

**NURS 4431: Nursing of Children and Adolescents**  
FALL 2014

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**Time and Place of Class Meetings:**

Pickard Hall 104

Every Friday during assigned Section: 0900 – 1200 and 1300 – 1600 (See Course Calendar for more specific information at back of Syllabus)

**Description of Course Content:**

Nursing care for infants, children, adolescents, and their families. Theory and clinical application in diverse settings. Prerequisite: NURS 3561, 3481.

**Student Learning Outcomes:**

- Apply evidence-based research to clinical practice and Identify practice issues with an awareness of one’s role in promoting quality improvement.
- Apply legal and ethical principles and professional standards in the provision of nursing care for infants, children, adolescents, and their families/caregivers.
- Apply the nursing process using current evidence in the provision of competent, culturally sensitive, developmentally appropriate, holistic nursing care to infants, children, adolescents, and their families/caregivers.
- Communicate with health care professionals in clinical settings using verbal, nonverbal, written, and electronic methods.
- Demonstrate appropriate, respectful and effective communication with all pediatric clients, their families/caregivers, and health care professionals in clinical settings.
- Demonstrate clinical judgment and decision-making based on current knowledge in the care of infants, children, adolescents, and their families/caregivers.
- Demonstrate self-reflection and awareness in order to articulate the need for active life-long learning.
- Utilize biomedical and computer science technology to perform nursing functions.
- Utilize Joint Commission’s National Patient Safety Goals to provide safe patient care and prevent errors.

**Required Textbooks and Other Course Materials:**

James, S. R., Nelson, K. A., Ashwill, J. W. (2013). *Nursing care of children: Principles & practice* (4<sup>th</sup> ed.). St. Louis, MO: Elsevier/Saunders. ISBN 978-1-4557-0366-1

HESI RN Practice Test ISBN 9781455727384 (**Previously Purchased**) – course id: 1301\_hwoods21\_0009

N4431 Simulation Materials Packet (must be printed from Blackboard or purchased at Bird’s Copies)

**REQUIRED DVDS: (★web access available – See *N4431 Clinical Notebook*)**

#216, #217, #218 ★	<i>Rapid assessment of the ill or injured child</i> (2004). Concept Media. Parts 1, 2 and 3
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**Recommended textbooks:**

**Rec.-** Wilson, D. & Hockenberry, M.J. (2012). *Wong’s clinical manual of pediatric nursing* (8<sup>th</sup> ed.). St. Louis, MO: Mosby. ISBN 978-0-323-07781-1

**Rec.-**James, S. R., Nelson, K. A., Ashwill, J. W. (2013). *Study guide: Nursing care of children: Principles & practice*. (4<sup>th</sup> ed.). St. Louis, MO: Elsevier/Saunders. ISBN 978-1-4557-0706-5

**Descriptions of major assignments and examinations with due dates:**

Course Schedule with dates and assignments available on Blackboard

**Grading Policy:**

**N4431 GRADING PLAN:**

Pre-Simulation Quiz ( <i>Blackboard, prior to Simulation Experience #1</i> )	3%
Pediatric Medication and Dosages Math Exam #1 ( <i>30 questions</i> )	8%

Exam #1 (60 questions)	22%
Exam #2 (60 questions)	22%
Evolve Reach (HESI) Exam (55 questions)	8%
Comprehensive Final Exam (60 questions)	22%
Assessment Skills Quiz (Blackboard, 40 questions)	3%
Pre-Simulation Preparation Assignment (prior to Simulation Lab Experience #2)	6%
In-Class Quiz Average (3 quizzes total)	6%
Medication Administration Clinical Preparation Forms (each clinical day)	Pass/Fail
Nursing Documentation/Nurses Notes or EHR on-site (each clinical day)	Pass/Fail
Verbal Nursing Care Plans (each clinical day)	Pass/Fail
Evidence Based Practice Assignment (upon clinical completion)	Pass/Fail
Performance of all N4431 Essential Skills (upon clinical completion)	Pass/Fail
Simulation Experience #1: Medication Administration and Assessment Lab	Pass/Fail
Simulation Experience #2: Pediatric Scenario Evaluation and Skills Lab	Pass/Fail
Evidence Based Practice Assignment & Presentation	Pass/Fail
Performance of all N4431 Designated Essential Skills	Pass/Fail

**ALL ASSIGNMENTS MUST BE SUBMITTED ON TIME FOR CREDIT. ALL LATE SUBMISSIONS WILL RESULT IN A GRADE OF ZERO (0%).** However, both simulation preparation assignments and all pass/fail assignments MUST still be completed for clinical hour credit. Course assignments (“Pre-Simulation Quiz”, “Assessment Skills Quiz”, “Pre-Simulation Assignment”, and “In-Class Quizzes”) are not group work and are to be completed by each student alone. CHEATING, COLLUSION, AND/OR PLAGIARISM ON THESE ASSIGNMENTS WILL RESULT IN ACADEMIC CONSEQUENCES WHICH INCLUDE A N4431 CLINICAL FAILURE (“F” FOR THE COURSE). YOU WILL ALSO BE REFERRED TO THE UTA OFFICE OF STUDENT CONDUCT. There are no options for extra credit in this course.

#### 1. **Examinations:**

There will be a total of five (5) scheduled and proctored exams consisting of multiple choice and/or short answer questions offered in the computer laboratory setting. These exams are: Pediatric Medications and Dosages Math Exam #1, Exam #1, Exam #2, Evolve Reach (HESI), and Comprehensive Final Exam.

**Testing Environment:** In the event that technical issues occur and cannot be immediately resolved, exams may be given via traditional paper/pencil method. Although faculty strives to provide a quiet learning/testing environment there will be noises and distractions in any testing environment that are beyond the control of the exam proctors. If a student feels that the testing environment is unduly noisy or distracting for any reason, it is the responsibility of the student to report this to an exam proctor as soon as possible during the exam so corrective action may be taken.

**Missed Exam:** All students are expected to take each exam on the scheduled day and at the scheduled time. In the event a student anticipates missing an exam, the student is expected to notify the lead teacher **on or before** the exam day and **before** the exam start time. Make up exams are given at the discretion of the lead teacher. The make-up exam must be taken within **seven (7) days** following the date of the scheduled exam. The make-up exam will cover the same material as the scheduled exam and will consist of short

answer, fill-in-the-blank, multiple choice, and essay questions. **Any unexcused absence from an exam will result in a grade of zero (0).** If you miss an exam, you may be required to show acceptable proof of the extenuating circumstances that kept you from the exam. Exams will not be rescheduled for convenience of vacation travel, work schedules, job interviews or child care issues. Ensure you are aware of the exam schedule before making work schedules and travel arrangements.

**Late for an exam:** Students are expected to arrive on time for each exam. Students should notify the lead teacher as soon as they realize they will be tardy for an exam. No extra time will be given. In order to maintain the integrity of the exams, students arriving late for an exam AFTER OTHER STUDENT(S) HAVE COMPLETED THE EXAM AND/OR LEFT THE ROOM will not be permitted to take the regularly scheduled exam and must schedule a make-up exam. THE STUDENT WILL RECEIVE A 5 POINT DEDUCTION.

**\*\*SCHOLASTIC DISHONESTY (CHEATING AND/OR COLLUSION) ON EXAMINATIONS/QUIZZES WILL RESULT IN ACADEMIC CONSEQUENCES WHICH MAY INCLUDE A N4431 COURSE FAILURE ("F" FOR COURSE). YOU WILL ALSO BE REFERRED TO THE UTA OFFICE OF STUDENT CONDUCT.**

**\*\*Cheating:** Copying the work of another; allowing someone to copy your work; engaging in written, oral, or any other means of communication with another OR giving aid to or seeking aid from another WHEN NOT PERMITTED BY THE INSTRUCTOR; using material during an examination that is not authorized by the person giving the examination/quiz such as electronic or digital devices such as cell phones, camera phones, scanner pens, PDAs, or flash drives, etc; taking or attempting to take an examination for another, or allowing another to take or attempt to take an examination for a student; using, obtaining, or attempting to obtain by any means, the whole or any part of an examination that is not provided for your use by your instructor; any act designed to give unfair advantage to a student or the attempt to commit such an act.

**\*\*Collusion:** Unauthorized collaboration with another in preparing work that is offered for credit/grade.

(UTA Office of Student Conduct, 2011)

**\*\*Plagiarism:** Unacknowledged and intentional incorporation/copying of the work of another in work that is offered for credit/grade.

(UTA Office of Student Conduct, 2011)

## 2. **Pediatric Medications and Dosages Math Exam 1, 2, and 3:**

All students will take the Pediatric Medications and Dosages Math Exam 1 during the first week of the semester. The score achieved by the student on Math Exam 1 will count 10% towards their grade for the course and is a proctored exam in the computer laboratory setting. Each student will be required to achieve a minimum score of 90.00%.

If a student does not achieve this minimum score on Math Exam 1, the student will be required to take the Pediatric Medications and Dosages Math Exam 2 after a math exam remediation session. If a student does not achieve 90.00% on Math Exam 2, the student will be required to take Math Exam 3. If a student does not achieve the minimum score of

90.00% on Math Test 3 by week 3 of the course, the student will not be allowed to continue taking the course and will withdraw from the course for the semester.

Students will not be allowed to administer medications during their clinical experience sessions until they have achieved the required minimum score (90.00%) on the Pediatric Medications and Dosages Math Test.

3. **In-Class Quizzes:**

A total of 3 quizzes will be administered during scheduled lecture time. Make up opportunities are not offered for missed quizzes. Students who miss the quiz or arrive after other students have completed the quiz **WILL RECEIVE A GRADE OF ZERO (0%)**.

4. **Clinical Experience**

**Performance:** Student performance during the clinical experience and simulation lab experience sessions will be evaluated on a PASS or FAIL basis. Students will be evaluated in accordance with specific course outcome criteria and UTACON performance criteria. A copy of the clinical performance evaluation form titled *Clinical Performance Progress Record* is in the **N4431 Clinical Notebook**.

Students who consistently demonstrate satisfactory accomplishment of all course outcomes will receive a PASS grade for the clinical experience portion of the course.

Students who consistently demonstrate unsatisfactory performance related to course outcomes and/or who demonstrate one or more of the following behaviors, will be considered unsafe or incompetent, and will receive a FAIL grade for the clinical experience portion and a course grade of "F":

- a) perform in an unsafe and/or unprofessional manner in the clinical experience setting(s).
- b) make questionable decisions often.
- c) lack insight and understanding of own behaviors and/or the behaviors of others.
- d) continue to need additional guidance, direction, and specific/detailed supervision throughout the clinical experience rotation.
- e) have difficulty in adapting to new ideas and functions.
- f) do not complete 90 hours of clinical experience (including clinical preparation work, simulation laboratory experiences, and other written clinical assignments).

**Preparation:** Students must complete the required preparation work for their clinical experiences. Students must be prepared to provide appropriate, safe, and competent nursing assessments and care to the patients and families. The clinical instructor will determine at the beginning of the clinical experience session if each student is adequately prepared to provide care to the selected patient(s) and family/families. At the discretion of the clinical instructor, a student who is not adequately prepared for the clinical experience and/or is not able to provide safe and competent nursing care, will be sent home and not allowed to participate in the clinical experience session. It will be **required** that the student make up **ANY and ALL** missed clinical experience time.

**Conferences and Evaluations:** Students are required to attend and/or participate in Pre- and Post-Clinical Conferences. These conferences will be instructor led. The clinical instructor will provide students with guidelines regarding preparation, participation, paperwork, and other requirements for each session.

Students are required to participate in mid-rotation and final clinical evaluation conferences with their clinical instructor. Participation in evaluation conferences is required for students to receive a PASS grade for the clinical experience portion of the course.

**Cell Phones in the Clinical Settings: STUDENTS ARE NOT ALLOWED TO HAVE THEIR CELL PHONES ON THEIR PERSON WHEN PROVIDING CARE TO PATIENTS IN THE CLINICAL FACILITY. CELLS PHONES MUST BE TURNED OFF AND STORED WITH THE STUDENTS' OTHER PERSONAL ITEMS. STUDENTS ARE NOT TO USE A PDA THAT IS ALSO A CELL PHONE AND/OR A CAMERA (PDA+) IN THE CLINICAL AREA. STUDENTS MAY USE THEIR CELL PHONES OR PDA+ IN NON-PATIENT CARE AREAS SUCH AS NURSES' LOUNGE DURING BREAKS ONLY. IF A STUDENT IS SEEN USING A CELL PHONE OR PDA+ IN A PATIENT CARE AREA, THE STUDENT WILL BE TOLD TO LEAVE THE HOSPITAL AND ESCORTED OFF THE PREMISES IMMEDIATELY. THE STUDENT WILL NOT RECEIVE CREDIT FOR ATTENDING CLINICAL ON THAT DAY.**

#### 6. **BLACKBOARD:**

Students are **required** to check Announcements on Blackboard daily prior to scheduled classroom sessions and clinical experiences. Course materials such as lecture schedules, clinical schedules, Master Course Schedule (at back of Syllabus), reading assignments, classroom lecture objectives/outlines, and exam blueprints will be posted. The Assessment quiz will be accessed via Blackboard. In addition, announcements, schedule adjustments, and current information that students are expected to know prior to attending a class or clinical session will be posted on Blackboard.

Blackboard affords students and faculty members the opportunity for effective and detailed communication. Please **check your UTA email daily** as this is the email address used from Blackboard. It is also a powerful educational tool. Blackboard discussion board should be viewed as public and professional forums for discussion. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings on the Blackboard discussion board should remain professional in nature. It is **not appropriate** to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements will be deleted by the course faculty. Announcements from student organizations may be posted with faculty permission. Failure to comply may result in further action including removal from the discussion board.

#### **College Of Nursing Grading Requirements:**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

In order to successfully complete an undergraduate nursing course at UTA, the following minimum criteria must be met:

- 70% weighted average on these proctored exams: Exam 1, 2, HESI, and Final.
- 70% weighted average on major written assignments (There are **NO MAJOR** written assignments for N4431.)
- 90% on Pediatric Medication and Dosages Math Test.

In undergraduate nursing courses, all grade calculations will be carried out to two decimal places and **THERE WILL BE NO ROUNDING OF GRADES**. Letter grades for tests, written assignments, and end of course grades, etc. shall be:

A =	90.00	–	100.00
B =	80.00	–	89.99
C =	70.00	–	79.99
D =	60.00	–	69.99
F =	59.99	or less	

The existing rule of C or better to progress remains in effect; therefore to successfully complete a nursing course students shall have a course grade of 70.00% or greater.

**Attendance Policy:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section:

**Classroom Attendance:**

Students enrolled in the course are expected to attend all lectures and classroom activities. Attendance may be monitored. It is required for students to be on time and to come to class prepared and ready to participate, having completed the reading and other assignments. No children are allowed in class and adult visitors may attend only with the permission of the instructor teaching class that day. Lectures may be audio taped with instructor permission.

**Clinical Experience And Simulation Laboratory Attendance:**

Attendance at all clinical experiences, on-site hospital orientation, and **ALL** scheduled Simulation Experiences is **MANDATORY**. All clinical compliance requirements (immunizations, BLS/CPR certification, TB testing, Health insurance, etc.) must be cleared and documentation completed before a student can attend any clinical session.

Students are expected to attend **ALL** clinical experience sessions at the clinical agency/hospital at the scheduled time. In the case of illness, appropriate health precautions are to be taken. Students must protect pediatric clients and their families/caregivers from exposure to diseases. Students are **expected to notify their clinical instructor** (and clinical agency if applicable) **prior to the designated start time of the clinical experience** if they are ill and unable to attend a given clinical experience session.

It is **required** that a student make up **ALL and ANY** missed clinical experience time. The make-up requirements will be determined by the clinical instructor. Absence from clinical experience session(s) and failure to meet the make-up requirements will result in a FAIL grade for the clinical experience and a course grade of F. Students are required to successfully complete 90 clinical experience hours (including simulation laboratory experiences and clinical preparation work/assignments).

**Grade Grievances:**

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

<http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

**The drop dates in SPRING 2014 for N4441-Obstetrics and N4431-Pediatrics:**

**The course and clinical drop date for the first 7-week course/clinical rotation is  
September 24, 2014**

**The course and clinical drop date for the second 7-week course/clinical rotation is  
November 18, 2014**

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in



accordance with University policy, which may result in the student's suspension or expulsion from the University.

**PLAGIARISM:** Copying another student's paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. If five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication, and page number of publication. If the author's ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are encouraged to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/plagiarism/index.html>. Papers are now checked for plagiarism and stored in Blackboard.

**Student Support Services Available:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication Policy:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

#### **Final Review Week:**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or

following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest stairwell. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**LIBRARY INFORMATION:** **Peace Ossom Williamson, MLS, MS, AHIP**  
Nursing Liaison Librarian, Central Library Office 216  
<http://www.uta.edu/library> | [peace@uta.edu](mailto:peace@uta.edu)  
Research information on nursing:  
<http://libguides.uta.edu/nursing>

**Undergraduate Support Staff:**

**Holly Woods, Administrative Assistant I, Pre-nursing & Senior II**  
660 Pickard Hall, (817) 272-7295  
Email: [hwoods@uta.edu](mailto:hwoods@uta.edu)

**Suzanne Kyle, Administrative Assistant I, Junior I through Senior I**  
661 Pickard Hall, (817) 272-0367  
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**College of Nursing Information:**

**STUDENT CODE OF ETHICS:**

The University of Texas at Arlington College of Nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the Student Handbook.

**CODE OF PROFESSIONAL CONDUCT**

Nursing students in the UTA CON are considered to be part of the nursing profession. As members of the profession, students are expected to commit to and maintain high ethical standards.

Students are responsible and accountable for their own academic and professional behaviors and the resulting consequences.

Students will demonstrate self-discipline throughout all aspects of their nursing education, including meeting academic responsibilities and exhibiting professional conduct in the classroom and in the community, as outlined in the Texas Nurse Practice Act and Texas State Board of Nursing Policies.

It is each student's responsibility to promote scholastic honesty and professional ethics by actively participating with faculty in maintaining a quality academic environment. Students are expected to guard public safety by immediately reporting to faculty, any incident they observe

or are aware of which would allow incompetent, unethical, or illegal practice by another individual. Having knowledge of and failing to report such behaviors constitutes a breach of both academic and professional responsibilities.

Refer to the Student Handbook for more information.

### **APA FORMAT:**

APA style manual will be used by the UTACON with some specific requirements for the undergraduate courses. The sample title page & instructions, as well as a Manuscript Preparation document can be found at: [http://www.uta.edu/nursing/file\\_download/52/APAFormat.pdf](http://www.uta.edu/nursing/file_download/52/APAFormat.pdf)

### **Honors College Credit**

Students who are members of the Honors College may wish to take this course for Honors credit. If you wish to do so, please provide the Lead Teacher (or other designated faculty member) with an Honors Credit Contract (downloaded from <http://honors.uta.edu/documents/credit.pdf>). You and the Lead Teacher/faculty member will together determine an appropriate supplemental assignment to justify the awarding of Honors credit. If you are not in the Honors College and would like to learn more about the benefits of membership, visit the website at <http://honors.uta.edu/>, where you will find an application form for electronic submission.

### **Classroom Conduct Guidelines**

The Faculty of the BSN Program believes that classroom teaching has two goals: the provision of content pertinent to the discipline of nursing and the socialization of students into the professional role. We are committed to providing the curriculum in an atmosphere conducive to student learning and in a manner that will prepare graduates to be successful in the health care workplace. Refer to the Student Handbook for more information.

### **ESSENTIAL SKILLS EXPERIENCE:**

Each UTACON clinical course has a designated set of essential nursing skills. An essential nursing skill is one that is “required” for each student to have instruction on AND either laboratory or clinical experience performing. Experience is defined as “hands on” performance of a skill in a laboratory setting using standardized patients, manikins, human patient simulators, task trainers, and computer simulation modules or in a clinical setting involving actual patients or communities.

UTACON students are responsible for acquiring essential skills experiences, documenting these experiences, obtaining verification from their clinical instructors, and maintaining an ongoing record of essential skills experience during all Junior and Senior clinical courses.

Each course syllabus will list the essential skills required for that specific course. Each course will make the Course Specific Essential Skills Experience document available to the student either by attaching it to syllabus or in the course material in Blackboard. The Course Specific Essential Skills Experience document must be used to document skills experiences during clinical or simulation laboratory sessions. After performing an essential skill, a student will record the date and the setting, and then his/her initials in the appropriate boxes on the document. The student will then provide the document to his/her clinical instructor for verification. Students are responsible for the accuracy and integrity of documentation. Any

attempt to falsify or alter Course Specific Essential Skills Experience document information may result in disciplinary action related to UTA's Academic Dishonesty policies.

UTA students are required to perform and document ALL the essential skills for each course in order to obtain a passing grade for the clinical component of the course. Throughout the semester, as part of the clinical evaluation process, clinical instructors will monitor student progress in completing all essential skills designated on the Passport. It is the student's responsibility to obtain the required essential skills experiences in a timely manner throughout the semester. The completed Course Specific Essential Skills Experience document will be attached to the final clinical evaluation and maintained in the student's record located in the Student Services Office.

### **VITALS SIGNS**

1. Heart rate (apical pulse) & rhythm
2. Respiratory rate & rhythm
3. Temperature
4. Blood pressure - manual and/or automated device
5. Pulses – rate, quality
6. Auscultation of heart sounds
7. Auscultation of lung sounds
8. Pain assessment

### **ASSESSMENT**

1. Physical assessment: Head to Toe
2. Physical assessment: Problem-Focused
3. Growth & development
4. Level of consciousness
5. Psychosocial assessment
6. Obtain a patient health history r/t chief complaint
7. Interpret & analyze normal & abnormal assessment findings

### **BASIC CARE**

1. Bathing
2. Making beds
3. Turning and positioning
4. Oral care

### **MEDICATION ADMINISTRATION**

1. Six rights
2. Safe dose range calculation/determination
3. Oral
4. Nasogastric and/or gastric
5. Intramuscular
6. Subcutaneous
7. Intradermal
8. Parenteral (IV push)
9. Parenteral (IV piggyback)

### **INDWELLING TUBES**

1. Insertion and/or management of enteral tubes

### **INTRAVENOUS (IV) ACCESS LINES**

1. Management, care and/or use of PIV
2. IV infusion initiation and/or monitoring- use of IV pumps

### **AIRWAY MANAGEMENT**

1. Oral suctioning
2. Nasal suctioning (bulb suction)
3. Bag-valve-mask devices use
4. Administration of oxygen – nasal prongs and/or mask-multiple types

### **NUTRITION AND FEEDING**

1. Oral feeding (feeding patients)
2. Orogastric, nasogastric, G-button, gastrostomy and/or duodenal/ jejunostomy feeding (gravity and/or pumps)

### **INFECTION CONTROL PROCEDURES**

1. Handwashing/cleansing
2. Standard/universal precautions
3. Droplet precautions
4. Contact precautions

### **SAFETY**

1. Use of correct body mechanics
2. Maintaining basic patient safety (side rails up, breaks on wheelchairs & beds, call system activated, etc.)

### **MISCELLANEOUS**

1. Documentation
2. Therapeutic communication techniques– patients
3. Therapeutic communication techniques–families
4. Nursing Math Skills

**CLINICAL PASS/FAIL:****Clinical Failing Behaviors**

Clinical failing behaviors are linked to the Texas Board of Nursing Standards of Professional Practice. Issues related to professional conduct, management of stress, clarification of course, clinical assignment, and/or professional role expectations, may warrant clinical warnings, contracts for remediation, or course failure.

<b>Clinical Failing Behaviors</b>	<b>Matched to NPA</b>
1. Performance is unsafe.	1,2,3,5,6,7,9,10,11,12,13,14
2. Questionable decisions are often made.	1,2,3,4,5,6,7,8,9,10,11,12,13,14
3. Lacks insight into own behaviors and that of others.	1,2,3,4,5,6,8,9,10,11,12,13,14
4. Difficulty in adapting to new ideas/functions.	4,5,6,7,8,9,10,11,13,14
5. Continues to need additional guidance and direction.	1,2,3,5,6,7,8,9,10,11,14

**Standards of Professional Nursing Practice (BON 213.27, 217.11, 217.12)**

1. Knows rationale for side effects of medications and treatments, and correctly administers same 217.00 (1) (C).
2. Documents nursing care accurately and completely, including signs and symptoms, nursing care rendered medication administration. Contacts health care team concerning significant events in patient health 217.11 (1) (D).
3. Implements a safe environment for patients and/or others, i.e., bed rails up, universal precautions 217.11 (1) (B).
4. Respects client confidentiality 217.11 (1) (E).
5. Accepts assignments commensurate with educational level, preparation, experience and knowledge 217.11(1) (T).
6. Obtains instruction and supervision as necessary when implementing nursing procedures or practices 217.11(1) (H).
7. Notifies the appropriate supervisor when leaving an assignment 217.11(1) (I).
8. Recognizes and maintains professional boundaries of the nurse/patient relationship 217.11(1) (J).
9. Clarifies orders, treatments, that nurse has reason to believe are inaccurate, non-effective or contraindicated 217.11(1) (N).
10. Able to distinguish right from wrong 213.27(b) (2) (A).
11. Able to think and act rationally 213.27(b) (2) (B).
12. Able to keep promises and honor obligations 213.27(b) (2) (C).
13. Accountable for own behavior 213.27(b) (2) (D).
14. Able to promptly and fully self-disclose facts, circumstances, events, errors and omissions when these disclosures will enhance health status of patients or protect patients from unnecessary risk or harm 213.27(b) (2)(G).

Please refer to the Board of Nursing at [www.BON.state.tx.us](http://www.BON.state.tx.us) for any additional information regarding the Texas Nursing Practice Act.

### **Clinical Dress Code:**

The clinical dress code applies to all graduate and undergraduate students of The University of Texas at Arlington College of Nursing (UTACON), and has two primary purposes: to insure that, whenever in the clinical setting, students of the UTACON: 1) represent the nursing profession and UTACON in a professional and appropriate manner, and 2) are readily identifiable as students.

Students are to adhere to the dress code any time they present themselves to a clinical agency in the role of nursing student. This includes going to the agency prior to clinical to select a patient, arriving at the agency in street clothes to change into hospital scrubs, and attending post-conference or classroom time at the agency, as well as when attending clinical. Clinical faculty has final judgment on the appropriateness of student attire. Refer to the Student Handbook for more information.

*Undergraduate, prelicensure student nurses should wear their UTACON uniform and UTACON insignia patch ONLY when in simulation, clinical or other learning experiences authorized by UTACON faculty. White lab coats should not be worn in the pediatric clinical setting. Students are to provide nursing care to patients at clinical facilities ONLY when authorized by their UTACON instructor and when their clinical instructor and/or preceptor are present on site. Students who provide nursing care to patients when an instructor or preceptor IS NOT present on site will receive a FAILING grade for clinical and a course grade of "F".*

### **Clinical Attendance When University is Closed**

Some programs in the College of Nursing, such as the Academic Partnership Program, may require students to attend clinical on evenings, nights, week-ends, or holidays. Students are expected to attend their assigned clinical rotation as scheduled, even when the University is otherwise closed.

### **Award for Student Excellence in Clinical Nursing**

This award is for an exceptional student who consistently exceeds the clinical expectations of the course. The student will be honored at an awards ceremony at the end of the semester. Clinical faculty will further discuss the award during the clinical rotation.

Criteria for selection:

- Consistently exceeds clinical performance standards in the application of theoretical concepts, evidence-based practice, and communication (written and verbal).
- Demonstrates exemplary performance in the use of critical thinking and problem solving skills.
- Demonstrates exemplary performance in the application of leadership principles and professionalism.

### **Observance of Religious Holy Days:**

Undergraduate Nursing faculty and students shall follow the University policy regarding Observance of Religious Holy Days:

[http://web.uta.edu/catalog/content/general/academic\\_regulations.aspx#6](http://web.uta.edu/catalog/content/general/academic_regulations.aspx#6)

### **No Gift Policy:**

In accordance with Regents Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a "no gift" policy. A donation to the UTA College of Nursing Scholarship Fund would be an appropriate way to recognize a faculty member's contribution to your learning. For information regarding the Scholarship Fund, please contact the Dean's office.



### **Hazardous Exposure To Blood, Blood Products Or Body Fluids:**

Note: The Centers for Disease Control and Prevention recommend that individuals who have been exposed to needle sticks or to potentially infectious blood, blood products, or body fluids should be evaluated and, when appropriate, have treatment initiated within two hours.

Upon sustaining a contaminated needle stick or being exposed to hazardous blood or blood products, the student will:

1. Immediately report the incident to the clinical faculty member and the appropriate person in the clinical agency.
2. Have the wound inspected, cleansed, and dressed.
3. Complete the institutional incident report and follow institutional policy as applicable.
4. Seek medical attention as necessary based on level of exposure.

Please note that all students are responsible for obtaining and maintaining their own health insurance and are responsible for the costs of medical/health care assessment, treatment and follow-up that are not covered by the student's health insurance. Students should be aware of the coverage on their health insurance policy as most may not cover the full cost of required medical treatment and services in the case of a contaminated needle stick or hazardous exposure to blood or blood products.

### **Policy on Invasive Procedures**

Allowing students to practice invasive skills (e.g., IM, SQ, IV's, NG tubes, intubation) on other students in the learning lab will no longer be used as a teaching strategy. Skills may be practiced on the simulators in the learning lab. Students will be able to perform the skills in the clinical setting under the appropriate faculty or preceptor supervision.

***The Student Handbook can be found by going to the following link:***

<http://www.uta.edu/nursing/bsn-program/> and clicking on the link titled BSN Student Handbook located in the lower left-hand corner.

<p><b>Emergency Phone Numbers:</b> In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.</p>
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**Fall 2014 COURSE SCHEDULE  
SECTION 001 (CLUSTERS A-F)**

**N4431 NURSING OF CHILDREN AND ADOLESCENTS**

<b>MONDAY Aug. 18 (1)</b>	<b>TUESDAY Aug. 19</b>	<b>WEDNESDAY Aug. 20</b>	<b>THURSDAY Aug. 21</b>	<b>FRIDAY Aug. 22</b>
		<p align="center"><b>**Pre-Simulation Quiz DUE BY 2355**</b> (Blackboard)</p>	<p align="center"><b>0800-1600</b> <i>In Smart Hospital</i> <b>Medication Administration and Assessment Lab</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p align="center"><i>Preparation: Reading assignments located in Clinical Notebook and posted on Blackboard</i></p> </div>	<p align="center"><b>0900-1000</b> <i>Computer Lab TBA</i> <b>Math Exam</b> <b>1000-1200 &amp; 1300-1600</b> <i>In PKH 104</i> <b>Lecture #1</b></p> <ul style="list-style-type: none"> <li>-Pediatric Nursing Philosophy &amp; Roles</li> <li>-Children, Families, &amp; Hospitalization</li> <li>-Pain Assessment &amp; Management</li> <li>-Assessment of Children</li> <li>-Children &amp; Prevention of Disease</li> <li>-Disturbances in Fluid/Electrolyte Balance</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p align="center"><i>Preparation:</i> 1. Math tutorial located in Blackboard 2. See Reading List for assigned readings</p> </div>
<b>MONDAY Aug. 25 (2)</b>	<b>TUESDAY Aug. 26</b>	<b>WEDNESDAY Aug. 27</b>	<b>THURSDAY Aug. 28</b>	<b>FRIDAY Aug. 29</b>
		<p align="center"><b>**Assessment Skills Quiz DUE BY 2355**</b> (Blackboard)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p align="center"><i>Preparation: Rapid Assessment of the Ill or Injured Child Videos (CONVOD)</i></p> </div>	<p align="center"><b>TIME/LOCATION TBA</b> <b>Hospital Orientation</b> Cook's: Bates, Frye, Mathews CMC: Kraum, Bergmann</p>	<p align="center"><b>0900-1200 &amp; 1300-1600</b> <i>In PKH 104</i> <b>Lecture #2</b></p> <ul style="list-style-type: none"> <li>-Respiratory System &amp; Airway Dysfunction</li> <li>-Neurological System Dysfunction</li> </ul>
<b>MONDAY Sept. 1 (3)</b>	<b>TUESDAY Sept. 2</b>	<b>WEDNESDAY Sept. 3</b>	<b>THURSDAY Sept. 4</b>	<b>FRIDAY Sept. 5</b>
<i>Labor Day Holiday</i>				<p align="center"><b>0900-1030</b> <i>Computer Lab TBA</i> <b>Exam #1</b> <b>1045-1200 &amp; 1300-1600</b> <i>In PKH 104</i> <b>Lecture #3</b></p> <ul style="list-style-type: none"> <li>-Genitourinary/Renal System Dysfunction</li> <li>-GI System Dysfunction</li> <li>-Nutrition</li> </ul>



<b>MONDAY</b> Sept. 8 (4)	<b>TUESDAY</b> Sept. 9	<b>WEDNESDAY</b> Sept. 10	<b>THURSDAY</b> Sept. 11	<b>FRIDAY</b> Sept. 12
				<b>0900-1200 &amp; 1300-1600</b> <i>In PKH 104</i> <b>Lecture #4</b> -Cardiovascular System Dysfunction & CPR -Metabolic/Endocrine System Dysfunction -Musculoskeletal System Dysfunction
<b>MONDAY</b> Sept. 15 (5)	<b>TUESDAY</b> Sept. 16	<b>WEDNESDAY</b> Sept. 17	<b>THURSDAY</b> Sept. 18	<b>FRIDAY</b> Sept. 19
				<b>0900-1030</b> <b>Exam #2</b> <i>Computer Lab TBA</i> <b>1045-1200 &amp; 1300-1600</b> <i>in PKH 104</i> <b>Lecture #5</b> -Child Maltreatment -Hematologic System Dysfunction -Integumentary System Dysfunction -End of Life Care
<b>MONDAY</b> Sept. 22 (6)	<b>TUESDAY</b> Sept. 23	<b>WEDNESDAY</b> Sept. 24	<b>THURSDAY</b> Sept. 25	<b>FRIDAY</b> Sept. 26
				<b>0800-1600</b> <i>In Smart Hospital</i> <b>Pediatric Scenario Evaluation and Skills Lab</b>
<b>MONDAY</b> Sept. 29 (7)	<b>TUESDAY</b> Sept. 30	<b>WEDNESDAY</b> Oct. 1	<b>THURSDAY</b> Oct. 2	<b>FRIDAY</b> Oct. 3
				<b>0900-1200</b> <i>In PKH 104</i> <b>Lecture #6</b> <b>1300-1430</b> <i>Computer Lab TBA</i> <b>Evolve Reach (HESI) Exam</b>
<b>MONDAY</b> Oct. 6 (8)	<b>TUESDAY</b> Oct. 7	<b>WEDNESDAY</b> Oct. 8	<b>THURSDAY</b> Oct. 9	<b>FRIDAY</b> Oct. 10
				<b>0900-1030</b> <i>Computer Lab TBA</i> <b>Comprehensive Final Exam</b>

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Meagan Rogers*

**Fall 2014 COURSE SCHEDULE  
SECTION 002 (CLUSTERS G-M)  
N4431 NURSING OF CHILDREN AND ADOLESCENTS**

<b>MONDAY Oct. 13 (9)</b>	<b>TUESDAY Oct. 14</b>	<b>WEDNESDAY Oct. 15</b>	<b>THURSDAY Oct. 16</b>	<b>FRIDAY Oct. 17</b>
	<b>**Pre-Simulation Quiz DUE BY 2355** (Blackboard)</b>	<b>0800-1600 In Smart Hospital Pediatric Medication Administration, Assessment, &amp; Skills Simulation Lab</b>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"><i>Preparation: Reading assignments located in Clinical Notebook and posted on Blackboard</i></div>	<b>TIME/LOCATION TBA Hospital Orientation</b>  Cook's: Madsen, Mathews, Bates, Frye CMC: Rogers, Bergmann, Abramowitz	<b>0900-1000 Computer Lab TBA Math Exam 1000-1200 &amp; 1300-1600 In PKH 104 Lecture #1</b>  -Pediatric Nursing Philosophy & Roles -Children, Families, & Hospitalization -Pain Assessment & Management -Assessment of Children -Children & Prevention of Disease -Disturbances in Fluid/Electrolyte Balance  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"><i>Preparation:</i> 1. Math tutorial located in Blackboard 2. See Reading List for assigned readings</div>
<b>MONDAY Oct. 20 (10)</b>	<b>TUESDAY Oct. 21</b>	<b>WEDNESDAY Oct. 22</b>	<b>THURSDAY Oct. 23</b>	<b>FRIDAY Oct. 24</b>
		<b>**Assessment Skills Quiz DUE BY 2355** (Blackboard)</b>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"><i>Preparation: Rapid Assessment of the Ill or Injured Child Videos (CONVOD)</i></div>		<b>0900-1200 &amp; 1300-1600 In PKH 104 Lecture #2</b>  -Respiratory System & Airway Dysfunction -Neurological System Dysfunction
<b>MONDAY Oct. 27 (11)</b>	<b>TUESDAY Oct. 28</b>	<b>WEDNESDAY Oct. 29</b>	<b>THURSDAY Oct. 30</b>	<b>FRIDAY Oct. 31</b>
				<b>0900-1030 Computer Lab TBA Exam #1 1045-1200 &amp; 1300-1600 In PKH 104 Lecture #3</b>  -Genitourinary/Renal System Dysfunction -GI System Dysfunction -Nutrition

<b>MONDAY</b> Nov. 3 (12)	<b>TUESDAY</b> Nov. 4	<b>WEDNESDAY</b> Nov. 5	<b>THURSDAY</b> Nov. 6	<b>FRIDAY</b> Nov. 7
				<b>0900-1200 &amp; 1300-1600</b> <i>In PKH 104</i> <b>Lecture #4</b> -Cardiovascular System Dysfunction & CPR -Metabolic/Endocrine System Dysfunction -Musculoskeletal System Dysfunction
<b>MONDAY</b> Nov. 10 (13)	<b>TUESDAY</b> Nov. 11	<b>WEDNESDAY</b> Nov. 12	<b>THURSDAY</b> Nov. 13	<b>FRIDAY</b> Nov. 14
				<b>0900-1030</b> <b>Exam #2</b> <i>Computer Lab TBA</i> <b>1045-1200 &amp; 1300-1600</b> <i>in PKH 104</i> <b>Lecture #5</b> -Child Maltreatment -Hematologic System Dysfunction -Integumentary System Dysfunction -End of Life Care
<b>MONDAY</b> Nov. 17 (14)	<b>TUESDAY</b> Nov. 18	<b>WEDNESDAY</b> Nov. 19	<b>THURSDAY</b> Nov. 20	<b>FRIDAY</b> Nov. 21
				<b>0800-1600</b> <i>In Smart Hospital</i> <b>Pediatric Scenario Evaluation and Skills Lab</b>
<b>MONDAY</b> Nov. 24	<b>TUESDAY</b> Nov. 25	<b>WEDNESDAY</b> Nov. 26	<b>THURSDAY</b> Nov. 27	<b>FRIDAY</b> Nov. 28
			<i>Thanksgiving Holiday</i>	
<b>MONDAY</b> Dec. 1 (15)	<b>TUESDAY</b> Dec. 2	<b>WEDNESDAY</b> Dec. 3	<b>THURSDAY</b> Dec. 4	<b>FRIDAY</b> Dec. 5
				<b>0900-1200</b> <i>In PKH 104</i> <b>Lecture #6</b> <b>1300-1430</b> <i>Computer Lab TBA</i> <b>Evolve Reach (HESI) Exam</b>

<b>MONDAY</b> Dec. 8 (16)	<b>TUESDAY</b> Dec. 9	<b>WEDNESDAY</b> Dec. 10	<b>THURSDAY</b> Dec. 11	<b>FRIDAY</b> Dec. 12
		<b>0900-1030</b> <i>Location TBA</i> <b>Comprehensive Final Exam</b>		

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Meagan Rogers*

**N4431 NURSING OF CHILDREN AND ADOLESCENTS**  
**READING LIST: JAMES, NELSON, & ASHWILL textbook (4<sup>th</sup> ed., 2013)**

*Recommended Supplements: Wong's Clinical Manual (8<sup>th</sup> ed., 2012)*

**\*\*FOCUS ON NURSING CARE PLANS, CRITICAL THINKING EXERCISES WITH ANSWERS, and KEY CONCEPTS IN CHAPTERS\*\***

<b>LECTURE CONTENT</b>	<b>James, Nelson, &amp; Ashwill (2013) 4<sup>th</sup> edition (Page Numbers)</b>	<i>Recommended Supplements to Lecture Content</i>
Pediatric Nursing Philosophy & Roles Section 001 Week 1 Section 002 Week 9	Development of Family-Centered Child Care: 2-3 Current Trends in Child Health Care: 3 The Professional Nurse: 16-18 The Nursing Process in Pediatric Care: 18-20	<i>Wong's Clinical Manual (8<sup>th</sup> ed): 298-301</i>
Children, Families, & Hospitalization Section 001 Week 1 Section 002 Week 9	Stressors Associated with Illness and Hospitalization: 234-238 Factors Affecting a Child's Response to Illness and Hospitalization: 238-241 Nursing Care Plan: the Child and Family in a Hospital Setting: 244-246 The Ill Child's Family: 246-248 Play: 66-68; 241-242 Discipline: 33-34; 119-120; 137-139 Holding and Transporting Infants and Children: 271 Safety Issues in the Hospital Setting: 271-272 Infection Control: 273 Bathing Infants and Children and Oral Hygiene: 273-275	<i>Wong's Clinical Manual (8<sup>th</sup> ed): 209-211; 180-186; 220-235</i>
Pain Assessment & Management Medication Administration and Safety Section 001 Week 1 Section 002 Week 9	Pain Management for Children: 317-323 Nonpharmacologic and Pharmacologic Pain Interventions: 323-334 Medication Administration: 298-310 Fever-Reducing Measures: 279-280	<i>Wong's Clinical Manual (8<sup>th</sup> ed): Nursing Care Plan: The Child in Pain—302-305</i>
Assessment of Children Section 001 Week 1 Section 002 Week 9	Components of Effective Communication: 37-41 Considerations in Choosing Language: Table 3-4, pages 46-47 Developmental Milestones: Table 3-3, pages 44-45 Motor Development: Infant 80-81; Toddler 108-109; Theories of Growth and Development: 54-58 (focus on Piaget and Erikson; Table 4.2 Theories of Growth and Development, pages 55-56) Piaget/Cognitive Development: Infant 81-82; Early Childhood 109-112; School Age 133-134;	<i>Wong's Clinical Manual: 1-18; 18-72; 133-147</i>

LECTURE CONTENT	James, Nelson, & Ashwill (2013) 4 <sup>th</sup> edition (Page Numbers)	Recommended Supplements to Lecture Content
	Adolescent 153 Erikson/Psychosocial Development: Infant 83; Early Childhood 113-116; School Age: 134-135; Adolescent 154-157 Physical Examination: 168-201; Table 10-1, pages 208-209 <b>**Skim for an excellent            review of assessment!**</b> Vital Signs: 276-279	
Children & Prevention of Disease Section 001 Week 1 Section 002 Week 9	Ingestions and Poisonings: 220-223 Immunizations: 68-71 Safety: 74; 97-100; 120-124; 139-140; 161-163 Communicable Diseases: 355-367; 369-370 (Whooping Cough)	<i>Wong's Clinical Manual(8<sup>th</sup> ed.): 157-162;            163-175</i>  <i>James, Nelson, &amp; Ashwill (4<sup>th</sup> ed.): The Child            with Poisoning &amp; The Child with Lead            Poisoning: 97-99</i>
Disturbances in Fluid/Electrolyte Balance & Nutrition Section 001 Week 1 Section 002 Week 9 <b><u>**Read with most focus on role of nurse            and nursing interventions.</u></b> <b>Pathophysiology, Clinical Manifestations,            and Treatment will be reviewed during            lecture (in Clinical Reference section).</b>	The Child with a Fluid and Electrolyte Alteration: 336-341 (with focus on Clinical Reference: 338- 341) Dehydration and Nursing Care of the Child with Dehydration: 341-347 Diarrhea and Nursing Care of the Child with Diarrhea: 347-350; 428-431 (Infectious Gastroenteritis) Vomiting and Nursing Care of Vomiting Child: 351-352 The Child in Shock: 212-216	<i>Wong's Clinical Manual (8<sup>th</sup> ed): Child with            Fluid and Electrolyte Disturbance: 79-81; 83-            84</i>  <i>James, Nelson, &amp; Ashwill (4<sup>th</sup> ed.):            Intravenous Therapy: 310-315</i>
Respiratory System & Airway Dysfunction Section 001 Week 2 Section 002 Week 10 <b><u>**Read with most focus on role of nurse            and nursing interventions.</u></b> <b>Pathophysiology, Clinical Manifestations,            and Treatment will be reviewed during            lecture (in Clinical Reference section).</b>	Review of the Respiratory System: 480-485 Thorax and Lung Assessment: 183-186 Oxygen Therapy: 290-291 Assessing Oxygenation/ Chest Physiotherapy: 291-293 Apnea: 508-510 Pharyngitis and Tonsillitis: 491-495 Croup/Epiglottitis: 495-500 Bronchitis/Bronchiolitis: 500-503 Pneumonia: 503-504 Asthma: 512-520; <b>Focus on Nursing Care Plan            (The Child Hospitalized with Asthma)</b> Cystic Fibrosis: 521-526 Otitis Media: 488-491 Infectious Mono: 367-368	<i>Wong's Clinical Manual(8<sup>th</sup> ed.): 280 Nursing            Care Plan: The Child with Acute Respiratory            Infection—308-310 (74-79)            Nursing Care Plan: The Child with Asthma—            310-311 (79)</i>  <i>James, Nelson, &amp; Ashwill (4<sup>th</sup> ed.): Sudden            Infant Death Syndrome: 510-511            James, Nelson, &amp; Ashwill (4<sup>th</sup> ed.): Foreign            Body Ingestion and Aspiration: 504-505</i>

LECTURE CONTENT	James, Nelson, & Ashwill (2013) 4 <sup>th</sup> edition (Page Numbers)	Recommended Supplements to Lecture Content
Dysfunction in Neurological System Section 001 Week 2 Section 002 Week 10 <b>**<u>Read with most focus on role of nurse and nursing interventions.</u></b> <b>Pathophysiology, Clinical Manifestations, and Treatment will be reviewed during lecture (in Clinical Reference section)..</b>	Pediatric Differences in the CNS: 734 Evaluation of Neurologic Status: 195-200 Increased Intracranial Pressure: 737-742 ( <b>focus on Nursing Care Plan: The Child with a Neurologic System Disorder</b> ) Head Injury: 747, 749-751 Meningitis: 759-762 Reyes Syndrome: 765 (In Table 28-4) Seizure Disorders: 754-759 (focus on Observations and Nursing Care during a Seizure) Spina Bifida: 742-744 Hydrocephalus: 744-746 Brain Tumors: 611-614	<i>Wong's Clinical Manual (8<sup>th</sup> ed): Nursing Care Plan: The Child with Bacterial Meningitis—321-323</i> <i>The Child with Neurologic Dysfunction: 86-91</i>
Dysfunction in Genitourinary/Renal System Section 001 Week 3 Section 002 Week 11 <b>**<u>Read with most focus on role of nurse and nursing interventions.</u></b> <b>Pathophysiology, Clinical Manifestations, and Treatment will be reviewed during lecture (in Clinical Reference section).</b>	Toilet Training: 124-125 Urine Specimens: 280-283 Common Laboratory and Diagnostic Test for Genitourinary Disorders: 456-458 Renal Structure and Function: 454-456 Urinary Tract Infections: 460-464 Acute Poststrep Glomerulonephritis: 466-469 Nephrotic Syndrome: 469-474 Corticosteroid Therapy: 399-401 Renal Failure: 474-479 Wilms Tumor: 621-622 Hypertension: 565-568 (as related to renal disease)	<i>Wong's Clinical Manual (8<sup>th</sup> ed): The Child with Acute/Chronic Renal Failure and Nephrotic Syndrome: 85-86</i>
GI System Dysfunction Section 001 Week 3 Section 002 Week 11 <b>**<u>Read with most focus on role of nurse and nursing interventions.</u></b> <b>Pathophysiology, Clinical Manifestations, and Treatment will be reviewed during lecture (in Clinical Reference section).</b>	Assessment of Abdomen: 190-192 Stool Specimens: 283 Disorders of Motility: 419-426 Acute Appendicitis: 431-433 Obstructive Disorders: 436-442 Malabsorption Syndrome: 443-445 (Celiac Disease) Pinworms: 377-378 (in Helminths section) Disorders of Prenatal Development: 412-419 <b>(focus on Nursing Care Plan for Child with Cleft Lip/Palate &amp; Nursing Care of Infant with Tracheoesophageal Fistula)</b> Biliary Atresia: 449-451 Hernias: 419 & Tables 19-1 & 19-2	<i>Wong's Clinical Manual (8<sup>th</sup> ed): Child with Appendicitis: 81-82</i>

LECTURE CONTENT	James, Nelson, & Ashwill (2013) 4 <sup>th</sup> edition (Page Numbers)	Recommended Supplements to Lecture Content
Nutrition Section 001 Week 3 Section 002 Week 11	Nutrition (Infancy): 85-93 Nutrition (Toddler and Preschooler): 116-118 Nutrition (School-age): 136 Nutrition (Adolescent): 158-159 Gastrointestinal Tubes and Enteral Feedings: 286-290 Nonorganic Failure to Thrive: 810-811	<i>Wong's Clinical Manual(8<sup>th</sup> ed.): 149-156</i>
Cardiovascular System Dysfunction & CPR Section 001 Week 4 Section 002 Week 12 <b>**<u>Read with most focus on role of nurse and nursing interventions.</u></b> <b>Pathophysiology, Clinical Manifestations, and Treatment will be reviewed during lecture (in Clinical Reference section).</b>	Review of the Heart and Circulation: 531-535 Heart Assessment: 186-190 Congenital Heart Disease: 535 Assessment of the Child with Cardiovascular Alteration: 543-546 Cardiac Catheterization: 546-547 Heart Failure: 535-541 ( <b>Focus on Nursing Care Plan: The Child with Heart Failure</b> ) Hypercyanotic Episode: 542-543 Acquired Cardiovascular Disorders: 563-565 CPR of the Child: 211-212	<i>Wong's Clinical Manual(8<sup>th</sup> ed), 276-282            Nursing Care Plan: The Child with Heart Failure—312-314            (82-83)            Pulse Oximetry: 270-271</i>
Metabolic/Endocrine System Dysfunction Section 001 Week 4 Section 002 Week 12 <b>**<u>Read with most focus on role of nurse and nursing interventions.</u></b> <b>Pathophysiology, Clinical Manifestations, and Treatment will be reviewed during lecture (in Clinical Reference section).</b>	Disorders of Thyroid Function: 707-711 Diabetes Insipidus: 711-712 Syndrome of Inappropriate Antidiuretic Hormone: 713-714 Precocious Puberty: 714-716 Growth Hormone Deficiency: 717-718 Type 1 and Type 2 Diabetes Mellitus: 718-731 (focus on Nursing Care Plan: The Child with Type 1 Diabetes Mellitus in the Community Setting) Obesity: 143-145 Phenylketonuria: 704-705	<i>Wong's Clinical Manual (8<sup>th</sup> ed): The Child with Diabetes Mellitus: 91-92</i>
Musculoskeletal System Dysfunction Section 001 Week 4 Section 002 Week 12 <b>**<u>Read with most focus on role of nurse and nursing interventions.</u></b> <b>Pathophysiology, Clinical Manifestations, and Treatment will be reviewed during lecture (in Clinical Reference section).</b>	Developmental Dysplasia of the Hip: 684-688 Clubfoot: 690-691 Slipped Capital Femoral Epiphysis: 690 Osteosarcoma: 618-620 Ewing Sarcoma: 620 Immobility: 670-671 (focus on Table 26-2 Consequences of Immobility) Casts, Traction, and Other Immobilizing Devices: 666-667 Fractures: 671-675 Scoliosis: 678-681	<i>Wong's Clinical Manual (8<sup>th</sup> ed): The Child with a Fracture: 92-93</i>



LECTURE CONTENT	James, Nelson, & Ashwill (2013) 4 <sup>th</sup> edition (Page Numbers)	Recommended Supplements to Lecture Content
	Osteomyelitis: 676-678 Osteogenesis Imperfecta : Table 26.5 (page 693) Cerebral Palsy: 746-747 Muscular Dystrophies: 692-694 (Focus on Duchenne MD in Table 26-6)	
Hematologic/Immunologic System Dysfunction Section 001 Week 4 Section 002 Week 12 <b>**Read with most focus on role of nurse and nursing interventions. Pathophysiology, Clinical Manifestations, and Treatment will be reviewed during lecture (in Clinical Reference section).</b>	Hyperbilirubinemia: 592-595 ABO Incompatibility and Hemolytic Disease of the Newborn: 591-592 Iron Deficiency Anemia: 573-574 Sickle Cell Anemia: 574-580 ( <b>focus on Nursing Care Plan: The Child with Sickle Cell Disease</b> ) Hemophilia: 583-585; 586 (Home Care of the Child with Hemophilia) HIV & AIDS: 390-399 Leukemia: 605-611 Malignant Lymphomas: 614-617	<i>Wong's Clinical Manual (8<sup>th</sup> ed): Nursing Care Plan—The Newborn with Jaundice: 306-307</i>  <i>Nursing Care Plan: The Child with Sickle Cell Disease—314-316</i> <i>Nursing Care Plan: The Child with Cancer—324-326</i> <i>The Child with Anemia: 84</i> <i>James, Nelson, &amp; Ashwill (4<sup>th</sup> ed.): Aplastic Anemia: 590-591</i>
Chronic Illness/Disability Section 001 Week 5 Section 002 Week 13	The Child with a Chronic Condition: 250-260	
End of Life Care Section 001 Week 5 Section 002 Week 13	The Terminally Ill or Dying Child: 260-268	<i>Wong's Clinical Manual (8<sup>th</sup> ed): End of Life Care Interventions: 291-296</i>
Integumentary System Section 001 Week 5 Section 002 Week 13	Seborrheic Dermatitis: 628 Contact Dermatitis (Diaper Rash): 629-630 Atopic Dermatitis (Eczema): 630-633 Infections of the Skin: 633-634; 636-639 Skin Infestations: 641-644 Burn Injuries: Box 25-1: Pediatric Differences in the Effects of Burn Injury (page 650); Pathophysiology (page 650-651); Figure 25-15 Child Burn Size Estimation Table (page 653)	
Child Maltreatment/Abuse Section 001 Week 7 Section 002 Week 16	Childhood Physical and Emotional Abuse and Child Neglect: 787-792 ( <b>Focus on Nursing Care Plan: The Abused Child</b> )	<i>Wong's Clinical Manual (8<sup>th</sup> ed): The Child Who is Maltreated: 93-94</i>

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Meagan Rogers*