

GEORGE MASON UNIVERSITY
SCHOOL OF NURSING

NURSING 359
COMMUNITY- BASED PEDIATRIC NURSING

SPRING 2008

Course Coordinator:
Cara Cox MSN, RN
Ccox5@gmu.edu

703-993-3595

George Mason University
School of Nursing

NURS 359 Course Syllabus Table of Contents

<u>Content</u>	<u>Page</u>
Table of Content.....	1
Course Objectives.....	2
Course Outcomes.....	3
Teaching strategies and Evaluation Methods.....	4
Required Textbooks.....	5
Honor Code.....	6
Uniform Policy.....	7&8
Systemic evaluation.....	9
Clinical Assessment Tool.....	10
Student Intake Evaluation.....	11
Classroom Observation Experience.....	12&13
Community Assessment for Pediatric Community Clinical.....	14
Teaching-Learning Plan.....	15
Nursing Care Plan.....	16
Care Plan (review of systems).....	17
Care Plan (lab/diagnostic tests).....	18
Care Plan (Drs orders/pharmacology).....	19
Nursing Diagnosis #1.....	20
Nursing Diagnosis #2.....	21
Nursing Care Plan Evaluation Tool.....	22
Journal Information.....	23
Contingency plans for missed clinical.....	24
Kaiser Checklist.....	25,26
Missed clinical case study.....	27
Clinical Evaluation Tool.....	additional

(1)

George Mason University
School of Nursing

N 359- Nursing as a Health Service I (Community-Based Pediatrics)
2 credits

Placement in the curriculum: Junior year, pre or co-requisite to all other junior level courses.

Course description: This course gives the student an opportunity to provide collaborative nursing care to the pediatric clients including those who are culturally diverse and vulnerable experiencing physiological, psychological and social health problems in a variety of settings.

Course Objectives:

Upon completion of this course the student will be able to:

1. Incorporate concepts from pathophysiology, health assessment, and other technologies into the nursing process.
2. Develop therapeutic relationships with pediatric clients and their families.
3. Incorporate knowledge of evidence-based research when providing care to clients and their families in a pediatric setting.
4. Collaborate with individuals, families and members of the health team to determine health education needs.
5. Implement appropriate nursing interventions for individuals and their families within the pediatric setting.
6. Anticipate the need for health care coordination and continuity of care with clients and their families' experiencing health alterations.
7. Demonstrate proficiency using selected technologies in a pediatric setting.
8. Demonstrate professional, ethical, and caring behavior within the clinical setting.
9. Demonstrate accountability for time management in the clinical setting.
10. Plan health promotion and disease prevention strategies with the pediatric client and family.
11. Document health assessment data findings

George Mason University
Nurs 359
Community/Pediatrics

CLINICAL COURSE OUTCOMES

Integrate physiology unique to children in providing nursing care.

Use communication techniques unique to caring for children.

Assess cognitive, health behaviors and psychosocial development of children.

Perform health screening and developmental assessment of children.

Perform selected technologies in nursing care of children

Understand pharmacologic differences when administering medications to children.

Identify and utilize community resources.

Develop a health promotion project specific to children.

Prioritize nursing diagnoses in the care of children.

Understand the role of patient education in caring for children.

Assess chronic and acute illnesses of children.

Demonstrate leadership skills when caring for children.

Collaborate with interdisciplinary health care members in caring for children.

Understand the role of the school nurse in the health status of children.

Understand the role of the school in improving the health of children.

Teaching Strategies and Evaluation Methods

Topical Outline:

- Health Assessment of individuals and families
- Health Promotion
- Disease Prevention
- Selected technologies
- Selected Pharmacological Interventions
- Community Assessments

Teaching Strategies:

Clinical activities at specified community-based pediatric sites (schools, parishes and clinics), and at post-clinical conferences.

80% of the grade will be the clinical behaviors (TOOL KIT) and 20% of the grade will come from clinical assignments.

Evaluation Methods:

Community Based Sites:

- | | |
|---|-----|
| 1. Clinical behavior assessment scale, | 80% |
| And | |
| 2. Clinical Assignments | 20% |
| A. Health Education project (teaching plan) | 50% |
| B. Pediatric Care Plan | 30% |
| C. Weekly Pediatric Clinical Assessment | 20% |

Grade scale:

- | | |
|----|---------|
| A+ | 99-100% |
| A | 94-98 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |

Below a 73 (or 2.00) in a clinical rotation is considered a course failure and you will receive an "F" for the course grade**

**** A student must achieve a minimum grade of C (2.00) in each clinical course in order to pass the course. If a student fails to make a grade of C (2.0), the course will need to be retaken and successfully passed in order to proceed.**

Additional requirements for the successful completion of N 359:

1. Clinical attendance is mandatory. Absences from clinical must be made up and validation of the reason for absence may be required. If for any reason the student should be absent from clinical, it is the student's responsibility to notify the instructor prior to the missed clinical session. The student will work with the clinical instructor and course coordinator to identify appropriate make-up experiences.
2. A reflective clinical log/journal for recording feelings, concerns and reactions to clinical experiences will be submitted weekly. Students also need to address in the log/journal goals and information pertinent to how the course objectives or evaluation criteria are being met on a daily basis.
3. Written assignments must be turned in at designated time. An instructor will deduct points for late or missing work.
4. The student will be adding the course teaching project to his/her student portfolio.
5. Completion of the end of course forms found at the end of this syllabus.

Required Textbooks:

Hockenberry, M. J. (2005). *Wong's essentials of pediatric nursing* (7th ed.). St. Louis, MO: Mosby.

A Drug Guide (any publisher)

A Laboratory and Diagnostic Tests Guide (any publisher)

Recommended Textbooks: (These books can be those used in other courses in the current or previous semesters. For students entering the program this semester, these texts should be recent editions.)

Psychiatric/Mental Health Text
Maternity/Newborn Nursing Text
Pharmacology Text

Medical Surgical Nursing Text

General information regarding assignments:

The clinical instructor will notify students in advance of dates when course requirements are due. The student is responsible to submit requirements on time, unless express permission to hand in material at another time has been granted in advance by the instructor. The student seeking this privilege must make the request in writing.

If the student submits materials late without discussing the situation with the instructor a deduction of five points per day, excepting weekends and holidays, will be made from the grade for the log, journal, or paper.

Absence policy:

Clinical attendance is mandatory. Nursing is an applied science and as such clinical experiences are essential and cannot be replicated. If a student will be absent from clinical, it is the student's responsibility to **notify the instructor prior** to the missed session. **Failure to do this will result in grade modifications.** It will then be the student's responsibility to make up the missed clinical hours in coordination with the clinical faculty member.

An unexcused absence will result in a grade contract and the student will be in a probationary status. A second unexcused absence means the **highest** clinical grade possible will be a C for the course if all the course requirements are satisfactorily achieved. **Any additional unexcused absences will result in a failure for the clinical course.**

Any student who has recently undergone any major health procedures (surgeries, etc.) or has recently experienced an infectious disease must obtain a medical release from their health care provider prior to returning to clinical.

HONOR CODE:

The University honor code will be strictly upheld. (Please review the Code, which can be found in the student handbook). Each student is expected to adhere to these standards. This includes but is not limited to accuracy in clinical time logs, time accountability, individual work, and accurate representation of contribution to group work. All students and faculty are obligated to report to the honor counsel all breeches or suspected breeches of this code.

DISABILITY:

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC. All academic accommodations must be arranged through the DRC.

GMU School of Nursing Dress Code

Students must adhere to following guidelines:

Institutional settings:

No waist/fanny packs may be worn due to the probability of cross contamination and the transmission of nosocomial infections

Females:

Identification:	Name tag, GMU patch. Sew patch on the left upper sleeve or attach with Velcro. No other type of button or pin may be worn.
Color:	Top: Pull over Hunter green top. Pant or skirt: white.
Material:	Cotton, cotton blend.
Top:	Scrub material. Short sleeve with two pockets. A long sleeve white top may be worn under top.
Pant:	White with two side pockets. No elastic cuffs.
Skirt:	White, knee length with two side pockets.
Shoes:	White (no canvas sneakers or clogs), polished, clean and in good repair.
Hair:	Neatly arranged, off the face and uniform collar or tied back pony tail or braid. Discreet hair accessories.
Hosiery:	Worn at all times. White hose; white socks with pants, hose to be worn with the skirt.
Sweater:	Washable white cardigan or white lab coat with GMU patch.
Jewelry:	Wedding bands only, a watch with second hand, one pair of stud earrings. No chains, necklaces, bracelets, dangle or hoop earrings.
Nails:	Short nails, clear nail polish only. No artificial nails or tips.

Males:

Identification:	Name tag, GMU patch. Sew patch on the left upper sleeve or attach it with Velcro. No other type of button or pin may be worn.
Color:	Top: Pull over Hunter Green. Pant: White.
Material:	Cotton or cotton blend.
Top:	Hunter Green scrub top with two pockets at bottom. A long sleeve white shirt may be worn under the top.
Pants:	White with two side pockets. No elastic cuffs.
Shoes:	White shoes (no canvas sneakers), clean, polished and in good repair. White socks worn at all times.
Jewelry:	Wedding bands only, a watch one pair of small post earrings. No chains, necklaces, bracelets dangle or hoop earring.
Hair:	Beards and/or mustaches should be neatly trimmed; hair off collar or tied back.
Sweater:	Washable white sweater or white lab coat with GMU patch.

Maternity settings: Students may be required to wear the institutional uniform (scrubs) and appropriate identification while on site.

Community Settings:

Professional attire rather than a uniform will be required. Students will adhere to the following guidelines and those of the particular community setting. In some settings a lab coat may be required.

Female:

Identification: Nametag should be worn at all times. No other type of pin or button may be worn.

Dress Style: Tailored tops, pants, dresses and skirts. Length of dresses and skirts must be at least knee length, reasonable and discreet. No jeans sweat pants, or stirrup pants.

Material: Washable in designated settings.

Shoes: Sturdy, closed toe and heel, clean, polished and in good repair.

Hosiery: Stockings and/or socks with pants worn at all times.

Hair: Neatly arranged, off the face and collar or tied back in pony tail or braid. Discreet hair accessories.

Jewelry: Wedding bands only, a watch and one pair of small earrings, no chains, necklaces, bracelets, dangle or hoop earrings.

Nails: Short nails, clear nail polish only.

Male:

Identification: Nametag should be worn at all times. No other type of pin or button may be worn.

Dress Style: Tailored trousers and shirts (must be a collared shirt). No jeans or sweat pants. Shirt and tie when required.

Nails: Short nails, (clear nail polish only).

Hair: Beards and/or mustaches should be neatly trimmed, hair off collar or tied back.

Jewelry: Wedding bands only, a watch and one pair of small earrings, no chains, necklaces, bracelets, dangle or hoop earrings.

**George Mason University
College of Nursing and Health Science
Clinical Assessment Tool 359**

Name:

Pt initials _____

Grade _____

Age: _____

Gender: _____

Subjective:

Chief Complaint: (Reason for coming to the School Nurse or clinic)

Pertinent HPI: what happened? OLDCARTS-Onset, Location, Duration, Cause, what Aggravates, Relieves, and what Treatments have you tried?

Objective:

Health Appraisal (physical findings)

Assessment:

Nursing Diagnosis

Plan for Intervention:

Interventions:

Teaching:

Evaluation:

Student Intake Evaluation

Name of School:

Does the school have a breakfast program? If so, what does it consist of?

Track students' eating habits. Write "NONE" under breakfast description if student did not eat breakfast. Place "N/A" in lunch description, if student's lunch hour has not occurred at the time of the visit to the clinic. However, if their lunch hour has occurred and the student did not eat lunch, write "NONE" under lunch description.

Male/ Female	Grade Level	Chief Complaint	Breakfast Description	Lunch Description
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

CLASSROOM OBSERVATION EXPERIENCE

When observing any classroom teaching/lesson:

- make sure you have the permission of the classroom teacher*
- have paper and pen ready to take a few notes*
- participate in classroom discussions if requested*

Grade _____ Age range _____

1. Evaluate the environment: Is the room hot, cold, dark, well lit, surrounding noise, any interruptions, are there windows in the room? (principles of teaching and learning).

2. Are there teaching aids in view? Charts? Pictures? What else?

3. Does the teacher use overheads or supplemental equipment?

4. What is the seating arrangement?

5. Are the students paying attention?

6. If no, what is distraction their attention?

7. What is the general attention span of this age group?

8. Have you observed the teacher use discipline to correct the children? If so, please describe. How do the students respond?

9. What is the ethnic mix of the student population in this class? What is the average age? How many boys? How many girls?

10. Identify typical health issues/concerns of this age group.

11. Describe communication techniques that are important for this age group of children. Describe some culturally competent communication techniques.

12. Briefly identify highlights of normal growth and development of this age group and contrast to what you observed during the observational period. Support with Erickson and Piaget stages to contrast with your observations.

Community Assessment for Pediatric Community Clinical

The students will need to find resources near their clinical site. It is a good idea to record the distance from the following basic resources to the clinical site.

Post Office

Police/sheriff's station

Grocery stores (at least 3 different companies—which is the most economical)

Target, K-Mart, Wal-Mart

Gas station (at least 3 different companies)

Fire station

Park

DMV

Health department

Fast Food restaurants (at least 5 different companies)

7-11 store

Hospital

Urgent Care center

Dentist office

Bus stop

Type of housing units around the school—safety

Sidewalks by the school

Community center

Bookstore

Mall

Other schools (elementary, middle and high school)

Any other unique service by the school site.

School- water and sewage treatment

Garbage pick up schedule

School lunch program

Staff education in diabetes, epi pen, allergies

Students submit the written report the next clinical day. The students may work together to gather the information.

**George Mason University
School of Nursing
N 359**

Teaching-Learning Plan

- I. Review of the Literature (40 points)
 - A. Why it is important to teach this information to this group? Who is your target audience, age, demographic area?
 - B. A couple pages on the topic being taught (hand washing-germs-disease-infection).
 - C. One page on why you chose the teaching techniques
 - D. One page on the learning styles of the target audience.
 - E. One page on the developmental level of the group (school-age child)
 - F. Include at least 3 sources other than your Nursing text.

- II. Plan (20 points)
 - A. Specific behavioral objectives you hope your audience will meet.
 - B. In **outline form**, specify sequenced content appropriate to the students' learning needs.
 - C. Identify teaching methods and learning activities to be used in the plan

- III. Implementation of the Teaching-Learning Plan (20 points)
 - A. Specific considerations involved in the implementation of the plan
 - B. How did you feel during the presentation?-prepared, when questions were not answered, scared, unsure, what helped, did you feel prepared?

- IV. Evaluation (10 points)
 - A. Validate learning involving the student
 - B. Discuss modifications to the plan

- V. Creativity (5 points)

- VI. Mechanics(5 points)

Use correct English, spelling, grammar and demonstrate logical organization. Use APA format. 5-8 pages, not including reference page. For late papers, 5 points will be deducted for each day beyond the due date. Due dates will be assigned by the individual clinical professors.

REVIEW OF SYSTEMS (Objective)

RESPIRATORY:
CARDIOVASCULAR:
GASTROINTESTINAL:
MUSCULOSKELETAL:
GENITOURINARY/REPRODUCTIVE:
SKIN/INTEGUMENTARY:
NEUROLOGICAL:
IV ASSESSMENT:
PAIN:
PSYCHOSOCIAL (family, single parent, culture, siblings)
INCISIONS AND DRAINS:
ANY ADDITIONAL ASSESSMENT INFO THAT YOU WISH TO PROVIDE

NURSING DIAGNOSIS

Nursing Diagnosis #1
R/T

GOAL:

Interventions:	Rationale for interventions:	Expected Outcomes: (Measurable)

Teaching/Discharge Planning:	Rationale:	Expected Outcomes:

George Mason University-College of Health and Human Services
 Nursing 359-Spring 2008
 Nursing Care Plan Evaluation Tool

Name_____

Date_____

Concept	Maximum Points	Student Points
MEDICAL DIAGNOSIS Includes a description of pathophysiology and symptoms.	15	
Evidence of collected HISTORY AND PHYSICAL assessment data from a completed Patient Profile Database or appropriate assessment tool to include pt/parent.	10	
Brief explanation of the LAB TEST(S), the components, and the patient results. Brief explanation of the DIAGNOSTIC TEST(s) and the patient results	10 Or NA	
ORDERS review includes rationale for listed orders.	5	
PHARMACOLOGICAL INTERVENTIONS include the medication name, dose, route, frequency, and brief explanation of the medication including the goal of treatment.	10	
NURSING DIAGNOSIS #1 Supported by assessment findings	10	
Interventions and rationale	10	
Evaluation criteria/Patient education/Discharge planning	5	
NURSING DIAGNOSIS #2 Supported by assessment findings	10	
Interventions and rationale	10	
Evaluation criteria/Patient education/Discharge planning implications	5	

Comments:

JOURNAL INFORMATION NURSING 359

You will write an entry into your journals each day you are at the clinical site. Keep other assignments separate from your journal. Journals are a window into how you use critical thinking, learn, and develop as a student nurse, plus much more. They can be very interesting or very boring depending on how you write, but overall the journal entries will need to reflect each and every objective for the course plus your own objectives. Journals are also a very good way to communicate to the instructor, but the journal entries need to reflect each and every objective for the course plus your own objectives. Journals are also a good way to communicate to the instructor, but be very careful what you write. Some things may be confidential and should come right to the instructor in a conference. When you mention clients, use their initials, not names.

For each journal do the following:

- Put your name and the date you are journaling about on each entry in the journal.

- Write daily objectives for yourself, these can be certain objectives from the syllabus or objectives you want to accomplish.

- Put the number of the objective in the syllabus at the end of the sentence or idea in the journal.

- Keep the journals in chronological order.

Some sections will be using the new online system: courses.gmu.edu to record journal entries. Due date to be determined by your individual instructor.

George Mason University
College of Nursing and Health Science
Contingency Plan for Nursing 359

In the event that clinical is cancelled the student will be asked to do 1 of the following activities:

1. The students can attend a pediatric workshop/in-service at a local facility per their instructors approval.
2. The students will complete the learning modules related to pediatric clients that are in the nursing media center of the 4th floor of Robinson B 470. The following modules are available on CD-ROM: Pediatric Nursing I—A preschooler with meningitis, A school-age child with a head injury, A toddler hospitalized after a seizure, An infant with vomiting. Pediatric Nursing II—An infant with congenital heart disease, A preschooler hospitalized with cystic fibrosis, A school-age child with leukemia, A toddler with respiratory disease.
3. The students can watch and write a paper to critique Lorenzo's Oil (movie)—A sick child in the family. Paper is to be submitted 1 week after missed clinical.
4. The clinical day can be extended by the instructor to make up for the time missed.
5. The students can complete the following case study.

George Mason University
School of Nursing

NURS 359 Clinical Make Up

Case Study:

JR is a 10 yr old 5th grader with mild cerebral palsy. He usually gets around with the help of a cane. He also has some spastic movements of his arms. His speech and ability to communicate verbally is good. JR has just had surgery to lengthen the tendons of both ankles to help him increase his mobility. He is to be completely non-weight bearing for the next 8 weeks. Physical therapy has provided him with an appropriate sized wheelchair and has instructed him on how to maneuver through hallways. He has begun to learn how to transfer from his bed which has an overhead trapeze into his wheelchair. Both legs are in hard casts from the knees down. When sitting in the chair he needs to keep his legs extended.

Discuss cerebral palsy including causes, how it is manifested, health problems associated with the condition and long term outcomes.

JR will be coming home in 2 days and you are the nurse who will be visiting him at home:

Using **your own** home and its lay out as the model, perform an environmental assessment and identify the accommodations you would need to advise the family make to be able to care for JR in that home. Make a floor plan of your home now and how it would need to change. Consider maneuvering room, rearranging furniture, stairs, bathrooms, additional equipment needed in the home etc.

What play activities would be most appropriate for JR while he is immobile?

What plans need to be made to continue JR's education?

How will he be transported to doctor's offices and then physical therapy?

Are there any resources available to help your family cope with this situation?
If so, what are they and what do they provide?

Identify 4 short term and 4 long term outcomes/goals for JR

Identify 6 nursing diagnoses associated with JR's recovery and rehabilitation

Identify nursing actions appropriate to the diagnoses identified with rationale.

KAISER SKILLS CHECKLIST

Name: _____

Height/Weight of Pediatric Patient

-Infant _____

-Toddler _____

-Pre school/School Age Child _____

-Adolescent _____

Head Circumference of Infant _____

Plot Ht and Wt and Ht/Wt on growth chart _____

Vital Signs (Temp, HR, RR, BP, pain)

-Infant _____

-Toddler _____

-Pre school/School Age Child _____

-Adolescent _____

Vision/Hearing Screens

-Pre school _____

- Older School Age Child _____

Intake assessment/History _____

System assessment (as related to main c/o) (observe)

-HEENT _____

-neurologic _____

-respiratory _____

-cardiovascular _____

-gastrointestinal _____

-GU _____

-integumentary _____

-musculoskeletal _____

Immunization

-review record to see if immunization is needed (at least 10 records) _____

-know contraindication/side effects of immunizations _____

-observe administration of immunization _____

Common medications given in Pediatrics (observe)

-administration/education

IM _____

IV _____

PO _____

SQ _____

Intradermal _____

MDI _____

Inhalation _____

Teaching/Anticipatory guidance of child/parent

Infant _____

Toddler _____

Pre-Schooler _____

School Age _____

Adolescent _____

Observation of Treatments/Procedures (List)

Other

GEORGE MASON UNIVERSITY
School of Nursing

Systematic Evaluation: _____ **CLINICAL**

This evaluation is for **NURS 359 Section** _____, **Fall 2007**

1. Comment on the class regarding:
 - a. Content/expectations

 - b. Methods of conference presentation/organization

2. Comment on written materials provided for at this time:
 - a. Syllabus

 - b. Guidelines for requirements

 - c. Any other specific areas? Identify and comment.

3. Describe how you feel about the clinical rotation.

4. Indicate your thoughts on grading procedures for this course.

5. What areas of this rotation have been particularly interesting or good learning experiences to you?

6. List any suggestions or ideas that you think might refine and/or enhance this clinical rotation.

7. Comment on the effectiveness of the instructor and what suggestions (if any) would you make for improvement.

Use back of the paper if necessary. You need not sign your name. Thank you for your comments.