

**SAM HOUSTON STATE UNIVERSITY**

**School of Nursing**

**NURS 4520: Child & Adolescent Nursing**

**Course Description:**

This course uses the nursing process to promote, protect and maintain the health of infants, children and adolescents and it provides students with the knowledge and skills needed to develop the cognitive, psychomotor and affective skills necessary for therapeutic interventions of these populations. Students will examine the biological and psychosocial parameters, legal and ethical dimensions, resources, and cultural influences affecting nursing care strategies for infants, children and adolescents. (Class: 3 hours weekly Clinical/Lab: 6-8 hours weekly) 5 Credit Hours. *This is an Academic Community Engagement (ACE) course.*

Corequisites: [NURS 4540](#), [NURS 4030](#).

Prerequisite: [NURS 3620](#), [NURS 3540](#), [NURS 3040](#).

**Semester/Year:** Spring 2018

**Class times:** Mondays 1200 - 1450

**Class location:** Huntsville 302, TWC 256

**Faculty:**

Diane Langton, DNP, RN, PNP	Jaimee Kastler, PhD, RN
Course Coordinator	Lecturer
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Office: 215C (Bank Building)	Office: 215 E (Bank Building)
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Office hours: HV Mon; or by appt	Office hours: TWC Mon; HV Tues; by appt

Clinical Faculty

<b>Adjunct faculty:</b>		
Kelly Zinn, PhD, RN	Judie Haubrich, MSN, RN	Shatoi King, MSN, RN
Email: kkzinn@shsu.edu	Email: jxh086@shsu.edu	Email: sth019@shsu.edu
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**Course Credit:** 5 Credit Hours (Class - 3 hours/week; Clinical/Lab -6- 8 hours/week; ACE project - 5 hours/semester)

**Pre- requisites:** NURS 3620, 3540, 3040, 3351

**Co – Requisites:** NURS 4540, 4030

**Course Objectives:**

Didactic:

1. Explain the major pathophysiological processes in children from birth through age 20. **Outcome 1;TX DEC.= I. Kn ;A, B. CJ 3C, 5**
2. Distinguish between normal and abnormal variants when providing care to pediatric clients and their families. **Outcome 1;TX DEC I. CJ 3C, 5A, 2 – 2A**
3. Assess the biopsychosocial and environmental impact when using holistic healthcare approaches for pediatric clients and their families. **Outcomes 2,3,4,7; TX DEC I. CJ 3B, C, 2-2A**
4. Use critical thinking and clinical judgment skills while providing patient-centered care to pediatric clients and their families. **Outcome 2,3,6; TX DEC I-1A, 2B, 2D, 3 B**
5. Identify community resources for health, at risk, acutely, and chronically ill children and families. **Outcome 2,3,7; TX DEC I. IID, IIB, IVA**
6. Apply evidence-based practice findings and legal/ethical concepts to clinical decision-making when providing care to pediatric clients and their families. **Outcome 3,6,7,8; TX DEC I: IIE, F**
7. Collaborate with the interdisciplinary healthcare team to achieve optimal care of pediatric clients and their families. **Outcome 2,8,9; TX DEC I; III, IVA, IVD**

**Instructional Strategies:**

Teaching/learning strategies will include lecture, classroom discussion, BlackBoard discussion, group work, oral presentations, case studies or pop quizzes.

**Learning Activities:**

Study guide completion, participation in class discussion, case scenarios, pop quizzes, group activities or other activities as specified by the course coordinator.

**Evaluation Methods:**

*Quiz (4)	5%
*Exam (3)	45%
*Standard Exam (ATI)	10%
*Cumulative Final	15%
Database 1	9%
Database 2+ concept map	11%
ACE Project	5%
Total	100%

**\*Denotes items included in Total Exam Grade. There will be pop quizzes in class to equal one quiz grade in addition to the 3 scheduled quizzes.**

**School of Nursing Grading Scale:**

	Percentage	
A	89.5-100	Passing
B	79.5-89.4	
C	74.5-79.4	
D	69.5-74.4	Not Passing
F	69.4 and below	

**Calculation of Course Grade:**

- In order to progress in nursing, students are expected to pass all nursing courses with at least a “C”.
- Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.
- All clinical and classroom assignments must be completed in order to pass the course.
- All course quizzes, exams, cumulative final, and the ATI Nursing Care of Children proctored exam make up the (weighted) exam grade; exam average must be 74.5 (rounds to 75 per policy; 74.499 DOES NOT) to pass the course.
- Failure for exam average or failure in the clinical portion will necessitate repeating the entire course, including clinical or lab.
- During each semester with clinical practice opportunities, students must take and pass a level-adjusted drug dosage and calculation test per Sam Houston State University School of Nursing Student Handbook Dosages and Calculations Competency Policy. Please see the policy for further information about the test. For the S1 semester, the dosage and

calculations exams are proctored and given in a classroom setting, but any student who fails both attempts of the level exam must withdraw from NURS 4520, 4540 and NURS 4030.

- Standardized tests will count as 5% (for Juniors) or 10% (for Seniors) of entire final grade as per ATI testing policy.

### **First Alert Program**

Students who are in academic jeopardy (e.g., demonstrate poor academic performance, poor clinical performance, have frequent or unexcused absences) will be referred to the First Alert team in Academic Support Services. First Alert is a referral system that enables Sam Houston State University faculty and staff to refer students whose in- or out-of-class performance demonstrates a need for academic support to the academic mentors at the SAM Center. Additional information on the First Alert Program can be accessed from <http://www.shsu.edu/centers/sam-center/mentoring/firstalert>.

### **Required Text(s):**

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association. ISBN: 978-1-4338-0562-2

Karch, A. M. (2012). *2013 Lippincott's nursing drug guide* (33<sup>rd</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins. ISBN: 978-1-6091-3621-5

**OR**

Kizior, R. & Hodgson, B. (2014). *Saunders nursing drug handbook 2015*. St. Louis, MO: Saunders. ISBN: 978-0-323-28013-6

McKinney, E., James, S., Murray, S., Nelson, K., & Ashwill, J. (2012). *Maternal-Child Nursing* (5th ed.). Saunders: St. Louis, MO. ISBN 978-1-4377-2775-3. E-book ISBN 9781455737475.

Ogden, S., & Fluharty, L. (2012). *Calculation of drug dosages: A work text* (9th ed.). St. Louis, Mo.: Mosby/Elsevier. ISN 978-0-323-07753-8.

Pagana, K. D. & Pagana, T. J. (2014). *Mosby's manual of diagnostic and laboratory tests* (5<sup>th</sup> ed.). St. Louis, MO: Mosby. ISBN: 978-0-3230-8949-4

RECOMMENDED NCLEX-RN Prep book – you choose what works for you. It should include comprehensive information, summarize content, have lots of questions (written and electronic), and provide rationales for all answer options for the questions. • (2013) Saunders Comprehensive Review for the NCLEX-RN Examination (6th ed.), Elsevier ISBN: 9781455727551

**Course Calendar**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS / ASSIGNMENTS</b>
<b>January 17</b>	Dosage calculation review TWC	0800-1000
<b>January 18</b>	Dosage calculation #1 TWC Clinical and course orientation Read the hospitalized child	0800 – 0930 10:00 - 17:00 Chapter 35 ATI chapters 10, 11
<b>January 22</b>	Read Intro to Pediatrics, physical assessment – your campus	Chapters 1, 33 ATI review module chapter 2
<b>January 23</b>	Dosage calculation #2 TWC	0800 - 0930
<b>January 24</b>	Clinical Skills Day TWC	08:15 – 16:30
<b>January 29</b>	Principles and Procedures, Medication Administration	Chapters 37 & 38 ATI review module chapters 8, 9
<b>February 5</b>	Growth and Development	Chapters 5,6,7,8,9 ATI review modules chapters 3 - 7
<b>February 12</b>	Fluids and Electrolytes Integumentary	Chapters 40 & 49 <b>*Quiz 1*</b> from home due 2/11/18 by 11:59 ATI review modules chapters 30, 31, 32 Identify your group and focus for ACE project
<b>February 19</b>	Emergency Care Chronic Conditions/Terminal Illness	Chapter 34, 36 ATI review module chapters 10, 11
<b>February 26</b>	Infectious Disease <b>*Exam 1*</b> Bring laptop	Chapter 41 ATI review modules chapters 35, 36 Timeline for ACE project due to clinical instructor and course coordinator
<b>March 5</b>	Gastrointestinal Respiratory	Chapters 43 & 45 ATI review module chapters 17, 18, 10, 22, 23
<b>March 12 - 16</b>	Spring Break	
<b>March 19</b>	Cardiac	Chapter 46 <b>*Quiz 2*</b> from home due 3/18 by 23:59 ATI review module chapter 20

		*ATI Practice A Due Sunday 3/18 @ 2359
<b>March 26</b>	Endocrine Genitourinary	Chapter 51, 44 ATI review module chapters 24,25,26, 39, 40, 41 Remediation A due Sunday 3/25 @ 2359
<b>April 2</b>	Oncology Hematology <b>*Exam 2*</b>	Chapters 47 &48 ATI review modules chapters 21, 39, 40, 41, Bring laptop Submit ACE patient handout to instructor for review
<b>April 9</b>	Neurological Musculoskeletal	<b>*Quiz 3*</b> Bring laptop Chapter 52 Chapter 50 ATI review modules chapters 12,13,14, 27, 28, 29 *ATI Practice B due Sun. 4/8 @ 2359
<b>April 16</b>	<b>ATI proctored</b> Bring laptop Psychosocial Problems	<b>ACE projects should be completed and reflective journal submitted</b> <b>Chapter 53</b> ATI review module chapter 44 *Remediation due for practice B by Sunday 4/15@2359
<b>April 23</b>	<b>* Exam 3 *</b>	Bring laptop
<b>April 30</b>	Final Exam Review	*ATI 1 Remediation due by Sunday 4/29 @ 2359*
<b>May 8</b>	Final Exam /ATI 2	Bring laptop

**IMPORTANT:** During lab activities and exams/quizzes, students will be required to store their belongings in open bins and/or shelving. These dates are clearly spelled out on the class schedule. Please plan accordingly in order to properly store your valuables.

While every attempt has been made to prepare this class schedule in final form, changes may be necessary in order to meet the learning outcomes of the course. Students will be notified on BlackBoard of any changes.

## ATI Testing

### Calculation of Standardized Grade and Remediation Instructions

Practice assessments/activities due prior to First Proctored Assessment			
4 pts. Total if all activities are completed			
Complete Practice Assessment A (1 pt) <i>Remediation:</i> (1 pt) ATI Focused Review when available For each topic missed, complete remediation per faculty instructions.	Complete Practice Assessment B (1 pt) <i>Remediation:</i> (1 pt) ATI Focused Review For each topic missed, complete remediation per faculty instructions.		
Each activity = 1 point: first practice test, remediation, second practice test, remediation. If there is only one practice exam the points will be doubled so they still equal a total of 4 points if all activities are completed.			
<b>First Proctored Assessment</b>			
Level 3 (4 pts)	Level 2 (3 pts)	Level 1 (1 pt)	Below Level 1 (0 pts)
<i>Remediation</i> (2 pts) • For each topic missed, complete remediation per faculty instructions.	<i>Remediation</i> (2 pts) • For each topic missed, complete remediation per faculty instructions.	<i>Remediation</i> (2 pts) • For each topic missed, complete remediation per faculty instructions.	<i>Remediation</i> (2 pts) • For each topic missed, complete remediation per faculty instructions.
<b>Proctored Assessment Retake *</b>			
Retake optional	Retake optional	Retake required	Retake required
Total Points = 10/10	Total Points = 9/10	Total Points = 7-8*/10	Total Points = 6-7*/10

\*Students with Level 0/1 who score Level 2 or higher on proctored retake receive 1 additional pt.

Note: For course grade, 10/10 pts=100 for ATI; 9/10 pts = 90; 8/10 pts=80; 7/10 pts=70; 6/10 pts=60. The student must complete remediation on the FIRST attempt of the assigned practice assessment. Time in-between practice assessments will be set by the course coordinator. Rationales will be available.

**\*\*ATI remediation must be placed in correct dropbox by due date. Remediation must have your name and the name of the remediation on the document, handwritten and uploaded in .pdf format. The transcript for practice A and B must also be uploaded.**

#### Assignment Instructions & Grading Rubrics/Evaluation

**\*\* Database DUE DATE is always 1 week from scheduled clinical day by 2359. Databases must be placed in the correct drop box to receive credit. \*\***

#### Assignment instructions

Two databases/concept map and an ACE group project will be required this semester. Assignment rubrics are located at the end of this document.

## **Clinical Information**

A rotation schedule will be posted within Blackboard. Immunizations and CPR must be current. SHSU uniform and ID badge must be worn. A variety of clinical experiences and locations requiring travel will occur during the semester. A preceptor evaluation form must be completed for each precepted and hospital experience and returned to clinical instructor that day. The clinical instructor may designate the method to return preceptor evaluation. The clinical evaluation form is posted in BlackBoard. A Reflective Journal entry will be required to be submitted following each clinical day.

## **Course Policies/Expectations**

***Classroom Conduct and Civility:*** The instructor will conduct this class in an atmosphere of mutual respect. The instructor encourages active participation in class discussions. We may have strongly differing opinions on the various topics of class discussions. Conflicting ideas are encouraged and welcome. The orderly questioning of the ideas of others, including the instructor, is similarly welcome. Faculty will manage the discussions so that the exchange of ideas can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

***Faculty/Student Communication:*** Course faculty often communicate important course updates using the SHSU email system. Students are expected to check their SHSU email account daily and reply, as appropriate, to faculty, using their SHSU email account. Students may text faculty when the faculty member has indicated that this as an acceptable means of communication. Students must include their name in the text message. In addition, students are to abide by texting guidelines set forth by the faculty member (ie: no phone calls/texts after 9pm or on the weekend).

Refer to the *Faculty/Student Communication Policy* in the Student Handbook for further guidance.

***Group Assignments:*** Group dynamics and the group process are important learning outcomes for the School of Nursing graduates. Many opportunities for learning these skills are integrated into the curriculum. Characteristics of successful groups are:

1. Members identify goals and objectives.
2. Members set deadlines for completion of tasks.
3. Members distribute equitable assignments and complete them in a timely fashion.
4. Members report back at scheduled meeting times.
5. If problems arise in a group, members attempt to resolve the problems internally.
6. If unable to resolve group dynamic problems, consult course faculty for direction in problem resolution.

***Late Work:*** All assignments will be assigned a due date which is considered the last day assignments will be accepted. Any assignment submitted after the assigned deadline will generally receive a “0”. There may be circumstances in which the instructor may allow a student

to hand in an assignment and still receive up to full credit. This remains at the discretion of the instructor.

**Recording lectures:** Students who wish to record lectures must request permission to do so from the faculty member(s) teaching the course.

## **School of Nursing Policies**

### **Absence Policy**

Presence at lectures, clinical rotations, and other events are an important part of the student learning experience in the Sam Houston State University (SHSU) School of Nursing (SON). Absences are obstructive to this process and are strongly discouraged.

There are two kinds of absences recognized by SHSU SON: an absence given with prior notice and a no-call/no-show absence. An *absence given with prior notice* is one in which the professor or clinical instructor was directly spoken with by phone call or in person before the scheduled class/clinical start time. A *no-call/no-show absence* is an absence in which the student does not attend the class or clinical rotation and has not directly spoken with the instructor/professor before the scheduled class/clinical start time.

An absence “occurrence” is defined as any absence, regardless of the reason, and will begin the first absent day and end the last absent day, so multiple days can comprise a single absence occurrence.

ATTENDANCE AT ALL SCHEDULED CLINICAL EXPERIENCES (INCLUDING SIMULATION, SKILLS LAB, OR OTHER EXPERIENCE) IS MANDATORY FOR ALL STUDENTS. Any student who is experiencing symptoms of an infectious process (ie: fever, vomiting, diarrhea, etc.) should contact faculty at least one hour prior to scheduled clinical start time to advise of symptoms. Depending on the assigned clinical experience, students may be required to notify appropriate clinical agency personnel. Clinical make-up assignments will be required.

Due to the importance of clinical experiences for the student’s learning, any absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.

The following absence guidelines apply:

- Two no-call/no-show absences may result in dismissal from SON.
- Two or more didactic (course) absence occurrences in a single semester may result in failure of the course.
- One absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.

- Six absence “occurrences” while the student is enrolled and engaged in coursework within the SON may result in dismissal from the SON.

Any occurrence lasting two days or more will require documentation (SHSU Student Health Center or healthcare provider’s note, etc.) to be submitted to the faculty member of each course/clinical rotation missed. The healthcare providers note is submitted in addition to a completed Form 8: Student Absence/Tardy Form.

With each absence occurrence, the student must complete and sign the Form 8: Student Absence/Tardy Form and submit to course faculty within 24 hours upon return to classroom or clinical for the SON. All Student Absence/Tardy forms are to be signed by course faculty and submitted to the Administrative Assistant for the Director of the SHSU SON. Student Absence/Tardy forms for students assigned to The Woodlands campus (TWC) are to be submitted to the Administrative Assistant to the Assistant Director of the SON at TWC.

### **Tardiness Policy**

Tardiness is an unprofessional behavior and is disruptive to the class and clinical environment. Thus all students are expected to arrive on time to class and clinical and are expected to return from break on time. Students arriving after the scheduled start time are considered tardy. Tardiness may result in loss of course points and/or additional assignments per course faculty discretion. The student must complete Form 8: Student Absence/Tardy form for each tardy incident and submit it to course faculty with 24 hours of incident. The following outlines the consequences of student tardiness.

First tardy incident = counseling of student by the Course Coordinator;

Second tardy incident = counseling of student by the Level Coordinator;

Third tardy incident = counseling of student by the Director of the School of Nursing;

Fourth tardy incident = may result in course failure

***Examination Policies:*** When possible, test grades will be posted within 48 hours of the exam. Written exams and written assignments must be completed as scheduled. If a student is unable to complete a written (clinical or class) assignment, arrangements must be made with the instructor(s).

See *Absence from Scheduled Examinations Policy in the SON Student Handbook for guidelines regarding absence from exams.*

Cell phones must be turned off during the exam. Both cell phones and laptops not being used to test cannot be visible during testing and exam reviews. If a student has a cell phone visible, his or her test will be taken away and the student will receive a grade of zero on the test. There will be no sharing of calculators during exams. Hats cannot be worn during exam.

All exams and quizzes should reflect only the work of the individual student. Collaboration on quizzes and exams is not allowed and considered cheating.

Contact with a student taking an exam can occur by calling 936-294-2371 (Huntsville) or 936-202-5111 (TWC) and someone will come and notify the student of an emergency.

**ATI Testing Policy:** As a part of coursework in the School of Nursing, standardized examinations (ATI) are mandatory to fulfill requirements of many courses. These examinations provide students with diagnostic information regarding their knowledge base for nursing practice. Students should take these standardized examinations seriously.

If the student does not achieve the acceptable passing score of proficiency level 2 or higher when tested, remediation will be required. *The student is responsible for completing any required remediation or testing.* Students must make an appointment with course faculty to discuss specific individual performance concerns. The student must retest within a specified period. If the acceptable passing score is still not achieved, the student must remediate further.

**Progression Policy:** In order to successfully pass a course with exams, students must achieve at least a 75% exam score. If your exam score at the end of the course is less than 75% (74.5% and higher rounds up; 74.99 does not) you will fail the course and will be required to retake the course including the clinical component, if applicable.

**All clinical and classroom assignments must be completed in order to pass the course. Failure in any component will necessitate repeating the entire course. Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.**

In order to progress in the SHSU nursing program, students are expected to pass all nursing courses with at least a “C”.

*Students are expected to abide by and will be held accountable to all policies within the most current SON Student Handbook, found on the SON Nursing Cohorts page within Blackboard.*

### **University Policies**

**Academic Honesty/Plagiarism:** Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

The use of unauthorized material, communication with fellow students during an examination, use of unauthorized technology during an exam, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, the use of a single essay or paper in more than one course without permission, and falsification of records or documentation are considered serious offenses and shall be grounds for disciplinary action. Students will receive a zero on the test or assignment in question and will be reported to the Director of the School of Nursing and to the Dean of the College of Health Sciences. For more information, please refer to SHSU Academic Policy Statement #810213, *Procedures in Cases of Academic Dishonesty*.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Allegations of **student misconduct**, as defined in paragraph 5.2, Chapter VI of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines*, published by the Dean of Students' Office, will be referred to the Dean of Students' Office for necessary action.

Dean of Students: <http://www.shsu.edu/dept/dean-of-students>

### **Student Absences on Religious Holy Days (AP 861001)**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

**Use of Telephones and Text Messengers in Class:** Generally speaking, you may not use cell phones, computers, or other devices capable of communication in class. The one exception is that during lecture periods, you may keep your cell phone on vibrate so that you can receive text

messages in case of an emergency. You may not, however, be distracted or distracting to others in checking your text messages in class, and you may not send text messages in class. All messengers must be put away for exams. SHSU Academic Policy Statement 100728 states that even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty.

### **Academic Grievance Procedures for Students (AP 900823)**

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

*Students are expected to abide by and will be held accountable to all SHSU policies contained with the SHSU Student Guidelines available at <http://www.shsu.edu/students/guide/>. Please refer to this handbook for further information in regards to the following policies.*

[FERPA http://www.shsu.edu/dept/registrar/students/privacy-rights/](http://www.shsu.edu/dept/registrar/students/privacy-rights/)  
[Disruptive conduct under Dean of Students-General Conduct And Campus Regulations](#)  
[Withdrawal/resignation](#)

### **STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then we encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how we can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy related to rights and responsibilities, see:

<http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

### **Visitors in the Classroom**

In the event an unannounced visitor attends a class, the instructor should request identification in the form of a current and official Sam Houston State University Bearkat OneCard identification card. If the visitor is not a registered Sam Houston State University student, the faculty member should act at their own discretion or refer the visitor to the department chair.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the instruction thereof

**NURS 4520: CHILD & ADOLESCENT NURSING**  
**PEDIATRIC NURSING DATABASE**

<b>Student Name:</b>		<b>Date of Clinical:</b>	
<b>Clinical Section:</b>		<b>Assigned Unit/Clinical Agency:</b>	
<b>Pt initials, age, race, sex:</b>		<b>Primary Dx:</b>	
<b>Admission Date:</b>		<b>Secondary Dx:</b>	
<b>Allergies:</b>	<b>Weight/Percentile:</b>	<b>Isolation Precautions: (if applicable)</b>	
<b>Diet:</b>	<b>Height/Percentile:</b>		
<b>Activity order:</b>	<b>BMI:</b>		
	<b>Head circumference:( &lt;2 years of age)</b>		

<b>24 hour fluid intake requirements:</b>	<b>Actual 24 hour fluid intake:</b>
<b>24 hour output:</b>	<b>Actual 24 hour output:</b>
<b>Age-appropriate vital signs:</b>	<b>Actual vital signs:</b> (Normal or Abnormal? ↑ or ↓ ?)

**Past Medical History:**

**Family and Social History:**

**Family Composition:** (list caregivers, siblings, significant relatives and include gender and ages if known; only identify persons by title, i.e. Dad, Mom, Aunt, Grandfather, Brother, Sister, etc)

**Growth and Developmental Assessment**

Include age-appropriate developmental milestones **versus** what milestones you observed in your pt; discuss what stimuli, toys or activities would be appropriate to promote or maintain the patient’s development.

<b>Developmental Theorist and Stage:</b> Note stage & expected behaviors ( <b>Cite</b> )	
<b>Erikson</b>	
<b>Piaget</b>	
<b>Kohlberg</b> (if applicable)	

	<b>Age Appropriate</b>	<b>Observed</b>
• Physical Growth		
• Gross Motor		
• Fine Motor		
• Cognitive		
• Psychosocial		
• Language		
• Moral		

**Pathophysiology:** (Summarize and **cite** source) Explain any changes in body systems, structures, functioning. Compare the definition with your patient.

**\*\* If no labs are available speculate which labs would be drawn and why? You must supply information here\*\***

<b>Abnormal Lab Values:</b> (If > 1 day, note admit & most recent)	<b>Normal Range</b>	<b>Significance to Client</b>	<b>Nursing Implications</b>

**List any further diagnostic tests and/or procedures and their results (if known) that are pertinent to your pt's dx:** (for example, chest x-ray, abdominal ultrasound, CT, incentive spirometry, catheterization, pulse oximetry, nebulizer treatments, etc)

<b>MEDICATIONS (SCHEDULED &amp; PRN) Not just what was administered while you were there. Cite a nursing drug handbook only.</b>							
<b>Time</b>	<b>Drug Order</b>	<b>Drug class + Mechanism of Action</b>	<b>Reason Patient on Medication</b>	<b>Major Side Effects</b>	<b>Recommended Dose range mg/kg</b>	<b>Safe Dose Range for this patient  Show Calculations</b>	<b>Is Dose Safe for this Patient? Yes/No. If not, why is it given? What should you do?</b>

## **Physical Exam**

Document as a head-to-toe assessment including the following sections. **MUST COMPLETE EVERY SECTION.**

- General health status
  
- Skin
  
- Hair
  
- HEENT
  
- Mouth
  
- Neck
  
- Chest
  
- Respiratory
  
- Cardiovascular
  
- GI
  
- GU

- Musculoskeletal
- Neurological

**Patient Priorities** – List at least 3 patient priorities and **prioritize**.

- 1.
- 2.
- 3.

**References**

<b>Pediatric Database Rubric</b>	
<b>Patient Database</b>	
Completed all boxes on first page  (5) Developmental Theorist and Stage (5) Pt VS data vs Age-appropriate(5)  Past Medical History & Family & Social History (5)	_____/20
<b>Growth and Development Assessment</b>	
Differentiate between age appropriate (expected) milestones vs. observed (5)	_____/5
<b>Pathophysiology</b> – Describe what is happening in the body – the pathological process	
Admission diagnosis (primary) and description of pathology and compare with your patient. Provide source citation	_____/10
<b>Lab Values</b>	
Documented lab results/ Completed possible labs/diagnostics & why (3) Includes significance (1)  Includes Nursing Implications(1)	_____/5

<b>Medications</b>	
Listed all meds ordered /Class/ Mechanism of action(3) Reason/ Adverse Effects (3) Recommended Dose range (2) Safe dose for patient (1) All column completed (1)	_____/10
<b>Physical Exam</b>	
Exam thorough and specific in each category	_____/30
<b>Patient Priorities (3+)</b>	
List in order of priority for patient	_____/10
<b>APA</b> Typed and submitted to dropbox within one week	
Reference page and appropriate use of APA citations in care plan (10)	_____/10

Instructor Comments:

Total: \_\_\_\_\_ / 100 = \_\_\_\_\_ %

## ACE Project Grading Rubric

Student identifies community health concern that would benefit from a teaching project	10
Project is appropriate for developmental level of clients	10
Project goals identified	10
Each team member has identified role and participates in project	10
Timeline developed and delivered to clinical instructor by requested date	10
Faculty and agency notified of project and presentation date in timely manner	10
Project supported with evidence- based research (citations)	10
Reflective journal submitted within one week of presentation , complete	10
Teaching poster/handout age appropriate, legible, no errors	10
APA format correct	5
Answered all required component questions	5
<b>Total</b>	<b>100</b>

### **ACE Project Reflective Journal Required Components (Group submission)**

Address the assigned Community partner and the subject/type of ACE project

Discuss strengths and potential areas for improvement including what you might do differently.

Reflect on the project process, learning that occurred, and how the project enhanced your understanding of course concepts.

How did this project demonstrate the role of the nurse within a pediatric population?

Discuss if the group and/or individual project goal(s) were accomplished.

Typed in APA format, includes references within one week of presentation.

Sam Houston State University  
School of Nursing  
NURS 4520 Clinical Evaluation

Student: \_\_\_\_\_ Site: \_\_\_\_\_ Date: \_\_\_\_\_

According to Texas Board of Nursing Rules and Regulations, clinical preceptors shall have the following qualifications: (a) competence in designated areas of practice; (b) philosophy of health care congruent with that of the nursing program; and (c) current licensure or privilege to practice as a registered nurse in the State of Texas.

Rate the student on each of the following behaviors and expectations, using Satisfactory (S) or Unsatisfactory (U/S). Additional narrative comments may be included as needed below of the rating table. Evaluations may be returned the following class didactic day. Clinical preceptors may also want to fax this from to: (936) 294-2372.

Faculty: D.Langton DNP, RN, PNP, J. Kastler MSN, RN, J. Haubrich, MSN, RN

<b>Adherence to Child and Adolescent Nursing Standards</b>	S	U/S	NA
Integrate therapeutic communication into the care of child- rearing families			
Analyze the unique safety measures required in pediatric nursing			
Employ culturally competent skills with diverse vulnerable populations when providing care for pediatric clients and their families			
Collaborates with interdisciplinary healthcare team to achieve optimal care of pediatric clients and their families			
Distinguish between normal and abnormal variants when providing care to pediatric clients and their families			
Use critical thinking and clinical judgment skills while providing patient- centered care to pediatric clients and their families			
Apply evidence - based practice findings to clinical decision - making when providing care to pediatric clients and their families			
<b>Professionalism</b>			
Demonstrates preparation for clinical experiences.			
Reports to clinical rotation on time			
Displays honesty and integrity.			
Demonstrates awareness of own limitations.			
Demonstrates self-direction and strives to improve			
Has followed dress code and appearance requirements			

Preceptor Comments: please use space on back – if needed

Signed: \_\_\_\_\_

Printed: \_\_\_\_\_

## Self-Reflective Journal Guidelines – N4520

As part of the clinical requirements for NURS 4520, students are required to complete a journal addressing the points below. Students should provide enough depth that clinical faculty have a clear picture of your clinical day. Use the journal as a way to “brag” about yourself and the clinical experience. Journals will be completed using the Blackboard Journal feature in the theory section of NURS 4520. Groups have been created for each clinical section. Use the Journal text box. Do not attach a word document.

On weeks in which students are participating in simulation, upload your simulation ticket as an attachment as a journal entry for that date. Clinical faculty will use the journals to provide anecdotal clinical evaluation comments which will be used in determining midterm and final clinical grade. When faculty submit the clinical evaluation tool at the end of the semester to the Course Coordinator, the anecdotal comments in the journal will be added to the clinical evaluation tool, which is uploaded to student Project Concert files.

The following are to be addressed in each journal entry:

1. What did you learn today (your "aha" moment, for example)? Are you proud of any experiences today?
2. What skills did you perform & how did it go?
3. How did the activities of the day correlate with the theory concepts learned in class?
4. What service or information do you think you provided to the community today?
5. What 2 clinical outcomes did you achieve? How?
6. What 1-2 clinical outcomes are areas for improvement?
7. When you complete the school journal, please address the following course/clinical objective:  
Identify community resources for healthy, at risk, acutely, and chronically ill children and families.

NURS 4520- Child and Adolescent Nursing

**Acknowledgement of Syllabus & Grading Criteria**

I have received and have read the course syllabus for NURS 4520. The SHSU University Policies, School of Nursing Policies and Course Policies have been discussed with me.

Course evaluation has been explained and I understand that N4520 has 3 exams as well as 3 quizzes and other assignments. I understand that the weighted average of these quizzes and exams must be 74.5% or higher to pass the course. I understand that the databases and ACE project grades will not be included in my final grade unless I have an unweighted 74.5% average or higher for the cumulative quizzes, exams, Final Exam, and ATI standardized exam. I understand that assignments have a due date and that late submissions will result in a “zero” for the assignment. I understand that my final course average, including the databases and ACE project, must also be 74.5% for passage of the course, and that I must also satisfactorily complete all assigned work in the clinical portion, and pass clinically to pass the course.

In the event that I do not have a 74.5% average on these exams, or in the course as a whole, I understand that I will fail the course.

I have been advised to check email and announcements posted in BlackBoard daily for possible changes. I should not rely on course announcements being transferred to my email.

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Printed Name

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Signature

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Date