

Syllabus for
NUR 316-- Patterns of Health and Illness II: Children and Families
4 Credit Hours
Spring 2022

I. COURSE DESCRIPTION

Explores the nursing role in providing family-centered care for commonly occurring acute and chronic illnesses in the pediatric population. Focuses on adapting care based on growth and development. Provides opportunities for varied clinical experiences in pediatric settings. Simulated laboratory emphasizes pediatric psychomotor skills, developmentally appropriate care, and concept focused simulation.

Prerequisites: NUR 311, 303

Concurrent: NUR 318 (required)

Lab fee: None

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

After completing this course successfully, students will be able to:

- A. Synthesize high quality, culturally appropriate nursing care for children and families that integrates ethical principles, knowledge of growth and development, and evidence-based research. (Patient-centered Wholistic Care; Nursing Judgment/Evidence-based Practice; Safety/Quality)
- B. Communicate effectively with diverse populations of children, families, communities and the collaborative health team using a variety of personal and electronic methodology in multiple settings. (Teamwork/Collaboration; Information/Technology)
- C. Implement the nursing process to facilitate wholistic care that promotes, maintains, and restores health of children and families. (Patient-centered Wholistic Care; Nursing Judgment/Evidence-based Practice; Professional Role/Leadership)

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the following program

- A. Integrate knowledge of liberal arts, sciences, theories, and concepts to provide safe, evidence-based, professional nursing care.
- B. Assume accountability for patient centered, wholistic nursing care across the life span of diverse populations and settings.
- C. Utilize nursing judgment supported by best current evidence to prevent illness and promote, maintain, and restore health.
- D. Collaborate in a professional, culturally sensitive style in the delivery of healthcare.
- E. Promote excellence in nursing through safe practices and quality improvement.
- F. Employ informatics and technology in the delivery and management of healthcare.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page

- A. Spiritual Integrity
- B. Personal Resilience
- C. Intellectual Pursuit
- D. Global Engagement
- E. Bold Vision

V. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Textbooks

Rudd, K & Kocisko, D. (2019). *Pediatric Nursing: The Critical Components of Nursing Care*. (2nd ed.) Philadelphia PA. ISBN-978-0-8036-2179-4.

Wilson, D. & Hockenberry, M. (2012). *Wong's clinical manual of Pediatric Nursing*. (8th ed.). St. Louis, MO: Mosby, Inc. ISBN 978-0-323-07781-1.

B. Optional Materials

Hockenberry, M.J., & Ward, K. (2013). *Study guide for Wong's essentials of pediatric nursing* (9th ed.). St. Louis, MO: Mosby, Inc. ISBN: 9780323084444

VI. POLICIES AND PROCEDURES

A. School of Nursing Policies and Procedures

1. **The current *ORU AVSON Student Handbook* contains a complete list of School of Nursing policies.**
2. **Attendance**
 - b. Orientation to nursing classes occurs the day prior to the first official day of class for the university. Attendance is mandatory.
 - c. The last day for students to add nursing classes is the first Monday following the university's date for the beginning of classes.
 - d. Students are expected to punctually attend and be prepared for all lectures, exams, simulated laboratories, and clinical practicums. In the event of an absence students must be aware that the following will apply:

Credit hours per class time	Number of absences not resulting in penalty	Grade Deduction
3	3	2% - starting with 4 th absence
2	2	3% - starting with 3 rd absence
1	1	4% - starting with 2 nd absence
<u>Each</u> additional absence will equate to a 1% deduction to the overall course grade.		

Understand that 3 tardies equal an unexcused absence and excessive absences (approved or unapproved) will deny credit for the course. Tardy is defined as arriving to class late or leaving class before dismissed without prior approval from instructor.

- d. The Associate Dean of the School of Nursing may request administrative excuses for absences from courses or Chapel when conflicts exist with scheduled learning experiences within the School of Nursing.
- e. Students are to discuss administratively excused absences with the course coordinator and confirm plans for meeting course objectives 48-business hours **prior to** the scheduled class, lab, or clinical.
- f. A student who misses or is excused from clinical due to illness, either acute or chronic, or who has been hospitalized for any reason, must provide evidence of medical clearance to return to the clinical setting. Return to clinical is also dependent upon safety concerns, agency policy and any agency restrictions. Clinical make-up is arranged only in the event of an excused absence. However, limited clinical slots are available during the academic semester; thus, it may not be possible to arrange clinical make-up during the normal semester time. All course clinical hours must be completed for a student to receive a passing grade in clinical. A passing grade in clinical is required to pass the clinical nursing course.
- g. Make-up of exams is arranged only in the case of an excused class absence. Students must speak personally to the course coordinator prior **to** the test period if they are unable to take a scheduled exam. Absences are excused only for cases of documented illness or other crisis situations.
- h. Students are required to speak personally to the clinical/sim lab instructors regarding a pending absence in the clinical/sim lab at least one hour before scheduled times. Due to the complexities of clinical/simulation scheduling, any potential for make-up will require coordination of the course coordinator and faculty. Failure to meet course objectives – including attendance at all class, sim-lab, or clinical experiences will result in failure in the course.
- i. Students are required to submit a request for clinical/sim lab makeup to the course coordinator.

3. **Clinical Policies**

- a. ***CPR training: Junior and Senior level students:*** A current training card covering the full academic year must be submitted to the School of Nursing prior to Fall Orientation day (see Appendix C). CPR training is to be the American Heart Association's Basic Life Support Provider course. Students without evidence of current CPR training from the AHA will not be allowed admission to the dosage calculation exam or to attend clinicals. Proof of current

CPR must be given to the course coordinator of your first fall clinical course.

Sophomore level students: Submit a current training card covering the full academic year to the assigned D2L Classroom Dropbox for your Graduation Cohort before Fall Break.

- b. ***Immunizations: Junior and Senior level students:*** Students must present evidence that immunizations and tuberculin skin testing are current prior to Fall Orientation day each academic year. The school is contractually obligated to clinical agencies to ensure students are following recommended immunizations. Any student without evidence of current immunizations will not be allowed admission to the dosage calculation exam or to attend clinicals. Proof of immunizations must be provided to the course coordinator of your first fall clinical course (see Appendix C).

Sophomore level students: Documentation of immunization status covering the full academic year will be submitted to the D2L Classroom Dropbox for your Graduation Cohort before Fall Break.

- c. ***Drug Screening:*** Clinical agencies also require drug screening for students participating in on-site clinical experiences. Therefore, each student will undergo a drug screen prior to admission to NUR 206, Foundations of Nursing. A drug screen may also be implemented at intervals during the sophomore, junior, and senior years at random intervals or if the behavior of student dictates.

A student who is de-enrolled or misses one semester of clinicals must undergo another drug screen prior to readmission to clinical nursing courses.

Positive results may prevent a student's participation in clinical experiences and may be grounds for dismissal from the nursing program.

- d. ***Dosage Exam Policy: Junior and Senior level students:*** Students must demonstrate proficiency in dosage calculation as evidenced by achievement of at least 90% on a dosage calculation exam administered at the beginning of each semester.

Sophomore level students: Required to demonstrate proficiency in dosage calculation by the date specified in the NUR 206 syllabus before they are permitted to administer medications in the clinical setting.

Students will not be permitted to administer medications in a clinical setting until they achieve at least 90% on the dosage calculation exam.

Students who do not achieve at least 90% on the exam prior to the last day to add classes at the University will be de-enrolled in clinical nursing courses.

- e. *Dosage Exam Procedure:* The Admission, Progression, Graduation, and Awards Committee of AVCON is responsible for preparation and administration of the exams.

There are four levels of exams: junior-level exam Fall and Spring semesters, and senior-level exam Fall and Spring semesters. Blueprints for each level are available prior to administration of each exam.

The exam is administered during the first week of the semester. Students have one hour to complete the exam.

Students are permitted to use calculators but not a cell phone or device with wireless capabilities. Students will receive notice of their grades within 24 hours of the exam.

Students failing the first exam with a score of less than 90% must attend a scheduled review session before being allowed to retake the exam. Student's participation in the review session is a prerequisite for admission to administration of the second exam. If the student does not pass the retake with a score of 90% or above, the student will not be allowed to progress in the program. Any student who does not score a 100% on the dosage calculation exam – even if scoring 90% or above – must attend a scheduled review.

- f. *Dress code:* Professional dress code is in effect for all learning experiences and for all activities within the School of Nursing. Students who are out of dress code when arriving at clinical will be sent home and incur an unexcused clinical absence.

The dress code for clinical experiences designates attire be appropriate to acute care or community settings.

An official current semester Anna Vaughn School of Nursing photo ID with student name must be worn when a student is involved in an off-campus learning experience. No student is to be involved in any clinical learning activity without being identified as an ORU nursing student.

While in the clinical area, a student's hair must be confined away from the face in a manner that prevents contamination. Fingernails must be of modest length and appropriately groomed. No artificial nails. Jewelry, if worn at all, is to be minimal. Earrings must be small posts (no hoops or dangles). No visible body piercings. All tattoos must be covered.

Uniforms are subject to clinical agency policy.

All uniform tops and lab coats must have the AVCON/AVSON logo.

Uniforms must be clean and neatly pressed. Shoes must be clean and polished.

The nursing uniform for **acute-care settings**:

- i. Navy scrubs as specified on uniform price list. No sweatshirts or cardigans are permitted. See hospital student policies for approved outerwear.
- ii. Footwear:
 - Closed toe, closed back, white/navy/black shoe with complimentary trim.
 - ii. No casual shoes such as Keds, Converse, or Toms. (all students)
 - Some clinical agencies may require shoes be made of a solid material (e.g. agencies or units where chemotherapy is administered)

The nursing uniform for **community settings**:

- i. Khaki pants, e.g., Dockers, or dress slacks (NO khaki-colored denim, jeans, painter's or baggy pants, external pockets. No hole-filled jeans.)
- ii. White or navy polo shirt with AVCON/AVSON logo
- ii. White lab coat and/or white/navy knit sweaters with AVCON/AVSON logo as appropriate. **No sweatshirts or cardigans.**
- iii. Footwear:
 - Dark-colored, closed-toe, and closed back leather shoes (all students)
 - Color-coordinated socks with khaki pants or shoes (See Appendix E for prices/specifications of uniforms.)

- g. Travel: Throughout the course of the nursing program, students will have clinical experiences at a variety of agencies throughout the greater Tulsa area and in rural communities of Oklahoma. Students are responsible for personal travel to and from clinical nursing experiences.
- h. Snow policy for clinical travel: Rarely are road conditions so hazardous that faculty and students are unable to travel to clinical agencies for scheduled clinical experiences. However, should such conditions arise, safety of faculty and students takes priority over clinical experiences. If a course coordinator, in discussion with the AVSON Associate Dean, judges that travel would endanger students, the coordinator may cancel the experience and reschedule at a later date. Each course coordinator will initiate notification of clinical instructors and students via the announcement board in D2L or other means.
- i. Professional accountability: Students are expected to prepare for clinical experiences by completing course assignments as designated in course syllabi. A student's failure to adequately prepare for the clinical experience may result in dismissal from the

clinical experience that will count as an unexcused clinical absence. Students are permitted to care for patients as long as they demonstrate safe nursing care. Safe nursing care encompasses caring for patients in a safe manner utilizing available resources. This includes, but is not limited to, following rules and regulations of the specific nursing course, AVSON, ORU, and the clinical agency.

4. **Evaluation Procedures**

- a. In order to successfully complete a nursing course, students must achieve at least 70% weighted average on module and final exams. (Quizzes and ATI exam scores are not included in this average.)
- b. Students must achieve a passing grade for clinical experiences and the 70% weighted average on module and final exams in order for paper and project grades to be included in the calculation of the final course score.
- c. The final course grade is calculated using the following grading scale:
 - A=90-100
 - B=80-89
 - C=70-79
 - D=60-69
 - F=59 and below
- d. Students are required to submit all assignments for course completion. Due dates of assignments are specified in the syllabus or course resources. Submitting assignments in a timely manner or making arrangements in case of emergency demonstrates the student's professional accountability and responsibility. Assignments submitted **late** will have points deducted as follows:
 - 1 business day: 10%
 - 2 business days: 20%
 - 3 business days: 30%
 - 4 business days: A grade of zero will be given.
- e. Whole Person Assessment requirements: The College of Nursing, under a university-led initiative, is implementing a Whole Person Assessment system in D2L to evaluate students' achievement of academic outcomes. Each student is responsible for submitting Whole Person Assessment artifacts as described in course syllabi.
- f. For the clinical evaluation process, both the student and clinical instructor are involved. Formal student/faculty clinical evaluation conferences are held at the middle and end of the semester/rotation. Both the clinical instructor and the student complete written evaluations of the student's clinical performance for discussion at the evaluation conferences. Additional conferences are scheduled as needed when student performance warrants such.

- g. Clinical performance is graded on a pass/fail basis according to the clinical evaluation rubric. Students must achieve a passing grade in the clinical portion of the course in order to pass the course and progress to subsequent clinical courses. Additionally, students are required to complete all clinical and sim lab hours as mandated by the curriculum. Criteria for clinical failure include failure to demonstrate achievement of clinical objectives, a pattern of jeopardizing patient safety, and/or failure to follow rules and regulations as stated above.
- h. Evaluation of behavior leading to failure of the clinical portion of a course may occur at any time during clinical hours. Behavior may result in immediate removal from the clinical setting, automatic failure of the course, and/or dismissal from the nursing program.
- i. Students must pass all elements of a course including applicable class, simulation lab and clinical assignments to pass the course.
- j. Other Policies and/or Procedures:
 - All work is to be typewritten, unless specified otherwise, and submitted in APA format to the clinical instructor as specified.
 - All students are required to have an ORU email account and Internet access in order to complete course assignments. An email address is available through the University's information systems.

B. Course Specific Policies and/or procedures

- A. If a passing grade is achieved in the clinical laboratory and on the written exam(s), the course grade for NUR 316 is based upon work in the following areas:

Clinical Written Assignments	15%
Module exams	45%
Class assignments	10%
Peds Dosage Calculation Exam	5%
ATI-Nursing care of children	5%
Final exam	<u>20%</u>
	100%

Students are required to pass the pediatric dosage calculation exam with a score of 90% or higher to pass the pediatric clinical laboratory.

VI. COURSE CALENDAR

wk	Concepts	SLO's
1/2	Growth and Development Normal Child physical, mental, social, and spiritual Precocious puberty	<ol style="list-style-type: none"> 1. Students will apply the concepts of growth and development to nursing care in a variety of ages and contexts. 2. Identify interventions to address instances of precocious puberty.
3	Cognition Autism ADD/ADHD Head injury Cerebral palsy	<ol style="list-style-type: none"> 1. Interpret guidelines for consent/assent in the pediatric population. 2. Explore legal definitions of child abuse and neglect 3. Distinguish between cognitive impairments in the pediatric population 4. Identify safety concerns for the child with cognitive disorders. 5. Discuss EBP pain management strategies in the pediatric population.
4	Interpersonal Relationships Child abuse & Neglect Inflammation/Immunity Otitis Media/RSV Hypersensitivities Vaccinations	<ol style="list-style-type: none"> 1. Assess family dynamics and patterns of interpersonal relationships (functional to dysfunctional). 2. Explore legal definitions of child abuse and neglect 3. Explore nursing interventions for infections/immunity disorders specific to the pediatric population. 4. Analyze EBP regarding vaccinations in the pediatric population 5. Identify interventions to promote infection control.
5	Oxygenation Asthma Cystic Fibrosis Perfusion Congenital Heart and vessel defects Anemias – Sickle cell, Iron deficiency, Hemophilia	<ol style="list-style-type: none"> 1. Explore nursing interventions for the child with impaired oxygenation. 2. Identify appropriate nursing interventions for the child with alterations in perfusion. 3. Interpret lab values regarding perfusion 4. Explore the impact of hereditary disorders on individuals and families specific to oxygenation and perfusion

wk	Concepts	SLO's
6	Nutrition Childhood Obesity Celiac Disease Cleft lip/cleft palate Elimination Diarrhea Appendicitis	<ol style="list-style-type: none"> 1. Utilize the nursing process in the care of the child with alterations in elimination. 2. Discuss the relationship between the concept of elimination and previous course concepts. 3. Utilize the nursing process in the care of the child with alterations in nutrition. 4. Explore EBP for the child with alterations in nutrition.
7	Mobility Hip Dysplasia Scoliosis Fractures Spina Bifida Tissue Integrity Skin Infestations Eczema Chicken pox	<ol style="list-style-type: none"> 1. Utilize the nursing process in the care of the child with alterations in mobility. 2. Identify assistive devices used in the care of the child with actual or potential alterations in mobility. 3. Explore the impact on family dynamics and resources in the care of the child with alterations in mobility. . Utilize the nursing process in the care of the child with alterations in tissue integrity. 4. Compare the clinical presentation of selected chronic and acute skin disorders. 5. Explore skin manifestations of selected preventable childhood diseases.
8	Final/ATI	

Primary Program: Bachelors of Science in Nursing
NUR 316—Research I/Senior Paper I
Spring 2022

This course contributes to the University and program outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

OUTCOMES		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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Spiritual Integrity					
NUR 316			X		
Program	Outcome 2		X		

Personal Resilience					
NUR 316		X			
Program	Outcome 3		X		

Intellectual Pursuit					
NUR 316		X			
Program	Outcome 1	X			
Program	Outcome 3	X			
Program	Outcome 4	X			
Program	Outcome 5	X			
Program	Outcome 6	X			

Global Engagement					
NUR 316				X	
Program	Outcome 4	X			
Program	Outcome 6		X		
Program	Outcome 7	X			

Bold Vision					
NUR 316				X	
Program	Outcome 5		X		
Program	Outcome 7	X			