



Course Number: NURS 245
Course Title: Promotion of Adaptation in Children
Course Term and Year: Spring 2010

Course Section: Blount Site: ZO
Harrogate Site: AO
Meeting Time and Place: Tuesday 9:00am – 10:50am
Course Credit Hours: 3 hr

FACULTY CONTACT INFORMATION

Course Coordinator: Amy Pettit MSN, RN

Blount: Amy Pettit MSN, RN
amy.pettit@lmunet.edu
865-545-8107

Harrogate: Shelley Wieting, Ed.S., RN, CRRN
shelley.wieting@lmunet.edu
423-869-6317

- I. COURSE DESCRIPTION:** A 2hr lecture/1hr clinical course utilizing the RAM nursing process to promote adaptation in children; specifically, focuses on adaptive and ineffective responses seen in infants, toddlers, preschool children, school-age children, adolescents, and their families. Physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states examined. Use of current research findings in promotion of adaptive physiologic, self concept, role function, and interdependence responses in children and their families. Clinical experiences occur in community and/or hospital settings. (**Prerequisites: NURS 115, 125, 126, PSYC 221**) (**Pre-or co-requisite: NURS 241**)
- II. COURSE OBJECTIVES:** Students who successfully complete NURS 245 will be able to demonstrate in the clinical/campus laboratory setting, in individual and group conferences, and on written materials the ability to:
1. Identify major physiological and behavioral adaptive responses and deviations associated with the four adaptive modes in infants, toddlers, preschool children, school-age children, and adolescents.
 2. Analyze the role of the nurse in the care of children and their families.
 3. Utilize the Roy Adaptive Model (RAM) nursing process for delivery of comprehensive nursing care to children and their families.
 4. Demonstrate effective therapeutic communication skills during interactions with children and their families.
 5. Perform technical skills necessary for providing nursing care for children experiencing adaptive and / or ineffective responses in hospital and / or community settings.
 6. Describe use of teaching / learning strategies when providing comprehensive nursing care for children and their families.
 7. Describe current research findings related to the delivery of comprehensive nursing care

- to children and their families.
8. Demonstrate application of safety measures when providing nursing care for infants, toddlers, preschool children, school-age children, and adolescents and their families.
 9. Function within the legal / ethical and clinical standards of nursing practice when providing care for children and their families.

III TEXTS/MATERIALS FOR THE COURSE:

Wong, D., Hockenberry and Eaton. (2004) *Essentials of pediatric nursing*. (8th ed.). St. Louis: Mosby, Inc.

Murphy, A. (2005). *Study guide to accompany Wong's essentials of pediatric nursing*. (8th ed.). St. Louis: Elsevier / Mosby.

Kee, J. L., Hayes, E.R., & McCuiston, L.E. (2006). *Pharmacology: A nursing process approach* (6th ed.). St. Louis: Mosby.

Wissmann, J. (Ed.) (2008). *Nursing Care of Children* (Ed. 7.0). Overland Park, KS: Assessment Technologies Institute®, LLC.

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

A. Fulfill course requirements.(See LMU Nursing Student Handbook Online 2009- 2010.)

1. Attendance requirements:

- a. Attendance will be taken each class period (lecture/exam). To be counted present, the student must be present for the ENTIRE class period.
 - b. Study labs will be provided in each ASN clinical course for faculty to expand on content presented in lecture. Attendance at these study labs is mandatory for ALL students until after the first course exam. After this time, the study labs are mandatory for students who do not have a course average of 83 or greater. Students with course averages of 83 or greater are encouraged to attend the study labs. Attendance will be taken at each study lab. To be counted present, the student must be present for the ENTIRE study lab.
 - c. After two (2) absences (lecture/exam/study lab) in one semester, it may necessitate that the student withdraw from this NURS course. The student is to contact the Lead Faculty to arrange for withdrawal from this NURS course.
2. **Cell phone usage is NOT permitted in the classroom or clinical area.** This includes, but not limited to, talking on the phone, checking messages and text messaging. If a student uses a cell phone during class or clinical, they will be asked to leave and counted absent for that day.
 3. Taping of lectures is a privilege which may be granted by the individual faculty member, but it is up to students who wish to tape lectures to ask permission, and not simply assume permission. Students should ask for permission at the beginning of the semester with each individual faculty member.

B. Written Requirements

1. Tests and Examinations:

- a. 6 exams are scheduled.

Test dates and times are specified on the lecture schedule. Completion of ALL exams (classroom and course assessment exams) is required to receive credit for NURS 245.

Instructions regarding Course Assessment Exams:

1. The student must register get a user name and password for Course Assessment Exams.
 2. If technical assistance is needed call: 1-800-667-7531. Office hours of support are Monday – Friday, 7am-6pm Central Standard Time.
 3. The faculty at each site will make arrangements for each Course Assessment Exam. Some exams will be administered via paper/pencil and some via the computer.
 4. If the Course Assessment Exam is for completion only (satisfactory/unsatisfactory), the student will be required to take the exam and turn in the grade sheet by a date specified by the faculty. If the Course Assessment Exam is not taken, completed and turned in by the specified time, the student will not be allowed to take a specific scheduled course exam and will receive a zero for that course exam.
 5. If the Course Assessment Exam is for a % of the course grade, the student will be required to take the non-proctored exam that corresponds to the Course Assessment exam and make at least a 90%. The student must present this grade sheet the day of the scheduled Course Assessment Exam in order to take the exam. If this grade sheet is not presented with at least a 90% grade or the student does not complete the Course Assessment exam at the scheduled time, a grade of zero (0) will be recorded.
- b. A dosage calculation quiz must be taken and the student must achieve a score of 80% before being allowed to pass medications in the hospital. If the student does not achieve 80% on the second attempt and is not allowed to pass medication, the student will receive an unsatisfactory grade in clinical and will NOT be allowed to continue in the course. **Students will have a maximum time limit of 30 minutes.**

Rules regarding tests and examinations:

1. All students are expected to take exams as scheduled. Students are required to notify the faculty by phone or email prior to the scheduled exam time if they are not going to be present. Students are given faculty contact information in each NURS course syllabi and are expected to have it available at all times. If for any reason a student is unable to leave a message for the faculty member via the contact information provided, it is the student's responsibility to contact the Nursing Office on campus (1-800-325-0900, ext. 6324) and talk to the Nursing Secretary or leave a message on her voice mail. Please remember to state you are unable to take the exam and be specific as to the course, the faculty's name and the site you attend. **Any student that does not notify the appropriate faculty will receive a zero for the exam.**
2. The faculty will determine the date and time of any alternate make-up exam. **If the student does not make up the exam on the scheduled date and time, the student will get a zero on the exam.**
3. All electronic devices (pagers, cell phones, PDA's, etc), personal belongings

- (book bags, purses, coats) are prohibited during examination times. Students may only bring into the exam room pencils and a simple calculator. Students must make arrangements for their other personal belongings during test time.
4. Ball caps or hats with any type of brim will not be allowed to be worn during exam administration.
 5. Simple calculators are the **ONLY** calculators allowed during test time. Scientific calculators or those combined with cell phones, PDA's, or other electronic devices are not permitted. If a student presents to an exam with any calculator other than a simple calculator the faculty will collect the calculator and the student will be required to do mathematic calculations by hand only. Calculators collected prior to the exam will be returned after the exam.
 6. Editorial corrections will be given at the beginning of the exam. If corrections to the exam are needed once the exam has started, the faculty will interrupt the exam and announce the correction and also write it on the board.
 7. Any student who has questions during the exam must raise his/her hand and stay seated.
 8. The student must not leave his/her seat until the exam is finished, except for emergencies.
 9. The exam will be timed. The time for exam booklets to be turned in and for class to resume will be written on the board. Any student entering late will be required to turn his/her exam at the stated time.
 10. **Violation of ANY of the above policies will result in a zero (0) for that exam.**
 11. After the exam is finished, the student has the following options:
 - a) Return to his/her seat, and remain quiet until class resumes.
 - b) Leave the classroom. (If the student chooses to leave the room, he/she may not reenter until class resumes.)
 12. Nursing Faculty will review and score exams during the week after the exam is given. Individual student grades will be available and posted one week after the exam has been given. Faculty will post exam grades on Blackboard.
 13. Faculty reserves the right to correct any clerical error. This includes both increases and decreases to adjusted exam grades.
 14. Exam reviews will be scheduled outside of class time. Attendance for exam review is strongly recommended. No books, pencils electronic devices or taping are allowed during the exam review.
 15. Students have one calendar week after the test review to meet with their instructor for clarification of any exam related issue. For the last exam of the semester (final unit exam or final comprehensive exam), students must contact the instructor within 24 hours for clarification of any exam related issue. If a student wants to appeal any exam related issue, it must be presented via email within the time frame listed above and addressed to the instructor who taught the content.

2. **Clinical Written Work:** Assigned by the clinical instructor, these works shall be college level submissions.

Weekly Care Plan Packet: A weekly care plan packet will be required for each patient assigned during the pediatric clinical rotation, as directed by the instructor. This packet includes:

1. Daily Clinical Worksheet with a Concept Map– to be completed on each patient. (Daily Clinical Worksheet, Concept Map and Daily Concept Map Guidelines are attached to syllabus.)

2. Handwritten Drug Sheet - will be required on daily patient assignments in clinical. Internet-based and preprinted drug cards are **NOT** acceptable. Calculation of safe dose range is required for pediatric patients. (Template is attached to syllabus.)
3. Laboratory Value Sheet - will be required on daily patient assignments in clinical. (Attached to syllabus.)
4. Developmental Assessment – will be required on daily patient assignments in clinical. (Template is attached to syllabus.)
5. Medical Definition & Symptom Comparison Sheet – will be required on patient assignments. (Template is attached to syllabus.) (Example is posted on Blackboard.)
6. Reference Page – will be attached to each Weekly Care Plan Packet and be completed in APA format.
7. Rubric – must be attached to packet for grading.

This assignment will be graded according to a rubric. This rubric is attached to the syllabus and will be discussed during the lab day. Students must score 80% or greater to receive a satisfactory grade for the assignment and for clinical. If the student does not score 80%, this will constitute an unsatisfactory grade for the N245 clinical requirement and will result in an “F” for the course.

Preplanning requirements will be assigned by the clinical faculty. These requirements will be discussed during the lab day. If a student reports to the clinical area unprepared, he/she will be sent home and the absence will be recorded as an unexcused absence.

3. Coaching Material:

Coaching material is available through the ATI Review Modules, ATI DVD's and student customized review guides generated through practice ATI exams. Students are expected to utilize this ATI material to supplement all NURS course material in order to successfully complete this course. A copy of the required ATI Coaching Material, including due dates, for NURS 245 is attached to this syllabus.

C. Campus Lab/Clinical Requirements: There will be a total of 45 campus lab/clinical hours for NURS 245. Attendance is required in clinical/campus lab experiences. See LMU Nursing Student Handbook Online 2009-2010). All clinical/campus lab absences must be made up. A make up day will be required for excused absences. (A doctor's excuse will be required.)

1. **Campus Lab:** Each student will be required to attend campus lab in order to review and practice clinical skills. **This will occur during the first week of class. See X. Course Outline for site specific dates and times.**
2. **Clinical:** Each clinical day in a health care facility will be 7 hours in length including a ½ hour lunch break. Students will be in the clinical setting two days per week. Clinical group assignments will be made at the individual sites by the nursing faculty. Clinical days will occur on Thursdays and Fridays from January 14 – April 9, 2010. Clinical make-up days are scheduled for April 22-23, 2010.
 - a. After two (2) clinical/campus lab absences (excused and/or unexcused) in one semester, it may necessitate that the student withdraw from this and any other

clinical NURS course in which the student is enrolled. The student is to contact the Lead Faculty to arrange for withdrawal from this course/courses. If the student is enrolled in both this course and an additional NURS course the policy of two (2) clinical/campus lab absences relates to the combined number of absences between these two NURS courses.

- b. A tardy is defined as arriving to the clinical facility ANY time after the scheduled start time. If a student is more than 15 minutes late to the clinical area the clinical instructor has the right to inform the student to go home and the absence will be counted as an unexcused absence.
- c. A student who has unexcused absences and/or tardies will have a point for each absence and each tardy deducted from his/her final exam grade. The only absences that will be recognized as an excused absence will be illness accompanied by a doctor's excuse or a death in the immediate family.
- d. In order to receive a satisfactory grade in clinical, the student must perform the critical behaviors identified in the Clinical Outcomes Tool.
- e. In order for a student to be eligible to go into the clinical areas, he/she must produce evidence of an annual negative PPD or negative chest x-ray, record of Hepatitis B vaccination or declination form, a second MMR or Measles, Mumps, and Rubella titers, immunity to Varicella, and current CPR certification the first time this course meets this semester. **If this documentation is not on file before the first clinical day of the semester, the student will not be allowed to attend clinical and the absence(s) will be counted as unexcused.**
- f. Students are reminded that any time they are in the clinical setting for pre-planning, pre-conference, clinical and/or post-conference, they are to adhere to the Caylor School of Nursing uniform policy.

Children's Hospital Policy (for students scheduled for clinicals at Children's Hospital in Knoxville, TN). All students who scheduled for clinicals at East TN Children's Hospital in Knoxville must complete a Centralized Hospital Orientation including the ETCH Orientation from the Blackboard site. This includes the following:

- 1. View the ETCH (East TN Children's Hospital) Orientation Module located on the Blackboard site for NURS 245.
- 2. **Download, print, and sign two forms** (ETCH Confidentiality / Compliance Form and the ETCH Orientation Completion Form). **These must be turned in before clinicals begin.**

D. Methods of Evaluation

Tests and Examinations will be as follows:

	% of Grade
Exam 1 (Health Promotion of the Ped. Pt – Part A)	= 13%
Exam 2 (Health Promotion of the Ped. Pt. – Part B)	= 13%
Exam 3 (Integumentary / Resp / Musculoskeletal)	= 23%
Exam 4 (Gastrointestinal / Genitourinary / Endocrine)	= 23%
Exam 5 (Neurosensory / Cardiac)	= 23%
ATI Course Assessment	= 5%
	Total 100%
Clinical Evaluation	Satisfactory/Unsatisfactory
Clinical Attendance	Satisfactory/Unsatisfactory

E. Incomplete Policy

Students are expected to complete all requirements as assigned during the semester. Incompletes are only given in extreme circumstances deemed by the instructor. If the request for an "I" is approved, the work must be completed within the first six weeks of the following semester (excluding summer terms); otherwise the grade automatically becomes "F". The grade of "I" is calculated in the grade point average with zero points.

F. ASN Caylor School of Nursing Grading Scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

The minimal acceptable grade in nursing is a "B" in theory, and a satisfactory in clinical. An unsatisfactory grade in clinical will result in an "F" for the course. See the LMU Student Handbook Online 2009-2010 or obtain one from the secretary of the Caylor School of Nursing.

A failing grade for either theory or clinical performance will result in a failing grade for the course. The student must attain an overall average of 80% to pass NURS 241 with a "B". **There will be NO rounding of earned grades within the course and NO rounding of the final grade for the course.**

E. Clinical Facilities

<u>Tennessee Facilities</u>	<u>Phone #</u>
East TN Children's Hospital	865-541-8000
<u>Kentucky Facilities</u>	<u>Phone #</u>
Appalachian Regional Medical Center	606-242-1100

V. METHODS OF INSTRUCTION MAY INCLUDE:

Lecture	Written Assignments	Role Playing
Discussion	Small Group Activities	Campus/Clinical Laboratory
Experiences	Practice Questions	Seminars
Case Studies	Independent Study	Audiovisual Materials
Guest Lecturers	Computer Assisted Learning	Self Study
Required & Recommended Readings		In-class Presentations
Individual Guidance & Assistance from Instructors		

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Blackboard will be used for this course to post announcements and individual course grades. In addition, the student's email address will be used for all correspondences. Students are required to check their LMU email account on a daily basis and respond to faculty communication within 24 hours. Students must have computer skills necessary to participate in this course.

VII. UNIVERSITY POLICIES:

Students with Disabilities Policy: As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student needing assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the instructor and the LMU ADA Compliance Officer, Donna Treece-Paul, in order to make appropriate

arrangements. Contact information: donna.treece-paul@lmunet.edu and/or 423-869-6251 (800-325-0900 ext. 6251). Office is located on the third floor of the Student Center.

Discrimination Policy: Lincoln Memorial University is committed to maintaining study and work environments that are free from discriminatory harassment based on sex, race, color, national origin, religion, pregnancy, age, military status, disability or any other protected discriminatory factor. Sexual or other discriminatory harassment of its students is strictly prohibited, whether by non-employees (such as contractors or vendors), other students, or by its employees, and LMU will take immediate and appropriate action to prevent and to correct behavior that violates this policy. Likewise, students are strictly prohibited from engaging in harassing behavior directed at LMU's employees, its visitors, vendors and contractors. All students must comply with this policy and take appropriate measures to create an atmosphere free of harassment and discrimination. Appropriate disciplinary action, up to and including, as appropriate, suspension, expulsion, termination from employment or being banned from LMU properties, will be taken against individuals who violate this policy.

Scholastic Dishonesty: It is the aim of the faculty of LMU to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present work as his/her own that he/she has not honestly performed is regarded by the faculty and the administration as a very serious offense and renders the offender liable to several consequences and possible suspension.

Cheating: LMU prohibits dishonesty of any kind on examinations or written assignments. These include unauthorized possession of examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another student, assisting others to cheat, altering grade records, or entering any campus office without permission. Violations will subject the students to disciplinary action.

Plagiarism: LMU prohibits offering the work of another as one's own without proper acknowledgment. Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, or other reference works, or from the themes, reports or other writings of a fellow student has committed plagiarism.

LMU's Inclement Weather Policy: Local radio and television stations will be contacted and every effort made to have morning or daytime cancellations posted/announced by 6:00 a.m., along with a recorded announcement on the LMU main campus telephone number: (423) 869-3611. You may also check the university's website for class cancellation notices; they will be posted on <http://www.lmunet.edu/curstudents/weather.html>.

VIII. LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT:

This may be found at <http://www.lmunet.edu/about/mission.html>

IX. CAYLOR SCHOOL OF NURSING MISSION STATEMENT:

In agreement with the University's mission and goals, the Faculty of the Caylor School of Nursing strives to instill responsibility and high moral/ethical standards in the preparation of quality nurses, at multiple levels of nursing education, through superior academic programs at undergraduate and graduate level. Specifically, the mission of the Faculty is to prepare nurses with the A.S.N., B.S.N., and M.S.N. degree, to assist individuals, families, communities, and society as they adapt to changes in physiological needs, role function, self-concept, and interdependent relationships during health and illness. The Caylor School of Nursing seeks to respond to the needs of nursing education and healthcare in the surrounding communities by preparing nurses at multiple levels and by providing continuing education/professional

development opportunities that are rooted in knowledge, research, and other scholarly activities.

X. COURSE OUTLINE/ASSIGNMENT OR CLINIC SCHEDULE:

NURS 245 LECTURE SCHEDULE – Spring 2010

**Scheduled class:
Tuesday 9:00am – 10:50am**

	DATE	LECTURE CONTENT
	JANUARY 4	ORIENTATION/ SYLLABUS REVIEW (SEE TIMES BELOW)
UNIT 1	JANUARY 5	HEALTH PROMOTION OF THE PEDIATRIC PATIENT (PART A)
	JANUARY 12	HEALTH PROMOTION OF THE PEDIATRIC PATIENT (PART A) / (PART B)
	JANUARY 19	EXAM 1 – UNIT 1 (PART A) / HEALTH PROMOTION OF THE PEDIATRIC PATIENT (PART B)
	JANUARY 26	HEALTH PROMOTION OF THE PEDIATRIC PATIENT (PART B) / INTEGUMENTARY
	FEBRUARY 2	EXAM 2-UNIT 1 (PART B) / MUSCULOSKELETAL
UNIT 2	FEBRUARY 9	MUSCULOSKELETAL / RESPIRATORY
	FEBRUARY 16	RESPIRATORY
	FEBRUARY 23	EXAM 3 – UNIT 2
UNIT 3	MARCH 2	GASTROINTESTINAL
	MARCH 9	ENDOCRINE / BEGIN UNIT 4 (NEURO)
	MARCH 16	NO CLASS (SPRING BREAK)
	MARCH 23	EXAM 4 – UNIT 3
UNIT 4	MARCH 30	NEUROSENSORY
	APRIL 6	NEUROSENSORY / CARDIAC
	MONDAY, APRIL 12 1:00PM – 3:00PM	CARDIAC
	WEDNESDAY, APRIL 21 TIME TBA	EXAM 5 – UNIT 4 / COURSE ASSESSMENT EXAM (VIA COMPUTER) **BLOUNT STUDENTS REPORT TO W. KNOX CAMPUS**

***Orientation/ Syllabus Review: Blount Site: 3:00pm – 4:30pm**

Harrogate Site: 12:00pm – 2:00pm

***Peds Clinical Lab: Blount Site: Friday, January 8, 9:00am – 12:00pm or 1:00pm – 4:00pm**

Harrogate Site: Thursday, January 7, 1:00pm – 4:00pm

***Study Lab Schedule: schedule will be announced by instructor on first day of class**

XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR SPRING 2010:

Spring Semester 2010	
Registration/New Student Continuing Orientation	January 4
Classes begin	January 5
Last day to complete registration/add classes without late fee	January 13

Martin Luther King Day (no classes)	January 18
Convocation (9:30 a.m. in session classes & resident students)	February 2
Lincoln Day/Founders Day (special activities)	February 12
Last day to drop course without "WD"	February 19
Last day to drop course without "F"	March 10
Spring Break	March 15-19
Early registration begins	March 29
Good Friday (no classes)	April 2
Classes end	April 23
Final exams	April 26-30
Commencement (11 a.m.)	May 1

XII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.

**ATI Review Module Schedule
N245 Fall 2009**

Complete the required chapters in your ATI review module book. Write your answers on a sheet of piece of paper and bring it with you the day of the exam. This will be your “pass” to get your exam.

Unit 1-A (due on the class date Exam 1 is scheduled)

Required Chapter 2 (Culture)
Chapter 4-6 (Health Promotion)
Chapter 13 (Hospitalization)
Chapter 27 (Immunizations)

Recommended Chapter 3, 9-10
CD Title: 2, 5, 36, 42, 50

Unit 1-B (due on the class date Exam 2 is scheduled)

Required Chapter 1 (Family Centered Care)
Chapter 7-8 (Health Promotion)
Chapter 11-12 (Medication Administration, Pain Management)
Chapter 28 (Communicable Diseases)

Recommended Chapter 54
CD Title: 3-4, 6-7, 38-40, 43, 48, 52

Unit 2 (due on the class date Exam 3 is scheduled)

Required Chapters 16-19 (Asthma, Tonsillitis, Resp. Illnesses)
Chapters 33-34 (Skin, Acne, GI disorders)
Chapters 50-52 (Musculoskeletal disorders, Fractures, Chronic Disorders)

Recommended: Chapter 15
CD Title: 8-11, 26-28, 31-35

Unit 3 (due on the class date Exam 4 is scheduled)

Required Chapter 30 (Cancer)
Chapter 35-38 (GI disorders, Cleft lip, Diabetes Mellitus)
Chapter 40-42 (GU defects, UTI, Glomerular Disease)

Recommended: CD Title: 25, 41, 44-47

Unit 4 (due on the class date Exam 5 is scheduled)

Required Chapter 20 (Congenital Heart Disease)
Chapter 24-26 (Sickle Cell, Hemophilia, Rheumatic Fever)
Chapter 43-47 (Meningitis, Reye Syndrome, CP, Spina Bifida, Seizures)

Recommended: CD Title: 13, 17, 18, 19-2, 29

Review: pp. 26-27
pp. 506-569
Chapter 30

LINCOLN MEMORIAL UNIVERSITY

DAILY CONCEPT MAPPING GUIDELINES

1. A daily concept map must be completed on each assigned patient in order to receive a grade of satisfactory in the clinical area. **This is to be original work – copied work from anyone else = cheating!!**
2. Daily concept maps are due on the last clinical day of each week unless the instructor states otherwise.
3. Fully address all areas of the concept map:
 - a. **Nursing Diagnosis**

NURS 115 - Write 2 nursing diagnoses in complete form, i.e., nursing diagnosis related to....as evidenced by..... (There should be three (3) parts.) Write these on the concept map.

NURS 124, 125, 241, 245 & 246 - Write 4 nursing diagnoses in complete form, i.e., nursing diagnosis related to....as evidenced by..... (There should be three (3) parts.) Write these on the concept map
 - b. **Assessment**

Include the following: assessments, lab data, diagnostic test results, medications and past medical/psych history if appropriate.
 - c. **Interventions**

State interventions for each nursing diagnosis. These interventions should be realistic and individualized to the specific patient. Include interventions that you as the nurse would implement. Include rationale for nursing interventions. Your nursing care plan book is a great resource to find interventions but you need to individualize the interventions to your patient. DO NOT copy word for word from your text book or any other book or journal. **This = plagiarism!!!**
 - d. **Patient goals**

State short-term goals long term goals for the nursing diagnoses. These goals should be measurable and written in terms of patient behavior, not nurse behavior. Evaluate the goals.
4. Medication cards or medication sheet must be completed for each medication your patient is receiving. These are to be turned in with concept map.

LMU Daily Clinical Worksheet

STUDENT:

DATE:

RM#	Pt last initial:	Age:	Hometown:	Marital Status:	Religious Preference:
Occupation:			Insurance:	Allergies:	
Date of Admission:		Primary HCP:		MD Consults:	
Current Diagnosis:				Surgery:	
Medical History:			Psychosocial History:		
Day 1			Day 2		
Height:		Weight:		Height:	
AM/PM Assessment		AM/PM Care		AM/PM Assessment	
VS	T	P	R	BP	
VS	T	P	R	BP	
Diet:		Method:		Diet:	
Activity:		Positioning:	CSM:	Activity:	
Seizure Precautions:		Fall Risk:	Restraints:	Seizure Precautions:	
O2:		Trach:	ETT		
VT	Rate	FIO2	Peep	Pressure	
Cardiac Monitor:					
IV Site	Size	IVF	Rate	Pump	
IV Site	Size	IVF	Rate	Pump	
IV Site	Size	IVF	Rate	Pump	
Intake		Oral	IVF	Irrigant	
Output		Urine	Stool	Drains	
Dressings		Drains		Output	
Dressings		Drains		Output	
Urinary Elimination Method:		Bowel Elimination Method:		Urinary Elimination Method:	

**Lincoln Memorial University
Caylor School of Nursing**

Student _____ Date _____ Room # _____ Pt. Initials: _____ Age: _____ Wt: _____
 Diagnosis(es) _____

Name (generic & trade), Ordered Dose, Route, Frequency, Recommended Safe Dose (calculate for peds)	Drug Classification	MOA (Mechanism of Action)	Reason YOUR client is receiving	Adverse Effects	Nursing Considerations

Miscellaneous Information

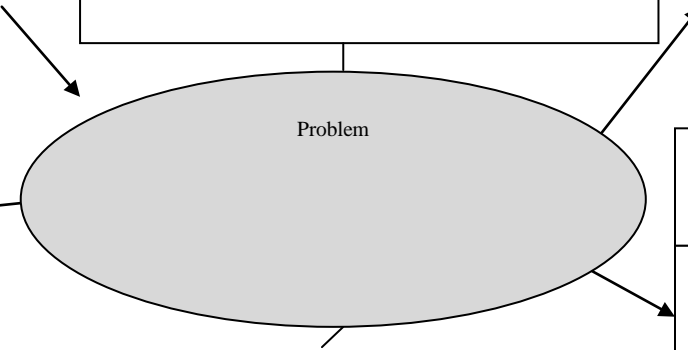
Empty box for Miscellaneous Information.

Assessment

Empty box for Assessment.

Nursing Dx:
ST Goal: LT Goal:
Interventions (minimum 4)

Nursing Dx:
ST Goal: LT Goal:
Interventions (minimum 4)



Nursing Dx:
ST Goal: LT Goal:
Interventions (minimum 4)

Nursing Dx:
ST Goal: LT Goal:
Interventions (minimum 4)

Lincoln Memorial University
NURS 245
Developmental Assessment

Student Name _____ **Date** _____
 Pt. initials _____ Age (yrs/month) _____ Room # _____
 Diagnosis _____ Gestational age at birth _____

DEVELOPMENTAL MILESTONES

If known by parent / informant, list age of child when he / she could perform the following milestones:

Rolled over	Drinks from cup	Runs well
Sat alone	Feeds self well	Dresses self
Said first word	Toilet trained	Knows colors
Walked alone	Knows name	Writes letters

COMMENTS: Ask parent / informant how this child's development compared to his siblings or other children his age. Discuss any delays.

GROWTH MEASUREMENTS

Height _____ Percentile _____ Head Circumference (< 2 yr) _____
 Weight _____ Percentile _____

Developmental Assessment – Look up age-appropriate developmental tasks for your patient in the 4 areas (gross motor / fine motor / language / personal-social), and list tasks that the child can and cannot do.)

	Expected Findings	Assessment Findings
Gross Motor		
Fine Motor		
Language		
Personal-Social		

Parent – Child Interaction – Observe the child with parent(s) or guardian. Note communication and appropriateness / effectiveness of their interactions

Piaget’s Stage of Cognitive Development: What Piaget’s Stage of Cognitive Development should this child be in?
Expected Stage: list characteristics of this stage of development

Actual Development: Is your patient in the expected stage of Piaget’s Cognitive Development? If the child is in the expected stage, what characteristic thought processes is he/she displaying? If not, what stage is the child in and what evidence do you have to support this analysis?

Erickson’s Stage of Personality Development: What Erickson’s stage should this child be in?
Expected Stage: list characteristics of this stage of development

Actual Development: Is your patient in the expected stage of Erickson’s Personality Development? If the child is in the expected stage, what characteristic behaviors is he/she displaying? If not, what stage is the child in and what evidence do you have to support this analysis?

Effect of Illness / Diagnosis on Growth and Development - Do you think this present illness, and any chronic illness that the child may have, will have short or long term effects on the child’s growth and development? Why?

LINCOLN MEMORIAL UNIVERSITY
Caylor School of Nursing
Laboratory Value Sheet

Laboratory Test	Normal Values	Admission	Date/Time	Date/Time	Reason for Abnormal Values
CBC					
White Blood Cells (WBC)					
Red Blood Cells (RBC)					
Hemoglobin (Hgb)					
Hematocrit (Hct)					
Platelets					
Coagulation Studies					
Prothrombin time (PT)					
International normalized ratio (INR)					
Activated partial thromboplastin time (PTT)					
Comprehensive Metabolic Panel					
Sodium (Na)					
Potassium (K)					
Chloride (Cl)					
Calcium (Ca)					
Magnesium (Mg)					
Phosphorus					
Glucose (FBS)					
Hemoglobin A1C					
BUN					
Creatinine					
Lipid Panel					
Cholesterol					
HDL					
LDL					
Triglycerides					
Liver Function Tests (LFT)					
Albumin					
Bilirubin					
ALT					
AST					
GGT					
Ammonia					
Cardiac Enzymes					
CPK					
CK MB					
Troponin					
B-type natriuretic peptide BNP					

Arterial Blood Gasses (ABG)					
pH					
PCO2					
P02					
HCO3					
Urinalysis					
Color					
Appearance					
Specific Gravity					
pH					
Glucose					
Ketones					
Nitrates					
Bacteria					
RBC					
WBC					
Crystals					
Culture Results					
Sensitivity					
Therapeutic Drug Level (ex. Digoxin, Dilantin, Theophylline, etc)					
Sputum Culture and Sensitivity					
Biopsy					
CT Scan					
X-Ray					
EKG					

LINCOLN MEMORIAL UNIVERSITY
Caylor School of Nursing
Medical Definition and Symptomatology Comparison Patient/Textbook
NURS 115, 124/125, & 245 Spring 2010

Definition

Symptom	Textbook	Patient

**Lincoln Memorial University
Caylor School of Nursing
Grading Rubric -- NURS 245 Written Work Assignment**

Student: _____ **Faculty:** _____

- I. Assessment of data (30 points)** Comprehensive assessment of patient which includes the following areas:
- A. Nursing History (5pts)
 - B. Definition of medical diagnosis (5pts)
 - C. Symptom Comparison (5pts)
 - D. Laboratory Value Sheet with rationales for abnormal lab values (5pts)
 - E. Medication Cards or Medication Sheet (10pts)

Exemplary	Proficient	Marginal	Unsatisfactory		
40 - 36 points	35 - 31 points	30 - 26 points	25 - 0 points	0 points	Points Earned
All areas listed above addressed.	Some areas listed above either not addressed or incomplete.	Several areas listed above either not addressed or incomplete.	Numerous areas listed above either not addressed or incomplete.	Not the student's original work.	

- II. Nursing Process (30 points)**
- A. Assessment (2pts)
 - B. Nursing diagnoses, goals, outcomes (8pts)
 - C. Nursing interventions (8pts)
 - D. Rationale (8pts)
 - E. Evaluation (4pts)

Exemplary	Proficient	Marginal	Unsatisfactory		
40 - 36 points	35 - 31 points	30 - 26 points	25 - 0 points	0 points	Points Earned
All areas listed above addressed.	Some areas listed above either not addressed or incomplete.	Several areas listed above either not addressed or incomplete.	Numerous areas listed above either not addressed or incomplete.	Not the student's original work.	

- III. Developmental Analysis (25 points)**
- A. Developmental Milestones and Comments (2pts)
 - B. Growth Measurements (1pt)
 - C. Developmental Assessment (8pts)
 - D. Parent/Child Interaction (2pts)
 - E. Piaget's Stage of Cognitive Development (5pts)
 - F. Erickson's Stage of Personality Development (5pts)
 - G. Effect of Illness (2pts)

Exemplary	Proficient	Marginal	Unsatisfactory		
25 - 21 points	20 - 16 points	15 - 11 points	9 - 0 points	0 points	Points Earned
All areas listed above addressed and complete.	Some areas listed above either not addressed or incomplete.	Several areas listed above either not addressed or incomplete.	Numerous areas listed above either not addressed or incomplete.	Not the student's original work.	

- IV. References - (5 points)** must have reference page included.

5 points	2 points	0 points	Points Earned
Separate reference page included, complete, and APA format.	References included throughout work, but not listed on a separate reference page or list incomplete or in incorrect format.	No references documented	

- V. Professionalism (10 points)** Includes, but not limited to, correct grammar, spelling, punctuation, spacing, and neatness.

Exemplary	Proficient	Marginal	Unsatisfactory		
10 - 8 points	7-6 points	5-4 points	3-1 points	0 points	Points Earned
Written work reflects professionalism.	Some errors in Professionalism.	Several errors in professionalism	Numerous errors in Professionalism.	>12 errors in professionalism	

Points Earned	Days Late = 1 point per day deducted Later than 1 week = zero for entire assignment	Final Grade