<table>
<thead>
<tr>
<th>Date</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pediatric Nursing Clinical Experience IV</td>
<td></td>
</tr>
<tr>
<td>Pre-requisite (s)</td>
<td>PN116</td>
<td>Co-requisite (s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Out of Class Work Assignment Hours</td>
</tr>
<tr>
<td>Hours</td>
<td>50 Hours</td>
<td>20 Hours</td>
</tr>
</tbody>
</table>

Place and Time of Class Meeting

Location: Express Training Services, 3911 Newberry Road, Gainesville, FL 32607
Time: Classroom: Monday through Friday from 9:00AM to 4:30PM
Lab: Monday through Friday from 8:00AM to 4:30PM

Name and Contact Information of Instructor

Debi O’Hearn BSN, RN
debiohearn@gmail.com
501-952-0735

Book required

(Express Training Services recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

*Foundations of Nursing, 3rd Edition*

White, Duncan, Baumle
© 2011 | Cengage | 2011, 2005, 2001 Published
Classroom expectations for students

Attendance Policy

Students are responsible for following school policy on attendance. Students must attend 90% of their class. Students who miss 10% of their class must meet with their instructor before attending the next class session. Students who miss more than 10% of their classes will be dropped from the class, forfeit all equipment fees, and must have written approval from the Director of Admissions to re-enroll. The tuition will be refunded in accordance with the refund policy in the catalog.

Clinical days may not be missed and must be made up. Two make up clinical days will be permitted per class unless there are extenuating circumstances.

Students with extenuating circumstances, including but not limited to, hospital confinement, personal problems, and extended illness, may appeal to the Director of Admissions for any exceptions to the absence rule. Documentation of the extenuating circumstances may be required.

Student Tardiness Policy

A student is considered tardy/late if he/she comes to class five minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 3 tardies, the instructor will contact the Director of Education and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

Course Description

Description: The purpose of this course is to provide the student practical nurse the knowledge to care for children in a variety of settings. Common and complex conditions affecting children will be discussed and care of patients will be applied in practical clinical settings. The practical nurse’s role in assisting with the patient care plan and the importance of clear, concise observation, reporting and documentation is stressed. Clinical experiences will include areas generally specializing in needs of children such as acute care, clinics and pediatric care centers, and day care centers. Practical nursing skills will be taught and applied with regard to aseptic
procedures, communication, comfort and safety, and caring for children ranging in age from birth to eighteen years old. The importance of maintaining the nutritional needs of patients in pediatric nursing will be learned in the classroom and applied in the clinical setting. Medication theory related specifically to pediatric nursing will be learned in the classroom and applied to practice in the clinical setting in a progressive manner. An emphasis on a family centered holistic approach to nursing care will be stressed at all times. The concept of how and why to involve the family in education is included with the curriculum material.

Prerequisite: Successful completion (grade of B or better) of PN116

<table>
<thead>
<tr>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this course, the student will be able to:</td>
</tr>
<tr>
<td>1. Demonstrate the ability to provide nursing care to pediatric patients utilizing the nursing process as it related to the practical nurses’ scope of practice.</td>
</tr>
<tr>
<td>2. Demonstrate ability to observe and report normal and abnormal findings of the pediatric patients with clear, concise verbal and written documentation.</td>
</tr>
<tr>
<td>3. Demonstrate the ability to provide comfort and safety to the pediatric patients.</td>
</tr>
<tr>
<td>4. Demonstrate ability to administer medications to the pediatric patient and assess the effectiveness or adverse reactions.</td>
</tr>
<tr>
<td>5. Demonstrate ability to provide appropriate dietary intake as it applies to the pediatric patient.</td>
</tr>
<tr>
<td>6. Demonstrate ability to provide personal care to the pediatric patient to include prioritizing tasks that need to be performed.</td>
</tr>
<tr>
<td>7. Demonstrate the appropriate use of verbal, written, and computer communication in caring for the pediatric patient to include legal and ethical considerations at all times.</td>
</tr>
<tr>
<td>8. Demonstrate the knowledge of asepsis and infection control techniques in caring for pediatric patients.</td>
</tr>
<tr>
<td>9. Demonstrate the ability to care for the entire patient and involve the family members in the care and teaching when appropriate.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Topical Outline and Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE</strong></td>
</tr>
<tr>
<td>SPECIFIC OBJECTIVES</td>
</tr>
<tr>
<td>• Describe the course, classroom and clinical expectations. Review syllabus.</td>
</tr>
<tr>
<td>• Define key terms in Chapter 10.</td>
</tr>
<tr>
<td>• Discuss the basic concepts and principles of growth and development.</td>
</tr>
<tr>
<td>• Identify the factors influencing growth and development.</td>
</tr>
<tr>
<td>• Compare the major developmental theories.</td>
</tr>
<tr>
<td>• Discuss the importance of growth and development as a holistic framework for assessing and promoting health.</td>
</tr>
<tr>
<td>• Describe the important milestones for each developmental period.</td>
</tr>
<tr>
<td>• Discuss the specific nursing interventions relevant to each developmental stage.</td>
</tr>
</tbody>
</table>
Library Orientation  
Ch 10, p. 198-217

- Explain Syllabus and Classroom Rules & Expectations
- Recall the format for testing in the class and access to the Kaplan website and the need to complete tests each evening.
- Explain key terms in chapter 10 Development p. 198-217
- Explain: Basic Concepts of Growth and Development
- Discuss: Growth, Development, Maturation, Developmental Tasks & Learning.
- Discuss the factors that influence growth and development:
  - Explain the dimensions and theories of human development
  - Discuss the psychosocial dimension to include Freud and Erikson
  - Discuss the cognitive/intellectual dimension by Piaget
  - Discuss the moral dimension by Kohlberg
  - Discuss the spiritual dimension by Fowler
- Compare and Contrast the information on Table 10-2
- Discuss Table 10-3 Fowlers Stages of Faith
- Explain the Holistic framework for nursing
- Discuss life span stages and safety focuses for: Prenatal Stage, Neonatal Stage, Infancy Stage, Toddler Stage, Preschool Stage, School-Age Stage, Preadolescent Stage, & Adolescent Stage

LEARNING ACTIVITIES

- Discuss syllabus and classroom/clinical rules & expectations
- Discuss access to schoology and Kaplan testing
- Discuss and define all key terms in chapter 10 development p. 198-217
- Explain and discuss basic concepts of growth and development
- Compare factors that influence growth and development:
  - Identify human development theories
  - Compare Freud and Erikson’s theories
  - Discuss Piaget and his theories
  - Explain Kohlberg’s theory
  - Discuss the spiritual dimension of our patients and Fowler's perspective
- Recall the holistic framework for nursing
- Compare the life span stages and safety focuses for: prenatal stage, neonatal stage, infancy stage, toddler stage, preschool stage, school-age stage, preadolescent stage, & adolescent stage
### OUT OF CLASS WORK ASSIGNMENTS

- Review the Syllabus
- **Homework**: Complete Ch 10 reading, p. 198-217
- Complete Review Questions at the end of the chapter on p. 226-227
- Prepare for Quiz #1 from Ch 10.
- Complete Kaplan test as assigned on-line at home.

### DATE

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td>Define key terms in Chapter 59</td>
</tr>
<tr>
<td>Discuss the role of the nurse in preparing a child and family for hospitalization.</td>
</tr>
<tr>
<td>Summarize the surgical experience from the pediatric and family perspective.</td>
</tr>
<tr>
<td>Explain the role of the nurse in admission and discharge of the pediatric client.</td>
</tr>
<tr>
<td>Discuss preparing children at different developmental stages for procedures.</td>
</tr>
<tr>
<td>Discuss various methods for assessing basic needs and planning daily care.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOPIC (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #1 (covering Ch 10 material)</td>
</tr>
<tr>
<td>Discuss Family-Centered care</td>
</tr>
<tr>
<td>Discuss Preparing the Child &amp; Family for Hospitalization</td>
</tr>
<tr>
<td>Explain the Admission process</td>
</tr>
<tr>
<td>Discuss Protection/Safety of pediatric patients</td>
</tr>
<tr>
<td>Discuss Patient Admission Forms</td>
</tr>
<tr>
<td>Summarize the Pediatric Clients Experiencing Surgery</td>
</tr>
<tr>
<td>Explain the importance of ID bands</td>
</tr>
<tr>
<td>Summarize Table 59-1 Nursing Responsibilities to the Child Having Surgery</td>
</tr>
<tr>
<td>Discuss Discharge Planning and patient teaching points associated with their hospitalization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the PP Presentation for Ch 59</td>
</tr>
<tr>
<td>Instructor lead discussion about pediatric patients in the hospital, incl. admission – discharge.</td>
</tr>
</tbody>
</table>
**OUT OF CLASS WORK ASSIGNMENTS**

**Homework:** Read the material covered in class today on pages Ch 59, 1852-1858. Prepare for Quiz #2. Complete one Kaplan test as assigned on-line at home.

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY 3</th>
</tr>
</thead>
</table>
| SPECIFIC OBJECTIVES | Discuss safely performing supportive pediatric procedures.  
| | Explain physical assessment parameters in pediatric assessment.  
| | Discuss variations in vital signs.  
| | Demonstrate proper methods of gathering vital signs on different aged children.  
| | Explain developmental stages and theorists associated with various developmental theories.  
| | Discuss the Denver Developmental Screening Test  
| | Identify the child's concept of death at various developmental stages.  
| | Describe common responses (child, family, siblings, nurses) to a dying child.  
| | Discuss sources of support for the dying child.  
| | Discuss specimen gathering to include all safety aspects and normal findings.  |
| TOPIC (S) | 1. Quiz #2 (Ch 59)  
| | Explain various pediatric procedures  
| | Explain and demonstrate the pediatric physical assessment  
| | Explain Growth Measurements at various ages  
| | Demonstrate Measuring: length, wt., head circ., chest circ, abdominal circ  
| | Discuss vital sign variations at the different ages.  
| | Discuss Table 59-2 Normal Vital Signs  
| | Explain what a developmental assessment is and how it is used  
| | Define the Denver Developmental Screening Test  
| | Compare child safety needs and devices  
| | Discuss specimen collection to include: Urine, Stool, Blood  
| | Explain jugular venipuncture, femoral venipuncture  
| | Discuss lumbar puncture focusing on position and safety  
| | Explain how to measure intake and output  
| | Explain administration of medications  
| | Discuss techniques, dosage calculations and documentation  |
### Specific Objectives

- Define key terms in chapter 60 (p. 1871-1880)
- Discuss Birth to 12 Months
- Differentiate the most common respiratory conditions affecting infants.
- Discuss multiple symptoms of common respiratory conditions in children.
- Recall cardiac and circulatory anatomy
- Describe nursing care for infants with circulatory conditions.

### Topic (s)

- Administer Quiz #3
  - Discuss the respiratory system.
  - Recall anatomy and function
  - Discuss table 60-1, p. 1872
  - Explain otitis media. Include common signs and symptoms and treatments.
  - Discuss croup. Including symptoms and relief measures at home and when to see the doctor
  - Explain pneumonia. List signs and symptoms and medical treatments.
  - Explain respiratory distress syndrome. Include signs and treatments.
  - Explain cystic fibrosis, include symptoms and testing to diagnose this disease.
  - Discuss SIDS. Share the “Back to Sleep” campaign.
  - Discuss cardiac defects and how to recognize them
### LEARNING ACTIVITIES
Review the PP presentation covering this material
Class discussion on today's medical management for otitis media and also discuss the "Back to Sleep" campaign at length.

### OUT OF CLASS WORK ASSIGNMENTS
**Homework:** Prepare for Midterm
**Read** material covered in class today on pages 1871 to 1880.
Complete one Kaplan test as assigned on-line at home.

### SPECIFIC OBJECTIVES
- Discuss Chapter 60 continued, p. 1880 to 1898 (Focus on Birth to 12 months)
- Explain the hematologic and lymphatic system including safety tips
- Describe and review the gastrointestinal system including tests performed
- Discuss the musculoskeletal system including assessment techniques
- Explain the integumentry system including safety tips

### TOPIC (S)
- Midterm
- Discuss Chapter 60 continued, p. 1880 to 1898
- Discuss the hematologic and lymphatic system
- Explain hyperbilirubinemia and its clinical findings
- Discuss iron deficiency anemia and sickle cell anemia
- Discuss the gastrointestinal system and explore thrush and colic, including treatments
- Explain failure to thrive and contributing factors
- Discuss cleft lip and palate, include surgical intervention
- Describe esophageal atresia and surgical intervention
- Explain pyloric stenosis and signs and symptoms as well as treatments
- Explain the sympotoms of Hirsprungs, GER and Intussusception
- Describe Club foot and its treatments
- Describe hip dysplasia
- Discuss positional plagiocephaly and what to do about it
- Discuss the Integumentry System and compare the differences between: Milia Rubra, Diaper Dermatitis, Seborrheic Dermatitis, and Atopic Dermatitis

### LEARNING ACTIVITIES
Review associated PP presentation associated with Ch 60
Participate in note-taking and a classroom discussion about nursing care of sickle cell crisis
Watch video material milia rubra, aopic dermatitis, spina bifida, cerebral palsy, and Wilm’s tumor.

### OUT OF CLASS WORK ASSIGNMENTS
**Homework:** Prepare for Quiz #4
Read the material covered in class today on pages 1880 - 1898
Complete one Kaplan test on-line at home.
<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY 6</th>
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</thead>
</table>
| SPECIFIC OBJECTIVES | • Discuss Chapter 60 continued, p.1898-1900 (Focus on Birth to 12 Months)  
• Explain the neurological system including treatments and cautions  
• Describe and review the genitourinary system including tests performed |
| TOPIC (S) | Quiz #4  
• Explain the neurological system  
• Discuss spina bifida and clinical findings associated with variations in this disease process  
• Discuss the contributing factors and nursing care associated with hydrocephalus  
• Explain febrile convulsions and patient safety during a seizure  
• Describe meningitis, the signs and symptoms, medical treatments and tests asso with it.  
• Explain the causes of cerebral palsy and patient teaching highlights  
• Discuss the genitourinary system  
• Describe hypospadias and repair outcomes  
• Explain hydrocele  
• Recall cryptorchidism and surgical repairs  
• Discuss vesicourethral reflux and nursing considerations  
• Discuss Wilm’s Tumor and patient outcomes. Include assessment restrictions. |
| LEARNING ACTIVITIES | Review associated PP presentation associated with the neurological and genitourinary systems  
Participate in note-taking and a classroom discussion about nursing care of the febrile seizure patient including family education and safety. |
| OUT OF CLASS WORK ASSIGNMENTS | Homework: Prepare for Quiz #5  
Read the material covered in class today on pages p.1898-1900  
Complete one Kaplan test as assigned on-line at home. |

<table>
<thead>
<tr>
<th>DATE</th>
<th>DAY 7</th>
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</table>
| SPECIFIC OBJECTIVES | • Discuss Chapter 60 continued, p.1904-1910 (Focus on Birth to 12 Months)  
• Explain Down Syndrome  
• Compare visual and auditory impairment  
• Discuss the abused child  
• Discuss environmental safety and poisoning  
• Discuss Ch 61 (Focus on 1 to 18 years old), p. 1915, key terms  
• Discuss the respiratory system |
| TOPIC (S) | Quiz #5  
|-----------|--------------------------------------------------
|           | Discuss cognitive and sensory systems of the pediatric patient  
|           | Recognize Down Syndrome and assessment findings  
|           | Explain pediatric visual impairment and treatment options  
|           | Discuss hearing impairment and interventions  
|           | Discuss child abuse  
|           | Differentiate between physical abuse, emotional abuse, and sexual abuse  
|           | Explain important environmental safety practices  
|           | Discuss poisoning and prevention methods  
|           | Discuss pediatric trauma, including suffocation and drowning  
|           | Recall the respiratory system  
|           | Describe URI and its treatment options  
|           | Recognize allergic rhinitis and its treatment and nursing interventions  
|           | Discuss tonsillitis, including surgical interventions and patient teaching  

| LEARNING ACTIVITIES | Discussion about surgical preparation of the pediatric client and their family  
| Review associated PP presentation associated with the respiratory system and other diseases  
| Participate in note-taking and a classroom discussion about nursing care of the Down syndrome patient  

| OUT OF CLASS WORK ASSIGNMENTS | Homework: Prepare for Quiz #6  
| Read the material covered in class today on pages p.1904-1918  
| Complete one Kaplan test assigned on-line at home.  

| DATE | DAY 8  
| SPECIFIC OBJECTIVES |  
|--------------------------------------------------|--------------------------------------------------|
| Discuss Chapter 61 continued, p. 1918-1932 (Focus on 1 to 18 years old)  
| Discuss asthma and target medications used.  
| Discuss foreign body aspiration.  
| Explain cardiovascular alterations.  
| Explain hematologic diseases that affect children.  
| Summarize gastrointestinal challenges in the pediatric population  
| Discuss endocrine disorders and how to manage them  
| Discuss musculoskeletal difficulties and diseases related to pediatrics.  

| TOPIC (S) | Quiz #6  
|-----------|--------------------------------------------------|
|           | Discuss Chapter 61 continued, p. 1918-1932 (Focus on 1 to 18 years old)  
|           | Discuss asthma and target specific medications for short and long term treatment  
|           | Discuss foreign body aspiration and what the emergency response will be.  
|           | Discuss cardiovascular alterations such as rheumatic fever and nursing interventions  
|           | Explain hematologic diseases such as leukemia, hemophilia and what findings are common  


### LEARNING ACTIVITIES
- Summarize gastrointestinal issues such as constipation and parasites.
- Discuss endocrine disorders and how to manage them. Include patient education.
- Discuss musculoskeletal anomalies and treatments, including scoliosis, Duchenne Muscular Dystrophy, Juvenile Rheumatoid Arthritis and Fractures.
- Explain cast care and traction, including nursing interventions.

### OUT OF CLASS WORK ASSIGNMENTS
- **Homework**: Prepare for Quiz #7
  - Read the material covered in class today on pages p. 1918-1932
  - Complete one Kaplan test on-line at home.

### SPECIFIC OBJECTIVES
- Discuss Chapter 61 continued, p.1932-1951 (Focus on 1 to 18 years old)
- Discuss the immune system features and functions
- Explain communicable diseases and prevention methods
- Discuss integumentary infections and inflammations
- Explain fungal infections and treatments
- Explain viral infections including herpes simplex type 1
- Summarize skin infestations to include lice and scabies and their treatments
- Explain how to treat bites and stings
- Discuss contact dermatitis issues and nursing interventions and patient teaching
- Discuss burns and burn identification and care
- Summarize urinary malfunction as in acute glomerulonephritis, nephrotic syndrome and enuresis
- Discuss psychosocial issues commonly seen such as obesity, eating disorders, include autism and ADHD.
- Explain the signs associated with the suicidal adolescent

### TOPIC (S)
- **Quiz #7**
  - Discuss Chapter 61 continued, p.1932-1951 (Focus on 1 to 18 years old)
  - Discuss the immune system features and malfunctions
  - Explain communicable diseases such as chicken pox, measles, pertussis, mumps
- Explain reportable communicable diseases
- Show pictures of common skin infections such as impetigo
- Discuss cellulitis and treatments
- Explain fungal infections, transmission and treatments
- Explain transmission and treatments for herpes simplex type 1
- Identify infestations from lice and scabies and their treatments
- Identify wound problems associated with infected tick bites and stings
- Discuss acne and current treatment options.
- Explain the “The Rule of Nines” and burn prevention and treatments
- Discuss common pediatric urinary dysfunction such as Acute glomerulonephritis and nephrotic syndrome.
- Explain enuresis
- Discuss psychosocial issues related to obesity, eating disorders and ADHD
- Discuss autism and discuss research findings
- Discuss suicidal indications and discuss how to manage children with this issue.

**LEARNING ACTIVITIES**

Examine pictures of common pediatric skin alterations
Group discussion on communicable diseases and reporting measures
Review associated PP presentation associated with communicable diseases, integumentary alterations, skin infestations and treatments, stings and bites, acne, burns, kidney malfunction, obesity, eating disorders, ADHD, suicide, autism
Explore various illustrations of stages of acne
Participate in note-taking and a classroom discussion about suicide threats in adolescents

**OUT OF CLASS WORK ASSIGNMENTS**

**Homework:** Prepare for Final Exam
Read the material covered in class today on pages p. 1932-1951
Complete one Kaplan test as assigned on-line at home.

**DATE** | **DAY 10**
--- | ---
**SPECIFIC OBJECTIVES** | • Identify nursing care to pediatric patients utilizing the nursing process.
| • Recall medications given to pediatric patients and the adverse reactions.
| • Identify infection control techniques in caring of the pediatric patient.
| • Recall the care and teaching needed to involve family members.
| • Identify safety concerns for the pediatric patient.
| • Identify normal and abnormal findings of the pediatric patient.
| • Recall appropriate dietary intake for the pediatric patient.
**TOPIC (S)**

<table>
<thead>
<tr>
<th>FINAL EXAM</th>
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<tbody>
<tr>
<td>KAPLAN ONLINE PROCTORED EXAM</td>
</tr>
</tbody>
</table>

**Instructional Methods**

- Lecture/Discussion
- Textbook Assignments
- Performance Objectives
- Audio/visuals with study guides
- Worksheets
- Power point presentations (ppt)

**Instructional Materials and References**

- [Introduction to Maternity & Pediatric Nursing, 6th Edition](#)
  - ISBN: 9781437708264
  - By Gloria Leifer, MA, RN, CNE
  - 2011

- [Pediatric Nursing: The Critical Components Of Nursing Care](#)
  - Kathryn Rudd | Diane Kociskol
  - ISBN: 978-0-8036-2179-4
  - 2014

- [Pediatric Nursing: Caring for Children and Their Families, 3rd Edition](#)
  - Nicki L. Potts | Barbara L. Mandleco
  - 2012

**Assessment Criteria and Methods of Evaluating Students**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100 %</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>0-59%</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
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</tbody>
</table>

Generally, the grades “A” through “B” are considered passing grades. Grades "W" and "I" indicate that no grades were earned for the course. A "W" grade indicates that the
student withdrew from the course. An "I" grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an "I" grade instead of an "F", pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the "I" grade becomes an “F”.

#### Distribution of Grade Elements

<table>
<thead>
<tr>
<th>Element</th>
<th>Percentage of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>50%</td>
</tr>
<tr>
<td>Final</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Date Syllabus Was Last Reviewed: June 28, 2014
Acknowledgement of receipt of PN117-Pediatric Nursing Syllabus

I have received the syllabus for PN117-Pediatric Nursing which includes the grading policy, weekly reading, assignments, quiz schedule, test schedule, etc. The grading policy was reviewed and I was given the opportunity to ask questions regarding the grading policy and other times in the syllabus. My signature below acknowledges that I understand the PN117-Pediatric Nursing syllabus, as well as having received the grading policy.

_______________________________  _________________
Student Name (Print)  Date

_______________________________  _________________
Student Signature

This form will be maintained in the student's file