



**School of Nursing  
NSG 3010  
Nursing of Families: Child/Adolescent Focus (2 units)  
Fall 2023**

<b>Meeting days:</b> Mondays	<b>Instructor:</b> Heather Garcia MSN, APRN, CNS, CPN Associate Professor Cell: 858-829-3915 <i>*please identify yourself</i> <a href="mailto:hgarciap@pointloma.edu">hgarciap@pointloma.edu</a>
<b>Meeting times:</b> 1055-1250	
<b>Meeting location:</b> LSCC #202	
<b>Placement:</b> Junior year	<b>Office location and hours:</b> LSCC Office #118. Email to set up an appointment.
<b>Final Exam:</b> TBD	

**PLNU Mission  
To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**SON Vision Statement**

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

*Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV*

**SON Mission Statement**

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

*So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV*

*Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV*

**Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses.**

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

**COURSE DESCRIPTION**

**NSG 3010 Nursing of Families: Child/Adolescent Focus (2 units)**

This course focuses on nursing theory as it relates to families with children who have alterations in their health status. We will also study the well child and the role of the family in the health of children.

Prerequisite(s): Junior standing in Nursing program, 1080

Concurrent: NSG 3011

**PROGRAM LEARNING OUTCOMES**

Upon completion of the program, you will be able to achieve the following outcomes:

<b>PLO 1: Inquiring Faithfully</b>	
Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.	
<b>1.1</b> Integrate scientific findings to promote patient outcomes and wellness	<b>1.2</b> Apply evidence and clinical judgment in the delivery of care
<b>PLO 2: Caring Faithfully</b>	
The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.	
<b>2.1</b> Demonstrate Christian servant leadership through holistic compassionate care	<b>2.2</b> Utilize ethical principles in promoting health of diverse individuals and populations
<b>PLO 3: Communicating Faithfully</b>	
The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes	

effective, culturally appropriate communication that conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.	
<b>3.1</b> Incorporate information and communication technologies to facilitate optimal care of patients, nurses, and organizations	<b>3.2</b> Participate in interprofessional healthcare teams to influence positive patient outcomes across the lifespan
<b>PLO 4: Following Faithfully</b>	
Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.	
<b>4.1</b> Implement health policies to improve care of diverse patients, communities, and populations	<b>4.2</b> Develop as a professional nurse through self-reflection, accountability, and life-long learning processes
<b>PLO 5: Leading Faithfully</b>	
The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.	
<b>5.1</b> Demonstrate systems-thinking to enhance access, quality, and cost effectiveness across the healthcare delivery continuum	<b>5.2</b> Apply evidence-based, quality improvement principles to improve patient care delivery

## **COURSE LEARNING OUTCOMES**

This course is mapped to the:

- Program Learning Outcomes (PLO)
- American Association of Colleges of Nursing Essentials: Domains, Competencies, Sub-Competencies (AACN)
- Public Health California Code of Regulations: Qualifications and Requirements (PHCCR)

Upon completion of this course, the student will:

1. Apply evidence-based knowledge, skills, and clinical decision-making in the management of acute and chronic health conditions among pediatric patients and their families.  
AACN Essentials Domains: 1.1b, 1.1d, 1.2b, 1.2d, 1.2e, 1.3a, 1.3c  
PLOs: 1.1  
PHCCR: A, B, C
2. Discuss individualized care and education of children from diverse ethnic, cultural, religious, and socioeconomic backgrounds to meet their unique needs to prioritize

care and problems appropriately, while communicating pertinent information in a respectful, compassionate and collaborative manner.

AACN Essentials Domains: 2.2b, c, d, e, f, 2.3c, e, g, 2.4a, c, d, 2.5c, g

PLOs: 4.1

PHCCR: D, F, H, J

3. Describe general principles and practices for the clinical management of diverse populations, including different cultural communication strategies, ethical principles, health equity, access to care and safety, health concerns across borders, changes in patient conditions, public health emergencies, infection control measures, and the proper use of personal protective equipment (PPE) when caring for pediatric patients and their families.

AACN Essentials Domains: 3.1b,c,h,j, 3.2c, 3.3a, 3.4e, 3.6a,c,d,e

PLOs: 2.2

PHCCR: B, F

4. Discuss the nurse's role and responsibilities in personal and patient safety when caring for pediatric patients and their families.

AACN Essentials: Domains: 5.1a,c,f, 5.2a,b,c,d,f, 5.3a

PLOs: 5.2

PHCCR: J, L

5. Understand roles and responsibilities of the interdisciplinary team members and the importance of professional and respectful communication in promoting teamwork and a collaborative environment when caring for pediatric patients and their families.

AACN Essentials Domains: 6.1a,b,c,e,f, 6.2a,d, 6.3a,c, 6.4a,b,c

PLOs: 3.2

6. Discuss the various communication technologies and informatics tools used in the direct and indirect care of pediatric patients when documenting care, collecting data, following regulatory standards and workplace policies, communicating with interdisciplinary team members, and how this impacts patient care.

AACN Essentials Domains: 8.1a,b,c, 8.2a,c,e, 8.3e, 8.4b, 8.5a,b,c,e

PLOs: 3.1

7. Explain the importance of creating a collaborative environment, protecting privacy, respecting values, displaying honesty, integrity, and accountability for one's communications and actions when caring for pediatric patients and their families.

AACN Essentials Domains: 9.1a,b,e,f, 9.2f,g, 9.3c,d,f,h, 9.5a,b,c,e,a, 9.6b

PLOs: 2.1

8. Develop skills promoting self-care behaviors, resiliency, inquiry, clinical judgment, utilization of appropriate resources, awareness of one's implicit biases, DEI,

leadership behavior, and a reflective practice when caring for pediatric patients and their families.

AACN Essentials Domains: 10.1a,b, 10.2a,d,e, 10.3c,e,g

PLOs: 4.2

***Student Learning Outcomes (SLOs) will be posted each week in canvas on the weekly study guide. Program and Institutional Learning Outcomes are posted in the Student Handbook for the SON and PLNU.***

## **REQUIRED LEARNING RESOURCES**

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- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed). <https://doi.org/10.1037/0000165-000>
- Current School of Nursing Student Handbook. See SON Resource Page in Canvas for 2022-2023 version.
- Ricci, Kyle, and Carman. (2021). *Maternity and Pediatric Nursing* (4<sup>th</sup> ed.). Wolters-Kluwer ebook.
- ATI Nursing. (2019). *Pediatric nursing review module* (11th ed.). Assessment Technologies Institute. \*no book to purchase.
- Additional journal articles, websites, and videos as assigned in Canvas.

## **SON GRADING POLICIES**

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- **Grading Scale** to be used for all exams and final course grades:

93-100%	=	A
90 - 92%	=	A-
87 - 89%	=	B+
84 - 86%	=	B
81 - 83%	=	B-
78 - 80%	=	C+
<b>75 - 77%</b>	<b>=</b>	<b>C</b>
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73 - 74%	=	C-
71 - 72%	=	D+
68 - 70%	=	D
Below 68%	=	F

- All assigned course work must be completed to receive a final course grade and progress in the program.
- All assignments are to be submitted as specified by faculty, including assignments posted in Canvas or completed in practicum.
- In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on all tests. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A grade of less than a "C" (below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of  $\geq$  C.
- A grade of at least a "C" in each nursing theory, prerequisite, and/or corequisite course is required in order to progress to the next course or level. The nursing

theory and related clinical courses must be taken concurrently and the student must receive a passing grade of “Credit” in the clinical course in order to progress to the next course or level.

- Throughout the curriculum students may repeat one nursing or prerequisite course. With the need for a second repeat of any nursing course the student will be dismissed from the nursing program.
- Students in all SON programs must earn a passing grade for a course's signature assignment in order to pass a course.
- Students must be present for the signature assignment presentations in order to earn any credit/points for the entire assignment.

## METHODS OF ASSESSMENT & EVALUATION

Assignment	Number x Points	Total
Exams (3)	Exam 1 – 50 questions = 100 points Exam 2 – 50 questions = 100 points Exam 3 – 60 questions = 100 points	300
Pre-lecture quizzes (iRATs/tRATs)	9x10 <i>*9 total w/ the lowest quiz score dropped = 8 quizzes will be graded for points.</i>	80
Pediatric Medication Dosage Calculation & Administration Quiz	1x20	20
Infant, Toddler, PreSchool, and School-Aged Comprehensive PrepU Exams <i>*end of the semester</i>	4x5 <i>*must obtain a Mastery Level (ML) 7 on each by the third attempt, to receive full points.</i>	20
<b>Total Testing Points = 420</b>		
<b>Signature Assignment for 3010: Developmental Paper &amp; Teaching Project</b>	Drafts x 8 = 50 1x50 1x25	125
Graded 3011 Clinical Assignments	<i>*see NSG 3011 syllabus for assignment details &amp; rubrics; canvas for due dates</i>	100
Mastery Level Quizzing – PrepU <i>*graded as an assignment, not a quiz</i>	5x5 <i>*must obtain ML 4 to receive full points</i>	25
<b>Total Non-Testing Points = 250</b>		
<b>TOTAL POINTS = 670</b>		

## FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find

yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### **CONTENT WARNING**

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I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In *Nursing of Families: Child/Adolescent Focus*, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include: family/parent/caregiver dynamics, child abuse, suicide, eating disorders, care of the dying child (End of Life Care), pediatric cancers, and other difficult pediatric diseases, mental and behavioral health issues. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset and I encourage you to talk to me, friends, or family, and take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of pediatric nursing, and I will support you throughout your learning in this course.

### **INCOMPLETE AND LATE ASSIGNMENTS**

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All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit four (4) days after the due date. Day 1 starts on the specified due date/time. Assignments will be considered late if posted after the due date and time using Pacific Standard Time.

However, I recognize that life happens. If you need an extension, you must contact me ***before*** the assignment deadline and we will discuss an extension of the due date. This does not guarantee that an extension will be granted.

### **SPIRITUAL CARE**

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Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **STATE AUTHORIZATION**

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State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will

depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **PLNU COPYRIGHT POLICY**

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **ARTIFICIAL INTELLIGENCE (AI) POLICY**

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

**Students using their accommodations need to schedule EXAMS (#1, #2, #3: Final) with the EAC (to be taken @ LSCC) in order to be on time for their Team Testing**



**and/or post-exam activities in class. The course instructor will provide proctoring for scheduled quizzes to begin prior to class. Please arrive at 1045 to take scheduled quizzes proctored by the course instructor.**

### **LANGUAGE AND BELONGING**

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Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

### **SEXUAL MISCONDUCT AND DISCRIMINATION**

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Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (**2 class sessions**), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (**4 class sessions**), the student may be de-enrolled without notice until the university **withdrawal** date or, after that date, receive an "F" grade.

### **USE OF TECHNOLOGY**

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In order to be successful in the nursing program, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that nursing courses utilize online proctored exams which require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **SON PROFESSIONAL STANDARDS**

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Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.

1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions
6. Being prepared and punctual

### **Additional Guidelines**

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

The use of laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally, it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

**Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life, but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.**

Plagiarism or cheating **in any class** (nursing or non-nursing) will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Associate Dean and/or Dean of the School of Nursing, and may include assignment/class failure and possible dismissal from the program.

## **CLINICAL PREPARATION: PRE-SEASON AND SPRING TRAINING**

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Prior to the start of clinicals in the fall and spring semesters, Juniors and Seniors are required to participate in clinical skills and judgment practice and testing. The purpose of these mandatory training sessions is to validate students' ability to perform essential clinical skills prior to patient care. Students must pass the medication calculation exam (93%) and the medication administration competency in order to attend clinical.

If a student is not successful in passing the medication calculation exam or the medication administration skill, they will need to remediate and retest. The need for a second attempt of either competency will require the initiation of a Learning Plan. The need for a third attempt will require the initiation of a Performance Improvement Plan. Those who do not successfully complete a third attempt will be put on Probation.

## **COURSE-SPECIFIC POLICIES**

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- A student's classroom contribution is vital to the academic environment at Point Loma. Classroom contribution is more than just asking thoughtful questions, it also involves respectful attention to what others are saying. This is not only good because what is being said might be on a test, but it is also just a common courtesy. Although it does not need to be said to most college students, texting or playing on one's phone detracts from the classroom environment. ***In this class, students are not to use cell phones, or other electronic devices during class, unless instructed to do so by the professor.***
- Class attendance and participation is directly correlated to academic achievement. Therefore, it is expected that students will attend class and engage fully in each class session. However, life does happen, and the reality is that you might have to miss class for an emergency operation, death in the family, or some other calamity. Therefore, you are allowed **2 absences** without penalty. ***For each absence above 2 absences, you will lose 5 points from your course grade.*** This may not seem like a large amount, but it almost always results in a significant lowering of your grade according to the grading policy.
- Check your PLNU email frequently (daily). This is how I will communicate with you about class and clinical.
- Communicate regularly about your progress/concerns/anything – inform me of problems or issues before things are due (when possible) – this makes it much easier to figure out next steps and keep you on track.
- Proactively communicate any absence with me via email (text for urgent matters or on clinical days) so that you honor the classroom and clinical community that we are striving to develop. Remember to include your name if you text.
- Unless otherwise specified, **ALL** assignments for this course are to be submitted via Canvas Course NSG 3010. Assignments that are expected to be submitted on Canvas that are emailed to the professor will not be accepted and will not be considered "turned-in".
- There are no make-ups for missed quizzes (iRATs and tRATs) except for those missed due to a University-approved event/activity. These are excused. The

student's lowest iRAT/tRAT quiz score during the semester will be dropped. Please see above SON attendance policy for further questions.

- In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on their INDIVIDUAL exams and iRAT scores. GROUP (tRAT) scores help improve your overall course grade but will NOT help you pass the course. Only a percentage of each tRAT will be added to your iRAT score.
- Collaborative Testing:  
Students learn best with immediate feedback after a test or exam. Major exams will be taken at the beginning of class and will be 50-60 questions in length and consist of multiple choice, math, and short answer and essay questions. If the student received less than a passing grade, or <80% on any exam, it is their responsibility to contact me to review the exam and create a plan to help you be successful for the next exam. This can only be done in the office, not on zoom.
- **Be flexible and enjoy the process! An attitude of gratitude is always appreciated. If you have any questions, issues, concerns...come discuss with me so we can work together! I want you to become a safe, successful, and excellent professional nurse.**

## **COURSE CONTENT OUTLINE**

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See Course Calendar on canvas under modules. See Canvas → Modules for week by week topics to be covered, Student Learning Outcomes, Study guides, assigned readings, pre-work, and exam/quiz schedules.

These additional theory topics will be covered in discussions, readings, videos, & case studies, DocuCare and/or vSims:

Pain Management, Family Dynamics, Social/Cultural/Diverse populations, Parenting Styles, Health Promotion, Age Specific Issues, Nutrition by age, Growth & Development, Environmental & Community Issues, Obesity, Lead Poisoning, Food Insecurity/Poverty, Pediatric Emergencies.

## **LEARNING STRATEGIES**

In-class discussion, quizzes, mini-lecture, case studies, course-related online learning, exams, games, team-based learning, audiovisual and 1-on-1 assistance as needed.

Individual study for each unique module *should be focused on reviewing materials to meet the Student Learning Outcomes*. It is important to review the SLOs, read the assigned readings in the ebook (text), review the powerpoint slides and other assigned resources I have posted in canvas.

As you read, always review Anatomy & Physiology (pediatric structures are different than adults because children are growing) to help you understand the pediatric differences in systems or response to treatment and assessment. These are foundational to your understanding of the topics we will discuss in class! Other study materials provided:

- Journal Articles
- YouTube
- Podcasts
- Netflix movies
- Modules by various state and private agencies
- Case studies/questions

All nursing students will actively use PrepU throughout the semester, both assigned activities by me and self-study to prepare for NCLEX upon graduation. This will also assist in developing nursing critical thinking and clinical judgment.

All quizzes and exams will be taken on a computer/laptop (not an ipad) in canvas to prepare you for your NCLEX – nursing board exams. No written quizzes or exams will be allowed.

### **HONORLOCK**

PLNU School of Nursing Honorlock Policy

1. All quizzes and exams (tests) will be taken on your personal computer unless otherwise specified by your faculty.
2. If class is in person, you must bring your computer to class to take the test. Students who forget to bring their computer will forfeit the test.
3. You cannot use a tablet or a smartphone to take the test. These devices do not support Honorlock.
4. Your computer must meet current Honorlock technical requirements. Go to <https://honorlock.com/support/> to run a system check.
5. Students are responsible for ensuring that the computer used for the test meets Honorlock requirements before taking a test.
6. Pens, pencils, paper are not allowed unless deemed appropriate by your professor.
7. Only the Honorlock calculator may be used.
8. You may use the whiteboard or scratch paper provided by the School of Nursing for math problems. You must show the whiteboard before you use it and again after you are done using it for math. It must be clean with no writing when shown. You may not use any other whiteboard. If you are allowed to use scratch paper given to you by your professor, you are required to turn the scratch paper back into your professor with your name and date.

9. Students will begin the test when instructed by the professor. Failure to start the test at the designated start time will result in a decreased amount of time to complete the test OR a complete forfeiture of the attempt.
10. Students will follow Honorlock Testing Guidelines including establishing identity and scanning their environment as required by their professor, if applicable.
11. Students will not have cell phones in the testing area and will not use them during the test.
12. Students must turn off all chats/messaging/notifications that might pop up during testing. Failure to do so will result in an automatic zero for the test and may affect your enrollment in the School of Nursing.
13. Testing Area (classroom or on-line):
  - Lighting in the room must be bright enough to be considered "daylight" quality.
  - Be sure the desk or table is clear of all other materials. This means the removal of all books, papers, notebooks, calculators, etc. unless specifically permitted in posted guidelines for that particular test.
  - For room scans, students must show the work area and the entire room.
  - No writing visible on the desk or on walls.
  - Close all other programs and/or windows on the testing computer prior to logging into the proctored test environment.
  - Do not have loud music or the television playing in the background.
  - Do not talk to anyone else--No communicating with others by any means.
  - No other persons except the test-taker should be permitted near the testing environment. Tell family members that you are taking a test and cannot be disturbed.
  - No food or drink allowed during the test unless you have a medical reason to require them during the test.

### **ASSIGNMENTS FOR NSG 3010 THEORY COURSE**

1. Pediatric Medication Calculation Quiz – will be given on Clinical Orientation Day  
Student Learning Outcomes – Student will be able to:
  1. Demonstrate competence in medication dosage calculation based on weight.
  2. Demonstrate competence in pediatric medication administration techniques.
  3. Understand the significance of medication errors in children.
  4. Describe the importance of reassessment post med administration.

*Med test will be taken on Clinical Orientation Day (10 questions; 2pts per questions) via canvas. Can only miss 2 questions. If miss more than 2 questions, student will need to*

*remediate with Prof Garcia and/or their designated clinical instructor. Test will be administered in canvas on Honorlock.*

2. Mastery Level PrepU Practice Quizzes (graded as an assignment, not as quiz)

Student Learning Outcomes – By the end of semester the student will be able to:

1. Identify areas of strengths and weaknesses in pediatric nursing material.
2. Develop critical thinking and clinical reasoning skills in pediatric nursing.
3. Prepare for nursing licensure, NCLEX, exam taken after graduation.

Must obtain a Mastery Level of 4 to receive full credit, 5 points. Multiple attempts might be needed in order to obtain an ML of 4. Zero points awarded for anything under an ML of 4. See Due dates in canvas.

3. Pass Point Comprehensive Testing for Infant, Toddler, Pre-School, and School-Age Stages will be administered towards the end of the semester. A Mastery Level of 7 is required for each of the 4 tests. Multiple attempts may be needed to achieve a ML of 7. Due Dates will be assigned in canvas.

Student Learning Outcomes - by the end of the semester student will be able to:

1. Identify areas of strength and weaknesses in pediatric nursing material presented.
2. Demonstrate preparedness for nursing licensure, NCLEX exam.
3. Compare results achieved in PassPoint quizzes to ATI proctored exam.

4. Signature Assignment: Developmental Paper and Teaching Project – see next pages for SLOs and important information needed to complete this assignment. Timeline and rubrics are on canvas.

**Signature Assignment for NSG 3010 – Developmental Paper & Teaching Project**

Student Learning Outcomes

Paper - During the completion of this activity, the student will:

1. Conduct a developmental assessment on a pediatric patient and their family.
2. Analyze the effect of hospitalization on the normal developmental process.
3. Compare expected norms to actual findings.
4. Identify maladaptive behaviors encountered during the hospital experience and identify 2 areas in which the child is at risk developmentally.
5. Determine evidence-based nursing interventions to address identified developmental concerns or areas for reinforcement.
6. Write a SCHOLARLY paper using APA format, 7<sup>th</sup> Edition.

Teaching Project - During the completion of this assignment, the student will:

1. Conduct an assessment of a hospitalized child. Determine the teaching/learning needs specific to this patient/family based on disease process, educational level, current developmental stage and child's interests (if possible).
2. Create a home-focused project for teaching that includes identification of who is being taught, the chosen Teaching/Learning process, and content to be covered.
3. Apply the elements of the nursing process in determining teaching needs of child/family.
4. Design a developmentally appropriate home-based teaching project to promote the child's health AT HOME after discharge.
5. Create a plan to evaluate the effectiveness of the teaching project.

### **Instructions – Read Carefully and follow rubric to obtain the required points**

#### 1) Developmental Assessment

This is an informal, yet guided way to collect developmental data about your patient and their family. Use the Developmental Assessment Form provided in Canvas to collect data about your patient/family. The final product turned in must include the patient's first initial only, age, a brief History of Present Illness and as much information as you can glean from the patient and family. Typed is preferred but handwritten (must be legible) will be accepted, and does not need to be in APA format. See below for more specific guidelines/outline and grading rubric. Leaving large areas blank without explanation will result in a reduction in points granted. This will be turned in on Canvas.

#### 2) Developmental Paper

- Format: draft sections as well as the final paper must be typed using APA, 7<sup>th</sup> ed. guidelines. APA is expected and you must adhere to basic APA citation styles and references. Please don't forget your section headings in your paper.
  - This means the paper is written in 3<sup>rd</sup> person (an observer watching from afar). No use of "I", "we", "one", "this student nurse"...
  - CITATIONS: The paper must be cited appropriately (credit given to the sources where you obtained information) per the directions above for each paragraph of each main section. Sections that require citations but have no citations will be graded a zero for that section. If the problem occurs too frequently, the student may receive a zero on the entire paper. Failing to cite appropriately is plagiarism!
  - Use a MINIMUM of 5 current (within last 5 years) sources – ONLY THE FOLLOWING WEBSITES MAY BE USED and sources must be varied (if you have questions, please check w/ Prof Garcia):
    - Any federal health site (NIH, CDC, etc)



- Professional or Community Associations (e.g. American Nurses Association, Cystic Fibrosis Foundation, American Diabetes Association etc.)
  - CINAHL or PubMed
  - Medline Plus <https://medlineplus.gov/>
  - Medscape <https://www.medscape.com/nurses>
- \*The Ricci-Kyle ebook may count as one of your 5 sources. Please use a variety of sources. All your sources should NOT come from any one website above (i.e. CDC).*
- Throughout the paper, you will need to compare and contrast the child you are studying to expected/normal behaviors and phases. In each area of RISK (labeled as such with a section title – see outline), there must be 3 distinct paragraphs:
    - Paragraph 1 - Present normal findings for a child this age (requires citations)
    - Paragraph 2 - Present YOUR patient assessment findings as compared to normal for this child. Are they on track? Are there significant differences? Give examples to demonstrate how they compare. (No citations required)
    - Paragraph 3 - Determine HOME-BASED interventions to address delays or reinforce continued development (requires citations)
  - Recommended interventions - must be specific and home-focused, they should NOT be hospital-oriented. Try to project into the everyday life experiences, safety, and health promotion of the child in his/her home life. What can you teach this child/family at home that will promote current/future health? All interventions require a citation. Support your intervention with evidence from the literature!
  - All papers must include a Cultural-Religious Assessment and discuss how these findings may or may not affect the patient's care/treatment.
  - *The Developmental Paper should be 6-8 pages, not including title page or reference pages. Points will be deducted if you are over or under 6-8 pages. This is to help you learn how to get your point across clearly and succinctly.*

***Please review both the instructions above and your rubric carefully!***

### **3) Developmental Teaching Project**

**This project consists of 2 parts:**

- **Teaching Project**

## · Teaching Project Summary Paper

### Teaching Project

- For the child evaluated in the developmental paper, design a home-based teaching plan and project that is creative, age specific, and well-organized with regard to the disease process, needed education of the patient and/or family. Should be practical and relevant to their diagnosis and developmental level.
- Ideas for possible projects (you are not limited to these): creating games/board games, books, charts, scavenger hunts, education packets, journals, dolls, sticker charts, medical play, resource lists, audio/video tools. The sky's the limit - think outside the box!
  - **Creativity/risk-taking will be generously rewarded!**
- The project will be due on our last class day of the semester (bring in your physical project to class). Please make sure you have your name and the semester/year clearly written on your project!

### Teaching Project Summary Paper

- The student will apply the elements of the nursing process in determining the teaching needs of the child/family and will state a plan for evaluating the effectiveness of the plan. How will you evaluate your teaching plan/project? How would you know if your plan and project worked?
- Please provide a written 1-page summary (no more than 2 pages please) with a minimum of 2 references (see acceptable references above) of why you chose this teaching method for this patient/family. **READ THE RUBRIC!** Address who, what, how you teach and why it is appropriate for this patient/family. Explain how it meets their developmental, physical, and psychosocial needs. You must explain your evaluation method.
- This must also be in APA 7<sup>th</sup> Edition Format.
- If there are no citations (or reference page) for this summary paper, ZERO points will be given.

**Please be sure to review the information above and the rubrics in canvas to ensure you met all the requirements of the paper and teaching project. Rubrics are located in canvas under 3010 Modules → Developmental Paper. See Timelines for due dates below.**

**Signature Assignment: Developmental Paper & Teaching Project Timeline**  
**Points Possible: 125 (Drafts = 50; Final = 75)**

PHASE	Assignments (upload to canvas)	Where to turn in	Points Possible	Due Date @ 2359
Drafts	Choose patient & perform developmental assessment <i>Appropriate patients include:</i> 1. Patient should be 4-16 yrs old 2. No infants or patients w/ significant developmental delays (non-verbal, total care)	*approved by clinical instructor	0	Tues grp: 10/10  Thurs grp: 10/5
	Developmental Assessment Form (typed or neatly handwritten ok)	Canvas	5	Mon 10/16
	Introduction & Identifying Data	Canvas	5	Mon 10/16
	Area of Risk #1 (3 paragraphs: normal for age, your assessment, recommended interventions)	Canvas	5	Mon 10/23
	Area of Risk #2 (3 paragraphs: normal for age, your assessment, recommended interventions)	Canvas	5	Mon 10/30
	Overall Pt/Family Teaching Needs	Canvas	5	Mon 11/6
	Conclusion & Final Draft of entire paper (careful review/proof-read of paper and APA Format in place, all sections required)	Canvas	10	Mon 11/13
	Peer review of assigned classmate's paper	Canvas	10	Mon 11/20
	Teaching Project Summary Paper draft	Canvas	5	Mon 11/27
Final	Final Developmental Paper	Canvas	50	Wed 11/29
	Final Teaching Project *upload a picture to canvas when submit final summary	*bring into class Due @ 1055	25	Mon 12/4 Bring into class
	Final Teaching Project Summary Paper	Canvas Due @ 1055		Mon 12/4 upload paper

				to canvas
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**\*Drafts will be given full credit if turned in on time and good effort is evident. Drafts will NOT be closely graded.** The feedback students will receive is from peers during peer review and upon request (scheduled office apt w/ Garcia). The Peer Review grade is dependent upon the time and effort you put into the peer review as evidenced by adhering to grading rubric when reviewing it. The drafts are to keep you on track throughout the semester by writing a section at a time instead of writing it all at the end of the semester.

**\*If you have questions regarding your drafts/references/paper throughout the semester, please schedule an appointment to see me and I will happily answer them. I will not be giving any extra credit for the Developmental Paper and there will be no opportunity for revisions or resubmissions for more points after the Final Paper is turned in. See SON grading policy for further questions.**

**The following document references PHN Qualifications and Requirements:**

**Traditional BSN and RN to BSN Programs**

**§ 1491. Qualifications and Requirements.**

16 CA ADC § 1491 BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations [Currentness](#)

Title 16. Professional and Vocational Regulations

Division 14. Board of Registered Nursing

Article 9. Public Health Nurse

16 CCR § 1491

§ 1491. Qualifications and Requirements.

An applicant for a Public Health Nurse Certificate shall have a license, in active status, to practice as a registered nurse in California and shall have met the education and clinical experience requirements as follows:

(1) Possession of a baccalaureate or entry-level master's degree in nursing from a nursing school accredited by a Board-approved accrediting body, such as the National League for Nursing Accrediting Commission, or the Commission on Collegiate Nursing Education. The baccalaureate or entry-level master's program must have included coursework in public health nursing, including a supervised clinical experience in public health settings; or

(2) Possession of a baccalaureate or entry-level master's degree in nursing from a nursing school which is not accredited by a Board-approved accrediting body, such as the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education, but the Board has determined that the nursing school's public health nursing coursework and the supervised clinical experience are equivalent to that of a nursing school accredited by a Board-approved accrediting body; or

(3) Possession of a baccalaureate degree in a field other than nursing and completion of a specialized public health nursing program that includes a supervised clinical experience at a baccalaureate school of nursing accredited by a Board-approved accrediting body, such as the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.

(4) Theoretical content for a Public Health Nurse Certificate shall include, but is not limited to, the following areas:

- (A) Physical, mental, and developmental assessment: child and adult;
- (B) Surveillance and epidemiology: chronic and communicable diseases;
- (C) Health promotion and disease prevention;
- (D) Multicultural nursing concepts;
- (E) Research methodology and statistics;
- (F) Health teaching concepts and strategies;

(G) Population based practice: assessment and development of community collaboration at the level of systems, community and family/individual;

(H) Assessment of health needs of individuals and families, to include environment, and interventions across the lifespan;

(I) Legal and health care financing issues;

(J) Family violence, e.g., child, adult, domestic, elder abuse, etc., prevention, detection, intervention, treatment, and California reporting requirements;

(K) Case management/care coordination; and

(L) Emergency preparedness and response.

(5) A faculty member of the nursing program shall be responsible for coordinating student's clinical experience and supervision.

(6) Supervised clinical experience shall be:

(A) In public health settings with individuals, families, and community;

(B) Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum; and

(C) A minimum of 90 hours.

(7) Training in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that shall be at least seven (7) hours in length and shall be acquired through:

(A) A baccalaureate nursing program or a specialized public health nursing program; or

(B) A course of instruction in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that is offered by a continuing education provider approved by the Board.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Sections 2817 and 2818, Business and Professions Code.

## HISTORY

1. New section filed 4-14-72; effective thirtieth day thereafter (Register 72, No. 16).

2. Amendment filed 3-9-87; effective thirtieth day thereafter (Register 87, No. 11).

3. Editorial correction of subsection (a)(2) (Register 90, No. 35).

4. Renumbering and amendment of former title 17, section 4501 to new title 16, section 1491 and amendment of Note filed 1-26-96; operative 2-28-96. Submitted to OAL for printing only (Register 96, No. 5).

5. Amendment of section and Note filed 9-2-98; operative 10-2-98 (Register 98, No. 36).

6. Amendment of section and Note filed 5-12-2005; operative 6-11-2005 (Register 2005, No. 19).

This database is current through 3/31/17 Register 2017, No. 13

16 CCR § 1491, 16 CA ADC § 1491

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