



Please, click on the following link to access A&M-Commerce Covid-19 Information,  
<https://new.tamuc.edu/coronavirus/>

**NURS 4541- Nursing Care of Children and Families Syllabus  
Fall 2022**

**INSTRUCTOR INFORMATION**

Monica Ruff, MSN-Ed, RN - Course Coordinator/Clinical Instructor

Email: [Monica.Ruff@tamuc.edu](mailto:Monica.Ruff@tamuc.edu)

Office Location: Nursing and Health Sciences Building, 2<sup>nd</sup> Floor,  
Rm238

Office Hours: By appointment

Office Phone: 903-886-3306

Office Fax: 903-886-5729

Preferred Form of Communication: Email

Communication Response Time: 2 days

Sophia Ahmed, MSN, APRN, CPNP-PC – Adjunct Clinical Instructor

Email: [Sophia.Ahmed@tamuc.edu](mailto:Sophia.Ahmed@tamuc.edu)

Office Location: Nursing Department

Office Hours: By appointment

Office Phone: 903-886-3306

Office Fax: 903-886-5729

Preferred Form of Communication: Email

Communication Response Time: 2 days

Julia Moore, MSN-Ed, RN, C-NPT – Adjunct Clinical Instructor

Email: [JMichelle.Moore@tamuc.edu](mailto:JMichelle.Moore@tamuc.edu)

Office Location: Nursing Department

Office Hours: By appointment

Office Phone: 903-886-3306

Office Fax: 903-886-5729

Preferred Form of Communication: Email

Communication Response Time: 2 days

**Required Resources**

**Textbooks Required:**

Hockenberry, M., Wilson, D. & Rodgers, C. (2019) *Wong's nursing care of infants & children* (11<sup>th</sup> ed.). Mosby: St Louis, Mo. ISBN: 978-0323549394.

Hockenberry, M., Wilson, D. & Rodgers, C. (2019) *Wong's nursing care of infants & children Study Guide* (11<sup>th</sup> ed.). Mosby: St Louis, Mo. ISBN: 978-0-323-54939-4

ATI Content Mastery Series Review Module: RN Nursing Care of Children Edition 11.0

Previous Nursing Pre-Requisite Course Textbooks

### **Optional Textbook for Study:**

Richardson, B. (2018). *Pediatric success: NCLEX-style Q&A review* (4<sup>th</sup> ed.). F. A. Davis: Philadelphia. ISBN: 978-0-323-49775-6

### **Online Resources:**

Online Resources American Psychological Association. (2019). Publication manual of the American psychological association (7<sup>th</sup> ed.). Washing, DC.: American Psychological Association. <https://www.apa.org>. ISBN: 978-1433832161

Assessment Technologies Institute, LLC. (2021). <http://www.atitesting.com>

Evolve Elsevier Online Textbook Access Code: <https://evolve.elsevier.com/cs/myEvolve>  
Add textbook Wong's Nursing Care of Infant and Children

### **Software Required:**

Electronic Health Records Tutor: <http://ehrtutor.com>

ATI Testing: <https://atitesting.com/>

Swift River: <https://www.swiftriveronline.com/>

Tablet to fit in pocket of uniform and works with Chrome browser

## **Course Description (5 Credit hours)**

Application of nursing care for infants, children, adolescents and their families with a family centered approach. The course focuses on health promotion, acute and chronic health conditions and risk factors for disease, 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.

### **Student Learning Outcomes:**

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

#### **I. Knowledge and Understanding**

1. Analyze the concepts acquired from nursing pre-requisites and their theories to pediatric

nursing and clinical settings in order to apply the theory of pediatric nursing to the appropriate skills and actions (**AACN Essential 1.1**).

2. Interpret the collaboration with the child, family, and healthcare team to provide quality and efficient and safe pediatric nursing care to make ethical decisions involving nursing care (**AACN Essentials 1.2 and 6.1**).
3. Facilitate the need for continuity of care based on client needs, stakeholders, and healthcare workers and collaborate that need to children and their families (**AACN Essentials 2.9 and 3.2**).
4. Demonstrate responsibility for own learning at levels consistent with course and professional expectations (**AACN Essentials 8.1, 8.2, 8.3, 9.1, 9.2, 9.3 and 10.3**).

## **II. Intellectual Skills**

5. Demonstrate appropriate and effective communication skills with caring qualities of respect, empathy, compassion, and relationship-centered care with the pediatric population and their families (**AACN Essential 2.1**).
6. Apply the nursing process using current evidence in the provision of competent, culturally sensitive, developmentally appropriate, and a holistic approach to care for children and their families (**AACN Essentials 2.2 and 3.4**).

## **III. Professional and Practical Skills**

7. Analyze and critically think about common medical conditions related to the pediatric population and apply relevant nursing interventions and integrate those with growth and development considerations (**AACN Essential 2.1**).
8. Apply principles of health promotion and prevention and most current evidence-based research and incorporate into nursing care plans to anticipate for all steps of the nursing process and be able to formulate rationales to manage care for children and their families (**AACN Essentials 2.4, 2.5 and 4.2**).
9. Determine methods to assist in determining needs for healthcare and demonstrating how to educate and implement the engagement of self-care management in children and their families (**AACN Essential 2.8**).
10. Apply principles of health promotion and prevention to develop an action plan to meet the healthcare needs of a rural community and apply ethical principles to protect the health and safety of diverse populations in children and their families (**AACN Essentials 3.1, 3.3 and 10.3**).
11. Analyze concepts of cultural awareness, cultural sensitivity, and respect for persons when working with children and their families and analyze the legal, ethical, and cultural issues related to those (**AACN Essential 9.6**).

## **IV. Transferrable Skills to Clinical Practice**

12. Demonstrate clinical judgement and decision-making based on current knowledge in the care of children and their families (**AACN Essentials 5.1, 5.2, 6.1, 6.2, 6.3, and 7.3**).
13. Utilize Joint Commission's National Patient Safety goals to provide safe patient care and prevent errors (**AACN Essentials 2.6 and 5.2**).
14. Demonstrate skills of assessment, medication, bathing, feeding, and obtaining an accurate health history and be able to distinguish between normal verses abnormal findings to care for children and their families according to guidelines to ensure maximum quality and efficiency of nursing care (**AACN Essential 2.3**).
15. Communicate with healthcare professional in clinical settings using oral, written, electronic, and non-verbal methods and demonstrate and apply ethical principles and professional standards in the provision of nursing care of children and their families (**AACN Essentials 2.6 and 2.9**).
16. Utilize biomedical and computer science technology to perform nursing functions within

the clinical setting (**AACN Essential 2.6**).

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Students must use the learning management system (D2L), Microsoft Word, PowerPoint, and other Microsoft Office programs as needed to complete coursework.

### **Instructional Methods**

Nursing Care of Children and Families is a blended course requiring students to complete reading assignments, classroom attendance, online activities and independent study to be successful. Course objectives may be met through an independent study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with peers and colleagues regarding specific topics as well as utilizing critical thinking skills. Additional teaching methods will include in class exercises, written assignments, lectures, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, case studies, email interactions, quizzes/examinations, and homework assignments. While the instructor 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 including required and recommended coursework
- Attendance at all class meetings, hospital clinical, orientation, clinics and simulations
- Review of examinations/Use of success coach as needed

### **Advising Statement**

Upon admission, nursing faculty become the student's advisor.

As in nursing practice, the Texas A&M University-Commerce nursing department subscribes firmly to a chain of command. Students are to contact their faculty first, followed by the course coordinator, and then the department head with any issues or concerns.

### **Academic Honesty**

In the pursuit of learning, it is expected that students will engage in honest academic endeavors to the highest degree of honor and integrity. Students who engage in academic dishonesty such as cheating, plagiarism, or collusion with others will be referred to the department head

### **TEACHING METHODS:**

Reading assignments  
Essential skill instruction and performance  
Role playing  
Pediatric medication administration preparation and math test  
Internet resources  
Online learning activities through ATI

Case Studies  
Group Discussions and work  
Nursing Care plans/concept maps  
Weekly Developmental Assn  
Evidence-based practice  
Clinical Nursing Experiences

Patient-Teaching experience  
 Post-conferences  
 Demonstrations/return demonstrations  
 Multimedia aids/videos

Simulation Lab Experiences  
 Critical thinking exercises  
 Practice problems

## GRADING

Evaluation of your performance will be based on techniques designed to determine if course objectives have been met. These measures include:

|  |   |
|--|---|
| <b><i>Classroom Grade Calculation:</i></b>   |   |
| Exams (5)  | 50% (10% each)                                    |
| Group Teaching Project   | 10%   |
| ATI/Swift River Weekly Assignments   | 20% (equally divided over 15 weeks)               |
| ATI Proctored Exam Results (Total from calculation Worksheet)  | 5%  |
| Class Participation/Assignments (15 weeks = 1% per week)<br>*Combination of classwork, outside class activities, in class activities, attendance, weekly NCLEX questions | 15%   |
| ATI Extra Credit Points  | See Final Calculation Worksheet for points        |
| ATI Practice Exams/Remediation   | Credited points (per Final calculation worksheet) |
| <b>Total Classroom Score</b>   | <b>100%</b>                                       |
| <b><i>Clinical Grade Calculation:</i></b>  |   |
| Clinical/Required Paperwork  | Pass/Fail (required)                              |
| Swift River Virtual Case Studies   | Credit/No Credit (required)                       |
| Pediatric Math Exam  | Pass/Fail (required)                              |
| <b>Total Clinical Score</b>  | <b>Pass/Fail</b>                                  |

### Grading Scale:

A = 90%-100%  
 B = 80%-89%  
 C = 70%-79%  
 D = 60%-69%  
 F = 59% or Below

**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.**

**Students will be required to take a pediatric math examination that will consists of 20 questions. Students will be required to score a 100% before they will be allowed to give**

**pediatric medications in clinical. The student will have a total of 3 attempts to pass the medication exam. After 3 attempts it will be up to the discretion of the course coordinator but the student will receive a “fail” score for clinical as proper medication administration in children is a requirement of the pediatric clinical setting. This requirement must be met before the students second clinical day.**

\*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 be asked to redo any assignments that result in a score of less than 75%. This will result in the re-submission earning a maximum grade of 75%. You may be only be allowed to re-submit paperwork up to two times for the semester or it will be up to the discretion of the clinical instructor if they will accept the new submission.

**The clinical portion of the course is graded as Pass/Fail. If the student fails the clinical component, the entire course must be repeated the following year the course is offered.**

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.

**Late Submissions:**

Assignments are expected to be submitted by the scheduled times posted in the syllabus and course outline. If you need an extension, it must be requested before the due date/time and may or may not be approved at the discretion of the course coordinator. Late assignments will be deducted by 10% per day for each of the first two days that it is overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

**Rounding of Final Grades**

Faculty may round final grades in alignment with the American Standard for Testing and Materials (ASTM) International Standards, which allow for 'rounding only after all calculations leading to the final result are completed.' Therefore, rounding of grades for individual assignments is not an accepted practice. Rounding will be calculated using the “five-up” rule allowing for decimal numbers that meet or exceed the halfway point between two values to be rounded up to the larger value. For example, a grade of 89.5 equals an A, whereas a grade of 89.49 equals a B. Therefore, prior to the awarding of final course grades, faculty will ensure gradebook software in a course is in alignment with this standard. Rule retrieved from [https://www.astm.org/SNEWS/SO\\_2008/datapoints\\_so08.html](https://www.astm.org/SNEWS/SO_2008/datapoints_so08.html)

**Drop date:**

If a student is interested in dropping a course for any reason the final **drop date deadline will be November 4th, 2022.**

**Course Component Descriptions (Types of Assignments and Purpose of Each)** there are varieties of assignments for this class to accommodate different learning styles.

## CLASSROOM ASSIGNMENTS

- **Exams: 50% total (10% each exam 5 total exams)**

There are five proctored exams, which includes one final exam (not cumulative). The course outline/calendar identifies exam dates and applicable content. The questions will be in multiple formats, which could include multiple-choice, multiple answer, matching, short answer, etc. This will also include math dosage calculation questions (**Learning outcomes I-IV**).

- **Class Participation Assignments: 15% of total grade**

**NCLEX Questions:** There will be 15 weeks of class which will require class participation. This will include a combination of activities. Practice NCLEX questions which aid the student in preparing to sit for the NCLEX-RN licensure exam. Students will be required each week after content is covered in class to complete chapter specific NCLEX practice questions related to each chapter to prepare for exams. The student will be required to complete these online in the Elsevier textbook website. Proof of completion will be uploaded each according to due date into D2L under the submission folder (**Learning outcomes I-IV**).

**Case Studies/Games/Concept Maps/Class Activities/Working in Groups/Lecture Assignments/Study Guide Chapters:** Each week students will be required to perform assigned reading and assigned workbook chapters to prepare for class. Students will complete chapter review questions only. Critical thinking case studies in the workbook will be in used xbefore class, in class, and after class for test preparation practice. There will be a brief lecture/presentation each week and then that will be followed by in class assignments and activities that will apply the learned concepts from the week's reading and content. A mixture of delivery methods will be used and attendance will be counted as part of this grade. Students will be required to fill out an attendance sheet each week listing the activities that they complete for the weekly participation grade. This must be turned into D2L by Friday 2359 at the end of each week in order to receive credit. Each student will be required to upload this documentation in the correct folder by the deadline. Any late submissions will be counted as a zero and will be up to the discretion of the course coordinator (**Learning outcomes I-IV**).

- **Pediatric ATI Proctored Exam: Score minimum Level 2 (63.3 to 76.7%)**

The Pediatric ATI benchmark exam will be administered to students upon completion of all lecture content and exams. Before taking the final ATI Pediatric Exam there will be two (2) preparation quizzes to prepare you for the actual practice assessments A & B. Based on your performance, if remediation is needed then you will complete a focused review from the textbook, review books with videos, animations, graphics, tutorials, and completing all active learning templates suggested. The same remediation will be performed after assessment A & B. You will need to score a minimum score of Level 2 in order to move on to the next practice exam and then on to the final exam. Students who score less than (63.3) will complete remediation and re-take the examination to receive credit. Upon completion of the Final ATI Pediatric Assessment, students must attain the minimum score of Level 2 (63.3-76.7%). **Students who fail the course due to exam grade average of <75% will not be allowed to take the Pediatric ATI exam (Learning outcomes I-IV).**

- **Teaching Project: 10% of total grade**

The presentation of the teaching project at your assigned school district location will be counted toward the total grade for the course. Students will work in assigned groups, assigned school districts, and assigned grade levels. This project is in addition to the counted school district clinical day and should be performed as a group. Students will coordinate with school nurse to discuss

proper teaching topic for the age groups assigned. The groups will consist of 5-6 students per group. Time spent collecting data and creating presentation will count towards clinical hours. The student will earn a maximum of 4 hours total for the teaching project. Topics will need course coordinator approval. Teaching dates will also need course coordinator approval (**Learning outcomes I-IV**).

- **Assessment Technologies Inc. (ATI) Assignments (25% of course grade):**

To facilitate your learning, faculty have assigned ATI learning modules in nine of the weeks of this course. Refer to the Course Outline/Calendar for computer-based ATI learning activity due dates, instructions, and approximate required completion times as available.

You cannot adequately participate in application-level learning during class without prior independent study. The faculty have purposely planned these computer-based, pre-work assignments to facilitate your preparation for class. If you earn less than 80% on a posttest, remediate the lesson's content and repeat the test until you achieve a minimum of 80%. **NOTE:** you will **NOT** receive points for a week's assignments if you do not complete them (i.e., "all or none") by their due date/time and achieve a score at or above 80% (**Learning outcomes I-IV**).

## **CLINICAL ASSIGNMENTS**

**Types of Clinical Assignments and Purpose of Each:** There are varieties of assignments for this class to accommodate different learning styles. All clinical assignments must be completed at 75% or better to receive credit for the assignment and to pass the clinical portion of the course.

**Uniform and name badge are to be worn to all clinical areas at all times. All necessary PPE will be provided by clinical sites each day that we are on the unit. The student will be responsible for providing own goggles if required. You will need to follow check in guidelines for each clinical facility that we attend to accommodate Covid-19 protocols.**

**Clinical Sites Orientation:** There will be orientations at the beginning of the semester that you will need to attend for each clinical rotation site. Please see the Course calendar outline for details of times and dates. Orientations will be required and mandatory by every student.

- **Group Teaching Project: 10%      \*Counts toward clinical hours (4 hrs)**

Students will be placed in assigned groups of 5-6 students and each group will be assigned a specific age group to teach content subject for. The nursing student group will choose a teaching topic that must be approved by course coordinator. Once approved students will create a teaching presentation for the grade level assigned. Students will coordinate with a designated school district nursing staff member to deliver the content at chosen site. This is a group project and any student who does not complete his/her portion of the project will be removed from the group and receive a zero for the assignment. More information will be posted into D2L and a rubric for grading will be posted.

**All teaching plans, content, and teaching aids MUST be submitted and approved at least two weeks PRIOR to teaching the content. Teaching content must be delivered by deadline and date/time must be coordinated with course coordinator, no exceptions.**

All projects must be completed and taught at your assigned school district by December 2, 2022. Teaching will be arranged with the assigned school districts by the due date. It is the responsibility of the student groups to make all arrangements and schedule a time/date that will coordinate with



that school district nurse and the course coordinator. The course coordinator must be present to score the assignment and witness the teaching group's presentations. Groups who do not receive approval prior to teaching will not be allowed to teach and will receive no credit for the project. Student has been allotted 4 clinical hours for completing this assignment and the student will log these hours in their clinical log. The paperwork for the assignment will be counted as part of the final grade for the course. The student will be provided with the grading rubric for grading.

**The completed teaching care plan is due in D2L by due date on course outline. All final teaching paperwork after teaching has been performed will be due by December 2, 2022** (Learning outcomes #1-16).

## **CLINICAL PAPERWORK ASSIGNMENTS**

### **1. Scottish Rite Clinical Paperwork/Journal Entries: Pass/Fail**

Students will attend assigned clinical days at Scottish Rite Hospital. The clinical days will occur on the several different patient pediatric units (operating room, pediatric outpatient clinics and inpatient surgical unit). The students will receive a clinical schedule with days and times for attendance. There will be no changing of assignments or areas once those are assigned and locked into place. There are strict guidelines at Scottish Rite that we must abide by. Students will be required to perform required orientation by the facility. No charting in their electronic records system will be performed. These rotations will be strictly observational only. You will be expected to follow the guidelines outlined by Scottish Rite at all times. Any required Clinical paperwork must score  $\geq 75\%$  to pass clinical. Students will be required to submit one total journal entry telling about your entire experience for all observational unit areas at Scottish Rite in one final journal entry to be completed by your last clinical day at the facility. The assignment will be due by 2359 the following day after your final clinical rotation day. No additional charting in EHR Tutor will be required. Students will be required to log actual clinical hours.

### **2. CareVide Clinics (Greenville, Sulphur & Kaufman): Pass/Fail**

Students will attend clinical day(s) at your assigned CareVide Pediatrics location. There will be no changing of assignments or areas once those are assigned and locked into place. Accommodations have been made to assign you to a clinic that is the closest to your home; however, there may be some further driving time than expected. Students will be required to complete orientation paperwork by the facility. No charting in their electronic records system will be performed. These rotations will be strictly observational only. You will be expected to follow the guidelines outlined and you follow an RN or MA for this day. Any required Clinical paperwork must score  $\geq 75\%$  to pass clinical. Students will be required to submit one total journal entry for all observational unit areas days at the location. The assignments are due by 2359 the following day after your final clinical rotation day. Students will be required to log actual clinical hours and obtain a signature from the shadowing RN (please do not forget this step).

### **3. Clinical Hour Log/Journal Entries: (required to complete for clinicals)**

You will be expected to complete a weekly clinical site hours log for each location and obtain RN signatures for proof of attendance where needed at school district and CareVide locations only. The student is responsible for collected this data each week. This report will be turned in at the end of the semester into D2L after you have completed your last clinical day.

### **4. Swift River Virtual Clinical Day (SRVC): (included as part of weekly class participation)**

You will be expected to complete Swift River Virtual Scenarios to perform care for various types patients pre-selected for you. A list of the scenarios will be assigned to you with due dates. You must complete the scenarios and log the time spent on the scenarios in your clinical journal log. You must score  $\geq 75\%$  to pass this clinical scenario. The clinical hour log journal will be turned in at the end of

the semester into D2L.

**5. Swift River Math Practice: (included as part of weekly class participation)**

You will be expected to complete short weekly math practice assignments in Swift River to prepare for your Pediatric math exam and to keep the pediatric math skills fresh while in clinical. You must complete by the assigned deadlines and log the actual time spent in your clinical journal log. You must score  $\geq 75\%$  to pass the modules. The must log time in clinical log journal to be turned in at the end of the semester into D2L.

**6. ATI Virtual Clinical Experiences Modules: (included as part of weekly class participation)**

There will be weekly assigned ATI case study modules or assignments to be completed within ATI. The dues dates will be listed on your Course Calendar Outline and are all considered mandatory. Hours spent in ATI will be logged on your clinical hour log. See course calendar for specific module due dates.

**Inpatient/Outpatient Assignments**

**Scottish Rite Children's Hospital:**

- a. See Clinical Schedule, you will be assigned in-patient/out-patient days at the above facility.
- b. The clinical times will be as follows on your schedule days on **Thursdays per the clinical schedule calendar:**  
**Surgical Unit 0630-1600**  
**Clinic Areas 0745-1600**  
**Operating Room 0730-1600**

Each area you will be allowed a 30-minute lunch break. Post-conference details to follow but you will not be allowed to perform on campus, please allow 1 hour to complete.

- c. Wear your uniform and name badge at all times. Have your keys, writing instrument, and notepaper in your pockets. You can bring lunch in to place in the refrigerator at the facility. **EVERYTHING** else remains in your car such as jackets and backpacks as **SPACE IS LIMITED AND THEY WILL SEND YOU BACK TO YOUR CAR** and there is quite a bit of walking to get to clinical areas. You will not be able to wear **ANY** jewelry at pediatric sites; this includes **NO** rings, watches, earrings, or anything.
- d. If you are working on the in-patient unit, you will work with your nurse in caring for all of her assigned patients for the day. You will remain with this nurse throughout your clinical day. You will not be performing any charting on the patients, only observation.
- e. You must complete a journal entry at the end of your rotations and log hours in clinical journal form and submit into D2L by 2359 the day after your clinical experience. You must log your clinical hours in your clinical hour log. No other charting will be required.
- f. If you are attending the OR one of the outpatient clinics then you will be required to submit a journal entry form into D2L by 2359 the day after your clinical experience. You must also log your clinical hours in your clinical hour log.

**Care Vide Clinic Locations:**

- a. See Clinical Schedule, you will be assigned outpatient clinic days at the above facility.
- b. The clinical times will be on your schedule. The clinic hours are from **0800-1700** with one hour for lunch when the clinic breaks for lunch.
- c. Wear your uniform and name badge at all times. Have your keys, writing instrument, and notepaper in your pockets, **EVERYTHING** else remains in your car such as jackets and backpacks as space is very limited.
- d. You will work with your nurse in caring for all of her assigned patients for the day. You will remain with this nurse throughout your clinical day.

- e. You must complete a journal entry about your experience at the end of your final rotation and log your hours in the clinical journal form and submit into D2L by 2359 the day after your clinical experience. You must log your clinical hours in your clinical hour log. No other charting will be required.
- f. Please note that there may be times you arrive at this location and no provider is available or they do not have patients for the day. In the even this happens, you should contact your course coordinator for directions and an alternative assignment will be given.

### **ISD School Nurse Rotations:**

- a. See Clinical Schedule, you will be assigned days to follow the school nurse at your scheduled assigned locations/dates.
- b. The school nurse hours are from **0800-1500** with 45 minutes for lunch when the school nurse breaks for lunch.
- c. Wear your uniform and name badge at all times. Be sure to take your stethoscope, pen light, and scissors with you in case you need it.
- d. You will work with your nurse in caring for all of her assigned patients for the day. You will remain with this nurse throughout your clinical day and begin to understand the school nurse role.

You must complete a journal entry about your experience at the end of your final clinical rotation day and log the hours in your clinical journal form and submit into D2L by 2359 the day after your clinical experience. You must log your clinical hours in your clinical hour log. No other charting will be required.

### **ATI Real Life Scenarios/Case Studies:**

- a. See Clinical Schedule, you will be assigned scenarios to be done via online modules to complete through ATI online. The learning modules you will complete will be scheduled on your Course Calendar Outline.
- b. The virtual clinical times will be according the course outline and you must complete the entire assigned scenarios. Your time in the scenario will be tracked in ATI but you must also log your hours in your clinical log.

While you are at each clinical site, you will NOT be allowed to work on any homework assignments or any outside of clinical activities. You are there to observe and learn the role and you will not be allowed to work on anything else.

## **Additional Assignments**

### **Simulation #1 and #2 Pre-work:**

You will attend one day of simulation lab experience taking care of a simulated pediatric patient. The purpose of this assignment is to provide the students an opportunity to prepare and to reflect on their experiences during the simulation day. Complete and upload the pre-work related to the simulation posted on D2L by 2359 the night before your simulation day. The day of simulation, you will come wearing your uniform and badge prepared just like any other clinical day. There will be a de-brief session after each simulation to discuss your progress and what was learned in each scenario. This debrief will be designed to be student centered and will be expected to be a student led discussion. All students will be required to participate in de-brief and discuss what you learned and how you performed. You will receive information on times and what group session to attend later.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

### 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](mailto: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

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. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

#### Interaction with Instructor Statement

It is expected that you will check your D2L course and email at least DAILY for communication from the instructor.

Voice and email communication will be acknowledged by faculty typically within 36 hours (Monday – Friday). Students should also acknowledge voice and email communications within 36 hours.

A professional writing style is a standard for any nurse. As such, the following principles should be followed when drafting any assignment or posting any comments to D2L: • All written assignments must reflect APA style and APA citations/reference guidelines (7th ed.). • Absolutely no plagiarism will be tolerated. Please cite your source(s) appropriately.

Please remember to use your chain of command just like you would in a professional nursing setting. Skipping this step causes problems in how communication is handled.

## Email

- Students and faculty will keep email related to course content within the course for archival purposes. While a student may choose to phone the faculty for emergencies, email within the course is the preferred method of communication.
- Faculty will generally use TAMUC email for communication with individuals or small groups.

## Discussion Boards

- Questions that may benefit the class as a whole should be posted to the appropriate discussion board.
- Faculty will read and respond to discussion board postings within 36 hours (Monday – Friday).
- Faculty may send out quick reminders to specific groups utilizing the discussion board and the discussion board will sometimes be utilized for classroom assignments.

## Nursing Student Guide

Nursing Student Guide Specific information for the nursing student regarding the nursing program and current policies and procedures can be found on the Texas A&M University-Commerce website under BSN Student Guide.

The Board of Nursing requires applicants, students throughout the program, graduates and licensure renewals to answer questions as to their ability to be admitted to a nursing program, sit for the NCLEX-RN exam or be re-licensed. You are responsible for checking those questions to be sure you are still in compliance. Keep in mind that your fingerprints are on file with the BON so if you should ever be arrested, they would be notified. You should notify them proactively. The link is as follows: [http://www.bon.texas.gov/licensure\\_eligibility](http://www.bon.texas.gov/licensure_eligibility) It is the student's responsibility to review and understand the policies and procedures provided in the student guidebook as all students are held to the statutes and policies therein.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### University 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 and an update will be posted.

### 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 are expected to 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.

Students should not attend class when ill or after exposure to anyone with a communicable disease. Communicate such instances directly to your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments. A&M Commerce requires the use of face-coverings in all instructional and research classroom/laboratories. Exceptions may be made by faculty where warranted.

## **CLASS**

1. Class Cancellation: In the event that a class is cancelled, 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 encouraged and will count as a portion of your attendance grade. Students must notify course faculty in advance of any absence as attendance is counted as part of your overall class participation grade. 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 so other arrangements can be made. 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 each week due to the amount of content for the Pediatrics course. Students are expected to come to class prepared.
5. Assignments must be submitted 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 any labs and simulations. Participation in discussions over the assigned material is expected of all students and will count as part of your classroom participation grade. 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 and simulations in uniform. 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, Covid-19 vaccinations, 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. Students are required to pass the Pediatric Math Medication exam in order to pass medications at clinical. You must score a 100% on the exam.
7. Clinical assignments must be submitted 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). 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. Students are required to participate in class activities and have respect for each other at all times and professional conduct is required in the classroom. Respect and professionalism are required in class at all times and any student not demonstrating these qualities may be asked to leave the classroom. Classroom rules will be given the first day of class and you will be asked to sign a classroom behavior agreement.

### 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: <https://www.britannica.com/topic/netiquette>

### **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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

### **Students with Disabilities-- ADA Statement**

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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto: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.

Resources:

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

\*THIS COURSE CALENDAR IS TENTATIVE AND SUBJECT TO CHANGE. THE INSTRUCTOR HAS THE RIGHT TO CHANGE THE SCHEDULE AS NEEDED.

## **COURSE CONTENT SCHEDULE**

### **NURS 4541 - Nursing Care of Children/Families**

### **Fall 2022- Revised**



**Classes will be every Tuesday from 1-2:50pm in NHS Building, Room 261**  
**Exams will be on Tuesday's at the beginning of classes per schedule/times in Room 261**

### ***Required Textbooks:***

**Reading Assignments from:** *Wong's Nursing Care of Infants and Children, 11<sup>th</sup> Ed. & RN Nursing Care of children ISBN#978-0-323-54939-4*

**Class Activities from:** *Wong's Essentials of Pediatric Nursing Study Guide, 10<sup>th</sup> Ed. ISBN#978-0-323-49775-6*

*ATI Content Mastery Series Review Module, RN Nursing Care of Children, 11<sup>th</sup> Ed., ISBN#978-1-56533-601-8*

**Color Code Key:** Black = Class Days/Assignments  
Blue = Lab Days/Assignments

Green = Workbook/Homework Assignments/Class Prep

Red= Exam Dates

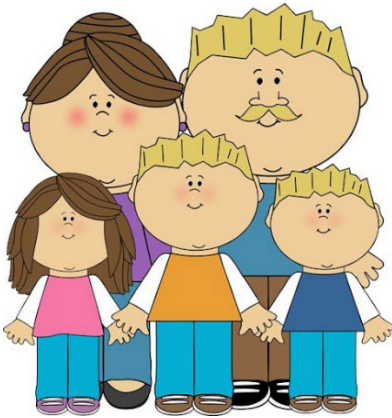
Online Study Tools from: Evolve Elsevier Website/Wong's Nursing Care of Infants and Children (Course ID: 159922\_mruff43\_1001)


Assessment Technologies Institute, LLC. (2021) (ATI)


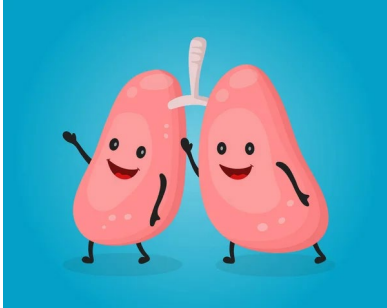

<http://www.atitesting.com> \*All ATI activities will count towards classroom hours/clinical hours


Skills Lab: Note - Always "dress for clinical in uniform" and bring your "Nursing Program Skills Checklist" and your lab supplies with you along with your stethoscope & pen light.


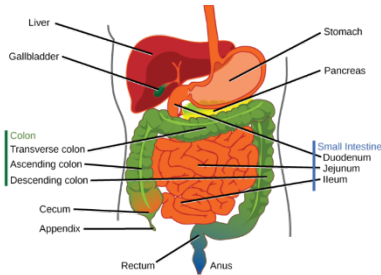
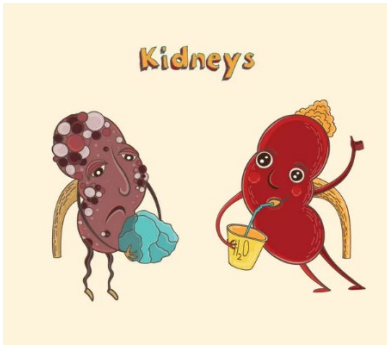
Skills covered in lab for this Pediatric semester: PPE, Pediatric IV care, Pediatric Assessments, Pediatric Dosage Calculations, I&O, Pain Tools, Pediatric Communication, Physical & Developmental Assessment Considerations, Pain Assessment & Management, and Administering meds through NG tube, IV fluids.

| Week                       | Topical Outline   | Reading Assignments  | Activities and Assignments/Home work   |
|----------------------------|---|--|--|
| <b>Orientation Week #1</b> | <b>Pediatrics Orientation</b>   | <b>Read Chapters for the week Ch 4, 21 &amp; 22</b>  | <ul style="list-style-type: none"><li>• Watch all 3 Assessment Videos in Skills Lab folder D2L (1 hour)</li><li>• ATI Assignment: Comprehensive Physical Assessment of a Child&gt; Skills (1 hour)</li><li>• Modules 3.0 ATI Assignment: Enteral Nutrition feeding&gt;Skills Modules 2.0 (15 min)</li><li>• ATI Assignment: NG tube&gt;Skills Modules 3.0 before skills lab (15 min)</li><li>• ATI Assignment: Dosages by Weight&gt;Dosage Calculations (1 hour)</li></ul> |
| 8/29/22                    | <b>Skills Lab 0800-1430 (See schedule)</b>  | <b>Pre-Skills Lab Assn: Complete all required ATI videos and review Chapters 4, 21 &amp; 22.</b> |  |
| 8/30/22                    | <b>Peds Class: 1pm-2:50</b><br><br>Welcome to Pediatrics Review Syllabus, Clinical schedule, D2L Course Outline, Calendar, class workbook, class participation worksheet, online tools access<br><br>Chapter 4 - Communication, Physical & Development Assessment (D2L Voice Over)<br><br>Chapter 21 - Family-Centered Care of the Child during Illness & Hospitalization |               | <p>*All due by 9/2/22 @ 2359</p>   |

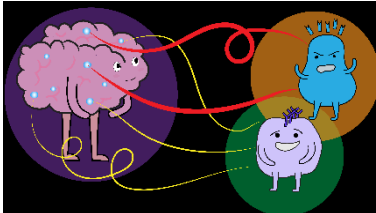

|                    |  |  |  |
|--------------------|--|--|--|
|                    | (D2L Voice Over)<br><br>Chapter 22 - Pediatric Nursing Interventions & Skills<br>(D2L Voice Over)  |  | but you need to review before Skills Lab to practice   |
| Week #2<br>9/6/22  | <b>Peds Class: 1pm-2:50</b><br><br>Chapter 1 - Perspectives of Pediatric Nursing<br>(D2L Voice Over)<br><br>Chapter 10 - Health Promotion of the Infant & Family<br>(D2L Voice Over)<br><br>Chapter 11 - Health Problems of the Infant<br>(D2L Voice Over) | (Infant)<br><b>Read Chapters for the week Ch 1, 10 &amp; 11</b>                    | <b>Complete Study Guide Pages for Weekly chapters before class</b><br><br><b>After class work: Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</b>   |
| 9/7/22             | <b>Scottish Rite Orientation (online in classroom)</b><br><b>0800-1200 (Room TBD)</b><br><br><b>Math Exam #1:</b><br><b>Time: 1:00pm</b><br><b>Room TBD</b>  |  | <ul style="list-style-type: none"> <li>• <b>Pre-SIM Assignment: ATI Module &gt; Gastroenteritis and Dehydration (See D2L instructions) (1-2 hours) (Go to Simulations tab&gt;ATI&gt;Gastroenteritis info)</b></li> <li>• <b>Swift River Weekly Math Assignment (15 min)</b></li> </ul> |
| 9/9/22             | <b>Sim#1: 0800-1600 (see schedule for times/groups)</b>  | <b>Pre-Sim Assignment: Complete Assigned ATI modules</b>                           |  |
| Week #3<br>9/13/22 | <b>Peds Class: 1pm-2:50</b><br><br>Chapter 12- Health Promotion of Toddler & Family<br>(D2L Voice Over)<br><br>Chapter 13- Health Promotion of Preschooler & Family<br>(D2L Voice Over)  | (Toddler)<br><b>Read Chapters for the week Ch 12, 13 &amp; 14</b>                  | <b>Complete Study Guide Pages for Weekly chapters before class</b><br><br><b>After class work: Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</b>   |

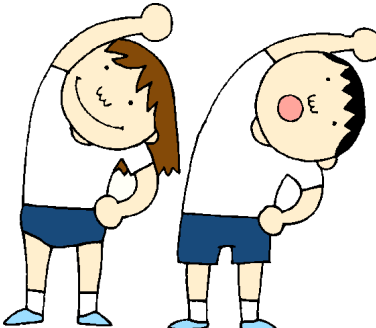
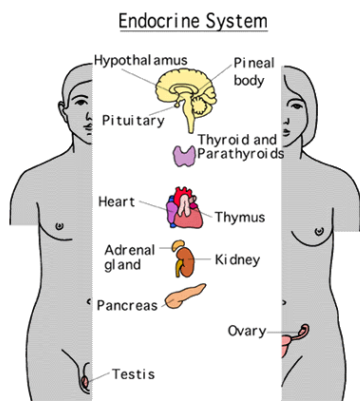

|                            |   |   |  |
|----------------------------|---|---|--|
| <p>9/14/22</p>             | <p>Chapter 14 - Health Problems of Early Childhood</p> <p><b>Math Exam #2:</b><br/><b>Time: 10:00am</b><br/><b>Room TBD</b></p>   |    | <ul style="list-style-type: none"> <li>• ATI Assignment: Parenteral Medications&gt;Dosage Calculations (15 min)</li> <li>• ATI Assignment: Safe Dosage&gt;Dosage Calculations (15 min)</li> <li>• Swift River Weekly Math Assignment (15 min)</li> </ul>   |
| <p>Week #4<br/>9/20/22</p> | <p><b>Peds Class: 1pm-2:50</b></p> <p><b>Exam #1</b><br/><b>(beginning of class)</b></p> <p>Chapter 26- The Child with Respiratory Dysfunction</p> <p>Chapter 28 - The Child with Hematologic/Immunologic Dysfunction</p> | <p><b>Read Chapters for the week</b><br/><b>Ch 26 &amp; 28</b></p>  <p>In class:<br/>Michael Houston (RSV)<br/>Jonathon Gibbs (asthma)<br/>Bridgett Allen (down's/resp)<br/>Jack Hammond (CF)</p> | <p><b>Complete Study Guide Pages for Weekly chapters before class</b></p> <p><b>After class work:</b><br/><b>Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</b></p> <ul style="list-style-type: none"> <li>• ATI Assignment: Cystic Fibrosis Inpatient Care Module&gt;Real Life Nursing Care of Children (See D2L instructions) (2 hours) (Go to Simulations tab&gt;ATI&gt;CF info)</li> <li>• Swift River Weekly Math Assignment (15 min)</li> </ul> |
| <p>Week #5<br/>9/27/22</p> | <p><b>Peds Class: 1pm-2:50</b></p> <p>Chapter 15 - Health Promotion of School-Age Child &amp; Family (D2L Voice Over)</p> <p>Chapter 16 - Health Problems of the School-Age Child (D2L Voice Over)</p>                    | <p><b>Read Chapters for the week</b><br/><b>Ch 15, 16 &amp; 32</b></p>   | <p><b>Complete Study Guide Pages for Weekly chapters before class</b></p> <p><b>After class work:</b><br/><b>Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</b></p>   |

|                     |   |   |  |
|---------------------|---|---|--|
|                     | Chapter 32 - The Child with Integumentary Dysfunction (D2L Voice Over)  |   | <ul style="list-style-type: none"> <li>ATI Assignment: Growth and Development Module&gt;Video Case Studies (15 min)</li> <li>Swift River Weekly Math Assignment (15 min)</li> <li>Swift River Case: Haydon Clark (disheveled child) (30min) must score 100%</li> </ul>   |
| Week #6<br>10/4/22  | <p><b>Peds Class: 1pm-2:50</b></p> <p>Chapter 6 - Childhood Communicable and Infectious Diseases</p> <p>Chapter 17- Health Promotion of Adolescent &amp; Family (D2L Voice Over)</p> <p>Chapter 18 - Health Problems of the Adolescent (D2L Voice Over)</p> | <p><b>Read Chapters for the week Ch 6, 17 &amp; 18</b></p>  | <p><b>Complete Study Guide Pages for Weekly chapters before class</b></p> <p><b>After class work: Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</b></p> <ul style="list-style-type: none"> <li>ATI Assignment: Well Child Module&gt;Real Life Nursing Care of Children (15 min)</li> <li>Swift River Weekly Math Assignment (15 min)</li> <li>Swift River Case: Paulette Smith (eating disorder) (30 min)</li> </ul> |
| Week #7<br>10/11/22 | <p><b>Peds Class: 1pm-2:50</b></p> <p><b>Exam #2 (beginning of class)</b></p> <p>Chapter 27 - The Child with Cardiovascular Dysfunction</p>   | <p><b>Read Chapters for the week Ch 27</b></p>  | <p><b>Complete Study Guide Pages for Weekly chapters before class</b></p> <p><b>After class work: Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</b></p>  |



|                             |   |   |   |
|-----------------------------|---|---|---|
|                             |   |   | <ul style="list-style-type: none"> <li>• Swift River Weekly Math Assignment (15 min)</li> <li>• Swift River Case: Elijah Williams (gap in visits) (30 min)</li> </ul>   |
| <p>Week #8<br/>10/18/22</p> | <p><b>Peds Class: 1pm-2:50</b></p> <p>Chapter 3 - Hereditary Influences on Health Promotion of the Child (D2L Voice Over)</p> <p>Chapter 25 - The Child with Gastrointestinal Dysfunction</p> | <p><b>Read Chapters for the week Ch 3 &amp; 25</b></p>   | <p><b>Complete Study Guide Pages for Weekly chapters before class</b></p> <p><b>After class work: Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</b></p> <ul style="list-style-type: none"> <li>• Swift River Weekly Math Assignment (15 min)</li> <li>• Swift River Case: Mark Dunn (abdominal pain) (30 min)</li> </ul>                                |
| <p>Week #9<br/>10/25/22</p> | <p><b>Peds Class: 1pm-2:50</b></p> <p>Chapter 23 - The Child with Fluid and Electrolyte Imbalance</p> <p>Chapter 24 - The Child with Renal Dysfunction (D2L Voice Over)</p>                   | <p><b>Read Chapters for the week Ch 23 &amp; 24</b></p>  <p><b>In class:</b><br/>Hector Walker (dehydration)</p> | <p><b>Complete Study Guide Pages for Weekly chapters before class</b></p> <p><b>After class work: Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">ATI Assignment: Pediatric Dehydration&gt;Video Case Studies (15 min)</a></li> <li>• Swift River Weekly Math Assignment (15 min)</li> </ul> |




|                     |  |  |  |
|---------------------|--|--|--|
|                     |  |  | <ul style="list-style-type: none"> <li>Swift River Case: Paul Windsor (nephrotic syndrome) (30 min)</li> </ul>   |
| Week #10<br>11/1/22 | <b>Peds Class: 1pm-2:50</b><br><br><b>Exam #3</b><br><b>(beginning of class)</b><br><br>Chapter 34 - The Child with Neuromuscular or Muscular Dysfunction<br><br><br><b>**Fall Last Day to Drop (no refund)**</b><br><b>November 4<sup>th</sup>, 2022</b><br><br><b>Sim#2: 0800-1600</b><br><b>(see schedule for times/groups)</b> | <b>Read Chapters for the week</b><br><b>Ch 34</b><br><br><br><br><b>Pre-Sim Assignment:</b><br><b>Complete Assigned ATI modules</b> | <b>Complete Study Guide Pages for Weekly chapters before class</b><br><br><b>After class work:</b><br><b>Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</b><br><br><ul style="list-style-type: none"> <li>Swift River Weekly Math Assignment (15 min)</li> <li>Swift River Case: Jayna Stone(neuro) (30 min)</li> </ul>       |
| Week #11<br>11/8/22 | <b>Peds Class: 1pm-2:50</b><br><br>Chapter 30 - The Child with Cerebral Dysfunction<br><br><br><b>ATI Practice "A" opens this week on Monday 11/7/22 (due by Sunday 11/13/22 @2359)</b>  | <b>Read Chapters for the week</b><br><b>Ch 30</b><br><br>   | <b>Complete Study Guide Pages for Weekly chapters before class</b><br><br><b>After class work:</b><br><b>Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</b><br><br><ul style="list-style-type: none"> <li>Swift River Weekly Math Assignment (15 min)</li> <li>Swift River Case: Sam Knight (head injury) (30 min)</li> </ul> |

|                              |   |  |  |
|------------------------------|---|--|--|
| <p>Week #12<br/>11/15/22</p> | <p><b>Peds Class: 1pm-2:50</b></p> <p>Chapter 33 - The Child with Musculoskeletal Dysfunction</p> <p>ATI Practice "B" opens this week on Monday 11/14/22 (due by Sunday 11/20/22 @2359)</p> | <p><b>Read Chapters for the week Ch 33</b></p>    | <p><b>Complete Study Guide Pages for Weekly chapters before class</b></p> <p><b>After class work:</b><br/>Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</p> <ul style="list-style-type: none"> <li>• Swift River Weekly Math Assignment (15 min)</li> <li>• Swift River Case: Amanda Blair (ATV acc fracture) (30 min)</li> </ul>  |
| <p>Week #13<br/>11/22/22</p> | <p><b>Peds Class: 1pm-2:50</b></p> <p>Chapter 31 - The Child with Endocrine Dysfunction</p>   | <p><b>Read Chapters for the week Ch 31</b></p>  <p>In class:<br/>Hannah Johnson (DM)</p> | <p><b>Complete Study Guide Pages for Weekly chapters before class</b></p> <p><b>After class work:</b><br/>Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</p> <ul style="list-style-type: none"> <li>• <b>ATI Type I Diabetes Mellitus Module&gt;Skills Modules (See D2L instructions) (2-3 hours) (Go to Simulations tab&gt;ATI&gt;DM info)</b></li> <li>• Swift River Weekly Math Assignment (15 min)</li> </ul> |
|                              | <p>Thanksgiving Break<br/>11/24/22 TO 11/25/22</p>  |   | <p>Enjoy! Eat some turkey!</p>   |



|                              |  |  |  |
|------------------------------|--|--|--|
| <p>Week #14<br/>11/29/22</p> | <p><b>Peds Class: 1pm-2:50</b></p> <p><b>Exam #4</b><br/><b>(beginning of class)</b></p> <p>Chapter 5 - Pain Assessment &amp; Management in Children</p> <p>Chapter 29 - The Child with Cancer</p> | <p><b>Read Chapters for the week</b><br/><b>Ch 5 &amp; 29</b></p>  <p>In Class:<br/>Maria Hernandez (sickle cell)</p> | <p><b>Complete Study Guide Pages for Weekly chapters before class</b></p> <p><b>After class work:</b><br/><b>Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</b></p> <ul style="list-style-type: none"> <li>• ATI Assignment: Adolescent clients and performance enhancing substances module (1-2 hours)</li> <li>• Swift River Weekly Math Assignment (15 min)</li> <li>• Swift River Case: Suzanne Williams (leukemia) (30 min)</li> </ul> |
| <p>11/23/22</p>              | <p><b>Teaching Project</b><br/><b>Teach Plan Submission</b><br/><b>Final Due Date by 2359</b></p>  |  |  |
| <p>Week #15<br/>12/6/22</p>  | <p><b>Peds Class: 1pm-2:50</b></p> <p>Chapter 19 - Impact of Chronic Illness, Disability, or End of Life</p> <p>Chapter 20 - Impact of Cognitive or Sensory Impairment on the Child and Family</p> | <p><b>Read Chapters for the week</b><br/><b>Ch 19 &amp; 20</b></p>    | <p><b>Complete Study Guide Pages for Weekly chapters before class</b></p> <p><b>After class work:</b><br/><b>Complete NCLEX questions for weekly chapters and turn into D2L by Friday each week @2359 (Located on Evolve Textbook Website)</b></p> <ul style="list-style-type: none"> <li>• ATI Assignment: Adolescents at risk for suicide module (30 min)</li> <li>• Swift River Case: Zoe Glover (afebrile seizures) (30 min)\</li> <li>• Swift River Case: Penelope Nguyen (burns) (30 min)</li> </ul>                 |
| <p>12/6/22</p>               | <p><b>Pediatric ATI</b><br/><b>Proctored Exam</b><br/><b>Rm 261 10am</b></p>   |  |  |
| <p>12/9/22</p>               | <p><b>Teaching Project Final</b><br/><b>Due date by 2359</b></p>   |  |  |

|          |   |   |  |
|----------|---|---|--|
| Week #16 | FINALS WEEK   |  |  |
| 12/13/22 | <b>Pediatrics Final Exam</b><br><b>1:00 pm Rm 261</b> |   |  |

\*THIS COURSE CALENDAR IS TENTATIVE AND SUBJECT TO CHANGE. THE INSTRUCTOR HAS THE RIGHT TO CHANGE THE SCHEDULE AS NEEDED. YOU WILL BE NOTIFIED OF ANY CHANGES IN D2L.

Dear Students,

We are about to take the ATI Practice Assessment A & B, so we wanted to provide additional information and clarification about what items to submit under the ATI Practice Assessment A tab for grading and B tab for grading. Please submit two items under each tab. First, submit your **Individual Performance Profile Report**. On another document, submit at least three important points about each **Topic for Review** identified on your **Individual Performance Profile Report**. The points can be bullet points. This document will serve as your proof of remediation to count for points as listed below.

The points for taking the assessment and doing the remediation will be added together and placed in the grade column to be used as your progress through to the Proctored Exam.

You will recall the rubric below that was previously provided. This will be completed for the two practice assessments and finally for the Proctored Exam as we move through the process.

#### FINAL EXAM CALCULATION WORKSHEET FOR ATI PROCTORED EXAM

| Activity  | Points Possible  | Points Earned |
|---|--|---------------|
| Complete Practice Assessment A  | 15   |               |
| Complete Remediation  | 20   |               |
| Complete Practice Assessment B<br>(if not available, Practice A points<br>will be doubled). | 15   |               |
| Complete Proctored Exam   | <b>Level 3 = 30</b><br><b>Level 2 = 20</b><br><b>Level 1 = 10</b><br><b>Below Level 1 = 0</b>  |               |
| Complete Remediation  | 20   |               |
| Proctored Exam Retake   | <b>Level 3</b> - Exempt<br>from Retake<br><b>Level 2</b> - Retake<br>Optional (5 add points<br>if achieve Level 3)<br><b>Level 1</b> - Retake<br>Required (10<br>additional points if<br>achieve Lev 2 or 3)<br><b>Below Level 1</b> -<br>Retake Required (10<br>additional points if<br>achieve Lev 2 or 3) |               |
| Total Score   | 100  |               |

## Clinical Log Pediatrics Clinical Rotations - Fall 2022

Student Name: \_\_\_\_\_

| Date | Start Time | End Time | Location<br>(specific facility or other) | Activity<br>(Clinic, Group Meeting, Research, Interview, etc.) | Name and Signature of RN Supervising student<br>(print and sign) | Clinical Hours Completed<br>(whole or partial hours: 3, 3.25 or 3.5) |
|------|------------|----------|--|--|--|--|
|      |            |          |  |  |  |  |
|      |            |          |  |  |  |  |
|      |            |          |  |  |  |  |
|      |            |          |  |  |  |  |
|      |            |          |  |  |  |  |
|      |            |          |  |  | <b>Total hours this semester:</b>                                |  |

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

Teaching Care Plan Questionnaire (To be done in planning process of your teaching)

Students' Names: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. List the age group/grade to be taught and topic subject? How many children are you expecting to be in attendance? What location of the building will your teaching occur? What considerations do you need think about? (example: technology, volume you speak, distractions, etc.)
2. List the expected factors for consideration or barriers that may positively or negatively affect this group's learning based on age and stage of development? How can you plan to overcome them or work past them?
3. Describe the expected environment for the teaching and how changes could be made to facilitate learning if necessary to still meet education goals for this teaching project.
4. Describe the teaching materials to be utilized to enhance learning in your group's teaching. Are the teaching materials appropriate, consider how much time it will take to set up/distribute/assist students. What techniques will you be using to educate the students: visual, kinesthetic, audio, demonstration, PowerPoint, videos, demonstrations, acting, using volunteers, etc.?
5. Describe the expected group's behaviors or responses that would indicate to you their readiness to learn? How will you recognize it? How will you respond?
6. Identify teaching strategies to be utilized for this group of students. How will you expect to use them or what accommodations will you make to carry them out?
7. List your plan for your teaching group and assign who will deliver which task of the teaching project. You will need to name each member here and his or her responsibilities that are assigned.
8. How much time do you expect to plan for each activity that you are performing. List each activity separately and list the timeframe that you estimate needed to teach each one? How will you stay on track. How much time have you been allotted for the teaching by your school nurse? What strategies will you use if you run over on time to effectively still deliver the content?

9. List what you have discovered so far about planning for teaching

### Teaching Care Plan

Teaching/Learning Nursing Diagnosis:

There are 3 main learning domains for this assignment. List 3 Short Term Goals/Outcomes for each: (1 per learning domain Cognitive, Affective, and Psychomotor).

You must also evaluate each goal separately after teaching is performed.

1. (Cognitive)
2. (Affective)
3. (Psychomotor)

Evaluation:

Evaluation:

Evaluation:

Nursing Interventions with Rationales (1 Nursing Intervention includes content to be taught)

Evaluation/Client (student) Response

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

### 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 two weeks prior to the scheduled date you plan to teach.**

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

Group#: \_\_\_\_\_ Members: \_\_\_\_\_ Date: \_\_\_\_\_

| Topic:  | Points Earned | Comments |
|---|---------------|----------|
| <b>Planning (5 points each)</b>   |               |          |
| 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 for each group member/Group Evaluation included.             |               |          |
| <b>Content (10 points each)</b>   |               |          |
| 7. Nursing Diagnosis is appropriate to learning needs and is correctly stated and clarified |               |          |
| 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. Participation performed by each group member was appropriate/equal for preparation work.                               |  |  |
| Teaching/Presentation (5 Points)- average of grade achieved attached   |  |  |
| 13. The teaching was well received by children/teachers/nurses/faculty personnel and relevant to age group                 |  |  |
| 14. Each group member actively participated for teaching presentation and content was well organized within time frame     |  |  |
| Up to 20% may be deducted from grade for incorrect APA, grammar, sentence structure, punctuation and spelling, references. |  |  |
| Total Score  |  |  |

### Self-Evaluation Post Teaching

|   |
|---|
| 1. List factors that enhanced your personal ability to teach this age group (consider your prep work, prep time, group effort, individual effort, and your teaching history).                   |
| 2. List factors that hindered your personal ability to teach this age group (not enough prep time, group was not cohesive, not good at teaching, unprepared).                                   |
| 3. Evaluate your teaching skills in terms of your personal strengths and weaknesses in your part of the teaching presentation. What could have you done to improve if you taught a second time. |

### Group-Evaluation Post Teaching

|  |
|--|
| 4. How do you feel like your group worked together as a group? Do you feel like each group member actively participated and did their part? What were some of the pro's and con's to the dynamics of your group. (describe leadership roles all the way down to individual members).                   |
| 5. List what could have worked better when working together as a group? What did you discover about your personal leadership skills from working as a group? Identify what your personal role looked like. Did you participate as much as you could have? Did you take on enough equal responsibility? |
| 6. Evaluate your teaching skills in terms of your personal strengths and weaknesses and also the strengths and weaknesses of working together as a group. What do you feel like you need to grow upon with teaching? How will you be able to improve this in your nursing practice moving forward?     |
| 7. Do you feel like you have grown from this teaching experience? Explain what the take-away will be for future teaching that you will perform as a nurse. Describe how you feel your leadership skills are at this point?   |



**GROUP MEMBER NAMES:**

Contact person:

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

Approximate amount of time spent at the facility:

Presentation Date:

Comments:

**Clinical Site Journal Grading Rubric**  
**CareVide Pediatrics/School Districts/Children's Medical Center/Scottish Rite**

\*This grading rubric is for the Pediatric clinical locations only.

| Required Information   | Not Present | Not Acceptable | Needs Improvement | Satisfactory | Excellent | Earned Points | Comments |
|--|-------------|----------------|-------------------|--------------|-----------|---------------|----------|
| Provide a brief description of the facility/location visited, the clinical experience and activities of the day analyzing positive and negative aspects of care provided in the setting. List what you learned and what the take away was from the day. (Minimum of 2-3 paragraphs)<br><br>Identify the education levels of the provider you followed and discuss what you thought of the role. Can you see yourself in this type of role? | 0           | 1-13           | 11-15             | 16-18        | 18-20     |               |          |
| Evaluate the specific nursing approaches that were used based on your patient age, cultural aspects, family dynamics, etc. (1 -2 paragraph response)   | 0           | 1-13           | 14-15             | 16-17        | 18-20     |               |          |
| Discuss at least one common protocol, standing order, or policy used at this facility to utilize or promote safety or improve client care at   | 0           | 1-21           | 22-23             | 24-26        | 27-30     |               |          |

*The syllabus/schedule are subject to change.*

|  |   |      |       |       |            |  |  |
|--|---|------|-------|-------|------------|--|--|
| this location. You must find an EBP article that summarizes how the article supports this clinical decision. The article must be recent and support current practice. (within last 4 years). |   |      |       |       |            |  |  |
| Describe one example of how the knowledge/experience obtained at this site can be used in your nursing practice moving forward (be specific 1-2 paragraphs).                                 | 0 | 1-13 | 14-15 | 16-17 | 18-20      |  |  |
| Spelling, grammar, and punctuation   | 0 | 1-2  | 3     | 4     | 5          |  |  |
| Correct APA format, body of paper 1-3 pages in length, Resources listed, in text citations where needed  | 0 |      |       |       | 5          |  |  |
| <b>Total</b>   |   |      |       |       | <b>100</b> |  |  |

*The syllabus/schedule are subject to change.*

## **In Class Participation Worksheet**

Student Name: \_\_\_\_\_ Class Date: \_\_\_\_\_ Week#: \_\_\_\_\_

☐ Student in is attendance this day? signature: \_\_\_\_\_ Points: \_\_\_\_\_  
(Total Points counted: 10 points)  
Comment:

☐ Student attests they completed weekly reading of Chapter content? Points: \_\_\_\_\_  
(Total Points counted: 10 points)  
Comment:

☐ Student attests they completed Study Guide workbook assignments for all Chapters?  
Points: \_\_\_\_\_  
(Total Points counted: 10 points)  
Comment:

☐ Student participated in all "in class" activities this week? Points: \_\_\_\_\_  
(Total Points counted: 15 points)  
Comment:

☐ Student completed ALL NCLEX questions for weekly Chapters?  
Instructor approval: \_\_\_\_\_ after points are counted  
(Total Points counted: 30 points) Points: \_\_\_\_\_  
Comment:

Total points earned this week: \_\_\_\_\_

Upload each week's proof of documents to Shared Folder located in Assignments and there is a folder labeled for each of the weeks. No credit will be given without this form completed and proof of each category (in class activities, NCLEX questions)

*The syllabus/schedule are subject to change.*