

**Delaware State University
Department of Nursing
Course Syllabus**

Course Number: 28-305

Course Title: Nursing Care of the Child and Family

Placement in Curriculum: Third year, Second semester

Prerequisites: 28-302 - Maternal-Newborn Nursing

Requirements: Current CPR Certification, Current negative PPD or Chest X-ray, Proof of Rubella Immunity.

Faculty: Janet Arenson, R.N., M.S.; 121-C Price, ext. 6763; Course Coordinator; Lecture and Clinical Instructor
Susan Gamel-McCormick, R.N., PhD., 121-D Price, ext. 6762; Clinical Instructor
Agnes Richardson, R.N., M.S.N., D.S.L. 120-B Price, ext. 6749; Clinical Instructor

Office hours are posted outside the office door of each instructor.

Course Description: Students develop competencies and skills to manage health care of children experiencing potential and actual problems in fulfilling human needs and achieving biopsychosocial adaptation. Roles of the nurse in promoting health and adaptation for the child within the context of the family are emphasized in clinical and theoretical components of the course.

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

1. Apply concepts from biopsychosocial sciences and humanities to assist children and families from diverse cultural backgrounds in health promotion, maintenance, and restoration
2. Utilize the nursing process to meet the needs of children and families from diverse cultural backgrounds.
3. Utilize critical thinking strategies in the nursing process.
4. Apply research findings in planning care for the child and family.
5. Utilize appropriate oral and written communication skills when interacting with children and families.
6. Collaborate with children and families and members of the multi-disciplinary team in order to formulate interventions that assist in promoting, maintaining, and restoring health.
7. Apply professional values, knowledge of legal and ethical concepts, and safety measures in the provision of nursing care.
8. Utilize behaviors that demonstrate ongoing personal and professional role development.

Teaching Strategies: Lecture/Discussion
CAI
Group Discussion
Audio-Visual Aids
Clinical Practica

Evaluation:	1.	Theory Grade		
	1.1	4 Exams - (16 % each)	=	64 %
	1.2	Computer Exam	=	2 %
	1.3	Final Exam	=	28 %
	1.4	Activities/Quizzes	=	2%
	1.5	Clinical Assignments	=	<u>4%</u>
				100%
	2.	Clinical Experiences -		Pass/Fail
	2.1	The student must pass <u>all</u> required components of the clinical experience on the clinical evaluation tool in order to pass clinical. All written clinical assignments are considered mandatory and must be completed in order to pass the clinical component of the course.		

Note: In order to pass Nursing Care of the Child and Family, the student must make a final theory grade of 75% **AND** must pass all components of the clinical evaluation.

Grading Scale:	90-100	A
	80-89	B
	75-79	C
	60-74	D
	Below 60	F

Credit and Time Allocation: 5 semester credits 3 hours lecture: 2 hours clinical
3 hours lecture per class
6 hours per clinical laboratory day

Teaching/Learning Facilities: Classrooms and Laboratories, Delaware State University
Inpatient Pediatric Units
Christiana Hospital Pediatric Unit
A.I.duPont Institute for Children
University of Delaware Early Learning Center, Preschools, Schools
and Community Agencies

Required Texts:

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

**28-305 Nursing Care of Child and Family
Spring 2006 Class Schedule**

Date	Topic	Assignment in Syllabus
1/18	Orientation to Course Unit I - Children, Families, and the Nurse	Review Course Syllabus See Learning Activities Ch. 1,2,3,4,5
1/19	On-Campus Lab - 8:30 - 3:30 Unit II - Collaborative Management of the Ill or Hospitalized Child Medication Calculations for Children	See Learning Activities Ch. 20,21,22
1/20	On-Campus Labs – 8:30 – 3:30 Unit III - Assessment and Collaborative Management of the Child and Family	See Learning Activities Ch. 6,7
1/23	EXAM I - Material from Ch.1,2,3,4,5,6,7,20,21,22 Unit IV - Health Promotion and Common Problems in Children The Newborn The Infant	See Learning Activities Ch. 8,9,10,11
1/25	Unit IV - Cont't Early Childhood	See Learning Activities Ch. 12,13,14(pages as assigned)
1/30	Unit IV - Con't. Middle Childhood and Adolescence	See Learning Activities Ch. 15,16,17
2/1	EXAM II - Material from Ch.8,9,10,11,12,13, 14 (as pointed out in class),15,16,17 Unit V -Collaborative Management of the Child with Problems of Oxygenation: Respiratory Disorders	See Learning Activities Ch. 23
2/6	Unit VI -Collaborative Management of the Child with Problems of Nutrition/ Elimination/Fluid & Electrolytes: Gastrointestinal Disorders	See Learning Activities Ch. 24
2/8	Unit VII -Collaborative Management of the Child with Problems of Oxygenation: Cardiovascular Disorders	See Learning Activities Ch. 25

2/13	Unit VIII -Collaborative Management of the Child with Problems in Oxygenation/Physical Defenses: Hematologic or Immunologic Disorders	See Learning Activities Ch. 26
	Unit IX -Collaborative Management of the Child with Problems in Elimination: Genitourinary Disorders	See Learning Activities Ch. 27
2/15	EXAM III - Material from Ch 23,24,25,26, 27	
	Unit X -Collaborative Management of the Child with Problems of Regulation: Endocrine Disorders	See Learning Activities Ch. 29
2/20	Unit XI - Collaborative Management of the Child with Problems of Physical Defense: Integumentary Disorders	See Learning Activities Ch. 30, parts of Ch. 14
	Unit XII -Collaborative Management of the Child with Problems in Mobility: Musculoskeletal or Articular Disorders	See Learning Activities Ch. 31
2/22	Unit XIII -Collaborative Management of the Child with Problems in Mobility: Cerebral, Neuromuscular or Muscular Disorders	See Learning Activities Ch. 28, 32
2/27	EXAM IV - Material from Ch. 28,29,30, parts of Ch. 14, 31,32	
	Unit XIV - Collaborative Management of the Family with Problems in Love & Belonging: Abuse & Violence	See Learning Activities Ch. 14 (460-470)
	Unit XV - Collaborative Management of the Child and Family with Problems in Self-Actualization: Coping with Chronic Illness and/or Death	See Learning Activities Ch. 18,19
3/1	Final Exam Review Session	
3/02	Reading Day	
3/03	Cumulative Final Examination @ 9 AM	
	Computerized Examination to be completed by 4pm 3/03. No clinical assignments will be accepted after 4pm 3/03.	

Delaware State University
Department of Nursing
28-305 Nursing Care of the Child and Family

Course Requirements and Student Guidelines

As stated in the Department of Nursing student handbook ..."Students must attend classes with regularity and punctuality in order to meet the objectives of each course." Therefore, students are expected to be punctual and attend all classes and related experiences, and are responsible for content covered in clinical, classes, readings, and conferences. Any student who misses a substantial amount of the clinical experience (as determined by the faculty) will not be able to meet the clinical objectives and therefore will not pass the clinical component. The student must pass theory and clinical in order to complete the requirements for 28-305.

It is assumed that all previous nursing and non-nursing prerequisite course objectives have been met; therefore, students are expected to apply the knowledge and skills from these courses when indicated or to seek assistance in making correct applications.

"Honesty - Integrity must be practiced in all endeavors and relationships. All acts of dishonesty including cheating on tests and examination, plagiarism,...will be considered as serious misconduct. Any student violating this regulation is subject to dismissal from the College." (College Student Handbook, 1987-89, p. 37). The sanctions for academic cheating and/or plagiarism include but are not limited to receiving an "F" in the course and expulsion from the College.

Plagiarism - Plagiarism is copying the words of another without putting the words inside quotations marks or acknowledging the source with an author citation. Paraphrasing the words of another is using your own words and your own sentence structure and citing the source of your idea with author citation. Paraphrasing is not merely changing or rearranging a few words. (Hodges, J.C. & Whitten, M.E. (1977). Harbrace college handbook (8th ed.). New York: Harcourt Brace Jovanovich.) Ideally your written work will be more of a synthesis of ideas obtained from several sources written in your own words than quotations or paraphrasing.

University Attendance Policy:

The following attendance policy was approved by the Faculty Senate in May, 1999. "Regular class attendance is a vital part of the educational process. Students are required to attend all classes. If a faculty member chooses to evaluate attendance as part of a grade for a course, such a policy must be written in the syllabus, which is distributed at the beginning of a course. The policy must state which part of the course grade is based on attendance and how individual absences will be assessed.

The Office of the Provost and Vice President for Academic Affairs issues excuses for students who are absent from classes while participating in official University related activities or on University related travel. In all other cases, only the instructor can approve a student's request to be absent from class.

Each instructor shall provide the student with a written policy as a part of the course syllabus during the first class meeting. The policy shall include a statement on making up any work missed during an approved absence.

The student is responsible for knowing the University's attendance policy and how it applies to each course in which he or she is enrolled. The student is further responsible for requesting approval when an absence is planned or unavoidable. A student's final grade in a course cannot be reduced solely because the student has incurred absences."

Course Policy on Absences:

Excused absences are absences excused by the Office of the Vice President of Academic Affairs, absences for religious holidays, and absences due to personal or family illness or emergency with written documentation. When the need for an absence occurs, the student should notify the instructor as soon as possible.

Policy on Classroom and Clinical Attendance:

Students are expected to attend all classes. There will be unannounced quizzes given during class times as well as classroom activities which will be graded. These classroom activities and quizzes will count as part of the final theory grade as reflected in the Evaluation section of the syllabus. If a student is not present at the time the quiz or activity is begun, he/she will not be able to earn the points for that assignment.

Make-up exams will be given at the discretion of the instructor. Any student unable to take a scheduled examination **MUST** notify the appropriate lecture instructor **PRIOR** to the beginning of the examination. A message may be left with the Department of Nursing secretary (857-6750) if the instructor is unable to be reached. Any student not taking a unit exam at the scheduled time will be given an **ESSAY** examination that covers the material. That student's grade will not be higher than the highest grade achieved during the scheduled exam. That student **must** be prepared to take the exam **on or before** the next class day.

A copy of all written assignments should be retained by the student. The instructor(s) will not be liable for lost papers. Assignments are due according to the individual instructor's instructions. No exceptions will be made without prior permission. Students will be penalized **five (5) points** for **each** school day that an assignment is late. Arrangements for late assignments must be made directly with the instructor.

All written assignments (both class and clinical) must be submitted to the appropriate instructor at the times arranged by the individual instructor. The last date that any written assignment will be accepted is **4 pm on Wednesday, March 3, 2006**. No written work will be accepted after that time and a grade of zero will be recorded for any assignments not submitted. Clinical assignments not submitted will mean that the student has an unsatisfactory grade for clinical study.

Course Policy on Contesting Grades

The grade for any assignment may be contested by the student within a one week period after receiving the grade. Requests for change in grade must be made in writing and include the rationale for the change, as well as any pertinent documentation from the text or other course material. After one week of receiving the grade for an assignment or examination, no grade will be changes.

Policy on Cell Phones

All cell phones must be turned off during class, labs, and clinical experiences. Students will not be permitted to leave the room to answer a phone and then return. Ringing phones and people walking in and out are extremely disruptive to the learning environment.

Examination Procedures

During examinations, students will be permitted no personal items on their desks or near their chairs. This includes hats, bottles, backpacks, purses, books, papers, cell phones, pagers, lozenges, gum, or any other items. Items will be placed across the room in a designated area.

Policy on Clinical Experiences

Students are expected to attend ALL clinical experiences. In cases of illness or emergency, the appropriate instructor must be notified prior to the beginning of the experience. The student MUST notify the unit at the clinical agency also. There is no guarantee of make-up experiences. Absence from clinical may put the student at risk for a failing grade in clinical.

For the inpatient clinical experience, students are expected to wear full uniform to the clinical area, unless otherwise stated. The full uniform includes a watch with a second hand and a smooth band. No jewelry (except smooth wedding band) or nail polish is permitted. Finger nails must be short and smooth. Hair must be neat and off the collar at all times. One pair of stud earrings may be worn; **no other face or body piercing jewelry is allowed.** It is expected that students will conduct themselves at all times in a manner appropriate to a professional person.

For the community experiences, students are expected to wear their clinical uniform

Students are free to use the simulated laboratory and computer laboratory for practice and/or study as necessary. Labs are to be kept clean and orderly at all times. All practice material should be returned to appropriate cabinets. Broken materials should be reported to the secretary in the nursing office immediately.

Instructors communicate with students about performance and progress in clinical areas using conference notes. Students demonstrate accountability and professional growth through evaluation of care administered to clients and achievement of course and self-selected learning objectives.

Note: On-Campus labs area considered to be clinical study. All students are required to attend. Failure to attend and to participate in these labs could mean failure for the clinical portion of the course. Students are responsible for making necessary arrangements to be present during on-campus lab times.

Computer Laboratory Assignments

The Computer Laboratory in the Department of Nursing has different review lessons in Pediatric Nursing which may be used by nursing students to help them learn content. The students are encouraged to utilize these lessons as much as possible. The faculty of the course have chosen one of the review series for all students to complete – the Saunders Review of Pediatric Nursing. All students in the course are expected to complete the Saunders pediatric review lessons. These lessons are for the students to review pediatric content and to have additional opportunities for study. Each student will complete (**by 4 PM on March 3, 2006**), the 100-item Saunders computerized examination to gain experience in taking both a standardized examination and a computerized examination. **The student must bring the Review Disk to the computer lab and take the examination in the presence of the computer lab coordinator.** At the time of the computerized examination, the examination score sheet will be printed out by the lab coordinator and turned in to the instructor. The computerized examination can be taken only once.

Completion of the computer lessons is to assist the student in doing well on the Saunders examination. Students who do not complete the lessons and who do not take the time to read the explanations carefully will not do as well on the examination. The computerized examination will be worth **2 %** of the course grade.

28-305 Nursing Care of the Child and Family
Clinical Objectives for Community Experiences

Students will be assigned to selected community experiences at day care centers, pre-schools, or schools, as well as other appropriate community agencies. While in the community settings, the students may be in an observation room or may work with a school.

Upon completion of this experience, the students should be able to:

1. Describe interactions with children in a day care, pre-school, or school setting.
2. Describe appropriate communication techniques when interacting with children of different ages.
3. Complete appropriate Pediatric Developmental Assessments on children of various ages.
4. Discuss the roles of the school nurse, child-care provider, or teacher.
5. Demonstrate appropriate professionalism, responsibility, and accountability while in the community setting.

**DEPARTMENT OF NURSING
ORGANIZING FRAMEWORK**

HUMANS

**INDIVIDUALS
FAMILIES
COMMUNITIES
GROUPS**

HOLISM

**BIOLOGICAL - PSYCHOLOGICAL - SOCIOLOGICAL - SPIRITUAL
(GROWTH AND DEVELOPMENT)**

HEALTH

**WELLNESS ILLNESS
ADAPTATION / MALADAPTATION**

HUMAN NEEDS

**PHYSIOLOGIC SAFETY AND SECURITY LOVE AND BELONGING
SELF-ESTEEM SELF-ACTUALIZATION**

ENVIRONMENT

INTERNAL AND EXTERNAL

NURSING

NURSING ROLES

**CARE GIVER
LEADER
RESEARCHER
CRITICAL THINKER
PROBLEM SOLVER
COMMUNICATOR
CHANGE AGENT
TEACHER
COUNSELOR
ADVOCATE
PROFESSIONAL SELF DEVELOPMENT**

NURSING PROCESS

**ASSESSMENT
ANALYSIS
DIAGNOSIS
PLANNING
IMPLEMENTATION
 Health Promotion & Illness Prevention
 Health Maintenance
 Health Restoration
EVALUATION**

Rev 6/2000

Delaware State University
Department of Nursing
28-305 Nursing Care of Child & Family

Worksheet for Grades

Name _____

I. Examinations:

Exam I (16%) _____ X .16 = _____

Exam II (16%) _____ X .16 = _____

Exam III (16%) _____ X .16 = _____

Exam IV (16%) _____ X .16 = _____

II. Final Exam (28%) _____ X .28 = _____

III. Computerized Exam (2%) _____ X .02 = _____

IV. Activities/Quizzes (2%) _____ X .02 = _____

V. Clinical Assignments (4%) _____ X .04 = _____

Total = _____

Theory Grade _____

Clinical Grade _____

Final Course Grade _____

Nursing Care of the Child and Family
Grading Sheet for Pediatrics Clinical Written Assignments

1.	Care Plan #1 with Growth Chart and Med Sheets (20 pts)	_____
2.	Care Plan #2 with Growth Chart and Med Sheets (20 pts)	_____
3.	Developmental Assessment of Infant (10 pts)	_____
4.	Developmental Assessment of Toddler (10 pts)	_____
5.	Developmental Assessment of Pre-School Child (10 pts)	_____
6.	School Experience Write-Up with Developmental Assessment of School-Age Child (10 pts)	_____
	Total	_____

Total Possible Points = 80

Total earned points _____ divided by 80 = _____ %

This score should be placed in the proper space on the Worksheet for Grades in the Course Syllabus.

ACADEMIC DISHONESTY FORM

Student: Please sign and return to course faculty:

I, _____, have received a copy and have read the policies regarding academic dishonesty within the Department of Nursing. I agree to uphold these policies while I am a student in the Department of Nursing at Delaware State University.

Course Number: _____

Date: _____

Signature: _____

Delaware State University
Department of Nursing
28-305 Nursing Care of Child and Family
Descriptive Guide for Clinical Evaluation

Directions:

Below are listed some of the behaviors by which the clinical outcomes can be met. The descriptors do not include every behavior to be performed, but are intended to give a general idea or scope. The descriptors correspond to the outcomes listed in the evaluation tool.

1. Applies concepts from biopsychosocial sciences and humanities to assist children and families from diverse cultural backgrounds in health promotion, maintenance, and restoration.
 - a. Applies concepts of growth and development when providing nursing care to children of various ages. Examples: recalls and uses information about normal newborn characteristics, Erikson's developmental tasks, Piaget's cognitive development, Kohlberg's moral development, Freud's psychosexual developments stages, norms for vital signs at different ages, role of play in children's development, normal growth patterns, etc.
 - b. Applies concepts from family theories when interacting with families in various stages of family development. Examples: recalls and uses information about definitions of family, family systems theory, Duvall's developmental stages of families, family structure and functions, family roles and relationships, etc.
 - c. Applies concepts relative to cultural diversity when caring for children and families of diverse cultures. Examples: recalls and uses information about social roles, ethnicity, effects of poverty, health beliefs and practices, impact of religion, etc.
 - d. Applies concepts from pathophysiology and pharmacology when providing nursing care to children of various ages and diverse cultures. Examples: recalls and uses information about pathology of diabetes, asthma, nephritis, other disease processes; classifications of congenital heart defects, actions and side effects of medications, calculations of safe doses for children, etc.
2. Utilizes the nursing process to meet the needs of children and families from diverse cultural backgrounds.
 - a. Assesses children using age or developmentally appropriate methods. Examples: establishes rapport with child before beginning the assessment, performs examination of infant or toddler in parent's lap, incorporates parent into assessment, pediatric variations in nursing interventions etc.
 - b. Interprets data related to developmental status or common health problems. Examples: contrasts adult and pediatric anatomy and physiology, impact of chronic illness on growth and development, why infants and young children are more at risk for dehydration, differentiating between diabetes mellitus and diabetes insipidus, calculation of adequate intake and output based on child's weight, etc.
 - c. Prioritizes nursing diagnoses for health promotion, maintenance, or restoration. Examples: selects appropriate nursing diagnoses based on child's age and medical condition, addresses developmental and family diagnoses, includes wellness diagnoses when appropriate, etc.
 - d. Plan expected outcomes for health promotion, maintenance, or restoration. Examples: describes expected goals, lists specific expected outcomes which would indicate goal has been met, etc.
 - e. Selects age or developmentally appropriate nursing interventions. Examples: selects words that are nonthreatening, uses play when explaining procedures, use of collection bag for urine specimen, uses appropriate methods of holding infants, gives liquid rather than tablet medications, administers medications with oral syringe, etc.
 - f. Performs basic nursing skills accurately and safely. Examples: feeds, bathes, dresses infants and young children; assesses vital signs correctly, insures safety at all times, correctly calculates medication dosages, etc.
 - g. Demonstrates age or developmentally appropriate teaching strategies. Examples: uses play with young child, incorporates school age or adolescent child in determining what and how they are to learn the material, teaches parents about care of child, etc.
 - h. Evaluates effectiveness of nursing care given. Examples: reassesses child after nursing intervention is completed, asks parent to describe effect of medication/treatment on child, etc.

3. Utilizes critical thinking strategies in the nursing process.
 - a. Demonstrates knowledge of normal and abnormal development. Examples: recalls age for closure of anterior fontanelle; discusses normal vital signs based on age, developmental tasks of Erikson, Tanner stages of sexual development, etc.
 - b. Analyzes data relative to a specific child and family. Examples: recognizes risk factors related to second hand smoke when parent smokes, compares child's blood pressure readings to norms for the age, discusses information about Hispanic values, beliefs, and practices when caring for a family from Mexico, etc.
 - c. Identifies alternatives in care for a specific child and family. Examples: asks parent to hold the thermometer in axilla of 2-year old, has "tea party" for 3-year-old who needs to increase fluid intake, encourages cultural practices that do not interfere with health, etc.
 - d. Uses research studies when providing rationale for evidence-based practice. Examples: provides documented rationale when writing care plans, cites nursing research when making class reports, etc.
4. Collaborates with children and families and members of the multi-disciplinary team in order to formulate interventions that assist in promoting, maintaining, and restoring health.
 - a. Uses developmentally or age appropriate communication techniques. Examples: uses play, "examines" stuffed animal, encourages school-age child to keep a diary, reassures young child by holding or cuddling, etc.
 - b. Uses therapeutic, culturally sensitive communication techniques. Examples: demonstrates awareness of differences in communication patterns among various cultures, allows older woman to make decisions about childcare in Hispanic family, shows respect by not making continuous eye contact in a Chinese family, etc.
 - c. Participates as a member of the health care team. Examples: completes clinical assignment in timely manner, communicates with agency staff concerning client's status, reports off at end of clinical study time, etc.
 - d. Demonstrates accurate and complete documentation. Examples: documents vital signs on graphic record, completes nursing flow sheets correctly, completes written care plans accurately and correctly, etc.
 - e. Demonstrates appropriate verbal communication. Examples: communicates in a professional manner in all interactions with clients, families, staff, peers, and instructors; refrains from use of slang, unprofessional language, or inappropriate language, etc .
5. Applies professional values, knowledge of legal and ethical concepts, and safety measures in the provision of nursing care.
 - a. Demonstrates preparation for clinical study. Examples: discusses pathophysiology , developmental level, and normal development of assigned client; recalls action and side effects of ordered medications; discusses theoretical medical management and nursing care; brings necessary equipment; etc.
 - b. Demonstrates professional behaviors. Examples: abides by Department of Nursing dress code, arrives for clinical study on time, uses appropriate verbal/non-verbal communication with instructor, peers, staff, clients and families, maintains confidentiality and privacy, etc.
 - c. Demonstrates integrity in all clinical behaviors. Examples: seeks assistance when needed, seeks validation when needed, is truthful in interactions with others, is truthful in recording of collected data, demonstrates respect for client and staff values, beliefs, and practices, etc.
 - d. Submits written assignments according to published schedule. Examples: turns written work in on time, asks for extension, if needed, before date assignment was due, etc.
6. Utilizes behaviors that demonstrate ongoing personal and professional role development.
 - a. Participates in pre/post conferences. Examples: prepared to discuss theoretical information about assignment, shares information about client or family yet respects confidentiality, demonstrates adherence to nursing values, etc.
 - b. Participates in self-evaluation of own clinical performance. Examples: completes written self-evaluation when it is part of written assignment, discusses own clinical performance with instructor, attends final clinical evaluation conference, etc.

Delaware State University
Department of Nursing
28-305 Nursing Care of Child & Family

Evaluation of Student Clinical Performance

Student's Name _____ Clinical Agencies _____

Semester _____

Clinical Instructor(s) _____

Number of Days Absent _____ Number of Days Late _____

S= Satisfactory U= Unsatisfactory

Clinical Outcome	S	U
<p>1. Applies concepts from biopsychosocial sciences and humanities to assist children and families from diverse cultural backgrounds in health promotion, maintenance, and restoration.</p> <ul style="list-style-type: none"> a. Applies concepts of growth and development when providing nursing care to children of various ages. b. Applies concepts from family theories when interacting with families in various stages of family development. c. Applies concepts relative to cultural diversity when caring for children and families of diverse cultures. d. Applies concepts from pathophysiology and pharmacology when providing nursing care to children of various ages and diverse cultures. <p>Comments:</p>		
<p>2. Utilizes the nursing process to meet the needs of children and families from diverse cultural backgrounds.</p> <ul style="list-style-type: none"> a. Assesses children using age or developmentally appropriate methods. b. Interprets data related to developmental status or common health problems. c. Prioritizes nursing diagnoses for health promotion, maintenance, or restoration. d. Plan expected outcomes for health promotion, maintenance, or restoration. e. Selects age or developmentally appropriate nursing interventions. f. Performs basic nursing skills accurately and safely. g. Demonstrates age or developmentally appropriate teaching strategies. h. Evaluates effectiveness of nursing care given. <p>Comments:</p>		

Clinical Outcome	S	U
<p>3. Utilizes critical thinking strategies in the nursing process.</p> <ul style="list-style-type: none"> a. Demonstrates knowledge of normal and abnormal development. b. Analyzes data relative to a specific child and family. c. Identifies alternatives in care for a specific child and family. d. Uses research studies when providing rationale for evidence-based practice. <p>Comments:</p>		
<p>4. Collaborates with children and families and members of the multi-disciplinary team in order to formulate interventions that assist in promoting, maintaining, and restoring health.</p> <ul style="list-style-type: none"> a. Uses developmentally or age appropriate communication techniques. b. Uses therapeutic, culturally sensitive communication techniques. c. Participates as a member of the health care team. d. Demonstrates accurate and complete documentation. e. Demonstrates appropriate verbal /non-verbal communication. <p>Comments:</p>		
<p>5. Applies professional values, knowledge of legal and ethical concepts, and safety measures in the provision of nursing care.</p> <ul style="list-style-type: none"> a. Demonstrates preparation for clinical study. b. Demonstrates professional behaviors; i.e. dress, attendance, verbal/non-verbal communication. c. Demonstrates integrity in all clinical behaviors. d. Submits written assignments according to published schedule. <p>Comments:</p>		
<p>6. Utilizes behaviors that demonstrate ongoing personal and professional role development.</p> <ul style="list-style-type: none"> a. Participates in pre/post conferences. b. Participates in self-evaluation of own clinical performance. <p>Comments:</p>		

Summary and Recommendations:

Student's Comments:

Clinical Instructor's Signature: _____

Date: _____

Student's Signature: _____

Date: _____

Developed 2003