**Spring 2017**

**N4431: Nursing of Children and Adolescents**

**Clinical Syllabus**

**The University of Texas at Arlington**

**College of Nursing and Health InnovationNURS 4431:** Nursing of Children and Adolescents

Spring 2017

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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:**

CoursePoint+ for Kyle Essentials of pediatric nursing 3rd ed)ISBN:9781451192384

HESI RN Practice Test ISBN 9781455727384 **(Previously Purchased)** – course id: 1301\_hwooods21\_0009

N4431 Clinical Supplement (must be printed from Blackboard or purchased at Bird’s

Copies)

**Optional (Hardback version of course textbook)**

Kyle, T. & Carman, S. (2017). *Essentials of pediatric nursing* (3rd ed.). Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins. ISBN: 978-1-4963-5058-9

**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 *(in Blackboard, prior to Simulation Experience #1)* 5%

Pediatric Medication Administration Exam #1*(30 questions)* 5%

Exam #1 *(50 questions)* 20%

Exam #2 *(50 questions)* 20%

Evolve Reach (HESI) Exam *(55 questions)* 20%

Final Exam *(50 questions)* 20%

Prep U Assignments *(10 Assigned)* 10%

Nursing Documentation/Nurses Notes or EHR on-site *(each clinical day)* Pass/Fail

Reflection Journal *(each clinical day)* Pass/Fail

Verbal Nursing Care Plans *(each clinical day)* Pass/Fail

Simulation Experience #1: *Medication Administration and Assessment Lab* Pass/Fail

Simulation Experience #2: *End of Semester Simulations*  Pass/Fail

Simulation Experience #3: *Virtual Simulations*  Pass/Fail

DocuCare Documentation Pass/Fail

Performance of all N4431 Designated Essential Skills Pass/Fail

Clinical Evaluation Pass/Fail

**ALL ASSIGNMENTS MUST BE SUBMITTED ON TIME FOR CREDIT. ALL LATE SUBMISSIONS WILL RESULT IN A GRADE OF ZERO (0%).** However, pre-simulation quiz, smart hospital simulations, Virtual Simulations, and all pass/fail clinical assignments **MUST** be completed for clinical hour credit. Course assignments are not group work and are to be completed by each student independently. 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, multiple response, and/or short answer questions offered in the computer laboratory setting. These 5 exams include: Pediatric Medication Administration Exam #1,Exam #1, Exam #2, Evolve Reach (HESI), and 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. 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. **Any unexcused absence from an exam will result in a grade of zero (0).**

**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 Medication Administration Exam 1, 2, and 3**:All students will take the Pediatric Medication Administration Exam 1 during the first week of the semester. The score achieved by the student on Pediatric Medication Administration Exam 1 will count 5% towards your 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%.**

A comprehensive tutorial with practice questions is available on Blackboard. While this tutorial is not a graded assignment, students who do not score 90% on Pediatric Medication Administration Exam 1 will be required to provide their completed tutorial with all work shown prior to scheduling Pediatric Medication Administration Exam 2. If a student does not achieve 90.00% on Pediatric Medication Administration Exam 2, the student will be required to take Pediatric Medication Administration Exam 3. **If a student does not achieve the minimum score of 90.00% on Pediatric Medication Administration Exam 3 by week 3 of the course, the student will fail the course.**

3. **Prep U Quizzes:**

A total of 10 PrepU quizzes will be assigned. Prep U is an adaptive quizzing system, similar to that of NCLEX. With adaptive quizzing, your ability level is determined and continuously updated by your response to questions based on the difficulty level. As you answer a question, you achieve a “mastery level” on topics you have taken quizzes in. A Mastery Level is a measure of the average difficulty level of the questions you answer correctly. As you answer more difficult questions correctly, you are given even more challenging questions on future quizzes. If these questions are answered correctly, you then move up a Mastery Level. You may take the quizzes as many times as necessary to achieve a **MASTERY LEVEL 7**.

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 UTA CONHI performance criteria. A copy of the clinical performance evaluation form titled *Clinical Performance Progress Record* is in the ***N4431 Clinical Supplement/Simulation Guide and Blackboard.***

**Students will not administer medication or perform any invasive nursing procedures in the pediatric hospital setting.** Students who administer medications or perform invasive procedures in the clinical setting will receive a clinical failure. This includes, but is not limited to administering oral, IM, SQ, IV, drops, and topical medications; turning off IV pumps, silencing IV alarms, flushing IV lines, or any other IV procedures; changing dressings; inserting foley catheters; etc. Students will perform medication administration and other invasive procedures in the smart hospital simulation setting only.

Clinical failure is an automatic failure for the NURS 4431 Nursing of Children and Adolescents course.

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 or violation of any of the Texas Nurse Practice Act and Texas State Board of Nursing Policies will be considered unsafe or incompetent, and will receive a FAIL grade for the clinical experience portion and a course grade of “F”:

1. Perform in an unsafe and/or unprofessional manner in the clinical experience setting(s).
2. Make questionable decisions often.
3. Lack insight and understanding of own behaviors and/or the behaviors of others.
4. Continue to need additional guidance, direction, and specific/detailed supervision throughout the clinical experience rotation.
5. Have difficulty in adapting to new ideas and functions.
6. 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 will not be allowed to participate in the clinical experience session.

**Conferences:** All Students are required to attend and/or participate in small group conferences **before** their clinical experiences. These clinical conferences are instructor led. All students are required to participate in post clinical conferences via a reflection journal in blackboard. All students are **REQUIRED** to post a comprehensive, reflective journal in blackboard by 2000 the day after their clinical experience. Students will post 5 reflections journals, 1 for each hospital clinical day plus one for the community experience.

**Evaluations:** All 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. Simulation performance is included in your clinical evaluation.

**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 MAY BE TOLD TO LEAVE THE FACILITY AND ESCORTED OFF THE PREMISES IMMEDIATELY. THE STUDENT WILL NOT RECEIVE CREDIT FOR ATTENDING CLINICAL ON THAT DAY.

**5. BLACKBOARD:**

Students are **required** to check Announcements on Blackboard a minimum of one time **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. 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 & Health Innovation 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, Exam 2, HESI, and Final Exam.
* 70% weighted average on major written assignments (There are **NO MAJOR** written assignments for N4431.)
* **90%** on Pediatric Medication Administration Exam

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 and a weighted exam average of 70% or greater.

*Students who score less than 850 on ANY course HESI are required to take NURS 2232, Professional Nursing and Life Skills. Students must take NURS 2232 with their next course.*

**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 and classroom participation may be measured through in-class quizzes. 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.

**Clinical Experience and Simulation Laboratory Attendance:**

**Attendance at all clinical experiences**, on-site hospital orientation, and **ALL** scheduled Simulation Experiences **is** **MANDATORY and scheduled clinical make-up opportunities are not available for unexcused absences.** 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 and Smart 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. If a student is absent from clinical or leaves clinical due to illness or injury, they are required to supply documentation of medical clearance **before** they are permitted to return to any clinical setting. Students are **expected to notify their clinical instructor** **PRIOR to the designated start time of the clinical experience** if they are unable to attend the clinical experience session. Students are expected to immediately contact clinical faculty to discuss consequences of the clinical absence. **Unexcused absences from clinical activities may result in clinical/course failure**.

**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://wweb.uta.edu/ses/fao>).

**The drop datefor N4431-001 Pediatrics course and clinical for the first 7-week course/clinical rotation is: Tuesday, February 21, 2017**

**The drop datefor N4431-002 Pediatrics course and clinical for the second 7-week course/clinical rotation is: Monday, April 24, 2017**

**Disability Accommodations:** UTArlington 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. 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).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\mandell\AppData\Local\Temp\jmhood@uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses 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.*

UT Arlington faculty members 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. If any exams are administered in a non-proctored environment, I reserve the right, at any time, to require a student to take or re-take any or all exams in a proctored environment. If I deem this necessary, the student is responsible for making the proctoring arrangements, subject to my approval. This policy applies to any and all assignments required in this course.

Per UT System *Regents’ Rule* 50101, §2.2, which states *“Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.”* suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Community Standards. Being found responsible for violating Regents’ Rule 50101, §2.2 by the Office of Community standards will result in course failure. 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).

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR)**: [Optional.] The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

**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>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**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.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**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***

647 Pickard Hall, (817) 272-7295

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**Suzanne Kyle*, Administrative Assistant I, Junior I through Senior I***

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**College of Nursing & Health Innovation Information:**

**STUDENT CODE OF ETHICS:**

The University of Texas at Arlington College of Nursing & Health Innovation 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 CONHI 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 UTA CONHI 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>

**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 UTA CONHI 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.

UTA CONHI 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.

|  |  |
| --- | --- |
| Clinical Failing Behaviors | Matched to NPA |
| 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.bne.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 & Health Innovation (UTA CONHI), and has two primary purposes: to insure that, whenever in the clinical setting, students of the UTA CONHI: 1) represent the nursing profession and UTA CONHI 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, pre-licensure student nurses should wear their UTA CONHI uniform and UTA CONHI insignia patch ONLY when in simulation, clinical or other learning experiences authorized by UTA CONHI faculty. Students **must** also wear their UTA CONHI MAV ID during all simulation, clinical, and community experiences. 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 UTA CONHI 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 & Health Innovation, 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://wweb.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 & Health Innovation has a “no gift” policy. A donation to the UTA College of Nursing & Health Innovation 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. Students will not perform invasive skills in the clinical setting. Skills may be practiced on the simulators in the learning lab.

***The Undergraduate BSN Student Handbook can be found by going to the following link:*** <http://www.uta.edu/conhi/_doc/unurs/BSN_student_handbook.pdf>.

**Emergency Phone Numbers**: 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.

**Spring 2017 – 001 COURSE SCHEDULE**

**N4431 NURSING OF CHILDREN AND ADOLESCENTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sunday** (Week 1)  **1/15/17** | **Monday**  **1/16/17** | **Tuesday**  **1/17/18** | **Wednesday**  **1/18/17** | **Thursday**  **1/19/17** | **Friday**  **1/20/17** |
|  | MLK Holiday  No School | **\*\* Pre-Simulation Quiz**  **DUE BY 2355**  **Blackboard** | **0800-1200**  **Cook Sections**  *At Smart Hospital*  **Medication Administration and Assessment Lab**  **1230-1630**  **Children’s Medical Center Sections**  *At Smart Hospital*  **Medication Administration and Assessment Lab**  **PrepU Quiz**  **Ch. 10 Health Assessment**  **due by 2355** | **0800-1700 CMC Orientation at CMC**  **1000-1500**  **Cook Orientation**  Information will be provided by clinical instructors | **0900-1000**  *Computer Lab TBA*  **Pediatric Medication Administration Exam**  **1015-1200 & 1300-1600**  *In PKH 104*  **Lecture #1**  Ch 1 Introduction  Ch 2 Factors Influencing  Ch 3 Newborn & Infants  Ch 4 Toddlers  Ch 5 Preschooler  Ch 6 School-Age  Ch 7 Adolescent  Ch 8 Atraumatic Care |
| **Sunday** (Week 2)  **1/22/17** | **Monday**  **1/23/17** | **Tuesday**  **1/24/17** | **Wednesday**  **1/25/17** | **Thursday**  **1/26/17** | **Friday**  **1/27/17** |
| **Clinical Week 1** |  |  | **PrepU Quizzes**  **Ch. 14 Pain Management &**  **Ch 16 Neurology**  **due by 2355** |  | **0900-1200 & 1300-1600**  *In PKH 104*  **Lecture #2**  Ch 9 Health Supervision  Ch 10 Health Assessment  Ch 14 Pain Management  Ch 16 Neurologic |
| **Sunday** (Week 3)  **1/29/17** | **Monday**  **1/30/17** | **Tuesday**  **1/31/17** | **Wednesday**  **2/1/17** | **Thursday**  **2/2/17** | **Friday**  **2/3/17** |
| **Clinical Week 2** |  |  | **PrepU Quizzes**  **Ch. 18 Respiratory &**  **19 Cardiovascular &**  **due by 2355** |  | **0900-1030**  **Exam #1**  *Computer Lab TBA*  **Lecture #3**  **1045-1200 & 1300-1600**  *In PKH 104*  Ch 18 Respiratory  Ch 19 Cardiovascular  Ch 29 Pediatric Emergencies |
| **Sunday** (Week 4)  **2/5/17** | **Monday**  **2/6/17** | **Tuesday**  **2/7/17** | **Wednesday**  **2/8/17** | **Thursday**  **2/9/17** | **Friday**  **2/10/17** |
| **Clinical Week 3** |  |  | **PrepU Quizzes**  **Ch. 20 GI &**  **Ch 22 Musculoskeletal**  **due by 2355** |  | **0900-1200 & 1300-1600**  *In PKH 104*  **Lecture #4**  Ch 20 GI  Ch 21 GU  Ch 22 Musculoskeletal  Ch 23 Integumentary |
| **Sunday** (Week 5)  **2/12/17** | **Monday**  **2/13/17** | **Tuesday**  **2/14/17** | **Wednesday**  **2/15/17** | **Thursday**  **2/16/17** | **Friday**  **2/17/17** |
| **Clinical Week 4** |  |  | **PrepU Quizzes**  **Ch. 24 Hematology &**  **Ch 26 Endocrine**  **due by 2355** |  | **0900-1030**  **Exam #2**  *Computer Lab TBA*  **Lecture #5**  **1045-1200 & 1300-1600**  *In PKH 104*  Ch 24 Hemo/Neoplastic  Ch 25 Immunologic  Ch 26 Endocrine  **Guest Speaker**  Ch 15 Infection |
| **Sunday** (Week 6)  **2/19/17** | **Monday**  **2/20/17** | **Tuesday**  **2/21/17** | **Wednesday**  **2/22/17** | **Thursday**  **2/23/17** | **Friday**  **2/24/17** |
| **Clinical Week 5** |  | DROP DATE | **PrepU Quizzes**  **Ch. 28 Behavior, Cognition, or Development**  **due by 2355** |  | **0900-1030**  **HESI**  *Computer Lab TBA*  **Lecture #6**  **1045-1200 & 1300-1600**  *In PKH 104*  Ch 12 Special Needs  **Guest Speaker**  Ch 17 Eye/Ear  Ch 27 Genetics  Ch 28 Behavior, Cognition, or Development |
| **Sunday** (Week 7)  **2/26/17** | **Monday**  **2/27/17** | **Tuesday**  **2/28/17** | **Wednesday**  **3/1/17** | **Thursday**  **3/2/17** | **Friday**  **3/3/17** |
|  |  |  | **End of Semester**  **Simulations at Smart Hospital**  **0800-1100**  **Sections 003 & 004**  1130-1430  Sections 005 & 008 |  | Review Day  **All VSims Due by 2355**  **Sabina: Core & Complex**  **Eva: Core & Complex Jackson: Core & Complex**  **Brittany: Core & Complex**  **Charlie: Core & Complex**  **AND**  **DocuCare: Brittany: Core**  **Due By 2355** |
| **Sunday** (Week 8)  **3/5/17** | **Monday**  **3/6/17** | **Tuesday**  **3/7/17** | **Wednesday**  **3/8/17** | **Thursday**  **3/9/17** | **Friday**  **3/10/17** |
|  |  |  |  | **End of Semester**  **Simulations at Smart Hospital**  **0800-1100**  **Sections 006 & 009**  1130-1430  Section 007 | **0900-1030**  Computer Lab TBA  **Final Exam** |

*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. Linda Frye*

**Spring 2017 – 002 COURSE SCHEDULE**

**N4431 NURSING OF CHILDREN AND ADOLESCENTS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sunday** (Week 1)  **3/19/17** | **Monday**  **3/20/17** | **Tuesday**  **3/21/18** | **Wednesday**  **3/22/17** | **Thursday**  **3/23/17** | **Friday**  **3/24/17** |
|  | MLK Holiday  No School | **\*\* Pre-Simulation Quiz**  **DUE BY 2355**  **Blackboard** | **0800-1200**  **Cook Sections**  *At Smart Hospital*  **Medication Administration and Assessment Lab**  **1230-1630**  **Children’s Medical Center Sections**  *At Smart Hospital*  **Medication Administration and Assessment Lab**  **PrepU Quiz**  **Ch. 10 Health Assessment**  **due by 2355** | **0800-1700 CMC Orientation at CMC**  **0800-1200 Cook Orientation at Cook**  Information will be provided by clinical instructors | **0900-1000**  *Computer Lab TBA*  **Pediatric Medication Administration Exam**  **1015-1200 & 1300-1600**  *In PKH 104*  **Lecture #1**  Ch 1 Introduction  Ch 2 Factors Influencing  Ch 3 Newborn & Infants  Ch 4 Toddlers  Ch 5 Preschooler  Ch 6 School-Age  Ch 7 Adolescent  Ch 8 Atraumatic Care |
| **Sunday** (Week 2)  **3/26/17** | **Monday**  **3/27/17** | **Tuesday**  **3/28/17** | **Wednesday**  **3/29/17** | **Thursday**  **3/30/17** | **Friday**  **3/31/17** |
| **Clinical Week 1** |  |  | **PrepU Quizzes**  **Ch. 14 Pain Management &**  **Ch 16 Neurology**  **due by 2355** |  | **0900-1200 & 1300-1600**  *In PKH 104*  **Lecture #2**  Ch 9 Health Supervision  Ch 10 Health Assessment  Ch 14 Pain Management  Ch 16 Neurologic |
| **Sunday** (Week 3)  **4/2/17** | **Monday**  **4/3/17** | **Tuesday**  **4/4/17** | **Wednesday**  **4/5/17** | **Thursday**  **4/6/17** | **Friday**  **4/7/17** |
| **Clinical Week 2** |  |  | **PrepU Quizzes**  **Ch. 18 Respiratory &**  **19 Cardiovascular &**  **due by 2355** |  | **0900-1030**  **Exam #1**  *Computer Lab TBA*  **Lecture #3**  **1045-1200 & 1300-1600**  *In PKH 104*  Ch 18 Respiratory  Ch 19 Cardiovascular  Ch 29 Pediatric Emergencies |
| **Sunday** (Week 4)  **4/9/17** | **Monday**  **4/10/17** | **Tuesday**  **4/11/17** | **Wednesday**  **4/12/17** | **Thursday**  **4/13/17** | **Friday**  **4/14/17** |
| **Clinical Week 3** |  |  | **PrepU Quizzes**  **Ch. 20 GI &**  **Ch 22 Musculoskeletal**  **due by 2355** |  | **0900-1200 & 1300-1600**  *In PKH 104*  **Lecture #4**  Ch 20 GI  Ch 21 GU  Ch 22 Musculoskeletal  Ch 23 Integumentary |
| **Sunday** (Week 5)  **4/16/17** | **Monday**  **4/17/17** | **Tuesday**  **4/18/17** | **Wednesday**  **4/19/17** | **Thursday**  **4/20/17** | **Friday**  **4/21/17** |
| **Clinical Week 4** |  |  | **PrepU Quizzes**  **Ch. 24 Hematology &**  **Ch 26 Endocrine**  **due by 2355** |  | **0900-1030**  **Exam #2**  *Computer Lab TBA*  **Lecture #5**  **1045-1200 & 1300-1600**  *In PKH 104*  Ch 24 Hemo/Neoplastic  Ch 25 Immunologic  Ch 26 Endocrine  **Guest Speaker**  Ch 15 Infection |
| **Sunday** (Week 6)  **4/23/17** | **Monday**  **4/24/17** | **Tuesday**  **4/25/17** | **Wednesday**  **4/26/17** | **Thursday**  **4/27/17** | **Friday**  **4/28/17** |
| **Clinical Week 5** | DROP DATE |  | **PrepU Quizzes**  **Ch. 28 Behavior, Cognition, or Development**  **due by 2355** |  | **0900-1030**  **HESI**  *Computer Lab TBA*  **Lecture #6**  **1045-1200 & 1300-1600**  *In PKH 104*  Ch 12 Special Needs  **Guest Speaker**  Ch 17 Eye/Ear  Ch 27 Genetics  Ch 28 Behavior, Cognition, or Development |
| **Sunday** (Week 7)  **4/30/17** | **Monday**  **5/1/17** | **Tuesday**  **5/2/17** | **Wednesday**  **5/3/17** | **Thursday**  **5/4/17** | **Friday**  **5/5/17** |
|  |  | **End of Semester**  **Simulations at Smart Hospital**  **0800-1100**  **Sections 010 & 012**  1130-1430  Sections 013 & 015 |  | **End of Semester**  **Simulations at Smart Hospital**  **0800-1100**  **Sections 011 & 014**  1130-1430  Sections 016 & 017 | Review Day  **All VSims Due by 2355**  **Sabina: Core & Complex**  **Eva: Core & Complex Jackson: Core & Complex**  **Brittany: Core & Complex**  **Charlie: Core & Complex**  **AND**  **DocuCare: Brittany: Core**  **Due By 2355** |
| **Sunday** (Week 8)  **5/7/17** | **Monday**  **5/8/17** | **Tuesday**  **5/9/17** | **Wednesday**  **5/10/17** | **Thursday**  **5/11/17** | **Friday**  **5/12/17** |
|  |  |  | **0900-1030**  Computer Lab TBA  **Final Exam** |  |  |

*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. Linda Frye*

**N4431 NURSING OF CHILDREN AND ADOLESCENTS**

**READING LIST: Kyle & Carman textbook (3nd ed., 2017)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Lecture Chapter/Content** | **PrepU** | **Objectives** | **Concepts** |
| **1** | Ch 1 Introduction  Ch 2 Factors influencing health  Ch 3 Newborn & Infants  Ch 4 Toddlers  Ch 5 Preschooler  Ch 6 School-Age  Ch 7 Adolescent  Ch 8 Atraumatic Care | Ch. 10 Health Assessment | **Chapter 1:**  1.Understand measuring child health  2. Understand philosophy of Pediatric Nursing  3. Understand ethical Concepts  4. Understand legal issues  **Chapter 2:**  1.Identify effect of lifestyle on health  2. Identify family structure, function and effect on health  3. Distinguish differences in discipline versus punishment  4. Understand effect of culture & ethnicity on health  5. Identify risk factors & effect on health of community: violence, poverty, homelessness  **Chapters 3-7:**  1. Identify normal Growth & Development  Physiologic-Psychosocial-Cognitive  Motor skills – gross & fine  Language  Sensory  Emotional/social/moral/spiritual  2. Understand Anticipatory Guidance  Learning – play  Nutrition – sleep  Safety  Discipline  3. Identify role and effect of parents & peers on health  **Chapter 8:**  1.Understand atraumatic care to decrease stress  2. Understand family centered care  3. Identify & integrate therapeutic communication  4. Understand culturally competent care  5. Understand patient & family teaching principles, effectiveness, evaluation | Care Competencies  Communication  Collaboration  Patient Safety  Health Information Technologies  Evidence Based Practice/Nursing  Health Care Quality  Advocacy  Critical Thinking  Attributes & Role of the Nurse  Professionalism  Clinical Judgement  Ethics  Patient Education  Health Promotion  Patient Profile Concepts  Development  Functional Ability/Functionality  Family Dynamics  Culture  Motivation  Adherence  Homeostasis & Regulation  Nutrition  Sexuality  Patient Profile Concepts  Culture  Adherence  Development  Functional Ability  Family Dynamics |
| **2** | Ch 9 Health Supervision  Ch 10 Health Assessment  Ch 14 Pain Management  Ch 16 Neurologic | Ch. 14 Pain Management  Ch. 16 Neurology | **Chapter 9:**  1.Identify components of health supervision visit  2. Understand surveillance and screening differences  3. Understand immunization  4. Understand health promotion  5.Identify anticipatory guidance in health promotion  **Chapter 10:**  1.Obtain appropriate/individualized health history based on age/development  2. Understand age and developmentally appropriate health assessment  3. Distinguish normal variations from abnormal findings  **Chapter 14:**  1.Identify factors influencing pain response  2. Understand developmental considerations pain effects and management  3. Understand principles of pain assessment and assessment tools  4. Understand pharmacologic and non-pharmacologic pain management  **Chapter 16:**  1.Identify anatomy & physiology variances  2. Understand diagnostic tools  3. Understand nursing assessment  4. Understand interventions: medications & treatments  5. Identify risk factors  6. Distinguishing characteristics of neurologic disorders  7. Understand nursing interventions, patient teaching & follow up care  8. Understand psychologic impact of condition & family resources | Health & Illness Concepts  Homeostasis & Regulation  Thermoregulation  Cellular Regulation  Intracranial Regulation  Gas Exchange  Perfusion  Pain  Sensory Perception  Attributes & Role of the Nurse  Professionalism  Clinical Judgement  Patient Education  Health Promotion  Ethics  Care Competencies  Communication  Patient Safety  Evidence Based Practice/Nursing  Advocacy  Critical Thinking  Health Information Technologies  Health Care Quality  Patient Profile Concepts  Development  Functional Ability/Functionality  Family Dynamics  Culture  Motivation  Adherence |
| **3** | Ch 18 Respiratory  Ch 19 Cardiovascular  Ch 29 Pediatric Emergencies | Ch. 18 Respiratory  Ch. 19 Cardiovascular | **Chapter 18**  1.Identify anatomy & physiology variances  2. Understand diagnostic tools  3. Understand nursing assessment  4. Understand interventions: medications & treatments  5. Identify risk factors  6. Distinguishing characteristics of respiratory disorders  7. Understand nursing interventions, patient teaching & follow up care  8. Understand psychologic impact of condition & family resources  **Chapter 19**  1.Identify anatomy & physiology variances  2. Understand diagnostic tools  3. Understand nursing assessment  4. Understand interventions: medications & treatments  5. Identify risk factors  6. Distinguishing characteristics of cardiovascular disorders  7. Understand nursing interventions, patient teaching & follow up care  8. Understand psychologic impact of condition & family resources  **Chapter 29**  1. Identify risk factors  2. Understand interventions: medication & treatments  3. Understand emergency assessment including rapid cardiopulmonary assessment  4. Understand diagnostic tools  5. Integrate AHA & PALS management of pediatric emergencies  6. Understand psychologic impact of condition & family resources | Health and Illness Concepts  Homeostasis & Regulation  Fluid & Electrolyte Balance  Acid Base Balance  Cellular Regulation  Elimination  Gas Exchange  Perfusion  Infection  Inflammation  Stress  Coping  Attributes & Role of the Nurse  Professionalism  Clinical Judgement  Patient Education  Care Competencies  Communication  Patient Safety  Evidence Based Practice/Nursing  Advocacy  Critical Thinking  Health Care Quality  Care Coordination  Caregiving  Patient Profile Concepts  Development  Functional Ability  Family Dynamics  Culture  Adherence |
| **4** | Ch 20 Gastrointestinal  Ch 21 Genitourinary  Ch 22 Musculoskeletal  Ch 23 Integumentary | Ch. 20 GI  Ch. 22 Musculoskeletal | **Chapter 20**  1.Identify anatomy & physiology variances  2. Understand diagnostic tools  3. Understand nursing assessment  4. Understand interventions: medications & treatments  5. Identify risk factors  6. Distinguishing characteristics of gastrointestinal disorders  7. Understand nursing interventions, patient teaching & follow up care  8. Understand psychologic impact of condition & family resources  **Chapter 21**  1.Identify anatomy & physiology variances  2. Understand diagnostic tools  3. Understand nursing assessment  4. Understand interventions: medications & treatments  5. Identify risk factors  6. Distinguishing characteristics of genitourinary disorders  7. Understand nursing interventions, patient teaching & follow up care  8. Understand psychologic impact of condition & family resources  **Chapter 22**  1. Identify anatomy & physiology variances  2. Understand diagnostic tools  3. Understand nursing assessment  4. Understand interventions: medications & treatments  5. Identify risk factors  6. Distinguishing characteristics of neuromuscular/musculoskeletal disorders  7. Understand nursing interventions, patient teaching & follow up care  8. Understand psychologic impact of condition & family resources  **Chapter 23**  1.Identify anatomy & physiology variances  2. Understand diagnostic tools  3. Understand nursing assessment  4. Understand interventions: medications & treatments  5. Identify risk factors  6. Distinguishing characteristics of integumentary disorders  7. Understand nursing interventions, patient teaching & follow up care  8. Understand psychologic impact of condition & family resources | Health and Illness Concepts  Homeostasis & Regulation  Fluid & Electrolyte Balance  Acid Base Balance  Cellular Regulation  Glucose Regulation  Nutrition  Infection  Mobility  Tissue Integrity  Sensory Perception  Pain  Reproduction  Sexuality  Attributes & Role of the Nurse  Professionalism  Clinical Judgement  Patient Education  Care Competencies  Communication  Patient Safety  Evidence Based Practice/Nursing  Advocacy  Critical Thinking  Health Care Quality  Care Coordination  Caregiving  Patient Profile Concepts  Development  Functional Ability  Family Dynamics  Culture  Adherence |
| **5** | Ch 24 Hemo/Neoplastic  Ch 15 Infection  Ch 25 Immunologic  Ch 26 Endocrine | Ch. 24 Hematology /Neoplastic  Ch. 26 Endocrine | **Chapter 24**  1. Identify anatomy & physiology variances – childhood versus adult cancer  2. Understand diagnostic tools – laboratory findings  3. Understand nursing assessment/priority assessment - hematologic/oncologic disorders  4. Understand interventions: medications & treatments  5. Identify risk factors  6. Distinguishing characteristics of hematologic/oncologic disorders  7. Understand nursing interventions, patient teaching & follow up care  8. Understand psychologic impact of condition & family resources  **Chapter 15**  1.Identify anatomy & physiology variances  2. Understand diagnostic tools – laboratory findings  3. Identify nursing assessment/priority assessment for hematologic/oncologic disorders  4. Understand interventions: medications & treatments  5. Distinguish various infections illnesses in childhood  6. Understand nursing interventions, patient teaching & follow up care  **Chapter 25**  1. Identify anatomy & physiology variances  2. Understand diagnostic tools – laboratory findings  3. Identify nursing assessment/priority assessment for endocrine/metabolic disorders  4. Understand interventions: medications & treatments  5. Identify risk factors  6. Distinguishing characteristics of metabolic/endocrine disorders  7. Understand nursing interventions, patient teaching & follow up care  8. Understand psychologic impact of condition & family resources  **Chapter 26**  1. Identify anatomy & physiology variances  2. Understand diagnostic tools – laboratory findings  3. Identify nursing assessment/priority assessment for hematologic/oncologic disorders  4. Understand interventions: medications & treatments  5. Identify risk factors  6. Distinguishing characteristics of immune, autoimmune, & allergic disorders  7. Understand nursing interventions, patient teaching & follow up care  8. Understand psychologic impact of condition & family resources | Health and Illness Concepts  Homeostasis & Regulation  Fluid & Electrolyte Balance  Acid Base Balance  Cellular Regulation  Intracranial Regulation  Glucose Regulation  Nutrition  Clotting  Elimination  Gas Exchange  Perfusion  Infection  Inflammation  Stress  Coping  Reproduction/Sexuality  Attributes & Role of the Nurse  Professionalism  Clinical Judgement  Patient Education  Care Competencies  Communication  Patient Safety  Evidence Based Practice/Nursing  Advocacy  Critical Thinking  Health Care Quality  Care Coordination  Caregiving  Palliation  Patient Profile Concepts  Development  Functional Ability  Family Dynamics  Culture  Adherence |
| **6** | Ch 12 Special Needs  Ch 17 Eye and Ear  Ch 27 Genetic  Ch 28 Behavior/ Cognitive/ Developmental | Ch. 28 Behavior/ Cognitive/ Developmental | **Chapter 12**  1.Identify psychologic impact of condition & family resources  2. Identify nursing interventions for special needs children & their families  3. Understand & identify early interventions services  4. Develop transition plan from inpatient to home/pediatric to adult care  5. Discuss pediatric end of life care  6. Understand developmental responses to death & nursing interventions  **Chapter 17**  1.Identify anatomy & physiology variances  2. Understand diagnostic tools – laboratory findings  3. Identify nursing assessment/priority assessment for sensory disorders  4. Understand interventions: medications & treatments  5. Identify risk factors  6. Distinguishing characteristics of sensory disorders  7. Understand nursing interventions, patient teaching & follow up care  8. Understand psychologic impact of condition & family resources  **Chapter 27**  1. Understand inheritance patterns of genetic disorders  2. Understand ethical & legal issues associated with genetic testing  3. Identify nursing interventions for children with genetic disorders & their families  4. Understand & identify early interventions services  5. Distinguish various genetic disorders identified in childhood  6. Understand nursing interventions, patient teaching & follow up care  7. Understand psychologic impact of condition & family resources  **Chapter 28**  1. Discuss effect of alterations in mental health on growth & development  2. Understand assessment tools  3. Identify characteristics of childhood behavior, cognition, & development disorders  4.Understand nursing assessment & interventions including therapies & medications  5. Understand patient teaching & follow up care  6. Understand psychologic impact of condition & family resources | Health and Illness Concepts  Coping & Stress Tolerance  Stress  Coping – Emotions  Mood and Affect  Anxiety  Addiction  Cognition  Psychosis-Maladaptive Behaviors  Interpersonal Violence  Sensory Perception  Patient Profile Concepts  Culture  Adherence  Motivation  Development  Functional Ability  Family Dynamics  Care Competencies  Communication  Patient Safety  Evidence Based Practice/Nursing  Advocacy  Critical Thinking  Health Care Quality  Care Coordination  Caregiving  Attributes & Role of the Nurse  Professionalism  Clinical Judgement  Patient Education  Caregiving  Care Coordination  Palliation |