Course Number and Title: MCN 374L: Family II Care of the Child and Family Lab

Number of Credits: 3 semester hours theory  
3 semester hours clinical

Meeting Schedule (day(s) of week, time, location):

<table>
<thead>
<tr>
<th>Day</th>
<th>Location</th>
<th>Time</th>
<th>Instructor</th>
<th>Simulation</th>
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<tr>
<td>T/Th</td>
<td>LUMC</td>
<td>7-2</td>
<td>Nicole Schwab</td>
<td>2-27 0800-1200 LSC</td>
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<td></td>
<td>LUMC</td>
<td>7-2</td>
<td>Kerry Lazewski</td>
<td>2-25 0800-1200 LSC</td>
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<td>LUMC</td>
<td>2-9</td>
<td>Karen Mowinski – T</td>
<td>2-20 1300-1700 LSC</td>
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<td>Christine Spencer – Th</td>
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<td>LUMC</td>
<td>2-9</td>
<td>Ann Cahill – T</td>
<td>2-18 1300-1700 LSC</td>
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<td>Lisa Moore – Th</td>
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<td>T/Th</td>
<td>Lurie</td>
<td>7-2</td>
<td>Lisa Holahan</td>
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<td>Lurie</td>
<td>7-2</td>
<td>Sharyl Sadowski</td>
<td>2-18 0800-1200 LSC</td>
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<td>Lurie</td>
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<td>Dawn Narens</td>
<td>2-13 1300-1700 LSC</td>
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<td>Lurie</td>
<td>2-9</td>
<td>Jessica Offenbach</td>
<td>2-11 1300-1700 LSC</td>
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<td>T/Th</td>
<td>UIC</td>
<td>2-9</td>
<td>Cathleen Gutekanst</td>
<td>2-25 1300-1700 LSC</td>
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Course Description: This clinical course provides opportunities for students to apply theoretical concepts learned in MCN 374 theory. Using the epidemiological framework, emphasis is placed on health promotion, secondary prevention, and restoration of health to children and their families. Current health policy, cultural, economic and ethical issues are also discussed.

Learning Outcomes:

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

1. Identify normal physical and psychosocial growth and development in children and recognize deviations from normal.
2. Perform developmentally appropriate physical assessments on children of various ages.
3. Demonstrate critical thinking in providing safe and effective nursing care to infants, children and adolescents.
4. Prioritize clinical decisions based on scientific rationales.
5. Demonstrate the use of data based evidence to support therapeutic interventions.
6. Demonstrate proficiency in calculating exact doses of medications and rates of intravenous infusions.
7. Incorporate effective communication strategies with patients, the nursing staff, support staff, fellow students, and the clinical instructor in the delivery of nursing care to pediatric clients and families.
8. Apply ethical principles when caring for infants, children and adolescents.

Teaching Strategies:

- Participation in direct in-patient care clinical experiences, health teaching and screening to well children; pre- and post conferences, case study discussions, clinical simulation, nursing care plans and pediatric dosage calculation tutorials.

Course IDEA Evaluation Expectation: It is a professional expectation that all students participate in end of course evaluations to guide ongoing program improvement.

Academic Integrity Statement: Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml
(Undergraduate)

(School of Nursing Handbook)

Evaluation:

- Provide safe, effective patient care as stated in the Clinical Evaluation Tool.
- Receive and provide effective, clinically based patient hand-off using the SBAR format.
- Demonstrate competence of Pediatric Physical Assessment and documentation of the assessment utilizing the Pediatric Physical Assessment Form.
- Demonstrate safety with medication calculation, preparation and administration to infants and children.
- Math dosage competency will be evaluated as follows:
  1. Each student will take a math dosage quiz the first day of clinical. A grade of 100% is required for all students.
2. If the student does not achieve 100% on the first attempt they MUST meet with the Pediatric TA that week for remediation and retesting.
3. Each student is allowed 2 [two] attempts to accomplish this.
4. The deadline for completing the quiz [both attempts] is **Friday January 24, 2013**
5. No student may dispense medications in clinical until 100% is achieved on the math quiz.
6. Students who do not achieve 100% on the math quiz in two attempts are required to make an appointment with the Course Director.
7. No student can achieve the clinical course objectives unless he/she clearly demonstrates competency with medication dosage calculation.
8. There will be weekly math quizzes in clinical that are not counted in the course grade.

**Students are encouraged to use their Dosage Calculation textbook from GNUR 238 for reference.**

- Prioritizes care and is able to discuss with instructor utilizing the SBAR format
- Actively engage in learning experience
- Take and give report utilizing a standardized report sheet
- Give report utilizing SBAR format
- Can write a complete and appropriate nursing diagnosis, including intervention and patient outcomes via a daily quick look concept map
- A therapeutic play concept map for a hospitalized patient

**Students are expected to attend each clinical session. If a student is ill and unable to attend clinical they MUST contact their clinical faculty as directed during orientation. If a clinical day is missed there WILL BE a make up assignment to be turned in to the clinical instructor as determined by the course director**

**Simulation:**

Clinical Simulation is an integral part of this course designed for students to demonstrate critical thinking and skill proficiency within a clinical setting. Expectations for satisfactory performance in simulation includes evidence of preparation, timeliness and professional collegial behavior. Consequences of not meeting any of these expectations will be determined on an individual basis by the course director, Director if Simulation and Associate Dean for Undergraduate Programs. Consequences may result in failure to progress in the program.