



**RNSG 1262-101CL**  
**Care of the Children and Families Clinical**  
**Fall 2021**

**Instructor Information:** Karen Bell: [kbell22@com.edu](mailto:kbell22@com.edu) 409-933-8716  
Office Hours: Tuesdays 12-4, Wednesdays 9-12:30

**Student hours and location:** As stated in grid

**Required Textbook/Materials:**

Hockenberry, M. J., & Wilson, D. (2017). *Wong's essentials of pediatric nursing* (10h ed.). St. Louis, MO: Mosby/Elsevier.  
EHRtutor  
Shadow Health

**Course Description:**

This clinical course addresses the nursing care of the child and family from birth through adolescence. Opportunities are provided for the application of theory, concepts and skills being acquired.

**Course requirements:**

1. **Math Competency Assignment-** Required as ticket to take math comp #1
2. **Math Competency Quiz** - Assesses proficiency in dosage calculations. Students will be required to pass a Math Competency Examination with a 100% before administering medications during clinical settings and to pass the course. Students will be allowed three (3) attempts to successfully pass the examination. The highest possible score to be calculated in the course grade for attempt 2 or 3 is a 75%. **All level 3 clinical students will take one math comp exam for the Pediatric and Maternal Health clinical courses. If the student is unsuccessful in obtaining a 100% on the 3rd math comp exam, the student will be withdrawn from both clinical courses and will receive a "D" in one clinical course.**
3. **Lab Study PowerPoints & Pre-Clinical Quiz**– Provides instruction regarding clinical skills required for the care of children; assesses knowledge and understanding of content; completion and submission by required due date.
4. **HESI Patient Reviews (HPRs)** - Elsevier/Evolve- Assess understanding of core content in preparation for challenging clinical situations. Please print a copy for yourself after completing the activity. Instructors will be able to track your completion of the activity online but may need to see your copy if there are any discrepancies There will be only one attempt allowed for each HPR. A grade of zero (0) will be given for any late HPR. The average of all assigned HPR's will be calculated for the final HPR grade.
5. **Growth & Development Paper** – Assesses the comprehension of the principles of normal growth & development of children.
6. **Elder Portfolio** - Monitors the progress in the ongoing evaluation and relationship building with an elder in the community; focuses on their role in the lives of children in his/her family or community.

7. **Weekly Documentation** – Assesses the understanding of care that identifies patient goals/outcomes, nursing interventions. Assesses the ability to understand, collaborate and communicate in a timely manner with the healthcare team to plan, deliver, and evaluate patient-centered care in inpatient, outpatient, and school settings.
8. **Major Care Plan**- Assesses the ability to analyze data to create an individualized plan of care. Assesses the ability to collaborate and communicate in a timely manner with the healthcare team to plan, deliver, and evaluate patient-centered care.
9. **Shadow Health**- Virtual patient assessments for a variety of pediatric disease processes.
10. **Simulation Lab** -A simulated patient care environment which assesses critical thinking ability in various scenarios
11. **Volunteer Experience**
12. **School Nurse Observation**- public or private school setting
13. **Case studies**- as assigned
14. **Clinical Evaluation** - Assesses clinical competency.

### Determination of Course Grade/Detailed Grading Formula:

Assignment	%
Math Competency Quiz*	10
Elder	10
Shadow Health	15
Weekly Documentation (2 at 9% each)	18
Major Care Plan	25
Growth and Development Paper	10
HESI Patient Reviews (12 at 1% each)	12
Clinical Performance Evaluation	Pass/fail
<b>TOTAL</b>	<b>100</b>
* The student must pass with a 100% in three attempts to continue in this course	

### Grading Scale:

A = 90 - 100.00

B = 80 - 89.99

C = 75 - 79.99\*

D = 60 - 74.99

F = < 60

\*A minimum final grade of “C” is required to pass this course.

### Late Work, Make-Up, and Extra-Credit Policy:

All course assignments are expected to be completed and submitted on the specified due date. See Grade Determination & Calculation in the Nursing Student Handbook.

All clinical assignments will be due on **Saturdays at 2359 on the dates specified on the calendar.**

### Attendance Policy:

See the attendance policy in the Nursing Student Handbook

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
1. Demonstrate professional student responsibilities by following policies and procedures of the ADN Program and the clinical facility practice guidelines		
2. Assume responsibility and accountability for the quality of nursing care provided to pediatric patients and their families under the supervision of clinical faculty and assigned primary nurse.		
3. Assess the physical and mental health status of pediatric patients with diverse health needs using a structured data collection tool with primary and secondary sources of information		
4. Analyze assessment data to prioritize problems that can be addressed by nursing.		
5. Develop a plan of care that identifies patient goals/outcomes and nursing interventions using information from evidence-based practice in collaboration with pediatric patients, their families, and the health care team.		
6. Evaluate attainment of patient goals and related nursing interventions and modify the plan of care in response to changing patient needs.		
7. Use standards of nursing practice to provide and evaluate patient care by seeking supervision when practice behaviors and judgments fall outside individual knowledge and expertise		
8. Collaborate and communicate in a timely manner with patients, their families, and the health care team to plan, deliver, and evaluate patient-centered care.		
9. Serve as a health care advocate in assessing and promoting safety and quality for patients and their families		

**Academic Dishonesty:**

Any incidence of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

## **Plagiarism**

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. An assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact the course faculty using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the course facilitator. If questions remain after this, please contact the Director of Nursing- Dr. Amanda Ordonez at [mordonez@com.edu](mailto:mordonez@com.edu).

## **Course outline:**

### **Clinical Guidelines**

#### **Guidelines for Clinical Experience**

1. Mandatory facility "Orientation" date and time is noted on the course calendar. Additional instructions regarding directions to the facility, parking fees, etc., will be given in class.
2. Dress code includes wearing scrubs at all clinical facilities including during on campus Simulation Lab. You will be sent home for inappropriate dress, and this will be considered a clinical absence. This will be up to your clinical instructor.
3. Wear your school name tag at all times in the clinical setting. You may be required to get an additional photo and badge at some facilities.

#### **Student Activities during the Clinical Day**

During a typical clinical day, the student will:

1. Arrive at the clinical facility at the designated time, dressed appropriately, and without any dangling jewelry from the ears, neck, or wrists (safety issue), and with no excessive cosmetics or perfume, and avoiding any provocative dress or behavior that would call undue attention to oneself.
2. Meet with your clinical instructor at the time and place for pre-conference.
3. Go to your unit and put your books, etc. in the designated place for students. Do not bring anything like your books or backpack, etc., out into patient care areas.
4. Do not bring valuables to clinical, e.g., large amounts of money or credit cards or expensive jewelry (leave them locked in your car if brought unintentionally).
5. Meet with the charge nurse for the shift report/staff assignment.
6. Collaborate with your nurse preceptor for taking lunch (30 minutes). Do not leave the facility without informing your instructor.
7. Consult with your clinical instructor freely.
8. Arrive and participate in post conference at the designated time and place.

#### **Guidelines for Medication Administration**

Pharmacology is an important aspect of the clinical experience. You will discuss your patient's medications daily with the clinical instructor. You will be responsible for knowing about all your patient's medications (both scheduled & prn), classification, action, indications for use, dosage, time, route, side effects, nursing implications, and target symptoms for your client. Monitoring patients for medication effectiveness is also an important aspect of the nurse's role.

### **Guidelines for Charting**

You may read the patients chart, but do not make copies of anything in the patient record without permission from the charge nurse and your instructor. You will be expected to report only pertinent data from any medical and/or lab tests for Care Plans etc., so it should not be necessary to copy any forms from a patient chart.

The student will be expected to abide by the guidelines of the institution when charting in the institutional EHR. The student will submit documentation through the simulated electronic health record at [www.ehrtutor.com](http://www.ehrtutor.com). Documentation should be done on the patient **at least every two hours** and should be complete and accurate.

The student will submit documentation through the simulated electronic health record at [www.ehrtutor.com](http://www.ehrtutor.com). Students will utilize two methods of charting, flow sheets and narrative. The assessment will include:

- Chief Complaint
- Physical head to toe focused assessment
- Pertinent medical history
- Pertinent diagnostic and lab results (explanation of each test result should be included)
- Patient medications including home medications
- Medication profile
- Medical orders
- Patient Education
- Nursing note at least every two hours (complete and accurate)

### **Reporting Patient Information using SBAR**

- Complete and use the SBAR tool to communicate the patient's situation with instructor and other members of the health care team.
- <http://www.ih.org/resources/pages/tools/sbartoolkit.aspx>
- The SBAR acronym (**S**ituation **B**ackground **A**ssessment **R**ecommendation) is a tool used to communicate with members of the healthcare team.

### **Due Dates/Times**

All documentation should occur during the clinical day not after the fact. The steps and each patient encounter must be documented in real-time in EHR Tutor.

- Assessment should occur early and be documented immediately after completion.
- Diagnosis/Planning should be documented prior to care and should flow from physical assessment data and institutional EMR information/data.
- Interventions/Direct patient care should be documented immediately after care is provided (including med administration - students should use their drug books to review meds prior to administration...drug cards are not necessary!)
- Evaluation should occur at the end of the shift before reporting off to the patient care nurse.

All documentation should be completed BEFORE the student leaves the unit for the day...just as in real life.

- Reporting must happen throughout and at the end of each clinical day. Students should take no more than 30 minutes to construct the SBAR prior to reporting to the patient care nurse and instructor. A completed SBAR should be prepared for post conference each clinical. The student will communicate a verbal care plan to the instructor each week before the end of the clinical day.
- All documentation should be completed by the end of the clinical day of clinical day. In the event the student does not have internet access at the facility, the student will utilize a down-time form, which must be completed before leaving clinical. The student will be allowed time to complete data entry into EHR Tutor.

**Clinical Facility** for this course will be UTMB. Unit assigned will be the NICU (neonatal intensive care unit). Documentation for this unit will be completed in HER.

### **Clinical Conferences**

Students are expected to attend any pre- and post-conferences at the times and place designated by the clinical instructor. Post conference learning activities are at the discretion of the clinical instructor and all students are expected to comply and complete the requested assignments.

**Course outline:** Please see course calendar for specific assignments due each week. All clinical assignments will be due at 2359. The only exception to this is Shadow Health modules which close at 2355 per the company policy

### **Pre-Clinical Modules**

The student will satisfactorily complete all online modules during pre-clinical week, prior to any clinical experience.

- Module 1: Pediatric Dosage and IV Calculations
- Module 2: Bathing Infants and Children
- Module 3: Pediatric Vital Signs, Weights, I & O
- Module 4: Infant Feeding
- Module 5: Restraints and Positioning for Procedures
- Module 6: Collection of Specimens
- Module 7: Oxygen Administration
- Module 8: Physical Assessment

### **Module 1: Pediatric Dosage and IV Calculation**

#### **Student Learning Outcomes**

Upon completion of this module, the student will:

1. Describe proper techniques that will assure safe administration of medication to children.
2. Demonstrate an understanding of pediatric dosage calculation.
3. Examine factors related to growth and maturation that significantly alter an individual's capacity to metabolize and excrete drugs.
4. Demonstrate the administration of medications as authorized by law and determined by the BON.

#### **Learning Content**

- I. Effects of immaturity on drug metabolism and excretion.
- II. Dosage calculation.
  - A. Dose per Kilogram of Body Weight

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- III. Methods of administration
  - A. Oral administration
  - B. Intramuscular (IM) administration
  - C. Subcutaneous and intradermal administration
  - D. Intravenous (IV) administration
- IV. Parenteral fluid therapy
  - A. Selection of IV site and site care
  - B. Recording and reporting of IV intake
  - C. Use of Volume Control Devices (Buretrol, etc.)
  - D. Use of infusion pumps
  - E. Peripheral Venous Access Devices (VAD's)
- V. Nasogastric, orogastric or gastrostomy administration
- VI. Rectal administration
- VII. Optic, otic, and nasal administration

### **Learning Activities**

Required readings:

- Hockenberry & Wilson, 10<sup>th</sup> ed., Chapter 20

### **Required activities:**

- Math Quiz designated by clinical faculty

## **Module 2: Bathing Infants and Children**

### **Student Learning Outcomes**

Upon completion of this module, the student will:

1. Examine the basic principles of bathing infants and children.
2. Perform the following procedures, including critical elements:
  - A. Bathing infants
  - B. Bathing children

### **Learning Content**

- I. Principles of bathing infants and children
- II. Special considerations
- III. Documentation

### **Learning Activities**

Required readings:

- Hockenberry & Wilson, 10<sup>th</sup> ed., page 587

### **Required activities:**

- Pre-Clinical Powerpoint

### **Module 3: Pediatric Vital Signs, Weights, I&O**

#### **Student Learning Outcomes**

Upon completion of this Module, the student will:

1. Identify normal vital sign ranges for the pediatric patient.
2. Demonstrate the correct procedure for obtaining temperature, pulse, respirations, and blood pressure measurements in the pediatric patient.
3. Analyze the correct procedure for weighing the pediatric patient.
4. Demonstrate the correct procedure for weighing the pediatric patient.
5. Demonstrate the correct procedure for measure intake & output in the pediatric patient including weighing of diapers.

#### **Learning Content**

- I. Vital sign ranges for the pediatric patient
  - A. Temperature
  - B. Pulse
  - C. Respiration
  - D. Blood Pressure
- II. Obtaining and recording the pediatric patient vital signs
  - A. Temperature
  - B. Pulse
  - C. Respiration
  - D. Blood Pressure
- III. Weighing and recording weight of the pediatric patient
- IV. Measuring intake & output accurately & accurate diaper weights

#### **Learning Activities**

Required readings:

- Hockenberry & Wilson 10<sup>th</sup> ed., pages 77-87, & 612-613.
- Pre-Clinical Powerpoint

### **Module 4: Infant Feeding**

#### **Student Learning Outcomes**

Upon completion of this Module, the student will:

1. Compare and contrast the principles of infant feeding related to the following:
  - A. Breast feeding
  - B. Bottle feeding
  - C. Cleft palate
  - D. Gavage, NGT, and gastrostomy
2. Demonstrate the following procedure correctly:
  - A. Bottle feeding
  - B. Gavage
  - C. NGT
  - D. Gastrostomy



## **Learning Content**

- I. Infant feeding principles related to
  - A. Breast feeding
  - B. Bottle feeding
  - C. Cleft palate
  - D. Gavage, NGT, and gastrostomy
- II. Infant feeding procedures
  - A. Breast feeding
  - B. Bottle feeding
  - C. Cleft palate
  - D. Gavage, NGT, and gastrostomy

## **Learning Activities**

Required readings:

- Hockenberry & Wilson, 10<sup>th</sup> ed., pages 216-221 & 241-243 & 622-623 & 723-724.
- Pre-Clinical Powerpoint

## **Module 5: Restraints and Positioning for Procedures**

### **Student Learning Outcomes**

Upon completion of this Module, the student will:

1. Compare and contrast the different type of restraints to ensure safety, facilitate examination, or carry out procedures on the pediatric patient.
2. Demonstrate use of the following restraints:
  - A. Jacket
  - B. Mummy
  - C. Arm and Leg
  - D. Elbow
3. Demonstrate positioning procedures for:
  - A. Jugular venipuncture
  - B. Femoral venipuncture
  - C. Extremity venipuncture
  - D. Lumbar Puncture
  - E. Bone marrow aspiration or biopsy

### **Learning Content**

- I. Principles for use of restraints with the pediatric patient
- II. Types of Restraints
  - A. Jacket
  - B. Mummy
  - C. Arm and Leg
  - D. Elbow
- III. Effective Positions for the Following Procedures
  - A. Jugular venipuncture
  - B. Femoral venipuncture
  - C. Extremity venipuncture
  - D. Lumbar Puncture
  - E. Bone marrow aspiration or biopsy

### **Learning Activities**

Required reading:

- Hockenberry & Wilson, 10<sup>th</sup> ed., pages 593-595.
- Pre-Clinical Powerpoint

### **Module 6: Collection of Specimens**

#### **Student Learning Outcomes**

Upon completion of this Module, the student will:

1. Analyze the methods used to collect the following specimens:
  - A. Urine
  - B. Stool
  - C. Blood
  - D. Respiratory and throat
2. Perform appropriate specimen collection of the following:
  - A. Urine
  - B. Stool
  - C. Blood
  - D. Respiratory and throat

#### **Learning Content**

- I. Methods of Specimen Collection
  - A. Urine
  - B. Stool
  - C. Blood
  - D. Respiratory and throat
- II. Documentation

### **Learning Activities**

Required readings:

- Hockenberry & Wilson, 10<sup>th</sup> ed., pages 596-602.
- Pre-Clinical Powerpoint

### **Module 7: Oxygen Administration**

#### **Student Learning Outcomes**

Upon completion of this Module, the student will:

1. Analyze the principles of inhalation therapy used with the pediatric patient.
2. Perform the following procedures, including critical elements:
  - A. Oxygen therapy
    1. Nasal cannula
    2. Mask
    3. Tent
  - B. Monitoring oxygen therapy
    1. Pulse oximetry
    2. Transcutaneous

### **Learning Content**

- I. Principles of oxygen therapy with the pediatric patient
- II. Methods of delivering oxygen therapy to the pediatric patient
  - A. Nasal cannula
  - B. Mask
  - C. Tent
  
- III. Methods of monitoring oxygen therapy
  - A. Pulse oximetry
  - B. Transcutaneous

### **Learning Activities**

Required readings:

- Hockenberry & Wilson, 10<sup>th</sup> ed., pages 625-626.
- Pre-Clinical Powerpoint

## **Module 8: Physical Assessment**

### **Student Learning Outcomes**

Upon completion of this Module, the student will:

1. Perform a physical assessment on a pediatric patient
2. Analyze findings of a physical assessment on a pediatric patient
3. Document findings accurately and concisely

### **Learning Content**

- I. General Appearance
- II. Skin
- III. Head & Neck
- IV. Eye
- V. Ears
- VI. Nose
- VII. Mouth
- VIII. Chest
  - A. Lungs
  - B. Heart
- IX. Abdomen
- X. Back and Extremities
- XI. Neurological

### **Learning Activities**

Required readings:

- Hockenberry & Wilson, 10<sup>th</sup> ed, Chapter 4.
- Pre-Clinical Powerpoint

### Clinical Skills Checklist- Pediatric

Students are expected to perform all skills designated in previous courses and must satisfactorily demonstrate the following skills in the lab and/or clinical area prior to performing with assigned nurse or clinical faculty.

Skill	S/U	Comments
1. Use of pediatric restraints and safety nets.		
2. Crib safety (include types of cribs in relations to children needs).		
3. Positioning the child per safety/comfort needs - appropriate to disease process/injury.		
4. Calculation and administration of medications adapted to pediatric client (calculate safe dosage range).		
5. ADL's per age and developmental level.		
6. Nutritional needs of the pediatric client.		
A. Infant feeding		
1. Breast		
2. Bottle		
3. Gavage		
4. G-tube		
5. Parenteral		
B. Progressive feeding		
7. Therapeutic baths		
A. Tepid		
B. Medicated		
8. Pediatric intake and output		
9. Pediatric enema administration		
10. Maintenance of pediatric IV		
11. Tests and specimens		
- urine, specimen collection techniques		
- urine, catheter		
- dip stick		
- specific gravity		
- stool - ova and parasites		
- occult blood (guaiac)		
- culture and sensitivity		
- sputum, suctioning for specimen		
- blood		
- bedside glucose monitoring		
12. Physical assessment		
- infant, child, adolescent		
- assist with pediatric exam		
13. Admission, transfer and discharge of pediatric client		
14. Pediatric vital signs		
15. Pediatric Oxygen administration		
- pulse oximeter		
- oxy hood		
- nasal cannula		
- croup tent		
- incubator		
- O <sub>2</sub> concentration monitoring		

## **Non-permissible Nursing Skills**

Skills that will not be performed throughout nursing school at COM are: administration of blood or blood products and care of a patient with an airborne illness requiring the use of an N95 face mask. The student may observe the nurse administer blood or blood products. Performance of these skills by a nursing student is considered unsafe and can result in dismissal from the program.

## **Institutional Policies and Guidelines**

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. [https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* [https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf)

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

**Counseling Statement:** Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). Counseling services are available on campus in the student center for free and students can also email [counseling@com.edu](mailto:counseling@com.edu) to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is October 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2<sup>nd</sup> 8-week session is December 2.

**F<sub>N</sub> Grading:** The F<sub>N</sub> grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F<sub>N</sub> grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing

of the F<sub>N</sub> grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F<sub>N</sub> grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**COVID-19 Statement:** All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at [www.com.edu/coronavirus](http://www.com.edu/coronavirus). In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit [com.edu/coronavirus](http://com.edu/coronavirus) for future updates.

<b>Case Study Clinical Documentation (Non-Major Care Plan Day)</b>	<b>Points</b>
<b>GENERAL CHARTING:</b>	
Pathophysiology	10
Nutrition: 2 sample meals for your patient	3
One set of vital signs.	2
Assessment (head to toe)	10
<b>SBAR</b>	4
<b>CARE PLAN:</b>	
Documentation of two priority nursing diagnoses	10
Subjective assessment- related to each nursing diagnosis	4
Objective assessment- related to each nursing diagnosis	4
Identifies SMART short term goal (STG) #1 - for one nursing diagnosis	5
Identifies SMART short term goal (STG) #2 - for one nursing diagnosis-	5
Identifies SMART long term goal (LTG) #1 – for one nursing diagnosis- all goals must written for same nursing diagnosis	2
Identify and Implement 5 nursing interventions for STG #1 with scientific rationale and patient response for each intervention. <b>(The intervention must have documentation of rationale and how the intervention will affect the patient to receive all three points).</b>	15
Identifies and Implements 5 nursing interventions for STG #2 with scientific rationale and patient response for each intervention <b>(The intervention must have documentation of rationale and how the intervention will affect the patient to receive all three points).</b>	15
Evaluates STG #1 & modifies if applicable.	2
Evaluates STG #2 & modifies if applicable.	2
<b>Medication Profile: Up to 10 scheduled medications</b>	
Classification on all meds	1
Indication on all meds	1
Dosage on all meds	1
Frequency on all meds	1
Adverse Effects/pt education on all meds	1
<b>References:</b> must have for patho, meds, and care plan	2
<b>Total</b>	<b>100</b>

**Grading Criteria of Major Care Plan  
Completed on EHR**

<b>Acute Care Clinical Documentation (Major Care Plan Day)</b>	<b>Points</b>
<b>GENERAL CHARTING:</b>	
Pathophysiology	5
Diagnostic/Lab: For past 24 hours	
Testing completed/Results/Rationale for abnormal labs patient?)	3
Nutrition: Actual order and patient intake for your shift	1
At least two sets of vital signs.	2
Assessment (head to toe)	10
<b>SBAR</b>	4
<b>NARRATIVE NOTES</b> (every 2 hours and with all interventions- at least 5 per shift)	10
<b>CARE PLAN: create three diagnoses, develop two</b>	
Documentation of three priority diagnoses	15
Subjective assessment- related to nursing diagnoses (3 pts per diagnosis)	6
Objective assessment- related to nursing diagnoses (3 points per diagnosis)	6
Nursing diagnosis #1: Identify 2 SMART short term goals (STG) (5 points per goal)	10
Nursing diagnosis #1: Identify 1 SMART long term goals (LTG)	2
Nursing diagnosis #2: Identify 2 SMART short term goals (STG) (5 points per goal)	10
Nursing diagnosis #2: Identify 1 SMART long term goals (LTG)	2
Nursing diagnosis #1: Identify and Implement 5 nursing interventions for <b>each</b> STG with scientific rationale and patient response for each intervention. <b>(The intervention must have documentation of rationale and how the intervention affected the patient to receive all three points).</b>	30
Nursing diagnosis #2: Identify and Implement 5 nursing interventions for <b>each</b> STG with scientific rationale and patient response for each intervention. <b>(The intervention must have documentation of rationale and how the intervention affected the patient to receive all three points).</b>	30
Nursing diagnosis #1: Evaluate each STG & modify if applicable.	4
Nursing diagnosis #2: Evaluate each STG & modify if applicable.	4
<b>Medication Profile: Up to 10 scheduled medications</b>	
Classification on all meds	1
Indication on all meds	1
Dosage on all meds	1
Frequency on all meds	1
Adverse Effects/pt education on all meds	1
<b>References:</b> must have for patho, meds, and care plan	1
<b>Total</b>	<b>160</b>



## Growth & Development Paper

In APA format, type a two-page, double spaced paper addressing the subjects on the age of a child that you have been assigned:

1. Physical development - FOC/height/weight ranges for both male and females. Typical growth pattern in one year.
2. Identify two developmental milestones that a child who is “on target” should have achieved in each category: 1) gross motor, 2) fine motor, 3) social skills, and 4) verbal skills. Also include the age or age range that these are typically mastered.
3. Any special nutritional requirements or considerations during mealtimes with an example of an appropriate meal.
4. Sleep requirement in a 24 hr period.
5. Discuss the theoretical foundations of personality development and how they help develop:
  - a. Psychosocial skills (Erikson)
  - b. Cognitive skills (Piaget)
6. Type of Play that the child most likely engages in, with an example of an appropriate toy choice.
7. Appropriate methods of discipline or behavior correction in this aged child. What type of safety measure would be in place for this child’s age.
8. Any vaccinations that the child of this age should have and what disease the vaccinations prevent.
9. Attach a Reference page with at least 2 approved references.
10. Submit to clinical instructor via Blackboard on your assigned paperwork due date.
- 11. Stay beneath a 20% Safe Assign Percentage.**

**Growth & Development Paper  
Grading Rubric**

Criteria	Possible Points	Points Earned
Physical Development	10	
Developmental Milestones	20	
Nutrition	15	
Sleep	5	
Erickson/Piaget Developmental Stage	15	
Play	10	
Discipline/Safety	5	
Vaccinations	5	
Length of Paper Grammar References APA format ( $< 20\%$ Safe Assign)	15	
<b>Total Points</b>	<b>100</b>	

## **Elder Portfolio Guidelines**

The Elder Portfolio reflects the effort of the COM faculty to ensure that the assessment and care of the elderly population is addressed throughout the curriculum. The portfolio is a compilation of documents which will be used throughout the program in each clinical course.

For this course, the student will complete the Level III required activities, and submit the portfolio to the clinical instructor via Blackboard. The electronic forms can be found under the “Content” tab in the RNSG 1262 Blackboard course.