Carol and Odis Peavy School of Nursing at the University of St. Thomas

Syllabus for CLINICAL COURSE

(Spring 2018)

Course Title: Holistic Nursing: Care of Children and Families
Course Number: NURS 3552
Semester: Spring 2018

Course Description: This 5 credit course (3 theory, 2 clinical/lab) introduces the student to basic child and family care. In line with current trends, there is significant emphasis on preventive and well child care. Basic concepts for provision of holistic care for the sick child from infancy through adolescence and his/her family will be addressed.

Placement: Undergraduate

Prerequisite(s): All nursing prerequisites for the nursing major/NURS 2342 Health Assessment, and NURS3651 Holistic Nursing: Care of Adults and Older Adults.

Credit Hours: 5 credits (3 theory; 2 lab/simulation/clinical)

Course Schedule: Days/Time when course generally meets (i.e, Wed. 9:00 – 12:00 pm)

Course Withdrawal “W” Date: The last day to drop course with a “W” is Monday, April 2, 2018.

FACULTY INFORMATION

Kristina Leyden, PhD, APRN, RNP-BC
Course Coordinator

Office: CSHP, First floor, Room 133
Email: leydenk@stthom.edu
Office: 713-525-3857
Cell: 713-823-2263
Office hours: Open door or by appointment

BIOSKETCH – Biosketch: Dr. Kristina Leyden is an Assistant Professor of Nursing at the University of St. Thomas Carol and Odis Peavy School of Nursing. She has been with the University since 2012. She grew up in the largest US state. Her college years kept moving her South. She graduated with her ADN in 1994 from Lewis and Clark Community College, Vancouver, WA; her BSN in 1996 from Washington State University, Vancouver,
WA; and her MSN in 1998 from UTMB, Galveston. Fortunately, she met her husband in Galveston and is forever destined for the heat of Houston! Ever since she has been practicing as a Family Nurse Practitioner and has always been involved in teaching in some capacity. She completed her PhD from UT-Houston, focusing on Chronobiology. She has 6 chickens, 5 kids, 3 cats, 2 dogs, 2 crested geckos, 2 lizards, 1 rooster and a partridge in a pear tree. In her spare time she runs crossroads cultural center with a friend. She loves art and everything that has to do with beauty. She is a self-proclaimed apothecarist, retrieving herbs from her own garden.

Name  Kristina Leyden, PhD, APRN, FNP-BC
Faculty Academic Coach (FAC)
This faculty will help tutor students, in individual or group sessions, who need academic coaching related to the course content.

Heidi Gilroy, PhD, RN, APHN-BC
Clinical Instructor
Email:  gilroyh@stthom.edu
Cell:  832-978-6239
Office hours:  By appointment

Kathy Nash, RN, PhD
Clinical Instructor
Email:  kanash1962@gmail.com
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Kelle Phan, RN, MSN, NNP-BC
Clinical Instructor
Email:  hphan@stthom.edu
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Vicki Williams, RN, MSN, FNP-BC
Lab & Clinical Instructor
Email:  williavj@stthom.edu
Cell:  713-824-0192
Office hours:  By appointment
REQUIRED COURSE RESOURCES


Hamilton, R. J. (2017). *Tarascon pocket pharmacopoeia* (30\textsuperscript{th} ed.). Sudbury, MA: Jones & Bartlett. (or newer)

Silvestri, L. A. (2017). *Saunders comprehensive review for the NCLEX Examination* (7\textsuperscript{th} ed.). St. Louis, MO; Elsevier.

Recommended Resources

Additional Resources:

American Academy of Pediatrics. [www.aap.org](http://www.aap.org). The AAP is dedicated to promoting the health of all children. The site has a high degree of professional credibility and contains many resources for parents and professionals.

LEARNING OUTCOMES

Course Goals & Objectives

Using the application of course content, participation in the learning activities, and the related assessment techniques, you will be able to demonstrate measurable skills for the following objectives:

1. Integrate theoretical knowledge from arts and sciences in the demonstration of beginning clinical reasoning skills with children and families.
2. Integrate concepts of: holistic care, family-centered care, and evidence-based practice into the care of individual children and families.
3. Apply reflective thinking as a habit within pediatric nursing practice.
4. Develop a beginning clinical specialty knowledge base to provide safe care to children and families.
5. Provide developmentally appropriate health education to children and families.
6. Identify relevant applications of genetics and genomics in pediatric care.
7. Identify risk factors and prevention strategies for priority pediatric health concerns.
8. Integrate ethical standards, professional role, and culturally competent care in a pediatric perspective to nursing care.
9. Demonstrate teamwork with students, faculty, and clinical staff in the shared learning and discovery process.

Clinical Course Goals & Objectives

The goals of clinical nursing education are to enable the students to apply theoretical learning, develop communication skills, perform safe therapeutic intervention, exhibit caring behaviors, apply ethical perspectives and develop critical thinking skills. In the clinical setting the student will have the opportunity to:

1. Applies nursing and developmental theories to the care of children and families.
2. Demonstrates therapeutic communication skills with patients and families.
3. Builds beginning collegial relationships with clinical team members, including faculty and students.
4. Implements holistic and evidenced-based nursing plans of care based on the nursing process and principles of pediatric care.
5. Utilizes clinical reasoning to provide a safe and therapeutic care environment for patients and families.
6. Demonstrates beginning proficiency in psychomotor skills.
7. Delivers care in an organized, efficient manner.
8. Uses information technology appropriately in the delivery of care.
9. Incorporates values of the profession in the delivery of care.
11. Provides culturally-sensitive pediatric care.
13. Identifies areas of self-growth through reflective practice.

PRINCIPAL UNITS OF THE COURSE (Topical Outline)

I. Introduction to the Course
   a. Pediatric philosophy and perspective
   b. Assessment
   c. Screening and development

II. Communication, health promotion, immunizations
    a. Targeting to appropriate developmental level
    b. Cultural perspectives

III. Healthy Problems
    a. Infancy
       i. Growth & nutrition
       ii. Play
       iii. Developmental screening
       iv. Attachment & development of trust
       v. Anticipatory guidance
       vi. Injury prevention & Shaken baby syndrome
    b. Toddlerhood
       i. Autonomy (feeding issues and toilet training)
       ii. Growth & nutrition
       iii. Play & selection of toys
       iv. Body image
       v. Injury prevention: burns, drug poisonings, lead, FB, child abuse, FB aspiration/ingestion
    c. Preschool years
       i. Initiative
       ii. Play
iii. Fears
iv. Obesity & genomics
d. Cognitive, moral and spiritual development throughout childhood
e. Parenting the child with a special needs chronic illness
   i. Stages of grief
   ii. Adjustment
   iii. Parenting skills
   iv. Parenting support

IV. School age/adolescent promotion and health problems
a. School age
   i. Industry
   ii. Nutrition, obesity
   iii. School issues & skin infestations
   iv. Discipline
b. Adolescence
   i. Identity & cognitive development
   ii. Nutrition, anorexia & bulimia
   iii. High risk behavior: accidents, STDs
   iv. Sexual maturation, acne

V. Family-centered care of:
a. The hospitalized child
   i. Child stressors: separation anxiety, loss of control, body image distortion, pain, & concept of critical stages
   ii. Stressors on the parents and siblings
   iii. Nursing strategies including pain management & CAMs
b. The dying child
c. The child and family during a catastrophic event

VI. Child with disturbance of Fluids and Electrolytes
a. Vomiting and diarrhea
b. GU diseases with features unique to children: UTI, vesicoureteral reflux, nephrotic syndrome, displaced urethral openings, exstrophy of bladder, APSGN
c. Inflammatory GI diseases
d. Obstructive GI diseases

VII. Child with problems r/t respiratory and cardiac
a. Asthma & eczema
b. Bronchiolitis, RSV, pneumonia
c. Croup syndromes
d. Otitis
e. CF
f. Classification of Congenital heart defects:
   i. Defects with Increased blood flow
   ii. Obstructive defects
   iii. General findings, assessment, interventions and nursing care
g. CHF, Rheumatic fever, & Kawasaki disease
VIII. Child/family Pain
   a. Cognitive delays
   b. Hospitalized child
IX. Child with problems r/t GU
X. Child with problems r/t mobility/integumentary
   a. Congenital defects
   b. Scoliosis
   c. JRA
   d. Osteomyelitis
   e. Burns
XI. Child with problems r/t circulation and blood disorders, oncology
   a. Anemia
   b. Iron Deficiency
   c. Sickle cell
   d. Various cancers
XII. Child with endocrine dysfunction: diabetes
XIII. Child with neuromuscular conditions
   a. Neuromuscular defects
   b. Neural tube defects: spina bifida, hydrocephalus

METHOD OF ASSESSMENT

Successful Completion of a Nursing Clinical Course is defined as follows:

1. Weighted 75% test average or higher. Student must achieve a 75% weighted course average on tests for other evaluative components to be added for final course grade. Students who do not achieve 75% weighted average will be awarded his/her exam average grade as a course grade.
2. Completion of all course assignments and tests.
3. Completion and submission of clinical assignments and written work.
4. Achievement of a final course grade of C or higher (> 75).
5. A satisfactory clinical evaluation.
6. Final course grades at 0.5 or higher will be rounded up.

Methods of Instruction

- Assigned readings from required textbooks
- Online instruction and activities via Blackboard and Evolve
- Small group work
- Class discussion
- Adaptive quizzing
- Art therapy Reflective journal
- Clinical and laboratory activities
• Teaching Project

HESI Specialty Exam

A HESI specialty exam will be administered twice in this course. All students are required to complete the online HESI remediation for HESI Specialty Exam #1 before finals week. The higher raw score will be used for readiness and progression assessment. The higher conversion score of the two HESI exams will be recorded in the grade book as the final exam grade. This exam is 25% of the course grade.

Dosage and Solutions Exam

Students must score 90% on the first Dosage and Solutions Exams/Quizzes in order to be able to start clinical. If a student is unable to achieve 90% course, he/she will not be able to do the clinical component of this course and will be required to drop/withdraw from this clinical course.

Skills Laboratory/Simulation

Evaluation

Adaptive quizzing (done throughout semester)........................................................................................................ 5%
HESI Case Studies (6)* .............................................................................................................................................. 5%
Exam 1........................................................................................................................................................................ 15%
Exam 2........................................................................................................................................................................ 15%
Exam 3........................................................................................................................................................................ 15%
HESI 1/HESI 2** ........................................................................................................................................................ 25%
Teaching/learning project........................................................................................................................................... 10%
Reflective Journal (For hospital Rotation).................................................................................................................. 5%
Professional development (class/clinical on-time/appropriate dress/prepared)......................................................... 5%
Pediatric Dosage and Solutions................................................................................................................................. P/F***
Clinical evaluation...................................................................................................................................................... P/F***

Total 100%

* The average of 3 attempts will be recorded.
**The higher of the two grades will be recorded.
***Failure to pass these areas may result in failure to progress in this course or the program.

Course Grading Rules

Students are responsible for monitoring their own grades in Bb under the My Grades tab. Any discrepancies must be reported to the Course Coordinator in a timely fashion.

Grades are awarded based on the following scale:

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<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
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<td>A-</td>
<td>90 - 94</td>
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<tr>
<td>B</td>
<td>81 - 83</td>
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<tr>
<td>C+</td>
<td>78 - 80</td>
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<tr>
<td>D+</td>
<td>69 - 71</td>
</tr>
<tr>
<td>D</td>
<td>65 - 68</td>
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</tbody>
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Testing Average
Students must receive a **75% weighted average or above on all testing items** in order to receive a passing score for the course. Faculty and students may use the grade calculator to calculate the weighted test average by following these instructions:
1. Log into Blackboard
2. Scroll down to My Organizations
3. Click on SON Faculty Resources Center or SON Student Resources Center
4. Go to the left side, 3rd section of the black tabs, and click on Grade Calculator. It takes a few sections to populate but the Mercer University Weighted Average Grade Calculator appears.
5. Type in the required information in the fields and click Calculate Course Grade.
6. If necessary you can click Instructions at the top of the calculator for more information.

Students who receive a test grade below a “C” will be referred to the Faculty Academic Coach (FAC). Students may review their course exams during a 2-week period following exams by scheduling an appointment with the Course Coordinator or Faculty Academic Coach (FAC).

PEAVY SCHOOL OF NURSING (UST-PSON) COURSE POLICIES

1. **Attendance/Tardiness/Participation**

   (a) **Attendance:** Class attendance is required and the student is responsible for all material covered. If the student is not able to attend class, the student is to notify the instructor before the missed session. Failure to notify the instructor could constitute an unexcused absence as determined by the Course Coordinator.

   (b) **Absence and Tardiness Policies:** Absences and tardiness are recorded beginning from the first class session after the student has enrolled in the course. Course Coordinators are not obligated to allow students to make up work they miss due to unexcused absences. Students who have excessive absences will be at risk for failing the course, might not be allowed to take the final exam, or might receive an Incomplete. (Course Coordinators may apply additional attendance policies as deemed appropriate to individual courses). Refer to the **UST-PSON Undergraduate Nursing Student Handbook**.

   (c) **Dropping a Class:** **YOU MUST OFFICIALLY DROP OR WITHDRAW FROM A COURSE.** Once a student registers for a course, the student will receive a grade for the course unless the drop or withdrawal process is completed through the Registrar’s Office. This includes students who may have **never** actually attended class or who may never have completed payment of tuition and fees for each course.

   (d) **Computer Use Policy:** Students may use their own personal electronic devices to take notes or refer to class materials in class but **NOT** during quizzes or exams. Students will
be told to turn off electronic devices if they are being used in ways that are not permitted in the classroom and during exams/quizzes.

**(e) Mobile Electronic Devices:** All personal electronic mobile devices will be kept on vibrate or silent mode. No texting or talking on phones is permitted during class time. Any personal recording during class requires the instructor’s permission. All emergency situations must be handled outside of the classroom environment.

**(f) Netiquette:** Refers to the generally accepted rules of behavior for communicating in an online environment.

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**Please follow these guidelines in all your online responses and discussion groups.**

**RESPECT.** We would like to suggest respectful exchanges as a basic ground rule. We feel that informational errors should be pointed out respectfully (even if stated strongly). Disagreements that honor the viewpoints of the various contributors are productive and can lead to new learning and understanding. If you use abusive or offensive language, you will be blocked from the discussion area and potentially removed from this course. If that is the case, you will not receive a refund of your tuition or fees.

**PRIVACY.** Keep in mind not only your own privacy rights but others’ as well. Do not reveal any information that you deem private.

**BE CONSIDERATE** of grammatical/spelling errors.

**REMEMBER** that humor and satire are often misinterpreted online. Communication is more than words. So be prepared for some misunderstanding and requests for clarification.

**BE SUPPORTIVE.** We are all still learning. Our job is not to judge or condemn or even praise, although genuine encouragement is a necessary ingredient. We are here to provide information, to address topics in a discussion forum, and to provide assistance in helping each participant use her/his own unique learning style. Reflection generally precedes growth. So reflect upon what is said, provide sincere comments, and hopefully, we will all grow.

One good way to avoid problems is to reread your postings before sending them. Something written in haste may be misread.

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2. **Missed Assignments/Exams and Late Assignments**

   **(a) Missed Tests/Quizzes:** Students who are not able to take a test when it is scheduled must notify the faculty member as soon as possible before the test period begins. The Course Coordinator will determine the make-up process, if any.

   **(b) Late Work:** Assignments are due at the beginning of the class period unless otherwise indicated. All late papers/assignments will have five (5) points deducted per day, this
includes weekend days. Due dates will be provided in the course calendar. Assignment guidelines and grading rubrics will be provided in Bb.

(c) **Incomplete Grades:** The faculty may grant an incomplete if a student has not met all of the criteria for passing the course. Such situations may include students who have a documented emergency in the last few days of a semester.

3. **Testing Policies**

Exam Regulations

(a) UST-PSON Classroom Exam Agreements

- All bags are placed in provided shelving of classroom.
- All personal items (including phones) are placed in provided shelving of classroom.
- All phones MUST be off or silenced.
- No bottles or food on desks at any time.
- Test items should never be copied/pasted/forwarded/photographed or reproduced in any form.
- Scrap paper will be provided by faculty.
- Scrap paper must be returned to faculty with the student’s name on it when the student completes the exam.
- Concerns about specific test questions should be written on scrap paper and personally handed to faculty at the end of the exam.
- Students cannot leave the classroom for any reason during the exam (except for exams lasting more than 2.5 hours and only one student may leave at a time).
- Students must exit the classroom quietly immediately after completing the exam.

(b) Students must direct all questions and concerns to the exam facilitator by raising their hand. Failure to comply may lead to student being asked to leave the classroom.

(c) Students will not be allowed into the classroom to take the exam after the scheduled start time. The Course Coordinator will determine the consequences of missing the exam(s).

4. **Academic Integrity of Student Work**

UST students should demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course. The current *UST Student Handbook* is located in Bb under My Organizations, then SON Student Resources.

The *UST-PSON Undergraduate Nursing Student Handbook* contains detailed information on plagiarism and related policies. The *UST-PSON Undergraduate Nursing Student Handbook* is
located in Bb under My Organizations, then SON Student Resources. Students are held accountable for knowing and adhering to these policies.

5. **Policy on Written Assignments**

The *Publication Manual of the American Psychological Association* (most current edition) is the required style manual that must be used in writing papers in the UST-PSON.

6. **ADA Student Accommodations**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008, the University of St. Thomas will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities for students who need accommodations. The University must balance the individual’s right to receive equal access and the University’s right to ensure the integrity of its programs. Students should be aware of and take into consideration if their accommodations conflict with the AACN (2001) *Nursing Essential Functions* as identified in the *UST-PSON Undergraduate Nursing Student Handbook*.

Students seeking academic accommodations must schedule an intake appointment in the Office of Counseling and Disability Services (CDS) on the 2nd floor of Crooker Center. This office is open Monday through Friday, 9 am – 5 pm. To receive accommodations, students must provide information that validates that a disability exists. This may include professional documentation that identifies the disability and indicates substantial limitations in daily activities as they relate to the academic environment. Each student’s situation is individually assessed and reviewed. Once approved, letters of accommodation (LOAs) are issued and the student should distribute them to their Course Coordinator and Academic Advisor. Academic accommodations are not applied retroactively; it is best to request new LOAs early each semester.

Students should contact the Course Coordinator immediately if new needs arise. Students can see the instructor before or after class or request another time to discuss such matters. Confidential information regarding accommodations is only shared with faculty, staff, or administration on a need-to-know basis with the student’s written permission.

For more information about Disability Services, contact CDS at 713-525-6953 or 713-525-2169.

7. **Course and Instructor Evaluations**

There is an end of semester evaluation for this course and the Course Coordinator. This evaluation is confidential. Students are strongly encouraged to complete the evaluations.
because input is very valuable. Instructions on how to access evaluations will be provided two to three weeks before the end of each semester.

**METHODS OF BLENDED LEARNING**

Blended learning is an educational approach that assesses and integrates the strengths of face-to-face, mobile, and online learning to address a course’s educational goals. The use of multiple interactive learning environments outside the classroom makes interaction inside the classroom more effective and productive. All SON courses are offered in a blended learning or completely online format. These formats incorporate teaching and learning activities using online and/or face-to-face methods of instruction. Blackboard (Bb), a web-based management system, houses the main components of the courses. Course content, assignments, due dates, and quizzes will be provided through Bb. Students must use UST email to respond to the course instructors and peers about assigned topics. Students must participate in all online (graded or ungraded) activities.

This course has content/activities delivered from multiple directions and multiple dimensions both synchronous and asynchronous. This course has three main components:

- **The Syllabus** which has key information for the course along with course guidelines and expectations.
- **Grading Rubrics** which communicates grading guidelines. It can also provide the student with a basis for self-evaluation, reflection, and peer review.
- **Course Content Outline /Calendar** which communicates class date, time, and location; assignments and exams that are due in both environments, in and out of class; and clinical rotation times, depending on type of course.

**Some Helpful Information**

- **Access to internet** – You must have daily access to the internet and use Bb site regularly between classes to keep up with announcements and to complete assigned activities.

- **Learning is not a spectator sport** – You are expected to take responsibility to actively use the online materials and manage your time so that you complete assigned readings and online activities in between face-to-face sessions.

- **Use of new technologies** – Online tutorials on the use of Bb tools are located at [http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf?Page_ID=5512](http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf?Page_ID=5512). Training on how to use other required technologies will be provided to students by the faculty as needed.
- **Student resources**: Students are encouraged to access the UST library as well as other appropriate internet sources as needed.

- **Library Link** – Nursing Section [http://libguides.stthom.edu/Nursing](http://libguides.stthom.edu/Nursing)

- **Student computing services** – **Call the UST Help Desk at 713-525-6900** or email Ithelp@stthom.edu. Available services are detailed on their website.

- **Nursing Success Center (NSC)** – Provides academic boot camps, peer mentoring, state board licensing preparation, and social events for nursing students.

**CLINICAL EXPECTATIONS AND GUIDELINES**

Clinical objectives for this course are listed above in this syllabus under Clinical Course Goals & Objectives. The clinical component of this course is graded as Pass or Fail. This clinical experience meets the requirement for the Texas Board of Nurses. The student will demonstrate skills and knowledge learned in the classroom and simulation laboratory during supervised clinical experiences.

**Clinical Failing Behaviors**: Clinical failing behaviors are based on the *Texas Board of Nursing Standards of Professional Practice §217.11 and Unprofessional Conduct rules §217.12* ([http://www.bon.state.tx.us/nursinglaw/pdfs/bon-rr-0910.pdf](http://www.bon.state.tx.us/nursinglaw/pdfs/bon-rr-0910.pdf)). A list of clinical failing behaviors is in the *UST-PSON Undergraduate Nursing Student Handbook*. Some examples include but are not limited to:

- Performance is unsafe.
- Questionable decisions are often made.
- Lacks insight into own behaviors and that of others.
- Significant difficulty in adapting to new ideas/functions.
- Continues to need additional guidance and direction beyond a reasonable period of time.
- Demonstrates professional misconduct.

**Criteria for Clinical Grading**: Criteria for each clinical competency on clinical evaluation forms is rated as meets, exceeds, or does not meet expectations. Critical items require a rating of at least “meets expectations” on the final evaluation.

**Clinical Attendance**: Students are expected to attend all of the clinical hours for this course in order to meet required learning outcomes. The Course Coordinator or Clinical Instructor will contact students in the event that clinical is cancelled due to inclement weather or emergency situations. Attempts will be made to schedule clinical make-up days. Failure to arrive at the clinical site during a scheduled assignment without at least two hours prior notification to the clinical instructor may result in failure of a clinical course, as determined by the faculty.
Students who are unable to complete required clinical hours due to excused clinical absences may receive an Incomplete in the course. An Incomplete may result in delayed progression in the academic program.

**Clinical Preparedness:** Students are expected to arrive at the clinical agency prepared to care for assigned client(s). Students who are not prepared to care for assigned clients may be sent home and will receive a written warning for that clinical day. Students may be required to submit an assignment (e.g., written paper, formal presentation) to the clinical faculty following established criteria in addition to completing all of the clinical hours for this course. This includes professional appearance and uniform requirements. Refer to the most current *UST-PSON Undergraduate Nursing Student Handbook.*

**Clinical Dress Policy:** Uniforms and name badges are worn when on duty in the hospital and in the community during the clinical nursing experience. Attire must be neat and appropriate. Students not following the dress code may be sent home and will receive a written warning for that clinical day. Review the *UST-PSON Undergraduate Nursing Student Handbook* for detailed information regarding the dress policy.

**Clinical Evaluations:** The purpose of clinical evaluations is to provide feedback to the student and faculty. Students will be asked to complete clinical evaluation forms about self-evaluations, faculty evaluations, and clinical site evaluations. Formative feedback is provided during each clinical experience. Clinical warnings may be issued any time during the clinical rotation.

**LAB EXPECTATION AND GUIDELINES**

**Lab Description**

Skills labs are conducted to provide the student with opportunities to practice application of theory to simulated clinical situations. Content for each lab is based on theory topics from the classroom portion of the course. Labs are a required activity for all students. Skill lab failure will directly result in course failure.

**Lab Objectives**

1. Develop beginning clinical skills to efficiently provide safe care to children and families.
2. Utilize patient simulation laboratory to learn necessary skills in a controlled setting.
3. Learn techniques to safely implement or maintain therapies in children and families.

**Lab Simulation**

Each of you will participate in a Sim-Care, the third tier of our simulation model.

3rd Tier: Sim-Care
This lab consists of small group work taking care of one simulated patient with an acute or critical problem and observing other small groups with additional scenarios. This learning environment will help you develop your clinical judgment.

**Simulation Evaluation**

Sim-Care evaluation is the portion of the course in which there is a pass/fail component for learned, psychosocial skills, and clinical judgment. In ability to pass Sim-Care will result in remediation and retake allotment. Simulation failure, including retake allotment, may directly result in course failure regardless of theory component.

**Lab Dress Policy**

Same as Clinical Dress Policy above.

**In-Class Quizzes/Adaptive Quizzing**

In-class quizzes are administered prior to lecture to ensure activity preparation for the week. Adaptive quizzing corresponds to module content. Adaptive quizzing is the method used for this course. Quizzes will be assigned on a weekly basis. Quizzes on content areas prior to the exam covering that content are due prior to that exam. Students will receive credit based on times of completion. It is strongly suggested you completely them weekly.

**CLASS SCHEDULE**

See schedule in Blackboard


Revised and Approved by SON Faculty – December 2014

Revised:  April 21, 2016 AC
June 20, 2017  AC/jsc
September 29, 2017 – AC/jsc
NURS 3552 Holistic Nursing: Care of Children and Families

Acknowledgement of Receipt of Course Syllabus

Course faculty will review the syllabus on the first day of class. I understand that it is my responsibility to read the syllabus which is available on Blackboard. If I am unclear about any portion of the syllabus, I will ask for clarification from the Course Coordinator, as well as, refer to the UST-PSON Undergraduate Nursing Student Handbook and the UST Student Handbook.

This form must be signed on or before the 2nd week of class.

Initial the following statement and sign below. This form will be placed in your SON student file.

_______ I acknowledge that I have access to the online NURS 3552 Holistic Nursing: Care of Children and Families course syllabus.

_______ I acknowledge that I have read the syllabus and that I have been given an opportunity to ask questions about the details of the course.

_______ I acknowledge that I understand the methods of evaluation and course grading rules.

_______ I acknowledge that I have sufficient information to sign this form. I understand its contents.

Printed Name: __________________________________________

Student Signature ____________________________ Date: ____________

Revised and Approved by SON Faculty – December 2014
HIPAA/CONFIDENTIALITY AGREEMENT

NURS 3552 Holistic Nursing: Care of Children and Families

Protected Health Information (PHI) is individually-identifiable information that includes, but is not limited to, patient’s name, account number, birth date, admission and discharge dates, photographs, and health plan beneficiary numbers. PHI includes patient information based on examination, test results, diagnoses, response to treatments, observations, or conversations with patients. This information is protected and patients have a right to the confidentiality of their patient care information whether this information is in written, electronic, or verbal format.

Faculty and students enrolled in the Peavy School of Nursing (PSON) program have access to patient information. Students are exposed to PHI during their clinical rotations in healthcare facilities. Medical records, case histories, medical reports, images, raw test results, and medical dictations from healthcare facilities are used for student learning activities. Students and responsible faculty may also be issued computer passwords to access PHI. Therefore, all patient identification must be removed from all submitted assignments and all healthcare information must be protected and treated confidentially.

Directions: Initial each row to accept responsibility for upholding the PSON Policy on Confidentiality of Personal Health Information.

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<tr>
<th>Initial</th>
<th>Policy</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>It is the policy of the PSON to keep PHI confidential and secure.</td>
</tr>
<tr>
<td>2.</td>
<td>Any or all PHI, regardless of medium (paper, verbal, electronic, image or any other), is not to be disclosed or removed from the clinical agency.</td>
</tr>
<tr>
<td>3.</td>
<td>Whether at the school or at a clinical site, students are not to discuss PHI, in general or in detail, in public areas under any circumstances, including hallways, cafeterias, elevators, or any other area where unauthorized people or those who do not have a need-to-know may overhear.</td>
</tr>
<tr>
<td>4.</td>
<td>Unauthorized removal of any part of original medical records is prohibited. Students and faculty may not release or display copies of PHI. Case presentation material will be used in accordance with healthcare facility policies.</td>
</tr>
<tr>
<td>5.</td>
<td>Students and faculty shall not access data on patients for whom they have no responsibilities or “need-to-know” the content of PHI concerning those patients.</td>
</tr>
<tr>
<td>6.</td>
<td>When computer IDs and passwords are assigned to individual students and faculty, students and faculty are responsible and accountable for all work done under the associated access.</td>
</tr>
<tr>
<td>7.</td>
<td>Computer ID or passwords may not be disclosed to anyone. Students and faculty are prohibited from attempting to learn or use another person’s computer ID or password.</td>
</tr>
<tr>
<td>8.</td>
<td>Students and faculty agree to follow the agency’s privacy policies.</td>
</tr>
<tr>
<td>9.</td>
<td>Breach of patient confidentiality, by disregarding PHI policies, may be grounds for dismissal from the agency and/or from the PSON nursing program.</td>
</tr>
</tbody>
</table>

• I agree to abide by the above policies and other policies at the clinical site. I further agree to keep PHI confidential.
• I understand that failure to comply with these policies will result in disciplinary actions.
• I understand that Federal and State laws govern the confidentiality and security of HIPAA/PHI information and that unauthorized disclosure of PHI is a violation of laws and may result in civil and criminal penalties.
• I understand that this signed form will be placed in my PSON student file.

__________________________________  __________________________  ____________
Printed Name                      Signature                           Date