiewicz |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Quiz Content</th>
<th>Resources</th>
<th>Chapter(s)</th>
<th>Instructor</th>
</tr>
</thead>
</table>
| 6    | 01/09/08   | **QUIZ**<br>• Nursing Care of the Child with an Infectious Disorder<br>  
  ○ Otitis Media<br>• Nursing Care of the Child with a Renal or Urinary Tract Disorder | IDM, NT, EBP, HPRR, COM    | Ch. 55 1742-1754                  | Jaskiewicz     |
| 7    | 01/16/08   | **QUIZ**<br>• Nursing Care of the Child with an Immune Disorder and<br>  
  • Nursing Care of the Child with Hematological Disorder | NT, EP, IDM, HPRR          | Ch. 42 Ch. 44                     | Mechtel        |
| 8    | 01/23/08   | **Examination 2**<br>• Nursing Care of the Child with a Gastrointestinal Disorder<br>  
  ○ Gastrointestinal System Disorders<br>  
  ○ Elimination Disorder | IDM, EBP, NT, HPRR          | Ch 45 Part of Ch. 39<br>Ch. 54 pp1736-1738 | Mechtel        |
| 9    | 01/30/08   | **QUIZ**<br>• Nursing Care of the Child with a Cardiovascular Disorder<br>  
  • Pain management | EP, IDM, NT, EBP, HPRR       | Ch. 41 Ch. 38 p.1159-1171        | Mechtel        |
| 10   | 02/06/08   | **QUIZ**<br>• Nursing Care of the Child with a Musculoskeletal Disorder<br>  
  • Nursing Care of the Child with an Endocrine or Metabolic Disorder | IDM, NT, EBP, HPRR        | Ch. 51 Ch. 48                     | Jaskiewicz     |
| 11   | 02/13/08   | **QUIZ**<br>• Nursing Care of the Child with Cancer<br>  
  • Nursing Care of the Family Coping with a Child’s Long-Term illness or Terminal Illness | NT, EP, COM, EBP, IDM, GCC | Ch. 53 Ch. 56                     | Mechtel        |
<p>| 12   | 02/14/08   | <strong>Final Examination</strong>                                                        |                            | The works 12:45-2:45               |                |</p>
<table>
<thead>
<tr>
<th>Clinical Day</th>
<th>Content</th>
<th>Hours</th>
<th>Assignment inclusion Clinical assignment and paperwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LAC orientation: Clinical introduction and skill station</td>
<td>4.5</td>
<td>Ch. 35-Nursing Care of the Ill Child and Family and Chapter 33 Child Health Assessment</td>
</tr>
<tr>
<td>2</td>
<td>Orientation to clinical site forms, documents, site routines Clinical assignment (student pairs)</td>
<td>10</td>
<td>Ch. 36-Care of the Child Undergoing Diagnostic Techniques HIPPA and BBP as needed.</td>
</tr>
<tr>
<td>3</td>
<td>Clinical-Single assignment</td>
<td>10</td>
<td>Observation of faculty presentation of GR Complete CSA for feedback</td>
</tr>
<tr>
<td>4</td>
<td>Clinical-Single assignment</td>
<td>10</td>
<td>2-3 students present w/ faculty feedback Pg. 1/Concept map/care plan/Self-eval.</td>
</tr>
<tr>
<td>5</td>
<td>Clinical-Single assignment</td>
<td>10</td>
<td>2-3 students present w/ faculty feedback Pg. 1/Concept map/care plan/Self-eval.</td>
</tr>
<tr>
<td>6</td>
<td>Clinical-Single assignment</td>
<td>10</td>
<td>2-3 students present w/ student feedback Pg 1/Concept map/care plan/Self-eval.</td>
</tr>
<tr>
<td>7</td>
<td>Clinical-Single-double assignment</td>
<td>10</td>
<td>2-3 students present w/ student feedback Pg1/Concept map/care plan/Self-eval.</td>
</tr>
<tr>
<td>8</td>
<td>Clinical-Single-double assignment</td>
<td>10</td>
<td>Graded Grand rounds presentation w/ student feedback Pg. 1./Concept map/care plan/Self-eval.</td>
</tr>
<tr>
<td>9</td>
<td>Clinical – single/double assignment</td>
<td>10</td>
<td>Graded Grand rounds presentation with student feedback Pg. 1./Concept map/care plan/Self-eval.</td>
</tr>
<tr>
<td>10</td>
<td>Clinical – single/double assignment</td>
<td>10</td>
<td>Graded Grand rounds presentation with student feedback Pg. 1./Concept map/care plan/Self-eval.</td>
</tr>
<tr>
<td></td>
<td>Final Clinical Evaluations</td>
<td></td>
<td>Meet on campus with Faculty. You must bring a copy of a final self evaluation found in the syllabus.</td>
</tr>
</tbody>
</table>

*One week student will complete a graded CSA and one week student does pg 1, concept map, teaching care plan and self evaluation.

Michigan State University  
College of Nursing  
Student Participation Evaluation Tool

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens attentively and respectfully without interruption or disruption</td>
<td></td>
</tr>
<tr>
<td>Participation adds to, elaborates on, or clarifies points in discussion</td>
<td></td>
</tr>
<tr>
<td>Demonstrates professional responsibility and accountability</td>
<td></td>
</tr>
</tbody>
</table>

*Key

4 Accomplished = almost always exhibits  
3 Proficient = very often exhibits  
2 Developing = sometimes exhibits  
1 Novice = rarely exhibits  
NA = not applicable

MM 10/07
Michigan State University  
College of Nursing  
Evaluation Tool  
Grand Rounds Presentations

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Accomplished</th>
<th>3 Proficient</th>
<th>2 Developing</th>
<th>1 Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Shows full understanding of collaborative and nursing issues; major points* included</td>
<td>Shows good understanding of collaborative and nursing issues; some of major points* included</td>
<td>Shows good understanding of parts of collaborative and nursing issues; few major points* included</td>
<td>Does not understand collaborative and nursing issues; major points* not included</td>
</tr>
<tr>
<td>Information</td>
<td>Information and data is accurate and current</td>
<td>Most information and data is accurate and current</td>
<td>Some accuracy of information and data</td>
<td>Inaccurate information and/or data</td>
</tr>
<tr>
<td>Delivery</td>
<td>Speaks clearly &amp; distinctly, with consistent eye-contact, appropriate posture and volume; no non-word fillers</td>
<td>Speaks clearly &amp; distinctly, with eye contact to some of audience, stands straight; occasional non-word fillers</td>
<td>Speaks clearly and distinctly some times (85%), some eye contact; regular use of non-word fillers</td>
<td>Mumbles or cannot be understood, minimal eye contact</td>
</tr>
</tbody>
</table>

*Major points include (each section worth 0.8 points):
- Patient history includes diagnosis, admission history and past health history immunization status.
- Current physiologic assessment includes VS, medications, I/O relevant labs.
- Developmental assessment
- Functional & Environmental assessment
- Nursing care plan includes NOC with timeframe, Interventions (in order of priority) and evaluation of NOC this would include barriers or limitations to implementing the interventions.

Follow clinical synthesis format.

100% = 12
75% = 9
Michigan State University  
College of Nursing  
Clinical Synthesis Assignment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Accomplished</th>
<th>3 Proficient</th>
<th>2 Developing</th>
<th>1 Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case presentation (data and history)</strong></td>
<td>Presents all data in clear, concise manner; demonstrates synthesis of information.</td>
<td>Presents most data in clear concise manner and demonstrates synthesis of information in each section.</td>
<td>Presents minimal data in clear concise manner. Many errors or missing information in each section.</td>
<td>Unable to present data in many of the sections or information incorrect.</td>
</tr>
<tr>
<td>each section worth 0.8 point max.</td>
<td></td>
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</tr>
<tr>
<td>• Pt. data correct including %ile on Ht, Wt and HC Child &lt; 3 yo.</td>
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<tr>
<td>• VS are age appropriate and math correct for Maintenance, Act I, UOP for age and actual UOP.</td>
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<tr>
<td>• Pathophysiology has relevant source &amp; explanation is appropriate for family.</td>
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<tr>
<td>• Health history complete w/Birth history child &lt; 1yo. History of present illness</td>
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<tr>
<td>• Immunizations age appropriate.</td>
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<tr>
<td><strong>Health Patterns</strong></td>
<td>Provides all significant assessment data, including pertinent negatives in each section.</td>
<td>Provides most significant assessment data: but does not address pertinent negatives in each section.</td>
<td>Provides some assessment data, few to no pertinent negatives in each section.</td>
<td>Inaccurate or lacking relevant assessment data in most sections.</td>
</tr>
<tr>
<td>each parameter worth 0.5 pt. max.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Neuro CV Resp GI GU Skin Pain Labs/Diagnostics</td>
<td></td>
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</tr>
<tr>
<td><strong>Concept Map</strong></td>
<td>Concept map contains all correct and applicable data in each section.</td>
<td>Concept map contains most of the correct and applicable data in each section.</td>
<td>Concept map contains limited correct and applicable data in each section.</td>
<td>Concept map contains either incorrect or inapplicable data all sections.</td>
</tr>
<tr>
<td>each section is worth 1 point max.</td>
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<tr>
<td>• Primary medical diagnosis, Priority assessment, and interconnection of nursing problems.</td>
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</tr>
<tr>
<td>• Problem #1 includes NOC with realistic timeframe for achievement. Appropriate supporting biophysical data, meds, labs/diagnostics &amp; other historical data.</td>
<td></td>
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<tr>
<td>• Problem #2 same as #1</td>
<td></td>
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<tr>
<td>• Growth &amp; Development Functional and environment complete including patient specific examples.</td>
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</tr>
<tr>
<td><strong>Nursing Care Plan</strong></td>
<td>NCP or TCP contains all correct and appropriate data in each section.</td>
<td>NCP/TCP contains most of the correct and appropriate data with few errors/omissions.</td>
<td>NCP/TCP contains few appropriate data. Sections are missing data or are incorrect.</td>
<td>NC/TCP poorly focused. It contains inappropriate interventions, prioritization incorrect for all problems.</td>
</tr>
<tr>
<td>each section is worth 0.8 points max. [written nursing diagnosis with NOC and timeframe -Credit given on concept map]</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Intervention #1 is prioritized appropriately and has cited rationale &amp; evaluation of intervention effectiveness (for TCP it is cited teaching intervention, content taught method&amp; tool &amp; evaluation of learning)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Intervention 2-4 same as #1 and each worth 0.8 points. 2 3 4</td>
<td></td>
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<tr>
<td>• Overall impression of NOC achievement and if not achieved there is discussion of alternatives to aid achievement.</td>
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</tbody>
</table>

- *Total of 16 points available with complete CSA (12 = 75%)  
  [Done twice during the term once for feedback only and once for grade =5% of clinical grade)  
- *Weekly paperwork has 12 points available without health patterns (9=75%)  
- One weekly paperwork has TCP instead of NCP = 5% of clinical grade)  
- Instructor may deduct 0.1 pts for each missing or incorrect item to maximum of total available points for the section.
Michigan State University  
College of Nursing  
Clinical Evaluation Tool  

**Level III**  
NUR440  
Spring 2008  

Name: ___________________________  Clinical Site: ___________________________

Clinical Faculty: ___________________________

### Section A

**Nursing Therapeutics: LEVEL III OUTCOME:** Evaluate data in the planning and delivery of targeted nursing care to persons and populations

<table>
<thead>
<tr>
<th>COMPETENCY Statement:</th>
<th>Uses evidence and outcomes to critically evaluate effectiveness of the Nursing Care Plan, and revises care to improve outcomes</th>
</tr>
</thead>
</table>

**Critical Thinking LEVEL III OUTCOME:** Analyze and synthesize information from nursing science into nursing practice with families, children and communities.

| COMPETENCY Statement(s): | 1. Critique and value the impact of her/his critical thinking process used in their nursing practice  
2. Formulates and defends an argument |
|---------------------------|------------------------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th><strong>Performance Criteria</strong></th>
<th><strong>Evaluation Methods</strong></th>
<th><strong>Score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Performs and articulates a focused, developmentally appropriate assessment for various age groups</td>
<td>O, V, CSA assessment portion</td>
<td></td>
</tr>
<tr>
<td>2. Interprets relevant data for assessment, intervention, and evaluation of plan of care, revising as necessary</td>
<td>O, V, Concept map, CSA Clinical Assessment section</td>
<td></td>
</tr>
<tr>
<td>3. Accurately utilizes technology and monitoring in assessment process in a self-directed manner</td>
<td>O, V</td>
<td></td>
</tr>
<tr>
<td>4. Evaluates hydration and elimination appropriately based on child’s weight, age, and status in a self-directed manner</td>
<td>O, V, CSA Patient data section</td>
<td></td>
</tr>
</tbody>
</table>

### Section B

**Evidence-based Practice: LEVEL III OUTCOME:** Evaluates the application of theory and research to nursing practice

<table>
<thead>
<tr>
<th>COMPETENCY Statement(s):</th>
<th>Evaluates selected research and theory as relevant to a client and family of choice</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Performance Criteria</strong></th>
<th><strong>Evaluation Methods</strong></th>
<th><strong>Score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Incorporates current pediatric research in implementing, planning, and/or teaching children and their families</td>
<td>O, V, Concept map Functional/ Environmental section</td>
<td></td>
</tr>
</tbody>
</table>

### Section C

**Illness and Disease Management LEVEL III OUTCOME:** Analyzes and evaluate theories and principles in coordinating the care necessary for the management of illness and disease.

<table>
<thead>
<tr>
<th>COMPETENCY Statement(s):</th>
<th>1. Anticipates and manages complexities of patient care and health care system that impact coordinated and</th>
</tr>
</thead>
</table>
efficient care
2. Promote achievement of client outcomes by coordinating delivery of care

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Evaluation Methods</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organizes total patient care efficiently, identifying priorities, incorporating unit routines, scheduling, and anticipated patient needs in a timely manner</td>
<td>O, V</td>
<td></td>
</tr>
<tr>
<td>2. Accurately and safely calculates and administers medications according to established policy and procedure in a self-directed manner</td>
<td>O, V</td>
<td></td>
</tr>
<tr>
<td>3. Collaborates with health team members regarding plan of care and child’s status(changes throughout shift)</td>
<td>O, V</td>
<td></td>
</tr>
</tbody>
</table>

### Section D

**Communication LEVEL III OUTCOME:** Competently engages in interpersonal relationships with persons, populations, and colleagues.

**COMPETENCY Statement(s):**
1. Initiates effective written and verbal communication with persons, populations and colleagues to affect patient care.
2. Evaluates group communication skills.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Evaluation Methods</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses communication developmentally appropriate for children and consistent with family/caretaker level of understanding in a professional manner</td>
<td>O, V</td>
<td></td>
</tr>
<tr>
<td>2. Documents accurately and concisely on agency and CON materials using appropriate terminology and language according to established policy and procedure</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>3. Verbalizes complete and concise update or report to staff/faculty with pertinent information</td>
<td>V, O</td>
<td></td>
</tr>
<tr>
<td>4. Effectively uses verbal and non-verbal methods in professional communication with peers, faculty, and staff</td>
<td>V, O</td>
<td></td>
</tr>
</tbody>
</table>

### Section E

**Professional Leadership LEVEL III OUTCOME:** Assumes responsibility for the effective delivery of nursing care for individuals and groups within evolving health care systems.

**COMPETENCY Statement:**
Coordinates care in collaboration with faculty and agency staff supervision of ancillary staff in providing care to a selected group of patients

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Evaluation Methods</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engages in on-going self-evaluation, identifying personal learning needs and resources available to improve clinical performance</td>
<td>V, CSA Self evaluation section</td>
<td></td>
</tr>
<tr>
<td>2. Seeks assistance appropriately for safe and thorough care of V, O</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section F

**Global Cultural Competence LEVEL III OUTCOME:** Plan and implement care for persons and populations to address relevant global, cultural, and socioeconomic factors that influence health and

**COMPETENCY Statement(s):**
1) Systematically investigate the interaction between social and cultural determinants.
2) Using culturally specific data, develop plan for care of culturally diverse vulnerable populations

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Evaluation Methods</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examines cultural factors impacting health and development of children</td>
<td>V, O, Concept map Functional/ Environmental section</td>
<td></td>
</tr>
<tr>
<td>2. Identifies cultural and environmental barriers and facilitators to plan of care</td>
<td>V, O, Concept map Functional/ Environmental section</td>
<td></td>
</tr>
</tbody>
</table>

### Section G

**Ethical Practice LEVEL III OUTCOME:** Uses ethical problem-solving methods to effectively advocate for vulnerable persons, groups and populations.

**COMPETENCY Statement(s):**
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

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Evaluation Methods</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respects and maintains confidentiality of child and family information in compliance with requirements of agency, state, and federal laws</td>
<td>V, O</td>
<td></td>
</tr>
<tr>
<td>2. Maintains privacy, dignity, and values of child and family members</td>
<td>V, O</td>
<td></td>
</tr>
</tbody>
</table>

### Section H

**Health Promotion / Risk Reduction LEVEL III OUTCOME:** Skillfully facilitates adoption of values and behaviors of persons/populations that will achieve and/or maintain an optimal level of health and wellness

**COMPETENCY Statement:** Applies wellness and health promotion/risk reduction models to assess and intervene with vulnerable populations, and conducts process and outcomes evaluation of the HP/RR intervention.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Evaluation Methods</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies key, developmentally focused factors for influence health and development in children</td>
<td>V, O, Concept map Environmental section</td>
<td></td>
</tr>
</tbody>
</table>

**Total score:**

Computation: \[(\text{Total Score} / 19) \times 12.5 + 37.5\] %

**Comments:**

**Student signature/date**

**Faculty signature/date**
Scale:
At the end of the clinical rotation, specific behaviors:
5 - Consistently exceed the expected clinical performance behavior (>90% self-directed, accurate, affect and focus is appropriate, proficient, coordinated, highly skilled, occasional expenditure of excess energy, expedient in time required, in-depth understanding, OR no supporting cues needed)
4 - Consistently meet and often exceed the expected clinical performance behavior (80-89% supervised, usually accurate performance, affect is appropriate, efficient, coordinated, skillful, some expenditure of excess energy, reasonable time for completion, complete understanding, OR occasional supporting cues needed)
3 – Consistently meet expectations (70-79% assisted, safe, sometimes accurate, affect appropriate, skillful in parts of the behavior, coordinated, skilled, expends excess energy, delayed time period, adequate understanding, OR frequent verbal directive cues needed
2 - Does not consistently meet the expected clinical performance behavior (65-69% occasionally accurate, affect appropriate, skilled, efficient, considerable expenditure of energy, prolonged time for completion, superficial understanding, OR frequent cues needed)
1 - Frequently does not meet the expected clinical performance behavior (<64% dependent, unable to demonstrate behavior, lacks confidence, coordination, efficiency, unskilled, minimal understanding/competence, OR continuous cues needed)
N/O - Not observed
(Scheetz, 1990/Holaday, 2005/Oakwood Healthcare, Inc.)