

Oakland University School of Nursing

Nursing Care of Children Clinical

**NRS 3335 (385)
CRN #11520**

Faculty of Record:

**PEG KENNEDY, MSN, RN, FNP-BC
Full-Time Adjunct Instructor**

COURSE NUMBER: NRS 385 – CRN #11520

CREDIT & HOUR ALLOCATION:	Credits	Wks/Hrs	Total Hours Semester
Clinical	2		72
4 Hours Orientation			

COURSE NAME: Nursing of Children – Clinical

CLASS TIME & LOCATION: February 26, 2018 – April 25, 2018
TBA

FACULTY OF RECORD: Peg Kennedy, MSN, FNP-BC
Full-Time Adjunct Instructor
Office: 2012 Human Health Building (HHB)
Office Hours: By Appointment Only
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PREREQUISITES and/or CO-REQUISITES

Prerequisites: NRS 380, 381

Co-requisites: NRS 384

COURSE OVERVIEW

The focus of this course is providing patient-centered nursing care to children, adolescents, and families experiencing acute or chronic episodes of illness or crisis. Issues related to the care of children from birth through adolescence will be addressed, including health promotion, disease prevention, risk reduction, illness management, health restoration, and rehabilitation. Students will apply the nursing process and ethical decision-making to the care of children, adolescents, and their families through the integration of theory, rationale, and specific nursing interventions.

COURSE OBJECTIVES

1. Apply the nursing process to the care of children, adolescents, and families experiencing acute or chronic episodes of illness or crisis.
2. Integrate relevant research from the arts, sciences, and nursing theory, as well as knowledge related to childhood growth and development into the nursing care provided to children, adolescents, and families experiencing acute or chronic episodes of illness or crisis.
3. Collaborate with children, adolescents, their families, other health care professionals, and appropriate community agencies to plan and implement patient-centered nursing care.

COURSE OBJECTIVES (cont'd.)

4. Demonstrate and model personal and professional accountability, responsibility, and ethical decision-making when providing patient-centered nursing care to children, adolescents, and their families.
5. Assess the impact of patient culture, ethnicity, race, religion, etc. on the nursing care provided to children, adolescents, and their families experiencing acute or chronic episodes of illness or crisis.

TECHNICAL REQUIREMENTS

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

Logging into Moodle

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: <https://moodle.oakland.edu>
- Log-in using the first part of your NetID username and password, e.g. if your email is jwilson3@oakland.edu then:
 - Username: jwilson3
 - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at www.adobe.com

REQUIRED TEXTBOOKS

Hockenberry, M. J., & Wilson, D. (2013). *Wong's essentials of pediatric nursing* (10th ed.). St. Louis, MO: Elsevier/Mosby. ISBN: 9780323353168.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN: 9781433805615.

Assessment Technologies Institute. (2016). *RN nursing care of children review module edition 10.0*.

Ackley, B.J., Ladwig, G.B. (2016). *Nursing diagnosis handbook: an evidence-based guide to planning care*. (11th ed.). St. Louis, MO: Elsevier Mosby.

A Nursing drug reference such as:

Vallerand, A. H., & Sanoski, C. A., Deglin, J. H. (2016). *Davis's drug guide for nurses* (15th ed.). Philadelphia: F. A. Davis Company. ISBN: 9780803657052.

RECOMMENDED TEXTBOOKS

Linnard-Palmer, L. (2010). *Peds notes: Nurse's clinical pocket guide*. Philadelphia, PA: F. A. Davis Company.

REQUIRED MATERIALS

- Stethoscope
- Penlight
- Bandage scissors
- Watch with 2nd hand
- Calculator (***not*** your cell phone)
- Black Ink Pen
- Dry Erase Marker

COURSE CONDUCT

Students are expected to practice and uphold standards of academic integrity as outlined in the Oakland University “**Student Code of Conduct**”. Students should familiarize themselves with these expectations by reading the following information:

- Core Standards for Student Conduct at OU:
<https://www.oakland.edu/deanofstudents/student-code-of-conduct/core-standards-and-behavioral-expectations/>
- Academic Conduct Regulations:

<https://www.oakland.edu/deanofstudents/conduct-regulations/> and.

Student acts that are in violation of the Academic Code of Conduct will be referred to the Dean of Students' Office and a course grade of "0" may be awarded.

COMMUNICATION

Faculty will communicate important course information, activities, and changes via Moodle Announcements and/or NRS 3265 Moodle email. Students are expected to check Moodle on a regular basis (*minimally every 48 hours*).

CLINICAL SETTING PROFESSIONAL APPEARANCE:

As stated in the SON Student Handbook: SON pre-licensure students (Basic-BSN and ASD) who are not in the SON uniform or whose appearance during any SON clinical, simulation, laboratory, or off-site experience does not adhere to the professional appearance standards established by the SON will be sent home, and the student's evaluation will reflect this as an absence.

- **Hair:** Student hair must be off the shoulder at all times. If a student's hair is longer than shoulder length, it must be fashioned in a way that keeps it off the shoulder so it does not interfere with patient care, i.e. up in a bun, in a ponytail, etc. Hair must be a natural color and facial hair must be neat and trimmed.
- **Make-up:** Student make-up should be kept to a minimum. Lipstick, if worn, should be a natural lip color.
- **Fingernails:** Student fingernails must be clean and trimmed. Nail polish, artificial nails, acrylics, tips, and wraps are not permitted during any SON clinical/simulation/laboratory/off-site experience.
- **Jewelry:** Student jewelry should be kept to a minimum. Ornate jewelry, heavy chains, rings with stones, and multiple earrings per ear are not allowed. One stud earring per ear lobe is acceptable.
- **Tattoos and body piercing:** Visible tattoos are not allowed. Tattoos must be covered at all times. Oral/facial/septum piercings are not allowed.
- **OU Badge and SON Emblem:** Pre-licensure students (Basic-BSN and ASD) are required to wear an OU name badge and SON emblem on their SON uniform and/or lab coat during all SON clinical/simulation/laboratory and off-site experiences. The SON emblem must be sewn on the left sleeve of every student uniform and lab coat. The emblem should be centered on the crease with the top of the emblem two inches below the shoulder seam.

PREPARATION PRIOR TO CLINICAL/SIMULATION/OFF-SITE EXPERIENCES

Pre-licensure students (Basic-BSN and ASD) students are expected to be fully prepared for every SON clinical/simulation/off-site experience. ***Students who are not prepared will be sent home, and their clinical evaluation will reflect this as an absence.*** Students are supervised during the performance of all procedures/nursing interventions until the clinical instructor/course FOR determine that the student can perform them safely without assistance.

During every SON clinical/simulation/off-site experience, pre-licensure students (Basic-BSN and ASD) are responsible for:

- the nursing care given to the patient(s) to whom they are assigned;
- reporting urgent needs of the patient promptly to the SON clinical instructor and the unit nurse;
- reporting the patient's condition to the SON clinical instructor/unit nurse before leaving the clinical area;
- following the procedures for leaving the unit outlined by the SON clinical instructor/unit nurse;
- maintaining patient confidentiality at all times;
- attending every post-conference scheduled by the SON clinical instructor/FOR; and
- fulfilling all clinical course requirements, including adhering to all clinical agency policies and procedures.

BOUNDARY VIOLATIONS

Per the SON Undergraduate Program Student Handbook, "Divulging any information about patients/their families/other students/SON faculty or staff/nurses on the unit where a clinical experience occurs/etc. on the Internet or any other social medium is considered unethical and unprofessional behavior. For further information about boundary violations, refer to the ANA or National Council of State Boards of Nursing websites".

ATTENDANCE AND TARDINESS POLICY:

Attendance at all scheduled SON clinical, off-site, laboratory, and simulation experiences is required, and students are expected to arrive on time. If a student anticipates being late or absent, they must ***notify their SON clinical faculty prior to the start of the clinical*** or simulation experience. In many cases, the clinical units base staffing on expected student attendance, therefore ***the student must ALSO notify the clinical unit to which they are assigned if they expect to be late to or absent from clinical.*** Student **absence and/or tardiness will impact the final course grade a student receives.**

An absence from a clinical, off-site, laboratory, and/or simulation experience is weighted as a percentage of the total hours of the experience and the points will be deducted from the Clinical Evaluation Tool total score. A student missing 20% or more of any clinical, off-site, laboratory, or simulation experience will fail the course, unless there were extenuating circumstances (determined by **both** the clinical course FOR and the SON Undergraduate Program Director). Students must submit evidence/explanation of the extenuating circumstance to the course FOR within 48 hours of the clinical, off-site, laboratory, and/or simulation experience.

Tardiness is defined as a student arriving late to a clinical, off-site, laboratory, and/or simulation experience (or being unprepared to begin clinical, off-site, laboratory, and/or simulation experience at the start time designated by clinical faculty). For each 15 minutes a student is tardy, 1 point will be deducted from the Clinical Evaluation Tool total score.

SAFETY AND CLINICAL PERFORMANCE:

Based on student learning needs, clinical faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments and/or clinical work assigned.

It is expected that students will be consistently and thoroughly prepared for safe and competent practice and will demonstrate safe and competent practice in the clinical setting. Unsafe clinical practice is defined as: an act by the student that is harmful or potentially harmful to the patient, the student, or other health care personnel (Luhanga, Yonge, & Myrick, 2008), or “any occurrence or behavior involving unacceptable risk” (Scanlon, Care, & Gessler, 2001, p. 25).

Any student who demonstrates unsafe clinical practice may be immediately removed from the clinical setting, which may result in missed clinical time, and potential failure of the course.

Examples of actions that are considered unsafe in the clinical setting include, but are not limited to:

- Unsafe provision of nursing care
- Administration of medication without direct supervision of clinical faculty, or repetitive dosage calculation errors
- Unprofessional or unethical behavior
- HIPPA violation
- Falsification of patient records/clinical documents

CLINICAL ASSIGNMENTS

1. Clinical Score

- a. *Students must achieve a minimum grade of 2.5 on the Undergrad Clinical Evaluation Tool in order to pass this course.*
- b. The clinical score is derived from evaluation of students' demonstrated cognitive and psychomotor skills in the clinical setting (including SIM). Both are essential in demonstrating competency in the clinical experience; thus, both components are weighted and recorded on the Undergrad Clinical Evaluation Tool.
- c. Faculty will provide students with a midterm evaluation using the Clinical Evaluation Tool at the halfway point of the clinical experience. If the student successfully passes the midterm evaluation, the student will receive a final clinical evaluation using the Clinical Evaluation Tool *after* the final clinical day has been completed (*date to be determined by the University*).
- d. All final clinical evaluations must be completed on an Oakland University campus

2. Two Concept Map/Care Plan Assignments (must use the template posted on Moodle)

- a. Due dates determined by clinical faculty.
- b. A self-graded rubric (completed by the student) along with a blank rubric must be submitted with each care assignment (both are included in the template). Assignments without a self-graded rubric will not be accepted.

3. Post Clinical Conference Report (Appendix A)

- a. Specific assignment details and due dates determined by clinical faculty.

4. Completion of Learning Objectives (Appendix B)

- a. Completed form to be turned in to clinical faculty at the beginning of simulation/orientation day (as directed by faculty).

5. Weekly Personal Assessments (Appendix C)

- a. Turn in one assessment each calendar week. Specific assignment details and due dates determined by clinical faculty.

LATE ASSIGNMENT POLICY:

It is expected that all assignments will be submitted by the due date and time designated by faculty.

- *Assignments submitted between 1 minute to 12 hours after the due date and time will receive a 20% deduction.*
- *Assignments submitted more than 12 hours after the due date and time will not be accepted and a grade of “0” will be awarded for the assignment.*
- Once an assignment is submitted is considered **final**. Students are responsible for ensuring their work is complete, submitted on time, via the appropriate method (i.e., via Moodle email, handed to instructor, etc), and in the correct format (i.e., PDF, Word doc, hard copy, etc.). *No corrections or edits may be made to assignments that have been submitted.*

EVALUATION METHODS

Clinical Grade

1. Undergrad Clinical Evaluation Tool	75%
2. Concept Map/Care Plan #1	10%
3. Concept Map/Care Plan #2	10%
4. Pre- and Post-Conference Participation	5%
Total	100%

References:

- Luhanga, F., Yonge, O., & Myrick, F. (2008). Hallmarks of unsafe practice: What preceptors know. *Journal for Nurses in Staff Development*, 24(6), 257-264.
- Scanlon, J. M., Care W. D., & Gessler, S. (2001). Dealing with the unsafe student in clinical practice. *Nurse Educator*, 26(1), 23-27.

APPENDIX A – POST CLINICAL CONFERENCE REPORT

Patient's Initials: _____ Patient's Age: _____
chronological/developmental

Brief Background Statement (date of admission, reason for admission, events leading up to admission, brought in by, course of hospital stay so far, expected discharge, etc.): _____

Ethnicity/Language Spoken in Home: _____

Cultural Care Needs: _____

Medical Diagnosis: _____

Relevant Medical History: _____

Family/Visitors: _____

Brief Summary of Assessment Data (incl. psychosocial assessment): _____

Priority Nursing Diagnosis: _____

Short and Long-Term Goals: _____

Interventions (performed on the day of care): _____

Evaluation of Interventions and Goal Achievement: _____

Patient/Family Education (list 4): _____

Interactions with Interdisciplinary Team: _____

APPENDIX B – LEARNING OBJECTIVES

Student Name: _____ Date: _____

1. Please provide information regarding your previous clinical experience (type of units, type of patients, what you liked most, what you would have changed):

2. Describe your overall level of comfort working with children: _____

3. Describe your level of exposure/experience with the following age groups (very experienced, some experience, no experience):

Newborn: _____ Infants: _____
Toddlers: _____ Preschool: _____
School Age: _____ Adolescent: _____

4. I have had experience and feel comfortable with the following nursing interventions. If you feel that you need additional work on a particular area, please make note:

Oral meds	Wound Care	Foley Catheters
IV meds	Patient Assessments	Documentation
Injection meds	Giving/Receiving Report	AM Care
NGT/PEG Tubes	Providing D/C instructions	Chest Tubes/Drains

Other: _____

5. I learn best in the following way:

6. Instructor behaviors that assist me in learning include:

7. Instructor behaviors that inhibit my learning include:

8. In this clinical rotation, I am most looking forward to:

9. What will you do to demonstrate your responsibility for learning course/clinical material?
Commit to no less than three actions you will be accountable for on each clinical day.

10. Is there anything else you would like to tell your clinical faculty?

APPENDIX C – WEEKLY PERSONAL ASSESSMENT

Student Name: _____ Date: _____

1. What course objectives have you established for this clinical day?
2. What did you do to achieve the objective(s)?
3. What were the strengths of your clinical performance?
4. What were the limitations of your clinical performance?
5. Excluding the textbook, what additional readings/resources did you access?
6. What interventions did you implement that were specific to the needs of the family you cared for?
7. What could your faculty member do to further your learning needs?
8. What opportunities for clinical experience would you like to have next?
9. Using your clinical evaluation tool, please grade yourself for this week's clinical performance. Please give specific details and rationale.

**Oakland University School of Nursing
GRADE CONVERSION**

Note: 70% = 2.5

<u>PERCENTAGE</u>	<u>GPA</u>
100.00	4.0
98.00 – 99.99	3.9
96.00 – 97.99	3.8
94.00 – 95.99	3.7
92.00 – 93.99	3.6
90.00 – 91.99	3.5
88.00 – 89.99	3.4
86.00 – 87.99	3.3
84.00 – 85.99	3.2
82.00 – 83.99	3.1
80.00 – 81.99	3.0
78.00 – 79.99	2.9
76.00 – 77.99	2.8
74.00 – 75.99	2.7
72.00 – 73.99	2.6
70.00 – 71.99	2.5
68.00 – 69.99	2.4
66.00 – 67.99	2.3
64.00 – 65.99	2.2
62.00 – 63.99	2.1
60.00 – 61.99	2.0
58.00 – 59.99	1.9
56.00 – 57.99	1.8
54.00 – 55.99	1.7
52.00 – 53.99	1.6
50.00 – 51.99	1.5
48.00 – 49.99	1.4
46.00 – 47.99	1.3
44.00 – 45.99	1.2
42.00 – 43.99	1.1
40.00 – 41.99	1.0

Approved Faculty Assembly 2/20/03
Updated WI 05