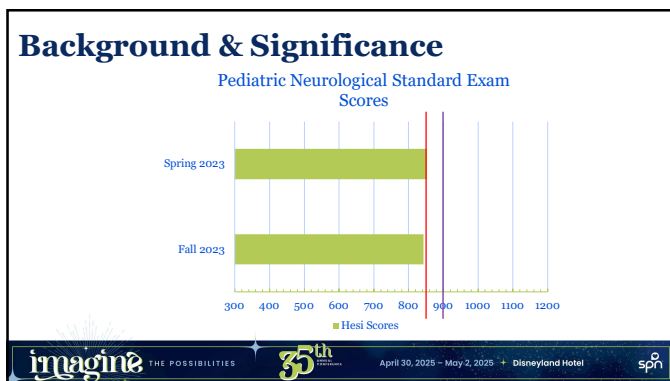




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Planning Process

The activity was added as a small percentage of the didactic grade to increase participation and motivation.

- Formal pediatric neurological paper
- Pediatric neurological poster presentation
- Peer & Self Evaluation

4% of the didactic grade

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COLLEGE OF ARTS & SCIENCES
JOANNE GAY DREHMAN SCHOOL OF NURSING
PAPER AND POSTER PRESENTATION GRADING CRITERIA
NURS 4560 Care of the Parent, Child, and Family

PURPOSE
Each student will participate in a flipped classroom activity to learn about pediatric neurological conditions. The activity will consist of a formal written paper and a poster presentation. Students will participate with their practicum groups. Each practicum group will be assigned a neurological topic. This activity will stimulate active inquiry, teamwork, creativity, professionalism and improve communication skills.




REQUIREMENTS

1. Students will collaborate with their practicum group to submit a formal paper and class poster presentation on a selected pediatric neurological topic.
2. An outline of presentation is due to be submitted electronically by the team leader on LU Learn by the date listed on the calendar.
3. The team leader will submit the formal paper electronically to LU Learn's *Safe Assign* by the date listed on the calendar. The formal paper is to be typed in APA format (7th edition), grammatically correct, and in accordance with APA editorial style. The body of the paper is not to exceed three typed pages (excluding title page and reference page).
4. As a group, present the poster presentation in a professional manner. Keep text to a minimum, edit the material down to only essential words and legible. Limit the presentation to **15-20 minutes**.
5. Students are required to attend the scheduled presentation. Failure to do so will result in the completion of an alternate assignment.
6. Students will individually submit a self and peer evaluation form electronically. |

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PART I - PAPER			
	POSSIBLE POINTS	EARNED POINTS	COMMENTS
Describes neurological condition including pathophysiology and risk factors	5		
Describes clinical manifestations present	5		
Identifies diagnostic/laboratory tests utilized	5		
Identifies any preventative measures that could be taken to prevent the neurological condition	5		
Discusses therapeutic and care management of the neurological condition	10		
Applies APA style (student title page, reference page, font, font size, margins, page number, headings, in-text citations, parenthetical citations, etc.)	10		
Uses appropriate linguistic skills (grammar, punctuation, spelling, page length, professional language, etc.)	10		
Late points deducted 5 points per day			

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PART II – PRESENTATION			
Summarizes findings of neurological condition including the following: <ul style="list-style-type: none">• Neurological condition including pathophysiology and risk factors• Clinical manifestations• Diagnostic tests used• Prevention strategy• Care management	20		
Presents the poster presentation in a professional manner. Encourages class engagement. Keeps text to a minimum. Limit the presentation to 15-20 minutes .	10		
Submits two NCLEX-RN® style questions to evaluate knowledge	10		
Demonstrates contribution to assignment based on self and peer evaluation.	10		
Total	100		

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Directions: Using the criteria below, evaluate yourself and the peers in your assigned group on commitment, balance between task and interpersonal relations, contributions, and staying on track while participating with the pediatric neurological paper and poster presentation. The average score of your self-evaluation and peer's evaluation of your collaboration in the assignment will count as 10% of the overall paper and presentation grade.

Characteristic	Exceeds Expectations – 5 pts per section	Meets Expectations – 3 to 4 pts per section	Below Expectations – 0 – 2 pts per section	Student's Initials & Scores									
				Self Eval	Peer	Peer	Peer	Peer	Peer	Peer	Peer		
Commitment	Follows up on ideas and suggestions from previous group discussions about the critique and communication findings to the group.	Consistently demonstrates commitment to the project by being prepared for each group critique discussion.	Seems reluctant to engage fully in group critique discussions and task assignments.										
Contributions	Interacts actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas for the critique.	Frequently offers helpful ideas or suggestions.	Does not offer ideas or suggestions that contribute to problem solving task completion.										
Total													
Comments:													

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Engagement Strategies

TOPIC SELECTION

- Bacterial meningitis
- Encephalitis
- Reye's Syndrome
- Cerebral Palsy
- Guillain Barre Syndrome
- Botulism
- Sturge Weber Syndrome
- Spina Bifida
- Angelman Syndrome

NGN STYLE QUESTIONS

- Next Generation NCLEX (NGN) – Focuses on clinical judgement
- Innovative item types
 - Extended multiple choice
 - Matrix grid
 - Enhanced hot spot
 - Cloze (drop down) items
 - Extended drag and drop items
 - Bow-tie
 - Trend items

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NGN Style Question Example

1. A 12-year-old male patient is diagnosed with Guillain-Barré Syndrome (GBS). Which assessment finding requires the nurse to contact the healthcare provider immediately?
- A. Complaints of numbness and tingling in the legs
 - B. Absence of deep tendon reflexes in the lower extremities
 - C. Weakness that has ascended to the chest
 - D. Difficulty flexing the ankle and toes

Answer: C

Rationale: Weakness ascending to the chest may indicate a progression of GBS that could involve respiratory muscles, putting the patient at risk for respiratory failure.



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NGN Style Question Example

2. A nurse is assessing a client suspected of having botulism. Which symptoms would the nurse expect to find? (Select all that apply.)

- A. Difficulty swallowing
- B. Muscle weakness
- C. Hypertension
- D. Blurred or double vision
- E. Nausea and vomiting
- F. Respiratory distress



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NGN Style Question Example

Diagnostic Test	Essential	Nonessential
Lumbar puncture	X	X
Complete Blood Count	X	X
Counterimmunoelectrophoresis	X	X
Urinalysis	X	X
Complete Metabolic Panel	X	X
Electroencephalogram	X	X
Electromyography	X	X
Brain Natriuretic Peptide	X	X



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NGN Style Question Example

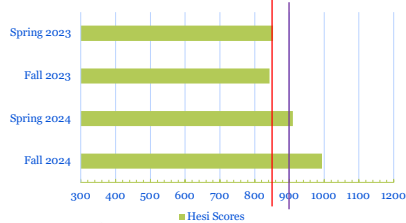
Rationale: Lumbar puncture: Indicated, as cerebrospinal fluid (CSF) analysis is essential for diagnosing bacterial meningitis.
 Complete Blood Count (CBC): Indicated, since it helps assess for infection (elevated white blood cell count).
 Counterimmunoelectrophoresis: Indicated, as it helps detect specific organisms in cases of bacterial meningitis.
 Urinalysis: Nonessential, as it does not provide relevant information for diagnosing bacterial meningitis.
 Complete Metabolic Panel (CMP): Indicated, since it can help monitor electrolyte and kidney function, which are important in severe infections.
 Electroencephalogram (EEG): Nonessential, as it assesses brain activity and is not directly used in diagnosing meningitis.
 Electromyography (EMG): Nonessential, as it evaluates muscle and nerve function, unrelated to meningitis diagnosis.
 Brain Natriuretic Peptide (BNP): Nonessential, as it is a marker for heart failure and is unrelated to central nervous system infections like meningitis.



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Evaluation

Pediatric Neurological Standard Exam Scores



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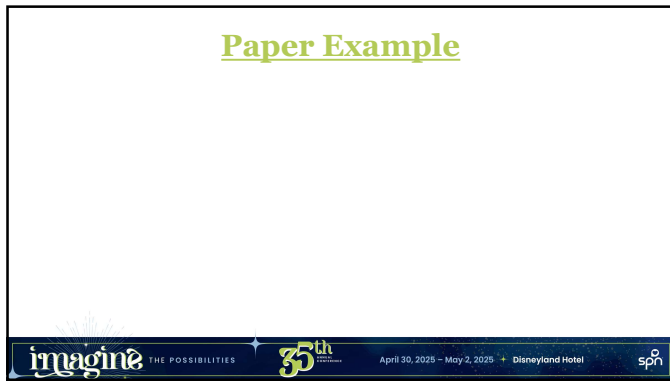
Implications & Relevance

TEACHING STRATEGY

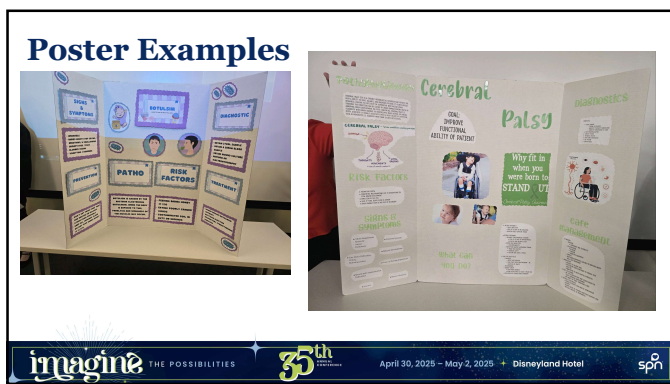
- Flipped classroom activities can be used in a variety of settings and on many different topics.
- Students have provided positive verbal feedback, in addition to their improvement of the objective exam score data also obtained



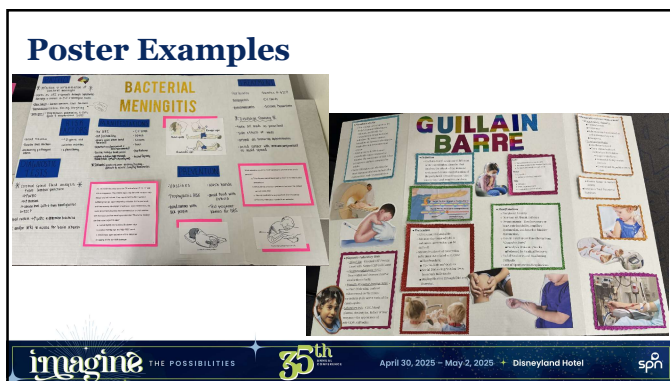
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Peer Evaluation Example

Group Name/Number: [redacted]

Name of Rater: [redacted]

Date: 12/3/2024

Characteristic	Exceeds Expectations – 5 pts per section	Meets Expectations – 3 to 4 pts per section	Below Expectations – 0 – 2 pts per section	Students' Initials & Scores									
				Self Eval	Peer JK	Peer AC	Peer EA	Peer MS	Peer SW	Peer TS	Peer VS	Peer WS	Peer [redacted]
Commitment	Follows up on ideas and suggestions from previous group discussions about the critique and communicates findings to the group.	Consistently demonstrates commitment to the project by being prepared for each group critique discussion. Frequently offers helpful ideas or suggestions.	Seems reluctant to engage fully in group critique discussions and task assignments.	4	4	4	5	5	5	5	5	Peer [redacted]	Peer [redacted]
Contributions	Interacts actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas for the critique.	Frequently offers helpful ideas or suggestions.	Does not offer ideas or suggestions that contribute to problem solving/task completion.	5	4	5	5	4	5	5	5		
Total				9	8	9	10	9	10	10	10		

Comments: I worked well with this group. It was easy to divide the information up between us without any conflict. Everyone fulfilled their part in the project and contributed to the presentation. We regularly communicated with each other in our group message, and some members took up the leadership role and offered ideas that the group agreed on as a collective.

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Peer Evaluation Example

Group Name/Number: [redacted]

Name of Rater: [redacted]

Date: 12/3/2024

Characteristic	Exceeds Expectations – 5 pts per section	Meets Expectations – 3 to 4 pts per section	Below Expectations – 0 – 2 pts per section	Students' Initials & Scores									
				Self Eval	Peer JK	Peer AC	Peer EA	Peer MS	Peer SW	Peer TS	Peer VS	Peer WS	Peer [redacted]
Commitment	Follows up on ideas and suggestions from previous group discussions about the critique and communicates findings to the group.	Consistently demonstrates commitment to the project by being prepared for each group critique discussion. Frequently offers helpful ideas or suggestions.	Seems reluctant to engage fully in group critique discussions and task assignments.	5	5	5	5	5	5	5	5	Peer [redacted]	Peer [redacted]
Contributions	Interacts actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas for the critique.	Frequently offers helpful ideas or suggestions.	Does not offer ideas or suggestions that contribute to problem solving/task completion.	5	5	5	5	5	5	5	5		
Total				10	10	10	10	10	10	10	10	10	

Comments: I believe our group worked very well together. We all participated evenly and submitted all parts on time. The project was a combination of ideas from everyone in our group. We all participated evenly and offered help where it was needed. I really enjoyed the project as well as our group.

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Questions?

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Shen, D., & Chang, C.-S. (2023). Implementation of the Flipped Classroom Approach for Promoting College Students' Deeper Learning. *Educational Technology Research and Development*, 71(3), 1323–1347.

Sportsman, S. (2020). HESI RN specialty exams improve scores on exit exam (E2). Elsevier.



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Think - Pair - Share

THINK (1–2 mins):

Students answer **3 quick prompts** on their own:

What is one key concept you remember?

What is one thing that was unclear or confusing?

Apply the concept in one sentence (e.g., "I would use ____ to solve ____").



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Pair

PAIR (2 mins):

Pair up with a partner to compare answers.

Clarify misunderstandings or reinforce concepts.

SHARE (2–3 mins):

Volunteers share highlights or surprising insights with the whole class.

Instructor can add clarifications or address common gaps.



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