



# Peds Academy<sup>®</sup> Orientation

Fall 2021



Dr. Becca Grysko  
PedsAcademy School Program Coordinator  
Supervising Teacher

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Email:

[Rebeca.Grysko@ucf.edu](mailto:Rebeca.Grysko@ucf.edu)



Dr. Lee-Anne Spalding  
PedsAcademy Clinical Coordinator  
Associate Lecturer

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Email:

[Spalding@ucf.edu](mailto:Spalding@ucf.edu)

# Orientation Agenda

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Program Overview

Safety & Security

Infection Prevention & Control

Patient and Family Centered Care

Patient Confidentiality

Guidelines for Working with Hospitalized Children

Tour of the Hospital

Dress Code

Daily Schedule

Patient Assignments

Logging Patient Encounters

Professional Learning

Events

Observations/Evaluations

## To Do's:

- ✓ Sign Wheelchair Competency Evaluation
- ✓ Sign Orientation Packet Acknowledgement
- ✓ Sign Information Confidentiality and Use Agreement
- ✓ Sign Photo Release Form
- ✓ Complete Required WBTs and Print Transcript
- ✓ Complete Orientation Quiz in Webcourses
- ✓ Complete Pre-Test in Webcourses



# From the Beginning...

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On July 1, 1940, Nemours opened its first children's hospital: Alfred I. duPont Hospital for Children in Wilmington, Delaware. In this historic photo, a teacher at the hospital is enjoying time outdoors with patients. Over the last 80 years Nemours has grown to become a fully integrated, multi-specialty pediatric healthcare system serving more than 500,000 children annually.

# Preparing Preservice Teachers to Work with Chronically Ill Children

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- About 25% of children in the United States have a chronic health condition such as cystic fibrosis, sickle cell anemia, diabetes, epilepsy, and/or asthma (National Center for Chronic Disease Prevention and Health Promotion, 2017).
- Children with chronic health conditions may experience problems with school performance, including reduced attention and concentration, poor motivation, and absenteeism.
- To ensure that teachers are prepared to meet the diverse needs of all children, scholars have highlighted the need for teacher preparation programs to provide coursework and field experiences focused on preparing future educators to work with chronically ill children in a classroom setting (Gartin & Murdick, 2009; Irwin et al., 2018).

# PedsAcademy® Highlights

- Supervising Teacher on-site, Monday through Friday
- Educational services based on each patient's individual needs, including tailored instruction, educational enrichment activities, and return-to-school planning
- Hands-on, multi-sensory teaching techniques (involves the use of visual, auditory, and kinesthetic-tactile pathways to enhance engagement and learning)
- Developmentally supportive play/activities for infants and toddlers to promote stimulation and growth in cognitive, social, language, and physical skills (e.g., reading, singing, peek-a-boo, sorting games)
- Robotics (children develop computer science concepts as they build and program robots to complete specific tasks)
- 3-D printing technology (children design and print their own three-dimensional models)
- Only hospital school program nationwide to offer an internship program for future teachers in early childhood development, elementary education, exceptional student education, and secondary education



# Hospital-Wide Educational Programs & Events

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# Little Readers Program

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- PedsAcademy's Little Readers Program aims to promote parent-baby bonding and support early language development by encouraging parents to talk, sing, and read aloud to their baby in the NICU.
- Upon admission, each family receives a Little Readers Packet which includes a free children's book and information about the benefits of reading with their baby in the NICU.
- A mobile book cart, stocked with a variety of childhood favorites, enables families to add new books to their baby's library throughout their hospital stay. Recordable storybooks are also available which allow parents to read to their baby even when they are unable to be at bedside.
- UCF Early Childhood Development students attend NICU developmental rounds, present at NICU parent support group sessions, and create family engagement activities/projects for NICU families!



# READING Paws

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- Our UCF Teacher Candidates help patients and siblings practice their reading and communication skills by reading aloud to one of the hospital's nationally registered and qualified therapy dogs.
- Each participating child receives a brand-new book to keep which is "pawtographed" by their four-footed reading companion!
- If you are interested in helping facilitate the READING Paws program, you must complete the online training module provided by the R.E.A.D.® (Reading Education Assistance Dogs®) organization.



# Peds Academy's Traveling Library

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- Mobile library cart delivers a variety of high-quality children's books to inpatient rooms and outpatient clinic areas.
- Books are available for kids of all ages in both Spanish and English.
- UCF Teacher Candidates read-aloud to patients and their visiting siblings.



# Summer Explorers Camp

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- Eight-week STEM-based summer camp for inpatient students and siblings.
- Each camp week features a new theme to provide educational and engaging summer fun (e.g., Junior Engineer, A Trip Into Space, LegoMania, Mad Science Lab, Dinosaurs Rock).
- Former PedsAcademy teacher interns have the opportunity to volunteer as camp counselors.



*Safety and Security*



A photograph of the Nemours Children's Hospital building, featuring a modern facade with horizontal slats. In the foreground, a blue sign with a white arrow points left towards the 'Main Entrance'. Below this, a grey sign displays the 'Nemours Children's Hospital' logo and the name 'Nemours Parkway'.

# Parking/Arrival

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- Please park on the third or fourth floor of the visitor parking garage.
- Take the elevator to the ground (G) floor.
- Wait outside the ground floor entrance for Dr. Grysko.
- You must arrive by 8:45 am.

COVID-19 Vaccine

Dose 1 - 9/1/2021

Dose 2- 10/6/2021

Influenza Vaccine

You must submit proof of flu vaccination by 12/1/2021.



# Student Badges

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- Each badge number will be assigned to a specific student, therefore badges may not be shared.
- Your Student Badge must be worn and visible at all times while at Nemours.
- Your Student Badge must be returned to Dr. Grysko at the end of each internship day. Student Badges are not to be taken home.

# Emergency Codes and RACE/PASS

▶ <b>Code Blue</b> Medical Emergency	▶ <b>Code Green Delta Level 1</b> 25+ Patients Inbound
▶ <b>Code Red</b> Fire	▶ <b>Code Green Delta Level 2</b> 24 or Less Patients Inbound
▶ <b>Code Black</b> Bomb Threat	▶ <b>Code Green Delta Level 3</b> Operations/System Failure
▶ <b>Security Alert</b> Violent or Aggressive Person(s)	▶ <b>Code Brown</b> Hurricane/Tropical Weather Systems
▶ <b>Active Shooter</b> Active Shooter	▶ <b>Code Tornado</b> Tornado Watch or Tornado Warning
▶ <b>Code Pink</b> Missing, Eloped, or Abducted Child	▶ <b>Facility Alert - Spill Response</b> Potentially Hazardous Spill

**Nemours Children's Hospital**      **Emergency Number 57-5555**

For more detailed information, please refer to the Quick Reference Guide on pgs. 18-20 of the PedsAcademy Student Intern & Faculty Handbook.

EMERGENCY REMINDERS	
<b>IN CASE OF FIRE</b>	
<b>R</b> Rescue anyone in the immediate danger of the fire	<b>P</b> Pull extinguisher pin
<b>A</b> Alarm/Alert by pulling fire alarm and calling Security Command at 575555	<b>A</b> Aim the nozzle at the base of the fire
<b>C</b> Contain fire by closing all doors in the fire area	<b>S</b> Squeeze or press handle
<b>E</b> Extinguish fire if it is safe to do so	<b>S</b> Sweep from side to side until the fire is out



# Infection Prevention & Control



# Mandatory COVID-19 Vaccination

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To protect the children we serve, Nemours requires COVID-19 vaccination for all associates. This includes contractors, students, temporary staff, and volunteers.

- The first dose of a two-dose Pfizer or Moderna vaccine or a single dose of Johnson & Johnson vaccine must be completed by September 1, 2021.
- All students must have their second dose by October 6, 2021.
- You can receive the SARS-CoV-2 (COVID-19) vaccine free of charge through UCF Student Health Services.

[Your Vaccine is Waiting. Armor Up! | Coronavirus \(ucf.edu\)](#)

# COVID-19 Policies, Procedures, and Practices

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- You may not enter the facility if you are experiencing any of the following symptoms: fever of 99.5 or greater, persistent cough, loss of sense of smell and/or taste, shortness of breath, and/or sore throat.
- You must wear a temporary face covering when walking to and from your vehicle.
- You will be required to wear a medical-grade loop mask at all times, except when eating or drinking (regardless of vaccination status).
- Universal masking and physical distancing are NOT interchangeable. **You MUST maintain at least three feet of physical distancing from others while on-site.**
- Students will NOT be assigned to work with patients with suspected or confirmed COVID-19.

# Hand Hygiene

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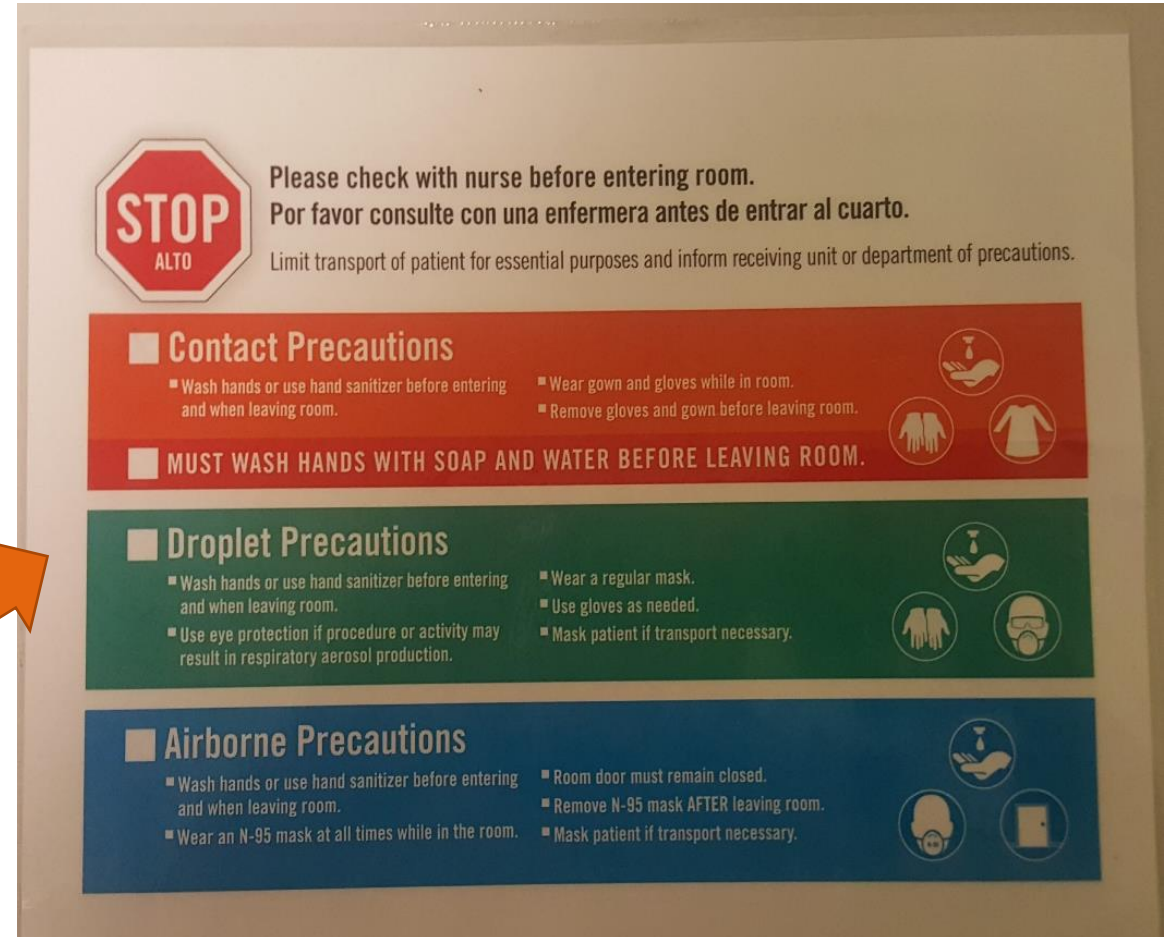
Hand hygiene is recognized as the foundation of effective infection prevention and control practice.

1. **Handwashing:** Hands are to be thoroughly washed, using soap and water, when visibly dirty or soiled.
2. **Hand Sanitizer:** Alcohol-based hand sanitizer is the preferred product for routine hand hygiene in healthcare settings unless hands are visibly soiled.
  - Gel In / Gel Out before and after every patient interaction.
3. **Nails:**
  - Any individual whose responsibilities include contact with the patient's immediate environment may only have natural fingernails (no artificial fingernails, extenders, wraps or other fingernail applications/decorations/silks/tips shall be worn.
  - Natural fingernails shall not extend over the tip of the finger.
  - Finger nail polish, if worn, shall not be chipped and should be clear or pale-colored.



# Isolation (Transmission-Based) Precautions

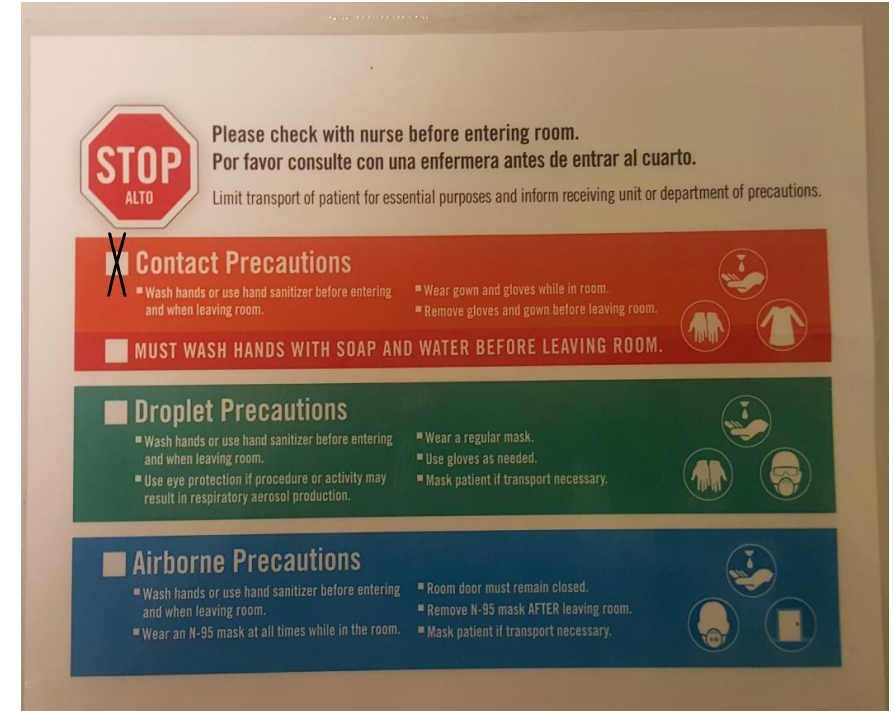
- All patients known or suspected with infectious diseases/infections are placed on Transmission-Based Precautions.
  - Patients requiring Transmission-Based Precautions have an Infection Prevention and Control-approved sign displayed at their door.
  - Patients are to remain in their rooms except for medically necessary tests or therapeutic reasons.
  - PPE supplies (e.g., gowns, gloves, masks) are stored outside of the patient room in a cabinet.



# Contact Precautions

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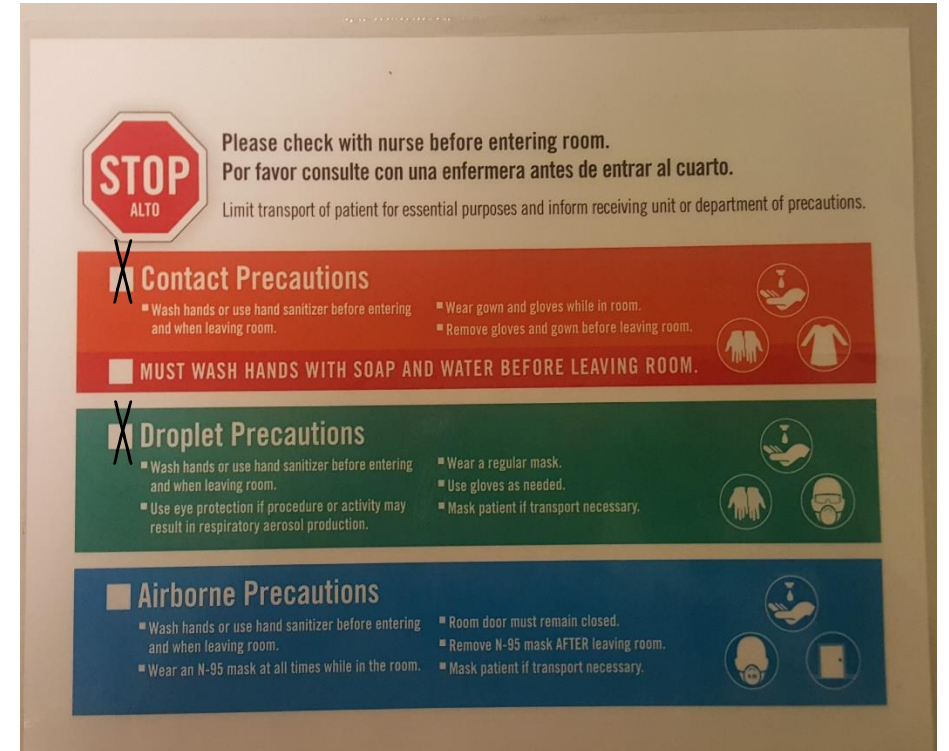
- Used for patients known or suspected to have organisms or illnesses easily transmitted by direct patient contact or contact with items in the patient's environment.
  - Use hand sanitizer before putting on PPE.
  - Put on a gown and gloves before entering the patient's room.
  - Remove gown and gloves before leaving room.
  - Use hand sanitizer immediately after leaving the patient's room.



# Droplet Precautions

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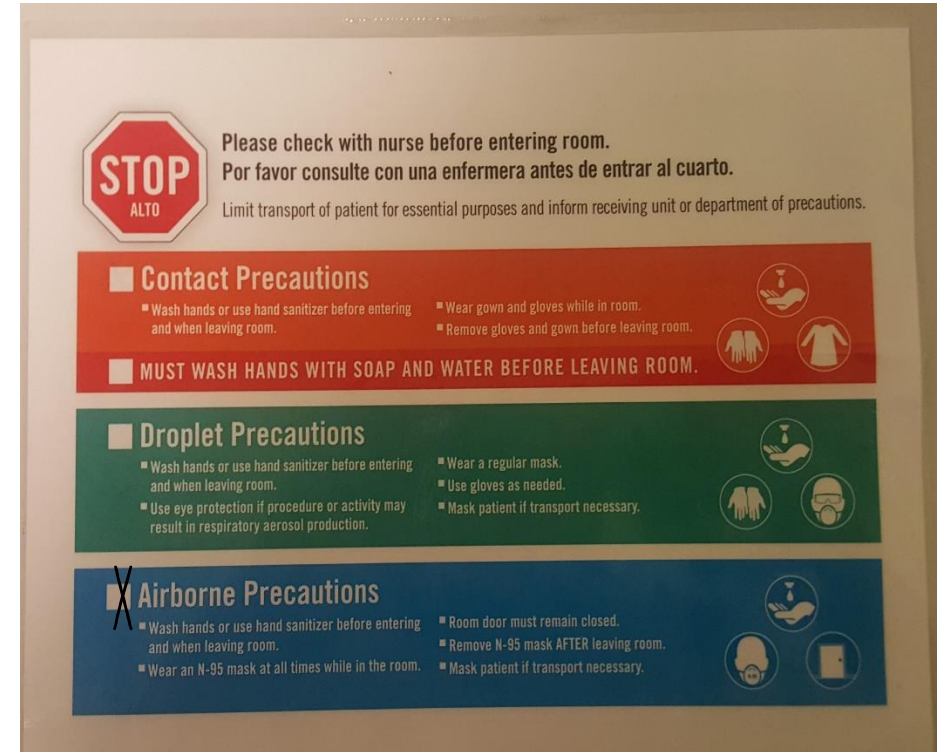
- Used for patients known or suspected to be infected with microorganisms transmitted by droplets that can be generated by patient during coughing, sneezing, talking, or the performance of procedures.
  - Use hand sanitizer before putting on PPE.
  - Put on a loop mask before entering patient's room.
  - Gowns and gloves are not required unless other precautions are in effect such as Contact Precautions.
  - When leaving a patient's room, remove gown and gloves first, then the mask.
  - Use hand sanitizer immediately after leaving the patient's room.



# Airborne Precautions

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- Used for patients known or suspected to be infected with microorganisms transmitted by airborne droplet nuclei (e.g., Tuberculosis, SARS)
- Only staff who have been fit tested and trained to use a NIOSH-approved respirator and who are essential to patient care should enter the room of a patient requiring Airborne Precautions.





# Personal Protective Equipment (PPE)



**STOP**  
ALTO

Please check with nurse before entering room.  
Por favor consulte con una enfermera antes de entrar al cuarto.

Limit transport of patient for essential purposes and inform receiving unit or department of precautions.

**Contact Precautions**

- Wash hands or use hand sanitizer before entering and when leaving room.
- Wear gown and gloves while in room.
- Remove gloves and gown before leaving room.

**MUST WASH HANDS WITH SOAP AND WATER BEFORE LEAVING ROOM.**

**Droplet Precautions**

- Wash hands or use hand sanitizer before entering and when leaving room.
- Use eye protection if procedure or activity may result in respiratory aerosol production.
- Wear a regular mask.
- Use gloves as needed.
- Mask patient if transport necessary.

**Airborne Precautions**

- Wash hands or use hand sanitizer before entering and when leaving room.
- Wear an N-95 mask at all times while in the room.
- Room door must remain closed.
- Remove N-95 mask AFTER leaving room.
- Mask patient if transport necessary.

# Where to Find PPE

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Always check for  
Transmission-Based  
Precautions sign!

Gowns

Masks

Gloves



# Cleaning and Disinfection of Teaching Materials

- Objects such as paper books, crayons or pencils, or cloth type items are deemed non-reusable and must be given to the children to keep and shall not be re-circulated.
- All teaching materials (e.g., tablets, blocks, manipulatives, magnetic whiteboards, laminated materials, etc. ) must be wiped down thoroughly with the hospital-approved disinfectant wipes after each use.
- Always put on a pair of clean gloves when using the hospital-approved disinfectant wipes to clean materials.



# Patient and Family Centered Care



Patient- and family- centered care is working "with"  
patients and families, rather than  
doing "to" or "for" them.

# Patient and Family Centered Care in Practice

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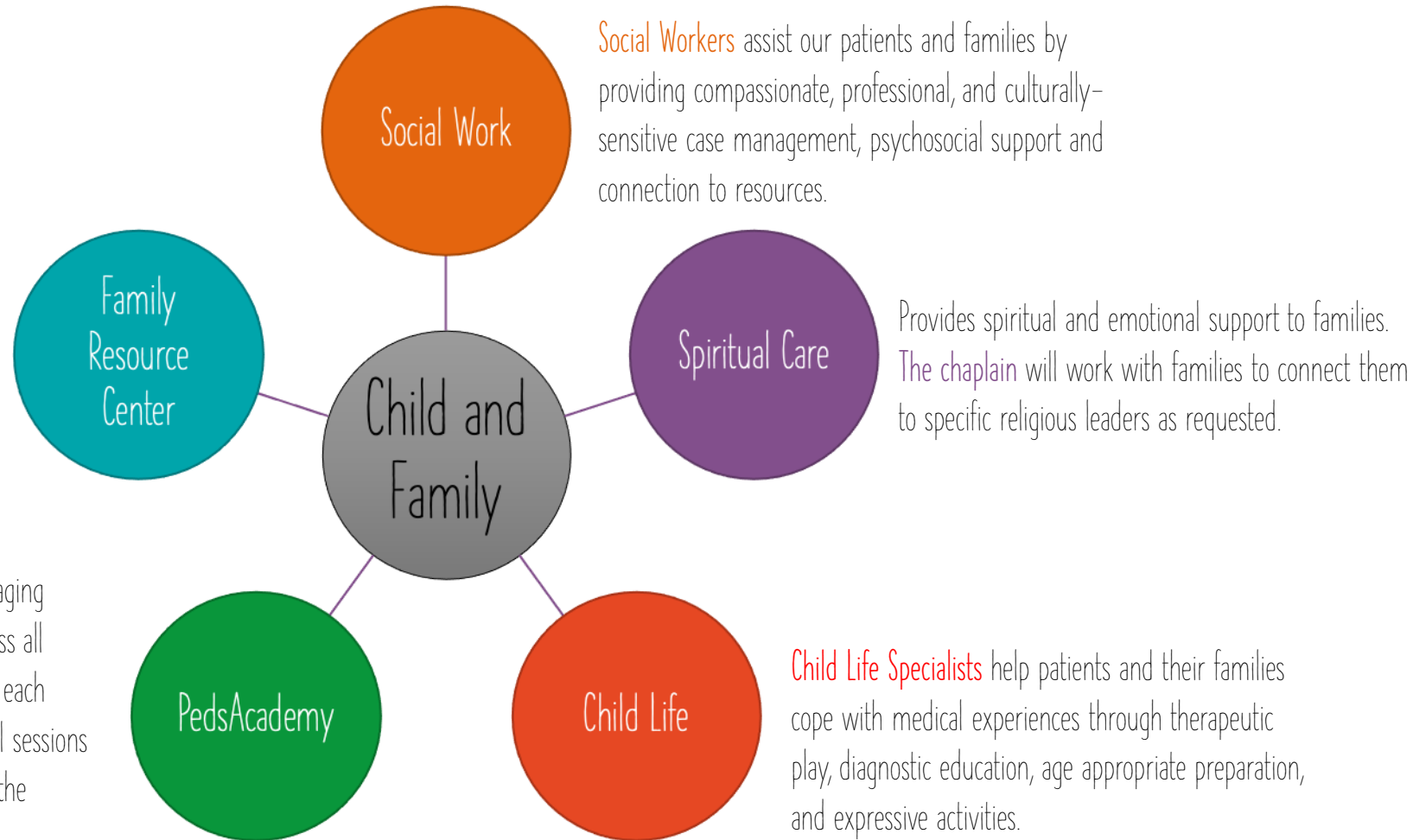
- A Patient and Family Centered Care approach:
  - allows for the family system to take an active role in their child's care,
  - encourages the care team to identify and acknowledge each family's individual barriers to care,
  - ensures the family system as a whole is being cared for, as this impacts the patient's individual treatment outcomes,
  - and recognizes each patient and their family's individual experiences and how this relates to their medical care.

# Patient Family Services (PFS) Team at NCH

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Provides support services to families to manage any unexpected challenges during their hospital stay or outpatient clinic visit. [The Family Resource Ctr.](#) offers a phone charging station, laptop load services, children's play area, copy/print/fax/scan services, community resources, and events for children and families.

[PedsAcademy](#) facilitates meaningful and engaging educational tasks/activities with patients across all school subject areas. Instruction is tailored to each child's unique abilities and needs. Educational sessions take place either at the child's bedside or in the hospital classroom.



# Patient Confidentiality







# Protected Health Information (PHI)

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Protected Health Information (PHI) is individually identifiable health information that is, or has been, electronically maintained or transmitted, is stored on paper, has been communicated orally, or has been transmitted or maintained in any other form or medium. *Examples include: patient name, medical record number, birthdate, diagnoses, and treatment information.*

# Patient Confidentiality Guidelines

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All students will abide by the following patient confidentiality guidelines:

- You may not take any pictures of patients unless you have obtained a signed photo release form.
- Do not post information about patients and/or families on any social media site.
- You may not discuss patient information or use a patient's name in a public area of the hospital (i.e., the cafeteria, elevators, common areas, the hallway, etc.)
- Paper documents with patient information (e.g., patient assignment slips, patient encounter logs) that are no longer needed should be discarded in the confidential shred box.

# Guidelines for Working With Hospitalized Children



# Properly Introduce Yourself to Patients, Families, & Hospital Staff

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Your Name

Hello, my name is \_\_\_\_\_. I am a teacher intern with PedsAcademy, the school program here at the hospital. Today, I am here to [introduce school program services, provide assistance with school assignments, provide instruction in reading/math, offer an educational enrichment activity]. Is now a good time?

Your Dept.

Specific Purpose  
for Visit

Remember to be polite, professional, &  
**CONFIDENT!**

# Working with Hospitalized Children

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## DO

- Talk at eye level.
- Introduce yourself and your role.
- When possible, let the child have a choice.
- Respect expression of emotions. Crying and anger are normal. Children can cope better if encouraged to express emotions.
- Support the family relationship. Include family members (e.g., parents, siblings) in the educational task/activity.
- Respect patient's right to privacy. Everyone needs their own space.
- Respect patient's individuality. Our patients come from different backgrounds and cultures.

## DON'T

- Ask for hugs.
- Pity. Children and families need supporting care.
- Make promises you can't keep.
- Talk in a negative manner. Focus on what children can do instead of what they cannot.
- Be offended if a child doesn't want to talk or participate in an activity. If a patient is not engaging, try visiting them another time.

# Wheelchair Safety

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## Accompanying a Child to the Classroom

- Before taking a child from their room, check with the nurse that he/she is able to go (i.e. off monitors, not on isolation, etc.).
- If the child is not able to walk, use a wheelchair, do not transfer patient into wheelchair. Have a nurse, tech, etc. help the patient into the wheelchair.
- Check IV cords and other electrical devices to make sure they are unplugged.
- Once the patient is in the chair, put the foot plates down and unlock the brakes.
- When transporting the patient, use a slow and constant pace, and enter doorways and elevators backwards.
- Once you have arrived at your desired destination, apply the locks.

## Returning a Child to Their Room

- Always accompany a child back to their room, unless a parent/family member is with them.
- Notify the nurse that the patient has returned to their room.



# IV Poles

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- When moving an IV pole/machine, push the IV pole with one hand and hold tubing with the other to allow for slack.
- Watch the height of the pole when going through doorways.
- If an IV machine begins to beep and displays "low battery" message, plug the machine in immediately. If it beeps and shows any other message, call a nurse or return the patient to their room.
- If the tubing ever becomes unattached, clamp off the line and immediately call for a nurse. **DO NOT RECONNECT THE TUBING.**
- Never reset or change any of the settings on the IV machine.




# What to do if...

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- A care team member enters while a teacher is in the room?
  - Introduce yourself to the team member(s) and ask if it is ok to continue to lesson and/or activity.
- You are with a child and there is an emergency (i.e. IV tubing disconnects, child throws up, potty accident, etc.)
  - Remain calm, stay with the child, and immediately call for help (hit call button or pick up phone in patient room).
- What to do if a patient verbalizes fear, misconception, or feelings on their medical experience
  - Validate their feelings. Refrain from giving advice.
    - "I understand you are feeling scared about your upcoming surgery. There is someone here at the hospital who can help you with those feelings."
  - Tell Dr. Grysko so a referral can be placed for a Child Life Specialist



# REACH Program

- A patient care program created to help identify and better serve patients with ASD and similar conditions.
- This symbol indicates that a patient has a behavioral, sensory, developmental, or mental health disorder. 



**REACH**  
Respecting Each Awesome Child Here

Decrease stimulation including sounds, lights and touch.

Approach patient calmly and smoothly.

Keep caregivers to a minimum.

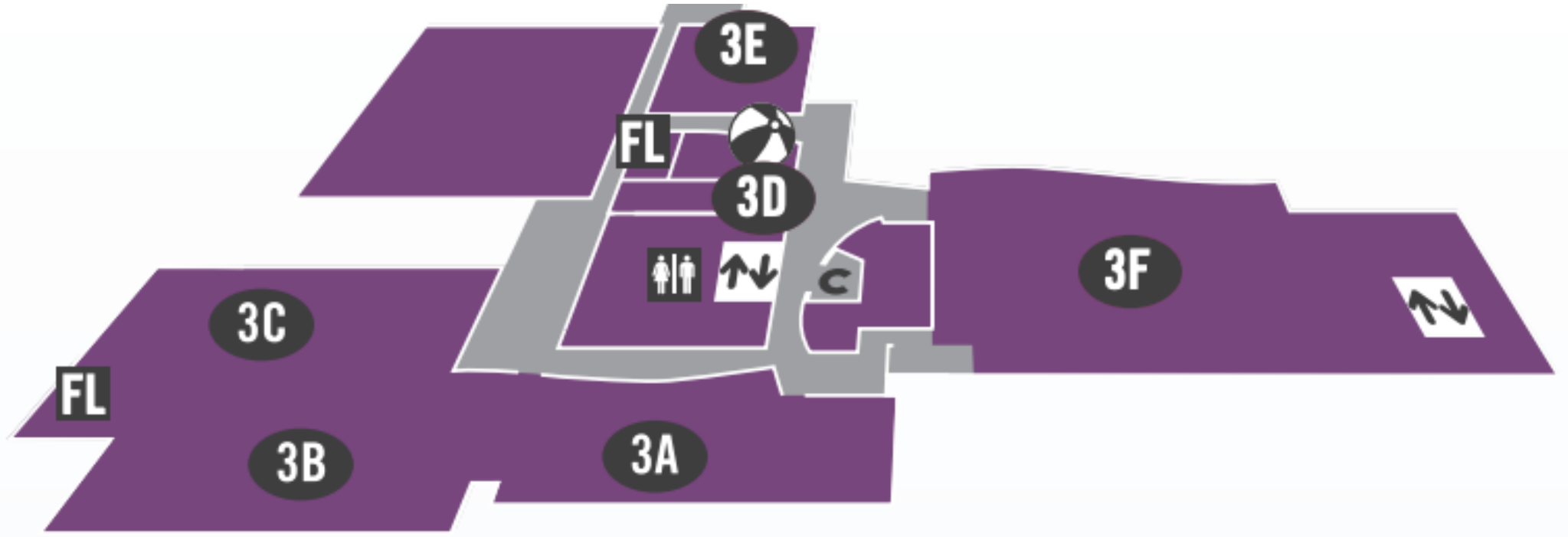
See Child Life or nursing staff for questions.





# Tour of the Hospital

# 3 FLOOR





## *Pediatric Intensive Care Unit (PICU)*

- Located on Floor 3
- The PICU provides life-saving treatments to the most seriously ill children.
- We provide educational services to patients in the PICU on a referral-based system.



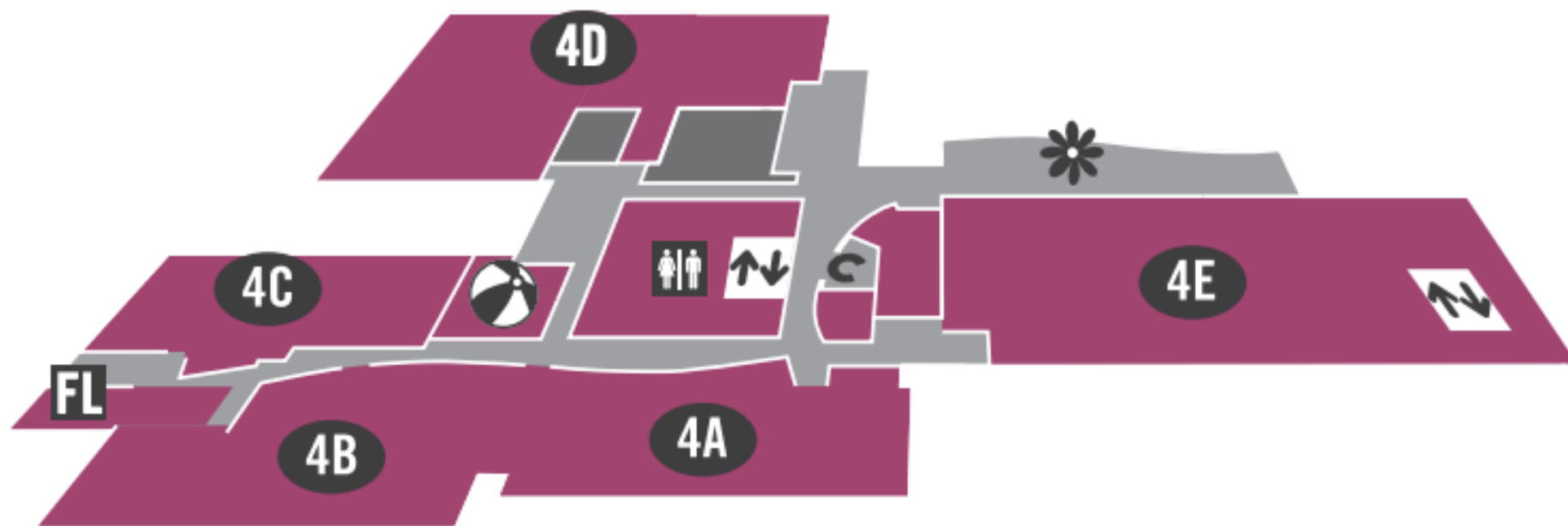


## *Neonatal Intensive Care Unit (NICU)*

- Located on Floor 3
- The NICU provides round-the-clock intensive care for babies who were born too early or have medical issues.
- Teacher interns must always be accompanied by the Supervising Teacher when working in the NICU.



# 4 FLOOR





## Med/Surge Unit

- Floor 4 (Pods A & B)
- Patients in this unit may be chronically or acutely ill with a wide variety of medical issues and/or are recovering from a recent surgery.
- Common chronic illnesses include asthma, diabetes, and sickle cell anemia.
- Common acute illnesses include appendicitis, influenza, gastroenteritis, and bronchitis.



## Hematology/Oncology Unit

- Floor 4 (Pod C)
- This unit treats children of all ages who have been diagnosed with cancer or a blood disorder.
- 83% of children diagnosed with cancer are expected to become long-term survivors (American Cancer Society, 2014).





## *Infusion Center*

- The Infusion Center cares for children who require infusion therapy for cancer and blood disorders, kidney disease, immune system disorders and more.
- The Center consists of 14 separate infusion rooms where children stay during their treatment.
- Robotics, STEM challenges, and read-alouds are great options for learning and distraction.

# 5 FLOOR





## *Additional Med/Surge Units*

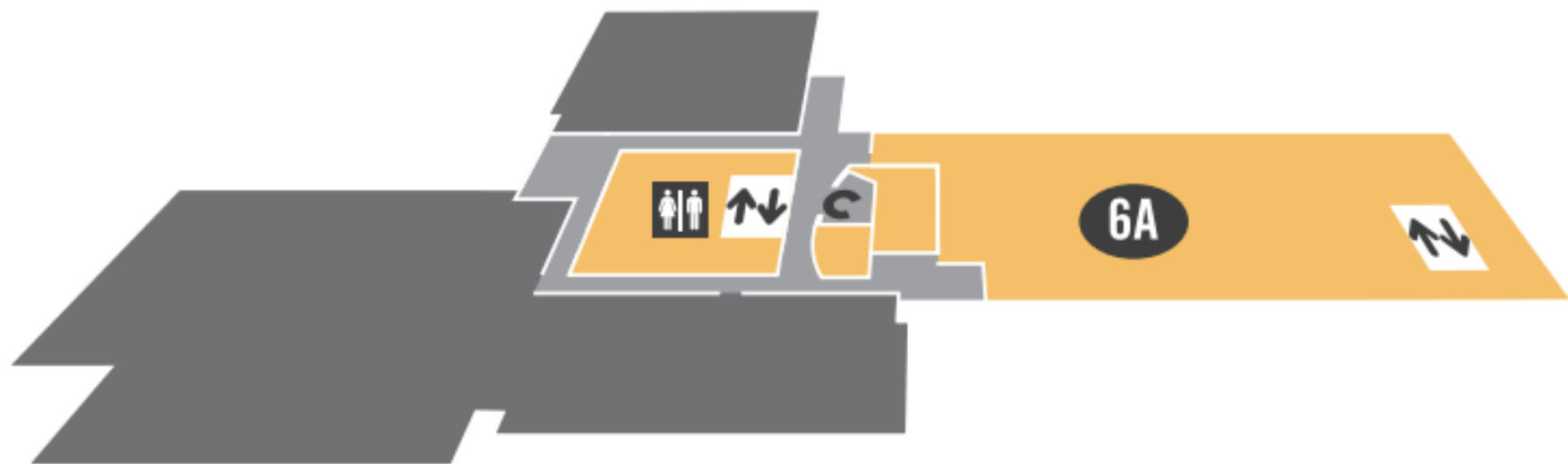
- Floor 5 (Pods A & B)
- Patients in this unit may be chronically or acutely ill with a wide variety of medical issues and/or are recovering from a recent surgery.
- Common chronic illnesses include asthma, diabetes, and sickle cell anemia.
- Common acute illnesses include appendicitis, influenza, gastroenteritis, and bronchitis.



## Inpatient Rehab

- Floor 5 (Pod C)
- This unit treats children who have severe limitations from their illness or injury.
- The patients in in-patient rehab receive 3 hours of therapy (e.g., speech, occupational, and/or physical) a day to improve their movement, function, and communication.
- The PedsAcademy faculty has access to print patient therapy schedules so you can pinpoint the best time for working with the patients.

# 6 FLOOR





## *Cardiac Intensive Care Unit (CICU)*

- This unit provides comprehensive pediatric cardiovascular care for children with heart conditions.
- Young children in this unit benefit from reading books, sensory activities, and musical play to promote listening, playful interaction, sensory learning, and language acquisition.
- We provide educational services to patients in the CICU on a referral-based system



Peds Academy  
Internship  
Requirements

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# Our Teacher Interns

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- Our PedsAcademy teachers are UCF students who have completed extensive coursework related to teaching and learning and child development.
- Our student teachers are selected from a variety of majors/programs:
  - Early Childhood Development
  - Elementary Education (K-6)
  - Exceptional Student Education
  - Secondary Education (6-12 Math and Science)
  - Lifelong Learning Track
- During their internship/practicum experience at PedsAcademy, all student teachers receive professional development training focused on understanding the specialized learning needs of hospitalized children.







# Our Classroom

- Promotes normalization and supports coping by offering a familiar, student-centered environment!
- Features a wide selection of teaching tools and school supplies.
- Quality, well-stocked library of children's books for all ages!

# Mandatory Dress Code

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- Black polo shirt
- Long khaki pants
- Closed-toe shoes



# Daily Schedule

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8:45 - 9:30 Arrive & Material Prep

9:30 - 12:00 Bedside Instruction

12:00 - 12:30 Lunch

12:30 - 1:30 Professional Learning

1:30 - 1:45 Material Prep

1:45 - 3:45 Bedside Instruction

3:45 - 4:00 End-of-Day Tasks

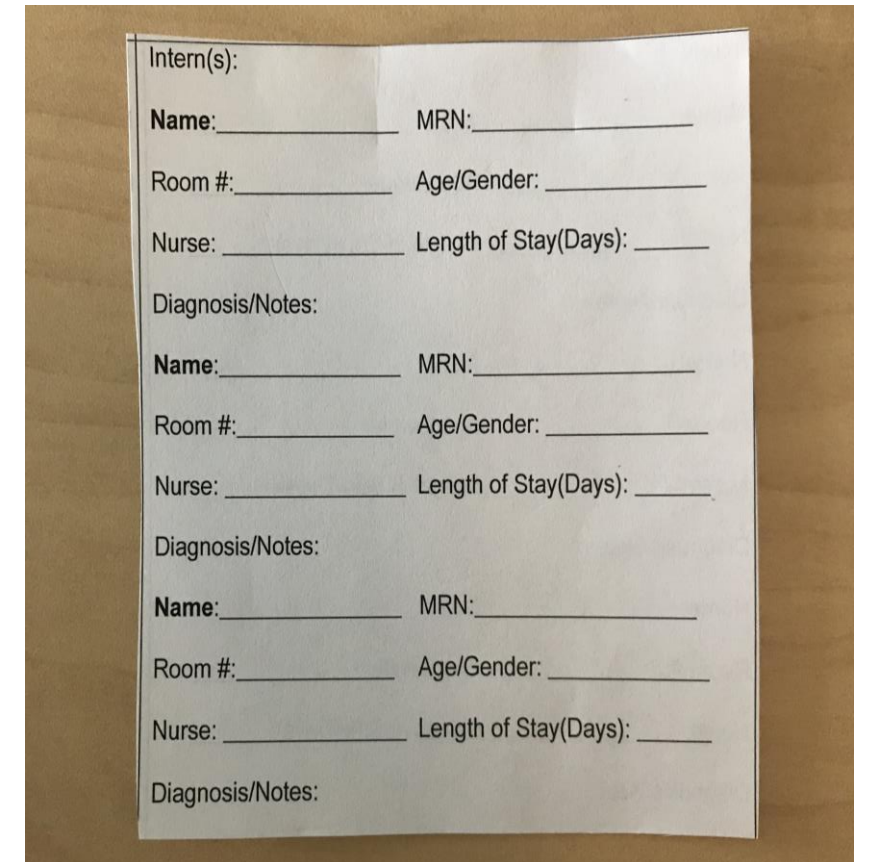
(Remember to turn in your  
badge before leaving!)



# Patient Assignment Slips

- Each morning, you will receive 3-6 patient assignments.
- Patient assignment slip includes:
  - Patient name
  - Medical record number
  - Patient Room #
  - Age/Gender
  - Nurse
  - Length of Stay (Days)
  - Diagnosis

Patient Assignment Slips contain PHI. Therefore, they must be shredded at the end of the day.



The image shows three patient assignment slips stacked vertically on a brown background. Each slip is a white rectangular card with a thin black border. The text on each slip is as follows:

Intern(s):  
**Name:** \_\_\_\_\_ **MRN:** \_\_\_\_\_  
**Room #:** \_\_\_\_\_ **Age/Gender:** \_\_\_\_\_  
**Nurse:** \_\_\_\_\_ **Length of Stay(Days):** \_\_\_\_\_  
**Diagnosis/Notes:**

**Name:** \_\_\_\_\_ **MRN:** \_\_\_\_\_  
**Room #:** \_\_\_\_\_ **Age/Gender:** \_\_\_\_\_  
**Nurse:** \_\_\_\_\_ **Length of Stay(Days):** \_\_\_\_\_  
**Diagnosis/Notes:**

**Name:** \_\_\_\_\_ **MRN:** \_\_\_\_\_  
**Room #:** \_\_\_\_\_ **Age/Gender:** \_\_\_\_\_  
**Nurse:** \_\_\_\_\_ **Length of Stay(Days):** \_\_\_\_\_  
**Diagnosis/Notes:**

# Individualized Instruction and Support

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- Supervising Teacher conducts an educational needs assessment for all new patients.
  - Introduce PedsAcademy program and services
  - Ask about patient's current school status (e.g., FLVS, District Virtual School, Hospital/Homebound)
  - Determine patient's grade level, academic needs, and interests
    - "Is your child working at grade level?"
    - "Is there a particular content area that he/she is struggling in?"
  - Offer to coordinate with classroom teacher(s) or hospital/homebound teacher
    - Obtain signed authorization to contact patient's teacher or school to obtain assignments and other education-related information

Academic goals are developed for each patient based on their specific needs.

# Educational Needs Assessment (completed by parent/guardian)

## GETTING TO KNOW YOUR CHILD

### STUDENT INFORMATION

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
 Preferred Name/Nickname: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Thank you for taking the time to provide us with this information.

### SCHOOL INFORMATION

Name of School: \_\_\_\_\_ County/District: \_\_\_\_\_  
 Type of School:  traditional public  magnet or charter school  private  
 Teacher's Name: \_\_\_\_\_ Teacher's Email: \_\_\_\_\_

Student is currently receiving special services at school:  IEP  504 Plan  Gifted/Talented  
Check all that apply.  Speech  Physical Therapy  Occupational Therapy  Other \_\_\_\_\_

Student is currently receiving hospital/homebound services:  yes  no  
 If yes, when did the student begin receiving hospital/homebound services? \_\_\_\_\_  
Month & Year  
 If no, do you plan to apply for hospital/homebound services?  yes  no

**Note:** The parent or guardian should request hospital/homebound services if it is anticipated that the child will miss 15 days or more of school due to their medical diagnosis.

What are your child's academic strengths?

What are your child's areas of need?

What additional information would you like us to know about your child?

### MORE INFORMATION

Has your child been assigned schoolwork to be completed during their hospital stay?  yes  no  
 Would you like us to contact your child's school and/or teacher to obtain schoolwork?  yes  no  
 Would you like your child to participate in the hospital school program?  yes  no  
 If yes, would you like us to send your child's school and/or teacher an attendance summary to document the number of hours your child received instruction during their hospital stay?  yes  no

**Note:** If the student has not been assigned schoolwork to be completed during their hospital stay, our hospital teachers will provide developmentally-appropriate and engaging activities designed to meet your child's individual learning needs.

I would like support/guidance with the following:  Hospital/Homebound Application Process  
Check all that apply.  IEP and/or 504 Plan  School Re-Entry  Other: \_\_\_\_\_

### ACADEMICS

Please choose the response that best reflects your child's academic performance..

	Below Grade Level	On Grade Level	Above Grade Level
Reading			
Writing			
Mathematics			
Science			
Social Studies			

### SOCIAL/EMOTIONAL SKILLS AND WORK HABITS

Please choose the response that best reflects your child's social/emotional development and work habits.

	Needs Improvement	Working on Skill	Satisfactory
Follows directions			
Puts forth best effort			
Accepts responsibility for own actions			
Displays self-confidence			
Displays self-control			
Shows respect for others			
Obeys rules and demonstrates appropriate behavior			

# What will my instruction look like?

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- Using multi-sensory techniques to help patients practice sight words (e.g., play-dough, magnetic letters, wikki stix, etc.)
- Playing educational games to reinforce key skills/concepts (e.g., BINGO, matching games, sorting games)
- Reading aloud to patients to provide positive neurocognitive stimulation and decrease isolation
- Facilitating literature circles to provide a way for long-term patients to engage in critical thinking and reflection as they read and discuss texts.
- Developmentally-supportive play/activities (reading, singing, finger puppets) with babies & toddlers to promote social, emotional, cognitive, and physical development
- Providing educational enrichment in STEM
  - Learning to code with Dash & Ozobot
  - Building with Legos or Magna-Tiles

Efforts will be made by the ST to match interns with patients in their preferred age-range.

# Patient Encounter Logs

- You are required to complete a patient encounter log for each patient you work with during the day.
- You will turn in your completed patient encounter log to the supervising teacher at the end of the day.
- Patient encounter logs are stored digitally in the PedsAcademy folder on the Nemours Network (S:)

PATIENT ENCOUNTER LOG			
Teacher Name: _____		Date: _____	
<b>Patient Name:</b>		<b>Patient MRN Number:</b>	
<b>Patient Room Number:</b>		<b>Age/Gender:</b>	
<b>Purpose of Visit/Content Area (select all that apply):</b> <input type="checkbox"/> Reading/Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Robotics/Engineering <input type="checkbox"/> Early Childhood/Developmental Play <input type="checkbox"/> Homework Support <input type="checkbox"/> Other _____		<b>Who was present during educational session?</b> <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> No caregivers present <input type="checkbox"/> Other _____	
<b>Where did the educational session take place?</b> <input type="checkbox"/> Pt's hospital room <input type="checkbox"/> PedsAcademy classroom <input type="checkbox"/> Other _____		<b>What was the pt's mood/affect during session (select all that apply)?</b> <input type="checkbox"/> Engaged <input type="checkbox"/> Cooperative <input type="checkbox"/> Positive in mood <input type="checkbox"/> Negative in mood <input type="checkbox"/> Withdrawn <input type="checkbox"/> Slow to engage <input type="checkbox"/> Frustrated <input type="checkbox"/> Easily distracted <input type="checkbox"/> Other _____	
<b>Instructional Focus</b> (e.g., <i>Instruction focused on solving simple addition with sums up to 10.</i> )			
<b>Detailed Description of Activity</b> (e.g., <i>Pt used unifex cubes to practice solving simple addition sentences.</i> )			
<b>Assessment</b> (e.g., <i>Pt was able to _____ with minimal/moderate/maximum support.</i> )			
Developmental Milestones (Complete ONLY for children ages 0-3)			
<b>Social/Emotional</b> <input type="checkbox"/> smiled <input type="checkbox"/> maintained eye contact during interaction <input type="checkbox"/> laughed in response to playful interaction <input type="checkbox"/> interested in looking at self in mirror	<b>Language/Communication</b> <input type="checkbox"/> made "cooing" noises <input type="checkbox"/> babbled with expression <input type="checkbox"/> turned head towards sound <input type="checkbox"/> used simple gestures (e.g., shook head "no") <input type="checkbox"/> pointed to object or picture when named <input type="checkbox"/> used words to communicate wants and needs	<b>Cognitive</b> <input type="checkbox"/> followed moving object with eyes <input type="checkbox"/> brought hands or toys to mouth <input type="checkbox"/> reached for a toy <input type="checkbox"/> followed simple instructions (e.g., "pick up the toy") <input type="checkbox"/> explored objects by shaking, banging, etc.	<b>Physical/Motor</b> <input type="checkbox"/> held a toy or object unassisted <input type="checkbox"/> made movements with arms and legs <input type="checkbox"/> held head unsupported <input type="checkbox"/> sat without support <input type="checkbox"/> pulled up to stand <input type="checkbox"/> turned book pages



# Example of Patient Encounter Log Educational Needs Assessment

Purpose of  
visit/interaction

Teacher intern met with pt and mom at bedside to introduce hospital school program (HSP) services and assess educational needs. Pt is in 4<sup>th</sup> grade at Gardner ES. Mom is currently in the process of applying for hospital/homebound services. Mom agreed for pt to receive educational sessions 5x per week either in the PedsAcademy classroom or at bedside throughout hospitalization. Pt will engage in lessons/activities, as offered by the PedsAcademy team, to maintain academic skills and promote normalization of the hospital environment. Teacher intern completed interest inventory to learn more about pt. Pt also completed "All About Me" poster. Pt shared that she loves Minecraft, is very interested in robotics, and could use instruction/additional practice with multiplication. Information from interest inventory will be used to inform future instruction in response to pt's individual needs.

School Info

Academic Goals

Patient  
Interests

# Example of Patient Encounter Log Instruction with School-Aged Patient

Teacher intern provided educational session in reading/literacy. Instruction focused on promoting letter and sound recognition. Session took place in pt's hospital room, with mom present at bedside. Teacher intern read-aloud "Chicka Chicka Boom Boom". During read-aloud pt was engaged and eager to help identify letters throughout the book. After reading, pt played four rounds of Alphabet BINGO with teacher interns. Pt was able to identify and name letters with little to no support but recalled very few letter sounds. Pt could benefit from continued instruction focused on letter sound recognition. Pt talkative and in good spirits throughout session, but easily distracted. Teacher interns used verbal cues and goal setting to redirect pt's attention and improve concentration. Pt will continue to participate in HSP 5x per week.

Purpose of visit/interaction

Where? Who?

What?

Assessment

Pt's mood/affect

Next Steps

# Example of Patient Encounter Log Preschool-Aged Child

---

Teacher intern provided educational session to promote color recognition and fine motor skills. Session took place in PedsAcademy classroom, with grandma present.

Teacher intern read-aloud "Brown Bear, Brown Bear". After read-aloud, pt engaged in a color sorting sensory bin activity. Using a handy scooper, pt was able to sort each item by color. Pt was also able to verbally name each color, with cueing/encouragement. Pt was engaged, cooperative, and positive in mood throughout session. Pt will continue to participate in the HSP 5x per week to promote development/reinforcement of key kindergarten readiness skills.

Purpose of visit/interaction

Where? Who?

What?

Assessment

Pt's mood/affect

Next Steps

# Example of Patient Encounter Log Toddler

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Teacher interns provided developmentally supportive play/activities to promote early childhood development and normalization of the hospital environment. Session took place in pt's hospital room with pt seated on playmat. No caregivers present. Teacher interns read-aloud, sang nursery rhymes with finger puppets, and engaged pt in instrument play. Pt playful, engaged, and smiling throughout session. Developmentally supportive activities/play to be continued throughout pt's hospital stay to promote socialization skills, fine motor skills, and cognitive/early language skills.

Purpose of visit/interaction

Where? Who?

What?

Pt's mood/affect

Next Steps

# Example of Patient Encounter Log Infant (0-12 months)

Teacher interns provided developmentally supportive play/activities to offer positive sensory/neurological stimulation and promote normalization of the hospital environment. Session took place in pt's hospital room with pt sitting upright in bouncy chair. No caregivers present. Teacher interns read-aloud and provided both visual and auditory stimulation using books, toys, and finger puppets. Pt responded positively as evidenced by calm demeanor, maintaining eye contact, and making "cooing" noises. Developmentally supportive activities to be continued throughout hospital stay to address above goals.

Purpose of visit/interaction

Where? Who?

What?

Pt's mood/affect

Next Steps

# What is Missing?

Purpose of visit/interaction not specific

Teacher intern provided educational session in math. Session took place in PedsAcademy classroom, with mom present. Teacher intern read-aloud math book and practiced solving addition sentences. Pt was engaged, cooperative, and positive in mood throughout session. Pt will continue to participate in HSP 5x per week.

Description of activity/instruction is lacking details

No assessment of learning included

# Complete Patient Encounter Log

---

Teacher intern provided educational session in math. Instruction focused on solving simple addition with sums up to 10. Session took place in PedsAcademy classroom, with mom present. Teacher intern read-aloud "The Mission of Addition" as an introduction to basic addition and key vocabulary terms. After reading, pt used unifix cubes to practice solving simple addition sentences. Pt demonstrated one-to-one correspondence when counting and was able to tell how many in all with minimal support. Pt was able to write the appropriate addition equation on a whiteboard with moderate assistance. Pt was engaged, cooperative, and positive in mood throughout session. Pt will continue to participate in HSP 5x per week.

Purpose of visit/interaction

Where? Who?

What?

Assessment

Pt's mood/affect

Next Steps

# Gradual Release of Responsibility (I do, We do, You do)

---

## Week 1

Model (I DO): Supervising Teacher will model while YOU observe/shadow.

## Week 2

Guided Practice (WE DO): You will pair up with a partner and the supervising teacher will be available to guide and assist you, as needed.

## Week 3 and Beyond

Independent Practice (YOU DO): You will be expected to enter patient rooms and teach independently. However, the supervising teacher will still be available to guide and assist. Peer support is also encouraged!



# Professional Learning

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- Disease-Specific PD

- Purpose: To learn how to meet the educational needs of children with chronic or life-threatening illness and/or disabilities
- Each disease-specific PD session will provide an overview of the disease or condition, the ways it can impact learning, and the specific accommodations/modifications teachers can make to support children in an educational environment.
- Sessions will be hosted face-to-face on Mondays & Thursdays during our professional learning time (12:30-1:30pm).

# Disease-Specific PD Sessions

Week	Session Title	Goal(s)
Week 1	Brain Injuries and Implications for School and Learning	To help interns learn about the effects of brain injury on learning and memory as well as the accommodations and/or strategies teachers can use to support students with brain injuries and neurological conditions in educational settings.
Week 2	Supporting Children with ASD in the Hospital Setting	To help interns learn about the stressors and unique challenges children with ASD face when visiting the hospital and different evidence-based interventions that can help support children with ASD in the hospital setting.
Week 3	Teaching Children with Cancer	To familiarize interns with the most common types of childhood cancer, potential impacts on learning, and how teachers can support children with cancer in educational settings.
Week 4	Pediatric Pulmonary Diseases and Disorders	To familiarize interns with the most common pediatric respiratory conditions, the different types of respiratory support and monitoring equipment used in the hospital, and what teachers can do to help children with a pulmonary disease/disorder be successful in school.
Week 5	Supporting Children with Chronic Pain in the Classroom	To help interns learn about the different medical conditions and diseases that can cause chronic childhood pain (e.g., sickle cell disease), the impact of chronic pain on school performance, and what teachers can do to help students cope with chronic pain in educational settings.

# Professional Learning (continued)

- Technology-Related PD

- Purpose: To learn about different types of innovative technology tools you can incorporate to enhance children's learning and engagement.
- Each Webcourse module concludes with a short, 10-point quiz. You must achieve a total score of 80% (8 out of 10 points) or greater on each quiz.

▼ Robotics: Wonder Workshop
📄 Introduction to Robotics and Coding
📄 Meet Dash and Dot
📄 Meet Cue
📄 Accessories for Wonder Workshop Robots
📄 Dash and Dot Across the Curriculum
📄 Exploring Angles with Dash
📄 Programming Games and Challenges
📄 Additional Resources for Dash, Dot, and Cue
📄 Next Steps with Dash, Dot, and Cue
📄 Wonder Workshop Quiz 10 pts

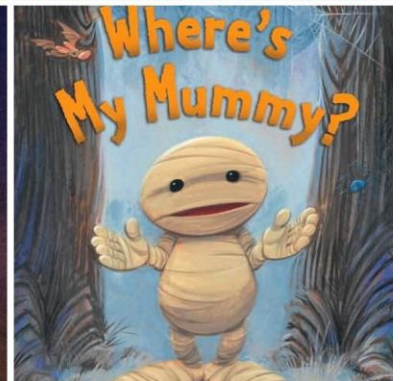
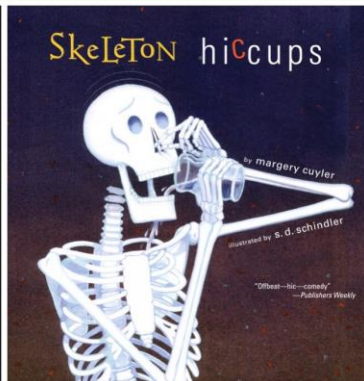
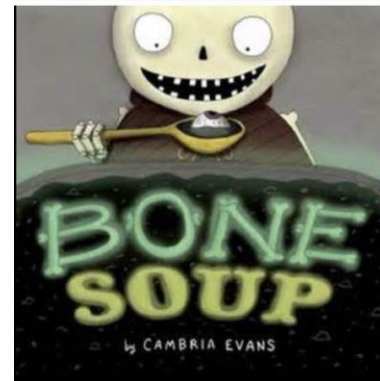
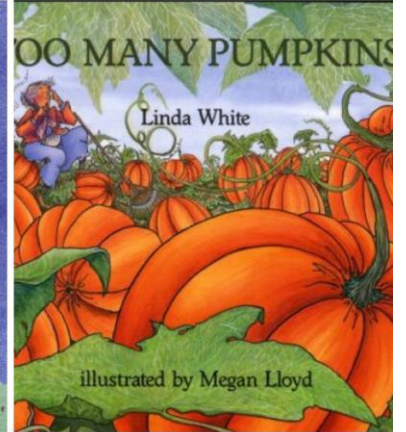
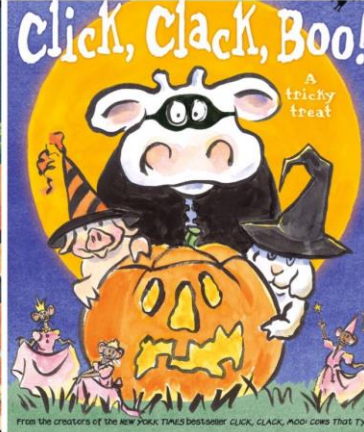
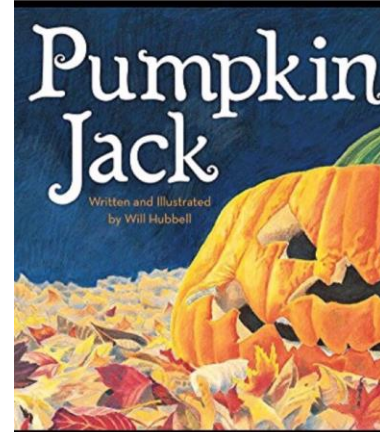
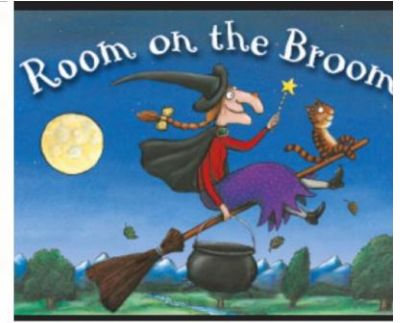
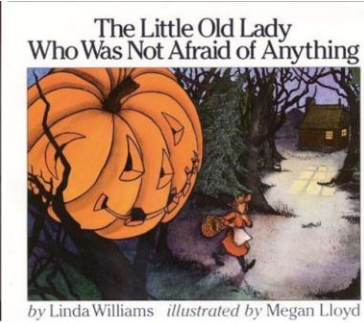
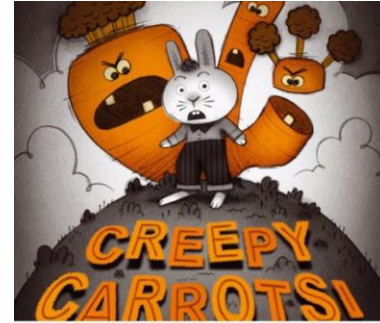
# Technology PD Modules

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Module	Due Date for Group 1 (and LLLs)	Due Date for Group 2
Robotics: Wonder Workshop	Sunday, 8/29	Sunday, 10/10
Robotics: LEGO WeDo 2.0	Sunday, 9/5	Sunday, 10/17
Robotics: Mindstorms EV3	Sunday, 9/12	Sunday, 10/24
Robotics: Ozobot & Sphero	Sunday, 9/19	Sunday, 10/31
Augmented/Virtual Reality	Sunday, 9/26	Sunday, 11/7
3D Printing	Sunday, 10/3	Sunday, 11/14

# Upcoming Events

- **NICU Read-A-Thon** - September 13-23<sup>rd</sup>
  - This event is a friendly reading competition to celebrate and encourage shared family reading and improve the NICU experience. NICU families will compete to read the most with their baby. "Winner" will receive a gift basket of children's books.
- **Read for the Record** - Thursday, October 28<sup>th</sup>
  - This year's book selection is *Amy Wu and the Patchwork Dragon* by Kat Zhang
- **Putting the BOO in Books** - Friday, October 29<sup>th</sup>



# Observations and Evaluations Elem Ed., Ex. Ed., and Secondary Ed.

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- Clinical TEAM
  - Supervising Teacher (Dr. Grysko)– two formal observations
  - Clinical Coordinator– one formal observation
  - Midpoint/Final evaluation meeting at the end of the 6 weeks
- Formal Observation Protocol
  - Teacher Candidate submits formal lesson plan 24 hours in advance for feedback
    - Submit both in VIA and email to observer(s)
  - Teacher Candidate facilitates lesson with a patient
  - Post observation conference focuses on strengths, areas of need and overall effectiveness of the candidate



Use the formal observation lesson plan template in Webcourses!

# Summative Reflection (all interns)

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- 1.) How did this internship impact you personally? As an educator?
- 2.) What were the most challenging aspects of this environment? How did you overcome them?
- 3.) What is your #1 take-away from this experience?
- 4.) What are some ways we can improve this internship experience for other teacher candidates?

See Webcourses for Due Date

# Group Me

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- Our Pedcademy team will utilize GroupMe to communicate with one another.
- Faculty will share important information and reminders related to observations, events, etc.
- Please share your PedsAcademy highlights/celebrations with your peers! Feel free to include patient photos as long as you have obtained a signed photo content form. *Let's strive to create a professional learning community this semester!*
- You may utilize Group Me to discuss patients and their educational needs. However, please use room # instead of patient name.

TO DO: PLEASE SEND YOUR PHONE # TO  
REBECA.GRYSKO@UCF.EDU  
TO BE ADDED TO THE GROUP!



groupme



# Wheelchair Competency Evaluation


Student/Faculty Name: \_\_\_\_\_

Method: O=Observation D=Return Demonstration E=Exam V=Verbal Review

<u>Competency Criteria</u>	<u>Competent (Y/N)</u>	<u>Method</u>	<u>Date</u>	<u>Initials</u>
Demonstrates ability to identify patients and visitors who may need the assistance of a wheelchair.	Y	V		
Ensures wheelchair is properly positioned in wheel locked position with footrest up before patient/visitor sits in wheelchair.				
Ensures patient/visitor is prepared for transport with wheels unlocked and patient/visitor feet on footrest correctly.				
Demonstrates correct body mechanics with back straight and knees slightly bent.				
Demonstrates correct procedure when entering elevator (enter backwards with the patient/visitor facing forwards).				
Demonstrates ability to identify broken equipment and to report the need for repair to the appropriate person.				

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

# Orientation Packet Acknowledgement



I have read, understand and agree to abide by the following Nemours guidelines:

- ✓ Patient Confidentiality Guidelines
- ✓ Code of Conduct
- ✓ Clinical Guidelines
- ✓ Parking and Security Guidelines
- ✓ Faculty Information

*Your Signature*

\_\_\_\_\_  
Student or Faculty Signature

*Date*

\_\_\_\_\_  
Today's Date

*Your Printed Name*

\_\_\_\_\_  
Student or Faculty Printed Name

*University of Central Florida*

\_\_\_\_\_  
School

*Fall 2021*

\_\_\_\_\_  
Semester/Year

*Dr. Becca Grysko*

\_\_\_\_\_  
PedsAcademy Faculty Printed Name

*Elem. Ed., Ex. Ed., Secondary Ed., Early Childhood*

\_\_\_\_\_  
Program

# Information Confidentiality and Use Agreement

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<b>Individual Being Granted Access</b>	
<input type="checkbox"/> Non Medical Intern	<input checked="" type="checkbox"/> Student
<input type="checkbox"/> Community Physician	<input type="checkbox"/> Resident
<input type="checkbox"/> Other	<input type="checkbox"/> Fellow
	<input type="checkbox"/> Volunteer
<b>PRINT</b> Name of Individual:	First Name: [Redacted]
	Middle Name: [Redacted]
	Last Name: [Redacted]
	Date of Birth: [Redacted]
	Date Signed: [Redacted]
	Start Date of Rotation: [Redacted]
<b>Signature</b> of Individual:	
<b>PRINT</b> School/Organization/ Employer Name:	University of Central Florida
<b>Nemours Authorization</b>	
<b>PRINT</b> Nemours Associate Authorizing Access:	Brenda Marin
<b>Department</b> of Nemours Associate:	PFCC

# Orientation Quiz in Webcourses (all interns)

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- Complete after reviewing the PedsAcademy Student Handbook & List of Medical Terminology
- Multiple-choice
- Topics included:
  - Safety and Security
  - Infection Prevention & Control
  - Patient Confidentiality
  - Hospital Units
  - Basic Medical Terminology

- Due: Friday, 8/27 @ 11:59PM




# Supporting Students with Special Health Care Needs Pre-Test (all interns)

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- Multiple-choice pre- and post-test
- Designed to measure changes in interns' knowledge of how to support students with special health care needs as a result of participation in the PedsAcademy internship program.
- Complete pre-test after attending face-to-face orientation
- Due Friday, 8/27 @ 11:59PM

# Print WBT Transcript

The screenshot shows a user interface with a yellow top navigation bar containing 'ME', 'PEOPLE', and 'GROUPS'. A red arrow points to the 'ME' tab. Below the navigation bar, the user's name 'Free Last' is displayed. The main content area is titled 'My Completed Learning' and includes a 'Show:' dropdown menu set to 'Past 12 months'. A table lists completed learning items:

Title	Progress	Action
 NEM101: Patient Rights, Ethics & Diversity for non-Associates Web-Based Status : Successful	Completed On: 16-MAR-2015 Score: 0	Launch

On the left side, a navigation menu includes 'Plan', 'Profile', 'Continuing Education Credits', 'Completed Learning' (highlighted with a red arrow), 'Order History', and 'From Follows (0)'.

When you've completed your training, print your transcript. You can find your "transcript" under the "Me" section on top toolbar and then select the "Completed Learning" tab in the left navigation bar. You will have to right click on your screen to print your transcript.

\*\*\*You must submit a printed copy of your transcript on your start date.

# *PedsAcademy on Social Media*

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Please follow and tag @PedsAcademy on social media!

