



**NURS 4541- Nursing Care of Children and
Families Syllabus
Spring 2020**

Course Faculty:

Cheryl McKenna, MSN, RN, NNP - Course Coordinator

Assistant Professor

Email: Cheryl.McKenna@tamuc.edu

Office Location: Nursing and Health Sciences Building, Office 236

Office Hours: By appointment

Office Phone: 903-886-5315

Office Fax: 903-886-5729

Preferred Form of Communication: Email

Communication Response Time: 24-48 hours

Monica Ruff, MSN, RN

Clinical Instructor

Email: Monica.Ruff@tamuc.edu

Office Location: Nursing and Health Sciences Building, Office 238

Office Hours: By appointment

Office Phone: 903-886-5315

Office Fax: 903-886-5729

Preferred Form of Communication: Email

Communication Response Time: 24-48 hours

Eskedar Solomon, MSN, RN

Adjunct Faculty

Email: Eskie.Solomon@gmail.com

Office Location: Nursing and Health Science Building, Office 224

Office Hours: By appointment

Office Phone: 903-886-5315

Office Fax: 903-886-5729

Preferred Form of Communication: Email

Communication Response Time: 24-48 hours

COURSE INFORMATION

Materials- Textbooks, Readings, Supplementary

Readings Required Textbooks:

- Carpenito, L. (2017). *Handbook of nursing diagnosis*. (15th ed.). Philadelphia: Lippincott. ISBN: 978-1496338396.
- Gahart, B. & Nazareno, A. R. (2018) *2018 Intravenous medications: A handbook for nurses and health professionals* (33rd ed.). Mosby: St Louis, Mo. ISBN: 978-0323297400.
- Hockenberry, M., Wilson, D. & Rodgers, C. (2019) *Wong's nursing care of infants & children* (11th ed.). Mosby: St Louis, Mo. ISBN: 978-0323549394.
- Kee, J. (2018) *Laboratory and diagnostic tests with nursing implications* (10th ed.). Pearson: New York. ISBN: 9780134704463.
- Richardson, B. (2018). *Pediatric success: NCLEX-style Q&A review* (3rd ed.). F. A. Davis: Philadelphia. ISBN: 978-0803668126.
- Gray-Morris, D. (2017) *Calculate with confidence* (7th Ed.) Mosby: St Louis, Mo. ISBN: 97823511506.
- Silvestri, L. A. (2017). *Comprehensive review for the NCLEX-RN examination* (7th ed.). St. Louis: Saunders. ISBN: 9780323358514.
- Skidmore-Roth, L. (2018) *Mosby's 2018 nursing drug reference* (31st ed.). Mosby: St Louis, Mo. ISBN: 978-0323531924, or any current nursing drug book.

Software Required:

American Psychological Association (APA) Formatting and Style Guide:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.

Electronic Health Records Tutor:

<http://ehrtutor.com>

Tablet-fits in pocket of uniform and works with Chrome browser

COURSE DESCRIPTION

Applying a family centered approach, this course focuses on health promotion, acute and chronic health conditions, and rehabilitative needs of children. Emphasis is placed on developmental, physiological, psychosocial, cultural, and spiritual care of the child within the family unit. Using the nursing process, strategies are formulated for promoting and maintaining optimal functioning of the child-family unit and for enhancing the strengths of the family unit. Clinical activities emphasize the application of theory to practice in a variety of communities and acute care settings. (5 credit hours)

Student Learning Outcomes:

By the end of this course, the student will be able to:

1. Examine applicable nursing and non-nursing theories related to growth and development across pediatric lifespans and cultures **(Essential I)**.
2. Describe ethical and legal principles impacting health care across the age/health continua, including provision of informed consent, protecting diminished autonomy, individual freedom of choice, confidentiality **(Essential II)**.
3. Identify concepts related to the disruption of growth and development patterns across the life span **(Essential I)**.
4. Demonstrate effective and appropriate communication skills with children and their families **(Essential VI)**.
5. Apply the principles of nutrition to the care of the healthy and the hospitalized child **(Essential III, VII)**.
6. Describe appropriate nursing and medical interventions for illnesses common in children **(Essential III)**.
7. Identify examples of relevant and recent research findings, particularly as they relate to nursing care of children and their families undergoing disorders to the physiological systems **(Essential III)**.

8. Demonstrate responsibility for own learning at levels consistent with course and professional expectations **(Essential VIII, IX)**.

Clinical Objectives

At the completion of the clinical rotation, the student will be able to:

1. Use evidence based information to formulate and modify the nursing plan of care **(Essential III)**.
2. Derive nursing diagnoses from physiological, psychological, social, and cultural data gathered from a variety of sources **(Essential IV, VII)**.
3. Plan nursing care with the patient/family to achieve goals and meet priorities **(Essential VII)**.
4. Demonstrate therapeutic communication with individuals and families to promote optimum well-being **(Essential VI)**.
5. Demonstrate critical thinking decision making skills based on standards of practice, theory, and research in assessment of children and families responses to illness **(Essential III, V)**.
6. Utilize organizational skills and time management concepts in setting priorities in providing patient care **(Essential VIII, IX)**.
7. Demonstrate performance of nursing psychomotor skills in a safe manner to children and their families **(Essential II)**.
8. Demonstrate professionalism, including accountability, attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers **(Essential VI, VIII)**.
9. Demonstrate collaborative skills with members of the interdisciplinary health care team in planning, coordinating, providing and evaluating patient care **(Essential VI)**.
10. Demonstrate therapeutic nursing interventions to assist children and families to attain, maintain, or regain optimal health **(Essential VII)**.
11. Implement a cohort teaching plan that reflects developmental stage, age, culture, spirituality, and health literacy considerations **(Essential I, VII)**.
12. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions **(Essential IV, VII)**.
13. Use caring and healing techniques that promote a therapeutic nurse-patient relationship **(Essential VIII, IX)**.
14. Assess community resources available to the pediatric population in rural geographic areas **(Essential V)**.
15. Apply theory related to computer-human interfaces, ethics, confidentiality and privacy, caring, ergonomics and nursing informatics to nursing practice **(Essential I, IV)**.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

Instructional Methods

This is a blended course requiring students to complete reading assignments, online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include lecture, seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and assignments. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation, and demonstration of course objectives.

Student Responsibilities or Tips for Success in the Course

- Logging into the course website daily during the week

- **Checking emails at least daily**
- Updating semester calendar with communicated changes
- At least three hours of weekly study
- Attendance at all class meetings, clinicals, seminars and simulations
- Review of examinations

Grading

Exam 1	12%
Exam 2	12%
Exam 3	12%
Exam 4	12%
Exam 5	12%
Final Exam (Comprehensive)	26%
Assessments(quizzes)-7	14/%
NCLEX-RN Questions	Credit/No Credit
Clinical/Clinical Assignments	PASS/FAIL

Grading Scale:

A = 90-100
 B = 80-89
 C = 75-79
 D = 60-74
 F = Below 60

A minimum grade of 75 is required to pass the course. Students must achieve a minimum average of 75% on all exams in order to pass the course. Other graded assignments will not be added to the final grade unless exam grade average is 75% or higher.

All students with an exam grade of less than 75 must review their exam. It is the student's responsibility to contact their clinical instructor or course coordinator by email to set up an appointment to review the exam. The current exam must be reviewed before the next scheduled exam. Only the most current exam may be reviewed. Do not wait until the last minute to request a review. Of course, all students are welcome to review their exams but should follow the same procedure.

Successful completion of the examinations and other required assignments will enable the student to meet the student learning outcomes.

For clinical courses:

The clinical component is PASS/FAIL and must be passed in order to pass the course. To receive a passing grade in clinical you must achieve 75% or better on each of the clinical assignments and receive a satisfactory clinical evaluation. You may redo any assignments one time that are less than 75% but 75% is the maximum grade you will receive for the redone assignment.

Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.

You must also adhere to the expected clinical behaviors. Any instance of violation of any of the objectives listed in the Student Performance and Behaviors Evaluation Form may result in clinical suspension, receipt of a Student Performance and Behaviors Evaluation form, failure of clinical, failure of the course, and/or removal from the nursing program. See Student Guide for more information.

For Standardized Exams:

All standardized exams must be passed with a score of 900 or greater. If you do not achieve this score, you

will have to undergo remediation and retesting as indicated in the BSN Student Guide

Late Submissions:

It is expected that you will submit all class and clinical assignments on time. If you need an extension, it should be requested before the due date/time and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

Multiple instances of late clinical assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of clinical/course.

Paper Submissions:

All documents submitted online are to be in .docx, .rtf, or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

Group Work:

All members of the group will receive the same grade on any group work. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own. It is expected that the group will make the attempt to resolve the situation within the group before instructor intervention.

Professional Behavioral Standards Policy

The Texas A&M University -Commerce Nursing Department expects all students to act with professionalism and high regard for ethical conduct in all matters. The Professional Behavioral Standards Policy is listed in the BSN Student Guide.

ASSIGNMENTS

NCLEX Questions

Practice NCLEX questions aid the student in preparing to sit for the NCLEX-RN licensure exam. To that end, students will submit a minimum of 150 questions on pediatric content due before each exam. This number may be increased based on exam performance. NCLEX review questions must be taken via computer (CD-ROM or any other computer application). Grades must be 80% or higher for each submission. NCLEX-RN questions are credit/no credit. Students must submit NCLEX-RN questions in order to pass the course. **NCLEX questions are due by 2359 hours the day before the exam.**

HESI

The Pediatric HESI will be administered to students upon completion of all lecture content and exams. A minimum score of 900 is required to pass the exam. Students who score less than 900 will complete remediation and re-take the examination to receive credit. For initial HESI score of 950-999, students will receive 2 extra points added to their final grade; for scores of ≥ 1000 , students will receive 3 extra points added to their final grade. **Students who fail the course due to exam grade average of <75% will not be allowed to take the Pediatric HESI exam.**

ASSESSMENTS

Students will complete a 10 question assessment (quiz) prior to every class. There are a total of 7 assessments and will count for a total of 10% of the final grade. The assessment must be completed on the Monday before class by 2359 hours.

FAMILY HEALTH ASSESSMENT

Each student will complete a family assessment based upon a study of one family selected and visited during the semester. It is comprised of the following:

1. The family assessment tool summarizing the findings. The family health assessment tool can be found in Week 1.
2. **The family health assessment tool is due to the Submission Folder by 2359 on Friday, April 3rd.**

TEACHING PROJECT

Students will be placed in groups of 4-5 and each group will be assigned a specific age group to teach. The nursing student group will create a teaching project and will implement the project during the semester. Any student who does not complete his/her portion of the project will be removed from the group and assigned a teaching project to deliver individually.

All teaching plans, content, and teaching aids MUST be submitted and approved at least one week PRIOR to teaching the content.

All projects must be completed and taught by March 31, 2020.

Groups who do not receive approval prior to teaching will not be allowed to teach, receive no credit for the project, an unsatisfactory clinical day, and may be subject to dismissal from the Nursing Program.

The completed teaching care plan is due no later than 24 hours after the teaching has occurred.

DENVER DEVELOPMENTAL II SCREENING/GROWTH AND DEVELOPMENT GUIDE

Each student will select a child between the ages of 6 months and 5 years on which they will perform a Denver Developmental II screening test. See the instructional video listed under the clinical tab in the course. The Denver 2 should be completed within 15-20 minutes. A Denver kit may be checked out just prior to the visit and must be returned within 24 hours after completion of the Denver II.

A completed Growth and Development Guide is also due in addition to the Denver II. Expect to spend 3-4 hours observing your chosen client in order to obtain your information for the growth and development guide.

The paperwork is due within 24 hours of the visit.

The deadline for completing the Denver 2 / Growth and Development Guide paperwork is March 27, 2020 at 2359 hours.

CLINICAL PAPERWORK

Students will attend clinical six (6) days at Children's Health. Four or five days will occur on the in-patient pediatric unit and one or two days will be on observational units. Students will submit clinical information on pediatric patients on the in-patient units using EHR Tutor. Students will submit four or five assessments/nursing care plans on all pediatric patients. Clinical paperwork must score $\geq 75\%$ to pass clinical. Students will not be required to submit paperwork on observational units nor Scottish Rite patients. EHR Tutor assignment is due by 2359 hours on Saturday, the day after your pediatric clinical day. Other clinical paperwork includes the Pediatric Teaching Project, Denver II Developmental Screening Tool, and the Growth and Development Guide that is submitted with the Denver II in the submission folder under Activities.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the

frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other

Device	Operating System	Browser	Supported Browser Version(s)
			version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or

helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on click on the words "[click here](#)" to submit an issue via email.



the **Live Chat** or

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication between faculty and students is important and taken seriously. Preferred communication methods are through individualized faculty office hours, email, or office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

Students are expected to adhere to the chain of command in nursing courses, just as you would when you are employed as a professional nurse. If you need to discuss something related to a course, you should first speak to your clinical instructor (if a clinical course); then the appropriate faculty if not a clinical course. If a student needs to discuss further to achieve resolution, the next steps would be to meet with the course coordinator, which is noted on each syllabus, and then the nursing department chair. Once you become a clinical nursing student (not pre-nursing), your advisor is your clinical instructor. Communication must, of necessity, follow these professional steps.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

PROFESSIONAL PERFORMANCE AND BEHAVIORS

The Texas A&M University-Commerce Nursing Department expects all students to act with professionalism and high regard for ethical conduct in all matters. Students must exhibit professional behavioral standards throughout their enrollment in the Nursing Program. A student in violation of the standards of professional behavior will receive a **Professional Behavioral Standards Evaluation Form** completed by faculty. Classroom, lab, and clinical issues are addressed/included in this form. Students may or may not receive a verbal warning prior to receiving a written **Professional Behavioral Standards Evaluation**.

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others. (Nursing Student Conduct Code--See the BSN Student Guide)

CLASS

1. Class Cancellation: In the event that a class is canceled, the student is expected to complete the readings and review the objectives for that day. The content will be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students must notify course faculty in advance of any absence. Notification may occur by phone, message, or email.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so may result in the student receiving a zero for the missed exam or quiz.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.
5. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

NURSING SKILLS LABORATORY/SIMULATION LAB

1. Students are responsible for assigned readings in textbooks and completing all preparation assignments prior to lab. Participation in discussions over the assigned material is expected. Failure to prepare can result in an unsatisfactory grade for the lab session. All lab sessions must be completed satisfactorily to progress to the clinical setting.
2. Students must adhere to the clinical dress code for skills laboratory sessions. Refer to the Nursing Student Guide for policy information.

CLINICAL EXPERIENCE

1. Clinical attendance is mandatory. Refer to the Nursing Student Guide for absence policy information.
2. Immunizations, CPR, and TB status must be current for students to be able to attend clinical experience at the assigned clinical location.
3. Students will be allowed to perform designated nursing skills in the clinical setting only after receiving instruction and successfully demonstrating the skill in the Nursing Skills Laboratory.
4. Students are expected to meet clinical expectations outlined in the clinical evaluation tool.
5. Based on student learning needs, the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply

- with any additional assignments or clinical hours assigned.
6. Students are expected to prepare for clinical practice in order to provide safe, competent care.
 7. Clinical assignments must be handed in on time to the clinical instructor. No exceptions.
 8. Clinical is graded Pass/Fail. If the student fails the clinical component, he/she fails the entire course.

Classroom Behavior

Students must refrain from classroom distractions (e.g. talking to each other, eating, texting, using phones, entering late or moving excessively during class). Children are not allowed in the classroom at any time. Students causing distractions will be asked to leave the classroom and may be subject to disciplinary action. Cell phones must be placed on vibrate or turned off.

Use of Electronic Devices

The use of electronic devices, including laptops and voice recorders, must be approved by the course faculty prior to class. Laptops not being used to take notes should be closed. The use of any unapproved electronic devices during a test/quiz or test/quiz review will result in the student receiving a zero for that test/quiz.

Student Dress

Refer to Student Guide for additional information. While in the lab, students will be expected to dress in the prescribed BSN program uniform. Gum chewing is never allowed in the lab or clinical setting.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Database/Plan of Care Grading Rubric

Name: _____

	S (2 pts.)	NI (1 pt.)	U (0 pts.)	Comments
Assessment				
1. Demographics data and history				
2. Fall Risk and nursing implication				
3. Braden Scale and nursing implication				
4. Discharge Planning				
5. Physical Assessment				
6. Lab values and other diagnostic tests				
7. Correct in-text reference for lab/diagnostic		----		
8. Medication information complete				
9. Correct in-text reference for medications		----		
Nursing Diagnosis #1				
10. Complete NANDA nursing diagnosis (all parts)				
11. Diagnosis appropriate for patient				
12. Correct in-text reference for nursing diagnosis		----		
Planning #1				
13. SMART patient goal				
Implementation #1				
14. A minimum of 5 interventions (2 assessment, 2 nursing care, 1 teaching)				
15. Interventions are specific, measurable, realistic and individualized to the client				
16. Interventions are identified as independent, dependent or collaborative				
17. Interventions are supported by theory (scientific rationales)/evidence-based.				
18. Correct in-text reference for interventions and rationales		----		
Evaluation #1				
19. Evaluated client response to intervention				
20. Evaluated and described short term goals as met, unmet, or partially met				
21. Stated continuation, modification, or completion of plan				
Nursing Diagnosis #2				
22. Complete NANDA nursing diagnosis (all 3 parts)				
23. Diagnosis appropriate for patient				
24. Correct in-text reference for nursing diagnosis		----		
Planning #2				
25. SMART patient goal				
Implementation #2				

26. A minimum of 5 interventions (2 assessment, 2 nursing care, 1 teaching)				
27. Interventions are specific, measurable, realistic and individualized to the client				
28. Interventions are identified as independent, dependent or collaborative				
29. Interventions are supported by theory (scientific rationales)/evidence-based.				
30. Correct in-text reference for interventions and rationales		----		
Evaluation #2				
31. Evaluated client response to intervention				
32. Evaluated and described short term goals as met, unmet, or partially met				
33. Stated continuation, modification, or completion of plan				
Pathophysiology Concept Map				
34 Pathophysiology Concept Map completed on relevant diagnosis				
35. Individualized for patient				
36. Correct in-text reference		----		
References				
37 References listed on separate page in correct APA format		----		
TOTAL				/74

010818 **Must receive at least 56 points to pass assignment** S = Satisfactory NI = Needs Improvement
U = Unsatisfactory

NURS 4541 Care of Children and Families
Assessment of Growth and Development

Student: _____

Date: _____

Exact Age _____ (Years/Months or Months/Days) Sex: _____ DOB _____

	Milestones Expected (Textbook Findings)	Milestones Achieved (Behavior Observed)	Evaluation/Conclusion
Gross Motor			
Fine Motor			
Erikson's Stage			
Piaget's Stage			
Language			
Type of Play (Stage)			

Relationship with Family and Others			
Anticipatory Guidance (Injury Prevention)			

Under Evaluation/Conclusion column, evaluate the findings/behaviors observed.

Not accepted: “Within normal limits”, “per textbook”, and “appropriate for age”. Documentation of the listed unaccepted statements will result in the guide being returned to the student for correction and resubmission.

Texas A&M University - Commerce
NURS 4541- Care Of Children And Families
Teaching Care Plan

nts' Names: _____
1. List the factors or barriers that may positively or negatively affect this group's learning.
2. Describe the group's behaviors that indicate readiness to learn.
3. Describe the environment and how it was changed to facilitate learning.
4. Describe the teaching materials used to enhance learning.
5. Identify teaching strategies utilized for this group.

Self-Evaluation Post Teaching

1. List factors that enhanced your ability to teach this group.
2. List factors that hindered your ability to teach this group.
3. Evaluate your teaching skill in terms of your strengths and weaknesses.

Teaching Care Plan

Teaching/Learning Nursing Diagnosis:	
Short Term Goals/Outcomes (1 per learning domain)	1. (Cognitive) 2. (Affective) 3. (Psychomotor)
Nursing Interventions with Rationales (1 NI includes content to be taught)	Evaluation/Client Response
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Evaluation of Goals:	

Information Taught

Content	Rationale
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Submit the written plan and any handouts to be distributed to your clinical instructor at least 7 days prior to the scheduled date you plan to teach.

**NURS 4541-Nursing Care of Children/Families
Teaching/Learning Care Plan
Grading Rubric**

Student: _____

Date: _____

Topic:	Points Earned	Comments
Planning (5 points each)		
1. Factors affecting learning are addressed.		
2. Readiness to learn is summarized		
3. Management of the learning environment is described		
4. Teaching materials are appropriate to the group and setting		
5. Teaching strategies are identified		
6. Self-evaluation of teaching is included.		
Content (10 points each)		
7. Nursing Diagnosis is appropriate to learning needs and is correctly stated		
8. Outcomes address the 3 domains of learning (cognitive, affective, psychomotor)		
9. Outcomes are specific, realistic, and measurable		
10. Interventions address learning needs		
11. Content is described with adequate detail with scientific rationales included		
12. Evaluation of teaching and group learning are evident in the plan		
Teaching (10 Points)- average of grade achieved attached		
13. The teaching was well received by children/teachers/nurses/facility personnel		
Up to 20% may be deducted from grade for incorrect APA, grammar, sentence structure, punctuation and spelling. (all or none)		
Total		

**TEXAS A&M UNIVERSITY-COMMERCE
BSN PROGRAM**

**NURS 4541-CARE OF CHILDREN AND FAMILIES
TEACHING PROJECT
EVALUATION FORM**

STUDENTS' NAMES: _____

Name of Facility/School: _____

Contact person: _____

Telephone of Agency: _____

Table for Scoring:

1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

	1	2	3	4	5
1. Content was factual and informative.					
2. Project was presented at audience level of understanding.					
3. Student(s) engaged the audience.					
4. Audiovisual aids were utilized to enhance presentation.					
5. Student(s) wore clinical uniform with name badge.					
6. Student(s) demonstrated professional behavior.					

Approximate amount of time spent at the facility: _____

Signature/Title: _____

Presentation Date: _____

Comments:

Please fax this form as soon as possible after presentation. Student will not receive credit for the project until this evaluation has been received. Do not send this evaluation back with student. Fax to:

**CHERYL MCKENNA, RN, MSN
NURSING DEPARTMENT
TEXAS A&M UNIVERSITY-COMMERCE
FAX #: 903-886-5729**