

**Odessa College Nursing Program
Care of Children & Families
Clinical Syllabus RNSG 1162
Fall 2012**

COURSE TITLE: CLINICAL PEDIATRICS

CREDIT: 1 HOUR (64 clinical hours) 8 hours contact week

PLACEMENT: THIRD SEMESTER OF NURSING PROGRAM

PREQUISITES: RNSG 1443 and RNSG 1361 or consent of department

**CO-REQUISITES: RNSG 2201, SPCH 1321 OR SPCH 1315, ENGL 1301 AND
BIOL 2420**

LICENSING/CERTIFICATION AGENCY: Texas Board of Nursing (BON)

**FACULTY: COURSE COORDINATOR:
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OFFICE NUMBER: CT 202**

COURSE DESCRIPTION: A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts to care of pediatric patients and their families. Direct supervision by agency preceptors/faculty extenders utilized with licensure and/or credentials verified on each individual's preceptor agreement.

END OF COURSE OUTCOMES: As outlined in the learning plan; apply theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws and interactions within and among political, economic, environmental, social and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation.

COURSE OBJECTIVES: Course objectives utilize the framework of Differentiated Essential Competencies of Graduates of Texas Nursing Programs. At the completion of the course, the student will be able to:

Member of Profession:

1. Demonstrate responsibility for continued competence in providing nursing care to pediatric patients and their families. (PO 4)
2. Assume responsibility and accountability for the quality of nursing care provided to pediatric patients and their families. (PO 2)

Provider of Patient Centered-Care:

3. Categorize concepts and processes related to pediatric patients and their families, including physical and psychosocial growth and development, medical diagnosis and treatments, pathophysiology, cultural and spiritual practices related to health, illness, and death and dying. (PO5,7,9)
 - a. Utilize and demonstrates specialized data collection tools to assess and interpret health related data of pediatric patients.
 - b. Correlate disease transmission, risk factors, and preventive health practices to risk factors for the pediatric patients and family.
 - c. Discern how patterns and modes of family development, communication and decision making processes within the political, economic and societal environment influencing the family unit.
 - d. Relate established theories such as Abraham Maslow's Needs Theory and Erik Erickson's Theory of Psychosocial Development and organizes plans of care utilizing these theories for the pediatric patients and their families.
4. Prepare nursing care plans utilizing the five steps of the nursing process and critical thinking to predict health status and health care needs of pediatric patients and their families. (PO 5)
5. Outline teaching plans appropriate to the health care needs of pediatric patients and their families, including age specific therapeutic communication principles that deliver appropriate care to pediatric patients and their families. (PO11)

Patient Safety Advocate:

6. Implement measures to promote quality and a safe environment for patients, self and others. (PO 14)

Member of the Health Care Team:

4. Contribute to the collaborative process with patients and families to ensure cost effective continuity of care during and after the hospital stay. (PO21)
 - a. Identify community resources including agencies and health care providers related to the needs of pediatric patients and their families.
 - b. Recognize major public issues, programs and health care cost associated with provision of pediatric health care.
 - c. Describe how collaboration with other members of the health care team is necessary to individualize planning and delivery of care to the pediatric patients and family.

TEACHING/LEARNING METHODS: Pediatric patients are cared for throughout the continuum of care within structured health-related community settings. Examples of clinical settings: Physicians offices, students differentiate between normal and abnormal assessment findings and teach age appropriate health promotion to children and families. Bynum school children are assessed with developmental disabilities. Synergy children are followed through PT, OT, speech therapy, and many other clinical sites and facilities are utilized to give an overall learning experience in caring for children and working with their families.

MATH COMPETENCY: Math competency is required and will be demonstrated by the student throughout the course of RNSG 2201 & 1162 by correctly calculating math problems related to medication administration in the clinical/class setting and by proficiency of ATI tutorials.

Math Competency Testing in Third Semester

Students in the second semester will be given a medication math competency during the second week of RNSG 2201, Care of Children and Families. The exam will contain 25 calculation questions which may contain information from the following categories:

- A. Currently used conversions between and within systems
- B. Calculations of medication doses administered IM, SC, or IV, and IVP and IVPB
- C. Calculations of medication dosages administered PO in liquids, tablets or capsules.
- D. Combination problems such as calculating weight and dosage
- E. Calculation of daily fluid requirements.

The third semester student must achieve a minimum passing grade of 88%. The third semester student will be allowed to participate in clinical activities while completing medication math competency requirements since this level of student is closely supervised, or as in the case of the transition student, has nursing experience.

Students not passing the first exam will take a second exam within two weeks of the first exam and after completing documented remediation approved by the course instructor. If unsuccessful on the second attempt, the student will take a third exam, after documented remediation approved by the course instructor. If not successful on the third attempt, the student must withdraw from RNSG 2201 Care of children and family and RNSG 1162 Clinical- (if before the college drop date.) If after the college drop date, the generic student will receive a grade of D in RNSG 1162 Clinical- and a grade of D in RNSG 2201. The student will be eligible for re-admission pursuant to the readmission policies

TEXTBOOKS & OTHER REQUIRED ITEMS:

Current textbooks required for RNSG2201 course and all textbooks from 1st semester until now.

Must have a legal manila folder for concept maps.

EVALUATION/GRADING SCALE:

Clinical is graded as Satisfactory or unsatisfactory. RNSG 2201 and RNSG 1162 are co-requisite courses. You must achieve an 80 on concept map and meet all required objectives in order to receive a passing grade.

NURSING PERFORMANCE EVALUATION OVERVIEW:

It is the instructor's expectation that clinical nursing skills will be performed in a manner that shows the application of nursing principles. This evaluation further reflects theory presented during the third semester of the nursing program at Odessa College. The evaluation tool is based on the RNSG 1162 competencies, which are derived from Differentiated Entry Level Competencies for ADN Graduates of Texas.

CLINICAL EVALUATIONS:

The clinical instructor evaluates outcome objectives which have been met at the end of clinical. The student's daily evaluations from preceptors are utilized. Students must document having completed all asterisk areas to achieve a satisfactory clinical grade. (If unable to meet asterisk area due to non availability in clinical setting then student must meet in the skills simulation lab.)

FACTORS TO BE CONSIDERED:Psychomotor Skills

- Demonstrates manual dexterity
- Practices aseptic technique--medical, surgical
- Adapts procedure according to patients situation, growth and developmental level and family expectations
- Demonstrates safety measures in care of patients and environment
- Considers psychological factors in performance of physical care
- Involves patients/family in physical care activities

Cognitive Skills

- Applies facts and principles
- Seeks learning experiences
- Communicates therapeutically with pediatric patients, families and health care team
- Set priorities and takes appropriate actions
- Assesses and observes needs of patients/families
- Intervenes in nursing care situations as appropriate
- Recognizes stress
- Uses nursing process as the basis for nursing care
- Provides privacy for patients/families as appropriate

Affective Skills

- Demonstrates effective interpersonal relationships
- Accepts constructive criticism
- Copes with stress in an appropriate manner
- Meets designated standards of conduct
- Performs with minimal supervision
- Adheres to student dress code
- Behaves in responsible manner (defined in Student Handbook)

EVALUATION DATA:

Instructors will obtain evaluation data by the following means:

- Direct observation
- Conference with students
- Conferences with hospital nursing staff
- Interviews with patients/families
- Post conference participation
- Charting
- Student clinical summary and preparatory work
- Anecdotal records

The student must achieve an overall satisfactory rating to successfully complete the clinical rotation in RNSG 1162. Students will be evaluated daily, midterm and at end of the clinical rotation. If the student demonstrates unsafe clinical practice, the student may immediately receive an unsatisfactory clinical evaluation and may receive a clinical failure. A student who fails the pediatric clinical rotation prior to the official college withdrawal date must withdraw from third semester entirely. A student who fails clinically after the official withdrawal date will receive a course failure and must withdraw from third semester entirely.

Course failure

The clinical course is evaluated on a satisfactory/unsatisfactory basis. The evaluation is based on the student's performance in each of the designated clinical areas. Failure in the clinical setting is defined as a failing to satisfactorily meet any one of the course clinical objectives. All clinical objectives must be satisfactorily met before the end of the course (See Learning Material Packet).

1. The evaluation tools will allow the student's activities to be rated as satisfactory, unsatisfactory, or not available.
2. The purpose of the evaluation instrument is to give the student and faculty feedback on the student's achievements of the objectives. The role of the instructor throughout the course is to facilitate the student's learning and give feedback for the purpose of helping the student attain proficiency.
3. All "unsatisfactory" ratings must be addressed and removed during the course. No student will be allowed to progress to the next semester with an "unsatisfactory" rating on the final clinical evaluation.

4. The department chairperson will be notified of a potential or actual failure by the course coordinator and involved faculty member.
5. The preceptor evaluation form will be utilized in the overall evaluation and determination of whether a student has satisfied the objectives and has demonstrated safe care to the patients.

For a copy of the clinical evaluation tool and specific explanation of the tool, see the learning material packet for RNSG 1162.

COURSE POLICIES:

ALL STUDENTS ARE EXPECTED TO:

1. Adhere to requirements delineated in the Nursing Student handbook.
2. Complete all clinical assignments including pre-work and post-work and turn in assignments on time. Failure to turn assignments in on time will receive an Unsatisfactory for that clinical and 3 unsatisfactory is grounds for clinical failure.
3. All assigned written work must be turned in or the student will receive an Incomplete or failure for the semester. Assignments are graded as satisfactory, need improvement or unsatisfactory. Assignments will be returned for improvement one time only, if not satisfactory after that then a U or unsatisfactory will be recorded. 3 unsatisfactory will constitute a clinical failure.
4. Apply skills and theory taught in the classroom to safely practice in the clinical site.
5. Clinical attendance is required. To report clinical absences call the unit and instructor by 0630. Leave a message with the charge nurse. Failure to call by designated time will be considered no call, no show and will receive a clinical failure for the day. All clinical absences must be made up as arranged by instructor.
6. In clinical where you are assigned a preceptor you must receive approval by the instructor to go to another clinical area for any reason. (Do not go to another unit without talking to your instructor first).
7. Students are expected to adhere to the dress code policy, if you are not wearing the appropriate attire then you will be sent home, you must have your hair up off of collar, badge must be on your person, you should have a watch, stethoscope and pen light with you unless otherwise instructed.
8. Students are expected to come prepared for their clinical day, arriving unprepared will result in student being sent home with an unsatisfactory or clinical failure for the day. A U in a critical element is serious, 2 unsatisfactory in a critical element designated by ** results in a clinical failure. Three unsatisfactory in a non critical element will result in clinical failure.

TOBACCO FREE POLICY

In accordance with Tobacco Free Policies of area health care facilities, students are not allowed to use tobacco products of any kind during clinical experiences. This includes cigarettes, cigars, and oral tobacco products. Students are not allowed to leave the grounds of the health care facility to use tobacco products (or for any other reason). If a student leaves the grounds of the clinical site or violates the Tobacco-Free Policy of the Odessa College Nursing Program or of a clinical facility, a written "Tobacco Use Warning Form" will be issued to the student by the instructor for the first event. This form will be signed by the instructor and the student and will be placed in the student's personal file in the Nursing Office. In the event an instructor has the need to issue a "Tobacco Use Warning Form" to a student, the instructor will check the student's file for a previous tobacco use warning. A second violation of this policy will result in a second warning which will also be recorded on the form and signed by the instructor and the student. A third violation of this policy will result in a "Clinical failure" in the clinical course in which the student is currently enrolled. See Odessa College Nursing Student handbook regarding Clinical Failures.

Students are allowed to wear a Nicotine Patch to clinical experiences but are not allowed to chew Nicotine Gum. "Gum chewing is not permitted while in the clinical area". (See page 35, number 11, Clinical, Odessa College Student Handbook.)

PROCEDURE FOR REQUESTING SPECIAL ACCOMMODATIONS

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If the student has any special needs or issues pertaining to access to and participation in any class at Odessa College, please contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

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Approved: 6/05; 7/09

"This course RNSG 2201 Care of Children and Family has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in RNSG2201 nursing program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor."

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - Notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - Communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - Provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,

- having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

“The SEI process for face-to-face and online courses is scheduled for the week of November 26th.”