

NURSING CARE OF CHILDREN, ADOLESCENTS AND THEIR FAMILIES

NUR 440 section 001 and 002

4 Credits

Thursdays, 10:20am – 12:10 pm, A-219 Clinical Center

Spring 2009

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, pharmacologic, and therapeutic concepts. Family-centered care of children within developmental, cultural, ethnic, religious, and social structures.

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 their 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. Synthesize common and complex pediatric health problems with their evidenced based treatments and therapies as appropriate for different developmental stages. (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:

American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

American Nurses Association (2001). *Code of ethics for nurses with interpretive statements*. Washington, DC: Author ISBN 1-55810-176-4

American Nurses Association (2004). *Nursing: Scope and standards of practice*. Washington, DC: Author ISBN 1-55810-215-9

American Nurses Association (2003). *Nursing's social policy statement (2nd ed.)*. Washington, DC: Author ISBN 1-55810-214-0

Faculty: Marci Mechtel, MSN, BSN

Contact Information:

Office: W-152 Owen Graduate Hall

Phone: 517-353-4778 or (pager) 517-232-0440

E-mail: mechelm@msu.edu

Office: Hours: Tuesday by appointment

Note: Times can be arranged to accommodate student schedules.

Faculty: Judith Vinson, PhD, MSN, RN

Contact Information:

Office: W-116 Owen Graduate Hall

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E-mail: judith.vinson@hc.msu.edu

Office Hours: by appointment

Note: Times can be arranged to accommodate student schedules.

Faculty: Judith McKenna, MSN, BSN

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Note: Times can be arranged to accommodate student schedules.

Faculty: Patricia Doerr

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Faculty: Mindy Botterrill

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Office: W-108 Owen Graduate Hall

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Note: Times can be arranged to accommodate student schedules.

Faculty: Cheryl White

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Faculty: Mary Dobbs

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Note: Times can be arranged to accommodate student schedules.

Outcomes, Competencies & Indicators: Level III

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

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 III			
Concept	Level III Outcome	LIII Competency	LIII Indicator
COMMUNICATION III (COMM)	Competently engage in interpersonal relationships with person, populations, and colleagues	<ol style="list-style-type: none"> 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)	Analyze and synthesize information from nursing science into (check syllabi).	<ol style="list-style-type: none"> 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)	Evaluate data in the planning and delivery of targeted nursing care to persons and populations.	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. PROFESSIONAL LEADERSHIP, and CRITICAL THINKING; NUR 440)
HEALTH PROMOTION AND RISK REDUCTION III (HPRR)	Demonstrate skill in the development and implementation of health promotion plans for persons and populations. Question if this objective is a high enough level	<ol style="list-style-type: none"> 1. Uses National and State datasets to examine the health of a vulnerable population 2. Applies strategies to a special and vulnerable populations 	<ol style="list-style-type: none"> 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 others. Students will analyze relevant evidence to select appropriate information utilizing age, culture, religion, and gender-appropriate communication methods to disseminate information (also COMMUNICATION and GLOBAL AND CULTURAL COMPETENCE, NUR 435).
ILLNESS AND DISEASE MANAGEMENT III (IDM)	Analyzes and evaluate theories and principles in coordinating the care necessary for the management of illness and disease.	<ol style="list-style-type: none"> 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 responsibility for the effective delivery of nursing care for individuals and groups within evolving health care systems.	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)	Uses ethical problem-solving methods to effectively advocate for vulnerable persons, groups and populations.	<ol style="list-style-type: none"> 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)	Evaluate the application of theory and research to nursing practice.	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)	Plan and implement care for persons and populations to address relevant global, cultural, and socioeconomic factors that influence health and illness. Competencies	<ol style="list-style-type: none"> 1. Systematically investigate the interaction between social and cultural determinants 2. Using culturally specific data, develop plan for care of culturally diverse vulnerable populations. 	Combined with Professional Leadership, Health Promotion Risk Reduction, and Communication.

a. Required Texts:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Ball, J.W. & Bindler, R.C. (2008). *Pediatric nursing: Caring for children* (4th Ed.). Upper Saddle River, NJ: Pearson Education Inc. My Nursing Lab is bundled with the purchase of the book.

Optional Texts: None

b. 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 (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, 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 maintained by students in their portfolio and monitored by Integrative Seminar faculty.

Theory grade (70%)

Quizzes	15%
Preparation and participaton	5%
Examination 1	25%
Examination 2	25%
Final examination	30%

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 the tools/rubrics for grand rounds, concept maps, and written work, it is located in ANGEL in the clinical section under lesson tabs.

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 (30%)

Clinical performance	P/F
Clinical assignments ■ Clinical synthesis assignment (5%) x2, Week 1 & 2, only second CSA graded ■ Concept map/care plan [10%] graded weekly ■ Teaching plan (5%) x1 for rotation in place of care plan	20%
Grand Rounds Presentation	10%

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.

Michigan State University
College of Nursing
Student Participation Evaluation Tool

Criteria	Score*
Listens attentively and respectfully without interruption or disruption	
Participation adds to, elaborates on, or clarifies points in discussion	
Demonstrates professional responsibility and accountability	

***Key**

- 4 Accomplished = almost always exhibits 12 = 100%
- 3 Proficient = very often exhibits 9 = 75%
- 2 Developing = sometimes exhibits
- 1 Novice = rarely exhibits
- NA = not applicable

b. Course Grading Scale: The standard College of Nursing grading scale will be utilized.

%	GRADE
100-94 %	4.0
93-89%	3.5
84-88%	3.0
83-79%	2.5
75-78%	2.0 (Minimum passing grade)
74-70%	1.5
65-69%	1.0
<64%	0.0

“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.

***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>
- MSU Spartan Life Student Handbook and Resource Guide <http://www.vps.msu.edu/SpLife/index.htm>
- Information for Current Students—including Rights, Responsibilities and Regulations for Students <http://www.msu.edu/current/index.html>
- Academic Programs <http://www.reg.msu.edu/UCC/AcademicPrograms.asp>

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Additional Course Content

Additional Course Description: The course also has an LAC component to the clinical orientation on January 12, 13 and 14, 2009 as scheduled through the Learning Assessment Center located at 601 East Fee Hall. Clinical sections are as previously notified.

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. 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 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 as this is a prime resource for the notification.

Instruction:

c. 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 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.

b. 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 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 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.

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.

Theory/Clinical Calendar:

Class	Date	Content	Major concepts	Assignment	Faculty
1	01/15/09	<ul style="list-style-type: none"> ▪ Introduction of course, case studies format, theory evaluation, group process for discussion, evaluation, and examination. ▪ Nursing Role in the Care of the Child: Hospital and Community, ▪ Family-Center Care : Theory and Application ▪ Social and Environmental Influences on Children 	COM, HPRR, EP, PL GCC EBP	Ch. 1 Ch. 2 Ch. 6 212-218	Mechtel
2	01/22/09	<p>QUIZ</p> <ul style="list-style-type: none"> ▪ Growth and Development ▪ Health promotion and Health Maintenance for the Infant. ▪ Health Promotion and Health Maintenance for the Young Child ▪ Infant Nutrition ▪ Social and Environmental Influences <ul style="list-style-type: none"> ○ Child Abuse 	HPRR IDM COM, NT EBP EP	Ch. 3 pp 63-68, 80-95 Ch. 8 295-308 Ch. 9 310-325 Ch. 4 107-114 Ch. 6 240-249	Mechtel
3	01/29/09	<p>QUIZ</p> <ul style="list-style-type: none"> ▪ Growth and Development ▪ Health promotion and Health Maintenance for the School-Age Child ▪ Child Nutrition/Obesity ▪ Social and Environmental Influences <ul style="list-style-type: none"> ○ Poisoning/Foreign Body 	COM, HPRR, IDM, NT EBP	Ch 3. 95-99 Ch. 9 326-343 Ch. 4 114-128 Ch. 6 251-259 Ch. 12 380-383,385-403	Vinson

4	02/05/09	<ul style="list-style-type: none"> ▪ Nursing Considerations for the Child with a Chronic Illness QUIZ <ul style="list-style-type: none"> ▪ Growth and Development ▪ Health Promotion and Health Maintenance for the Adolescent ▪ Adolescent Nutrition <ul style="list-style-type: none"> ○ Anorexia and Bulimia ▪ Social and Environmental Influences <ul style="list-style-type: none"> ○ Substance Abuse, Body Art and Sexual orientation 	COM, HPRR IDM NT EBP	Ch. 3 99-103 Ch. 10 Ch. 4 115, 132-137 Ch. 6 219-232	Vinson
5	02/12/09	Examination 1 (8:00- 9:50am)		Rooms A 131 LS and B 109 LS	
		Peds class (10:20 am-12:10 pm) <ul style="list-style-type: none"> ▪ Alterations in Respiratory Function ▪ Alterations in Throat Functions ▪ Alterations in Fluid, electrolyte and acid-base balance Respiratory Acidosis/Alkalosis 	IDM, EBP, NT	Ch. 20 Ch. 19 664-670 Ch. 16 537-541	Doerr
6	02/19/09	NO PEDS CLASS-OB only			
7	02/26/09	QUIZ <ul style="list-style-type: none"> ▪ Alterations in Cardiovascular Functions 	NT, IDM, HPRR EBP	Ch. 21	Mechtel
8	03/05/09	QUIZ <ul style="list-style-type: none"> ▪ Alterations in Neurologic Function ▪ Alterations in Cognitive Function <ul style="list-style-type: none"> ○ Autism, ADHD and learning difficulties/retardation 	EP, IDM NT, EBP	Ch. 26 Ch. 27 1108-1114 and 1137-1141	Vinson
9	03/12/09	Spring Break	Enjoy		All
10	03/19/09	QUIZ <ul style="list-style-type: none"> ▪ Alterations in Gastrointestinal Functions. ▪ Alterations in Fluid and Electrolyte Imbalance <ul style="list-style-type: none"> ○ Dehydration and Metabolic Acidosis/Alkalosis ▪ Eating disorder Pica & FTT 	IDM, HPRR, NT EBP	Ch. 4 130-132 Ch. 24 Ch. 16 498-511 541-544	Mechtel
11	03/26/09	QUIZ <ul style="list-style-type: none"> ▪ Alterations in Genitourinary Functions 	NT, HPRR EBP IDM	Ch. 25	Mechtel
12	04/02/09	EXAMINATION 2		Room A219 CLC	
13	04/09/09	QUIZ <ul style="list-style-type: none"> ▪ Alterations in Immune Function ▪ Alterations in Hematologic Functions 	IDM,NT EBP, EP HPRR	Ch. 17 Ch. 22	Mechtel
14	04/16/09	QUIZ <ul style="list-style-type: none"> ▪ Alterations in Musculoskeletal Functions ▪ Infectious and Communicable Diseases <ul style="list-style-type: none"> ○ Otitis Media 	IDM NT EBP	Ch. 28 1149-1159 1168-1175, 1184-1197 Ch. 18 Ch. 19 649	Vinson
15	04/23/09	QUIZ <ul style="list-style-type: none"> ▪ Alterations in Endocrine and Metabolic Functions 	IDM, NT, EBP	Ch. 29	Mechtel
16	04/30/09	QUIZ <ul style="list-style-type: none"> ▪ Alterations in Cellular Growth ▪ The Child with a Life-Threatening 	NT,EP COM EBP	Ch. 23 Ch. 14 454-467	Mechtel

Condition and End of Life Care		IDM, GCC	
05/05/09	Final Examination 10:00-12:00		The works Room TBA

TuTh	8:00 a.m. or 8:30 a.m.	Tuesday May 5 7:45-9:45 a.m.
TuTh	10:20 a.m.	Tuesday May 5 10:00-12:00 noon

From Registrar's final exam schedule

Day	Content	Hr.	Assignment
1	LAC orientation: Clinical introduction, Skill stations: Medication administration, Infant care and assessment, SimBaby and Standardized patient	4.5	Ch. 5 Pediatric Assessment pp.147-161,176- 204
2	Orientation to clinical site forms, documents, site routines. No clinical for Monday groups	4.5-6	HIPPA, BBP and Accuchecks as needed. E-Learning UM Ch. 13 Nursing Considerations for the Hospitalized Child
3	Clinical assignment (student pairs) Monday groups will have hospital orientation see week 2	7	Ch. 15 Pain assessment and Management Clinical Synthesis Assignment for feedback
4	Clinical-Single assignment Student Pairs (Monday groups only)	7	Observation of faculty presentation of Grand rounds (GR) Clinical Synthesis Assignment for feedback Mon only
5	Clinical-Single assignment	7	2-3 students present rounds with faculty feedback
6	Clinical-Single assignment	7	2-3 students present rounds with faculty feedback
7	Clinical-Single assignment	7	2-3 students present rounds with student feedback
8	Clinical-Single assignment	7	2-3 students present rounds with student feedback. Midterm evaluations for those students with a clinical deficiency.
9	Spring Break		
10	Clinical - double assignment	7	2-3 students present rounds with student feedback
11	Clinical -double assignment	7	2-3 students present rounds with student feedback
12	Clinical -double assignment	7	2-3 students present rounds with student feedback
13	Clinical –double/triple assignment	7	Graded GR presentation with student feedback
14	Clinical -double/triple assignment	7	Graded GR presentation with student feedback
15	Clinical -double/triple assignment	7	Graded GR presentation with student feedback
16	Final Evaluations with Clinical Faculty on Campus to be scheduled individually/Make-ups		Clinical Evaluation Tool Self Evaluation

Clinical paperwork

1. One practice CSA done week 3-4 depending on clinical day.
2. 5 weekly paperwork assignments includes
 - a. Pathophysiology page
 - b. medication worksheet
 - c. Concept map
 - d. NCP
 - e. Self evaluation
3. One graded CSA done at the time of the student's choosing.
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 complete an in depth self evaluation discussing how you are meeting the behaviors on the CET and toward the end of the semester how you can improve your own performance related to the CET.
6. RUBRICS are found for CSA which is used for all paperwork and GR on course site