# PedsAcademy® Orientation

Spring 2023

NEMOURS CHILDREN'S HEALTH | UCF UNIVERSITY OF CENTRAL FLORIDA

# Meet the PedsAcademy® Leadership Team

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# Orientation Agenda

The Nemours Story

Program Overview

Safety & Security

Infection Prevention & Control

Patient Family Services

Patient Confidentiality

Guidelines for Working with Hospitalized Children

Tour of the Hospital

Dress Code

Daily Schedule

Patient Assignments

Logging Patient Encounters

Professional Learning

Observations/Evaluations

**To Do's:**

- ✓ **Complete required WBTs and submit transcript**
- ✓ **Complete orientation quiz in Webcourses by Friday, 8/26, 11:59 p.m.**
- ✓ **Complete pre-test in Webcourses by Friday, 8/26, 11:59 p.m.**

# The Nemours Story

# From the Beginning…

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.

# Well Beyond Medicine

# The Nemours Journey

**Going where no children's health system has gone before.**

The goal of our journey is to expand our impact beyond our own walls to improve the places where children live, learn and play. Because we believe that by working together, we can achieve the healthiest generations of children yet.

Click here.

# The Loop of Care

**A caregiver and child.**
Depicting our humanity and genuine connection to children.

**An infinite loop.**
Illustrating the future of holistic health and the continuous quest to improve the world in which every child lives.

**A reflection of the letter N.**
Represents the spirit that is uniquely Nemours, that we go to the Nth degree and beyond.

**The color “forever” green.**
A distinctive color that represents vitality, rebirth, and everlasting growth.

## Now you’re in the Loop!

# Preparing Preservice Teachers to Work with Chronically Ill Children

- 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 often 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).

# What is PedsAcademy?

- PedsAcademy is a unique, **hospital-based internship program for future teachers** in early childhood development, elementary education, exceptional student education, and secondary education.
- Interns are trained and **supervised by a certified teacher in the hospital setting.**
- UCF Teacher Interns **provide tailored instruction and educational enrichment opportunities** to help patients develop and maintain academic skills during prolonged hospitalization.
- 1:1 or small-group instruction with patients takes place either at **bedside or in the hospital classroom.**

# Hospital-Wide Educational Programs & Events

# 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.
- Our mobile book cart enables families to add new books to their baby's library throughout their hospital stay.

# READing Paws

- 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.

# Traveling Library

- Mobile library cart delivers a variety of high-quality children’s books to inpatient rooms and outpatient clinic areas.
- Unlike traditional libraries, there are no book returns! When a patient selects a book from PedsAcademy's Traveling Library, it is theirs to keep!
- The Traveling Library distributes an average of 1,020 books per year!

# Summer Explorers Camp

- 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.

# Annual Events

- NICU Read-A-Thon
- Putting the “BOO” in BOOks
- Read for the Record
- Read Across America
- STEM Day
- We LOVE Books!

# Safety and Security

# Parking/Arrival

- Please park on the **third or fourth floor** of the visitor parking garage.
- Enter through the ground floor entrance. **Be sure to scan your badge before entering**.
- You must arrive in the hospital classroom **by 9 a.m.**

- ✓ **COVID-19 Badge Ring**
- ✓ **Flu Vaccine Badge Ring**

# Student Badges

- Your Student Badge must be worn and visible at all times while on Nemours property.
- Identification badges may be attached to clothing or worn on a lanyard. In all cases, the badge should be above the individual's waist and preferably at chest level for easy visibility.
- Lost badges must be reported to Security immediately.
- Interns are required to  turn in their identification badge at the end of their internship.

# Nemours Network Login

- Each Intern will be assigned a unique login account (i.e., user ID and password) to access and / or use the Nemours Information Systems.
- Your Network Login will be used to use Nemours computers, print educational materials/resources, make copies, etc.
- Using another individual's login account, with or without their knowledge, is prohibited. Revealing or sharing a login account password with another or allowing a login account to be used by another, is prohibited.
- There is no right to privacy when using Nemours Information Systems. Whether personal or business, all Information created, sent, received, or stored on Nemours Information Systems is the property of Nemours and is subject to monitoring, without notice.

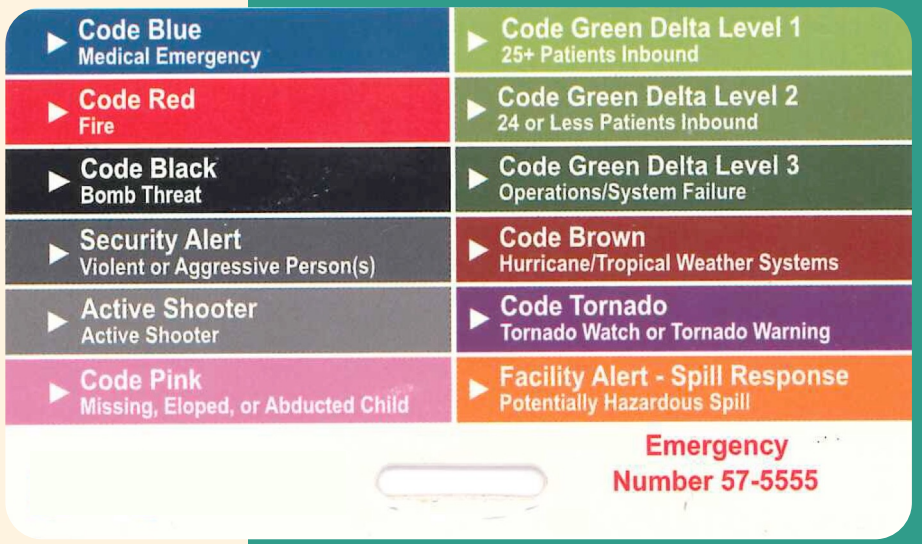
# Emergency Codes and RACE/PASS

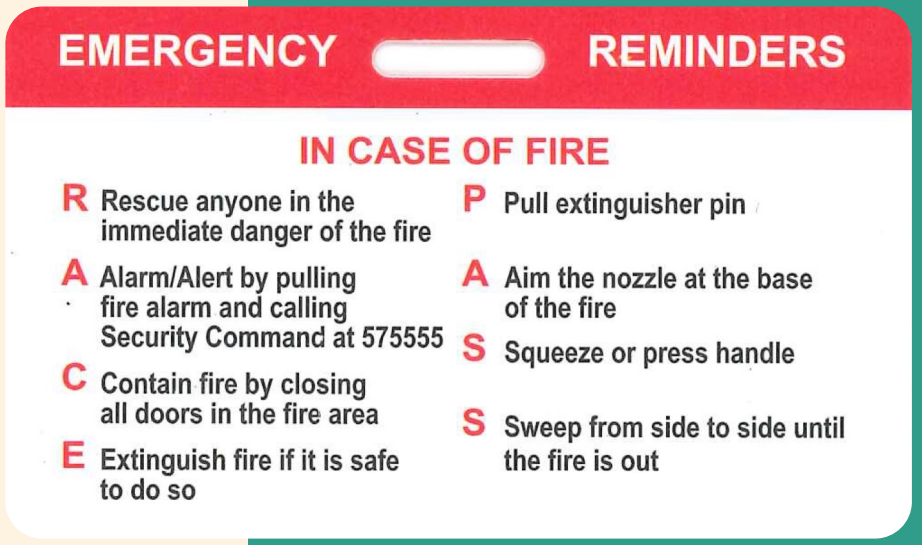
**Code Red**
Smoke and/or fire on hospital premises

**Code Pink**
Missing, Eloped, or Abducted Child

**Code Blue**
Urgent Medical Emergency.

**Code Triage**
Injury or Illness (Non-NCH inpatient)



# Infection Prevention and Control

# COVID-19 Policies, Procedures and Practices

- To protect the children we serve, Nemours requires COVID-19 vaccination for all associates. This includes contractors, students, temporary staff, and volunteers.
- 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 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).
- Students will NOT be assigned to work with patients with suspected or confirmed COVID-19.

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

# Hand Hygiene

**You must GEL IN/GEL OUT before and after entering patient rooms.**

**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.
- Fingernail 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 (bedside instruction ONLY).
- PPE supplies (e.g., gowns, gloves, masks) are stored outside of the patient room in a cabinet.

# Contact Precautions

**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

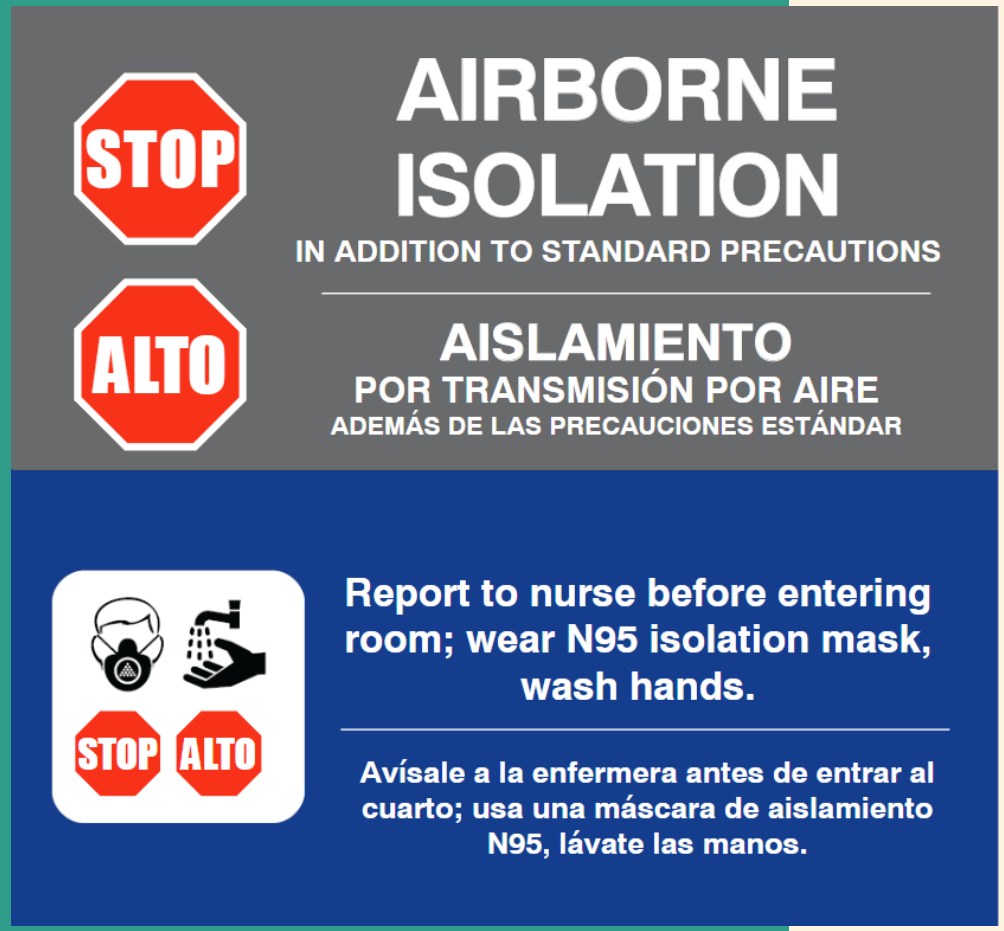
**Used for patients known or suspected to be infected with microorganisms transmitted by droplets that can be generated by patient during coughing, sneezing, talking, or the performance of procedures.**

- ✓ Use hand sanitizer before entering patient room.
- ✓ Ensure that you are wearing a loop mask before entering patient's room.
- ✓ Use hand sanitizer immediately after leaving the patient's room.

# Droplet & Contact Precautions

**Used for patients known or suspected to be infected with microorganisms transmitted by BOTH direct patient contact and droplets.**

- ✓ Use hand sanitizer before entering patient room.
- ✓ Put on a gown and gloves before entering the patient's room. You will already be wearing a mask.
- ✓ Remove gown and gloves before leaving room. Your mask will stay in place.
- ✓ Use hand sanitizer immediately after leaving the patient's room.




# Airborne Precautions

**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 or Enhanced Airborne Precautions.

# Personal Protective Equipment (PPE)

STOP

ALTO

**DROPLET/CONTACT ISOLATION**

IN ADDITION TO STANDARD PRECAUTIONS

**AISLAMIENTO**

POR TRANSMISIÓN POR GOTAS O CONTACTO
ADEMÁS DE LAS PRECAUCIONES ESTÁNDAR

**Wash hands, wear an isolation mask, gown and gloves.**

**Lávate las manos, usa una máscara de aislamiento, bata y guantes.**

# Where to Find PPE

Always check for Transmission-Based Precautions sign

Gowns

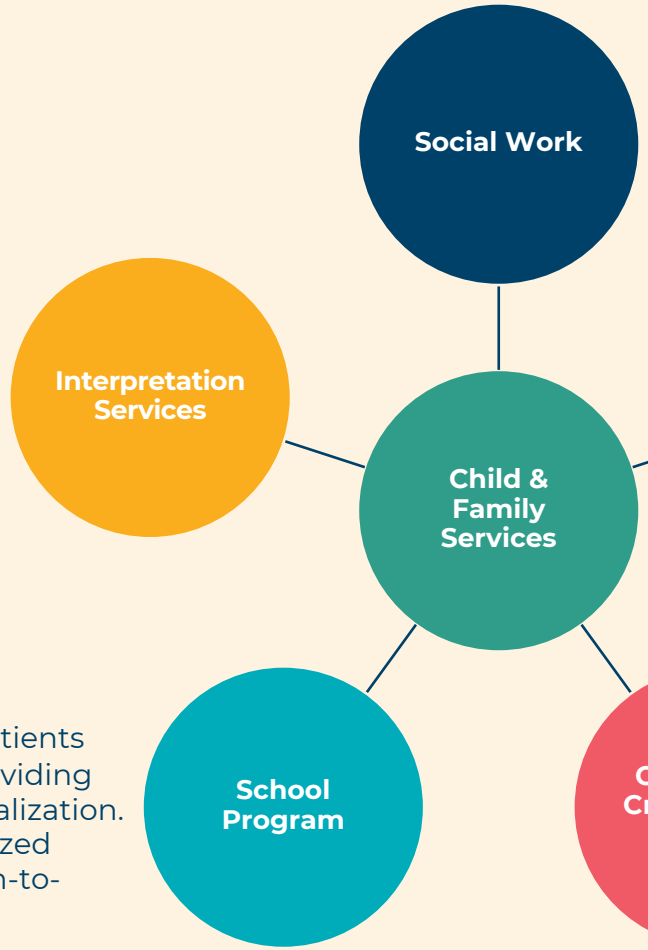
Gloves

# 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 Family Services Team (That includes YOU!)

# Patient Family Services (PFS)




**Social Workers** assist our patients and families by providing compassionate, professional, and culturally-sensitive case management, psychosocial support and connection to resources.

Our on-site **interpreters** make sure families are informed, in a way they can understand, about what's happening with their child's health at every step.

Provides spiritual and emotional support to families. **The chaplain** will work with families to connect them to specific religious leaders as requested.

**The Hospital School Program** helps patients maintain academic skills, while also providing normalization during prolonged hospitalization. Educational services include individualized instruction, school advocacy, and return-to-school planning.

**Child Life Specialists** help patients and their families cope with medical experiences through therapeutic play, diagnostic education, age appropriate preparation, and expressive activities.

# Patient Confidentiality

# Protected Health Information (PHI)

- **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

**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 photos of patients and/or families on any social media site!
  You may reshare Nemours content ONLY!
- 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.)
- DO NOT share confidential patient information with ANYONE outside of the hospital!
- 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.

**Failure to abide by these guidelines will result in REMOVAL from the PedsAcademy internship program.**

# Guidelines for Working With Hospitalized Children

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

Your name  Your Role/Department  Specific Purpose for Visit

**Hello, my name is _____. I am a teacher intern with the hospital school program. 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?**

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

# Working with Hospitalized Children

## DO

- Introduce yourself and your role.
- Allow choices when possible (e.g., “It is time for school. Would you like to begin with reading or math?”)
- Promote family involvement (e.g., provide extension activities for children to complete with their families)
- Provide positive praise and encouragement!
- Respect patient’s individuality. Our patients come from different backgrounds and cultures.

## DON’T

- Ask for hugs.
- Give gifts or accept gifts.
- Connect with patients and/or families on social media (you MUST maintain professional boundaries)!
- Give patients food or beverage without prior approval from medical team.
- Have loud conversations in hallways and patient areas.

# What To Do If…

**A care team member enters the room while you are working with a patient.**
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 call for assistance (e.g., hit call button).
In the case of a MEDICAL EMERGENCY, dial: **57-5555.**

**A patient verbalizes fear, misconceptions, or feelings about their medical experience.**
Validate the child's feelings but 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 Behavioral Health and/or Child Life.

# Procedures for Bringing a Patient to the Classroom

- Ensure that the child can leave the unit – always check with nurse first!
- Identify appropriate mode of transport (e.g., wheelchair, gait trainer, walk without assistance)
  - Mode of transport can change day-to-day, so always confirm with nurse!
  - Interns are NOT permitted to transfer a child from their bed or chair to a wheelchair – ONLY clinical staff or parents can transfer.
- **Children 2 and older must wear a mask while in the classroom.** Children must also wear socks, shoes or slippers when leaving their room.
- If possible, let nurse know estimated time of arrival back to the unit. (e.g., "_____ will be in the classroom for a 30-minute session. I will bring him back to the unit at ___ : ___")

# Procedures for Returning a Patient to the Unit

- Always accompany a child back to their room, unless a parent/family member is with them.
- Be sure to notify one of the unit nurses that the patient has returned to their hospital room.
- Again, interns are NOT permitted to transfer a child from their wheelchair to a bed or chair – ONLY clinical staff or parents can transfer.

# Wheelchair Safety

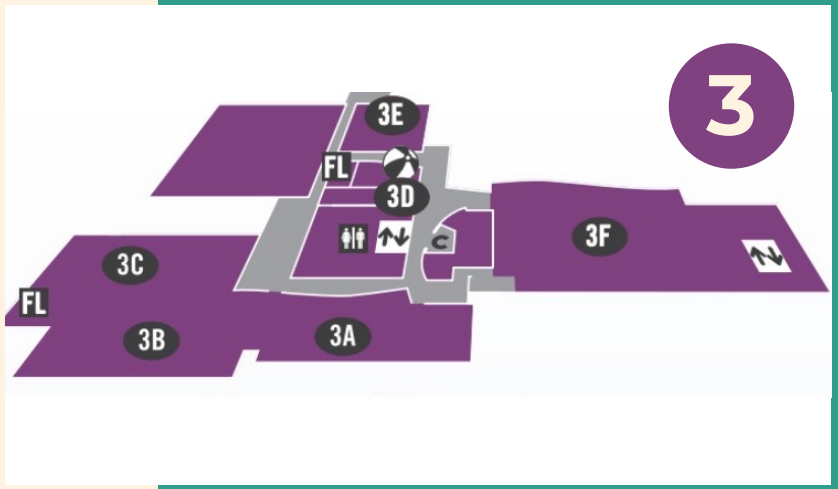
- Ensure patient is prepared for transport with wheels unlocked and patient feet on footrest correctly.
- When transporting the patient, use a slow and constant pace, and enter doorways and elevators backwards.
- When stopped, put the chair's brakes are on.

# IV Poles

- 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.

# A Tour of the Hospital

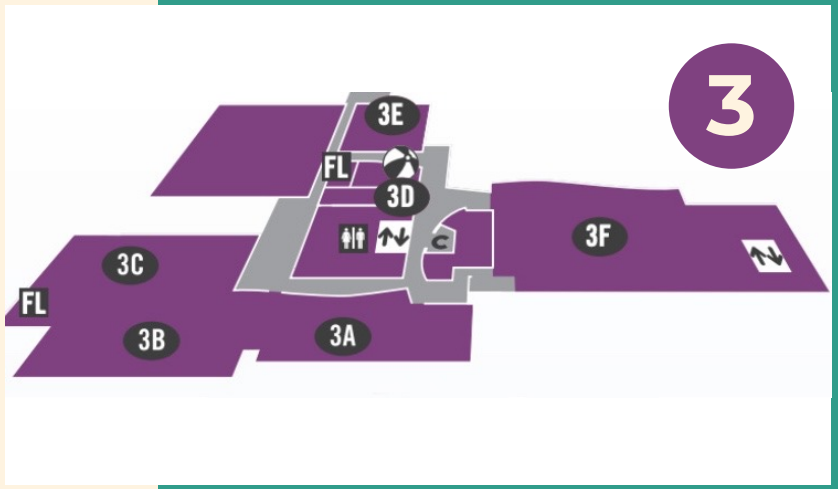
# Pediatric Intensive Care Unit (PICU)




**Located on Floor 3**

- The PICU provides life-saving treatments to the most seriously ill children.

# Neonatal Intensive Care Unit (NICU)



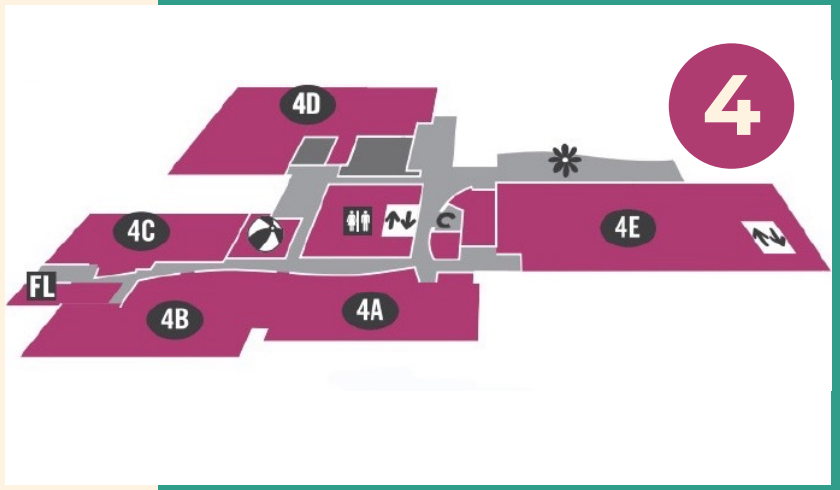

**Located on Floor 3**

- The NICU provides round-the-clock intensive care for babies who were born too early or have medical issues.

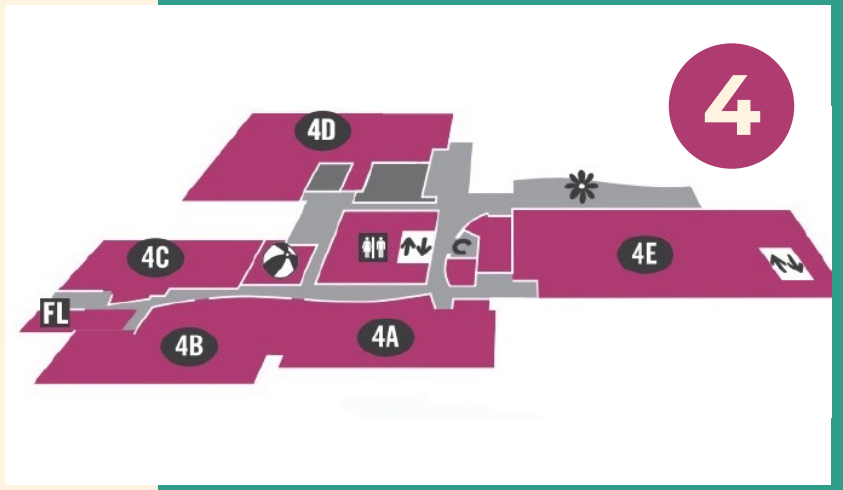
# Med/Surge Unit

**Located on 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 cystic fibrosis.
- Common acute illnesses include appendicitis, influenza, gastroenteritis, and bronchitis.



# Hematology/ Oncology Unit



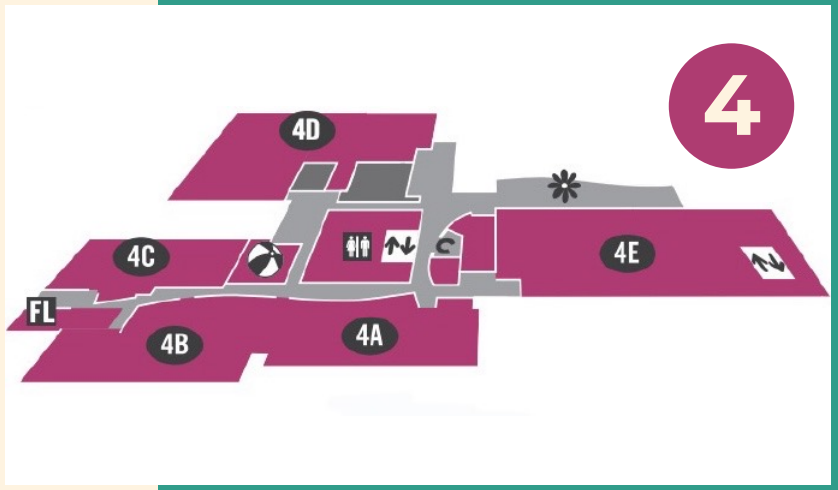

**Located on Floor 4 (Pod C)**

- This unit treats children of all ages who have been diagnosed with cancer or a blood disorder.

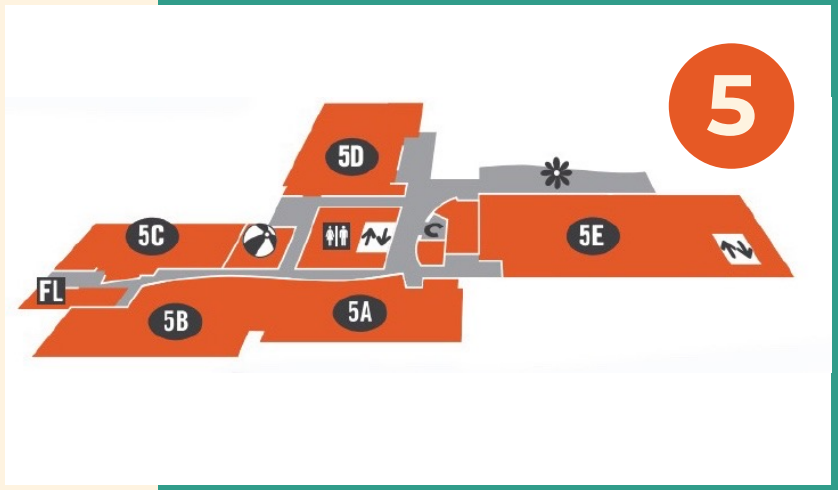
# Infusion Center

**Outpatient Clinic, Located on Floor 4**

- 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.



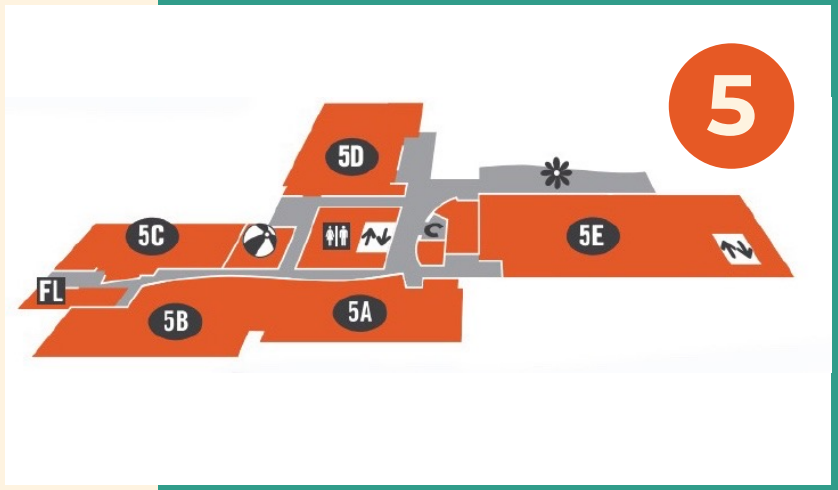
# Additional Med/Surge Units




**Located on 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.

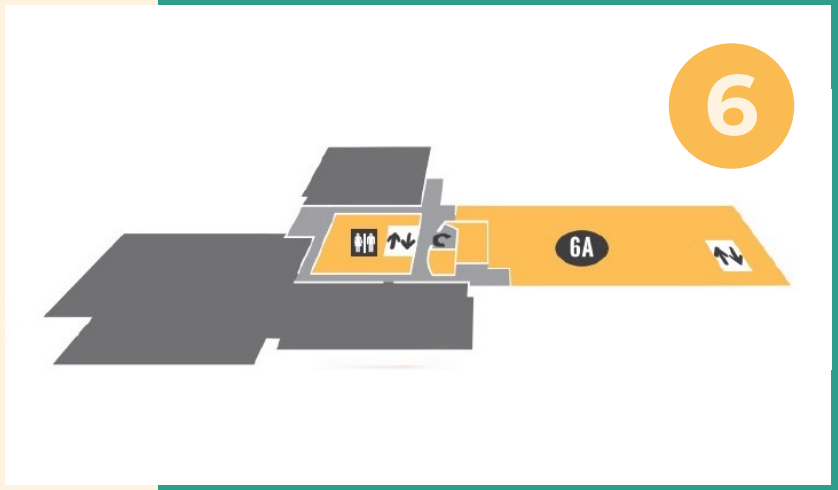
# Inpatient Rehab




**Located on Floor 5 (Pod C)**

- This unit treats children who have severe limitations from their illness or injury.
- The patients in in-patient rehab receive 3-4 hours of therapy (e.g., speech, occupational, and/or physical) a day to improve their movement, function, and communication.

# Cardiac Intensive Care Unit (CICU)




**Located on Floor 6 (Pods A, B, & C)**

- This unit provides comprehensive pediatric cardiovascular care for children with heart conditions.

# PedsAcademy
# Internship Requirements

# Our Teacher Interns

- 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
  - Lifelong Learning Track

# 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!

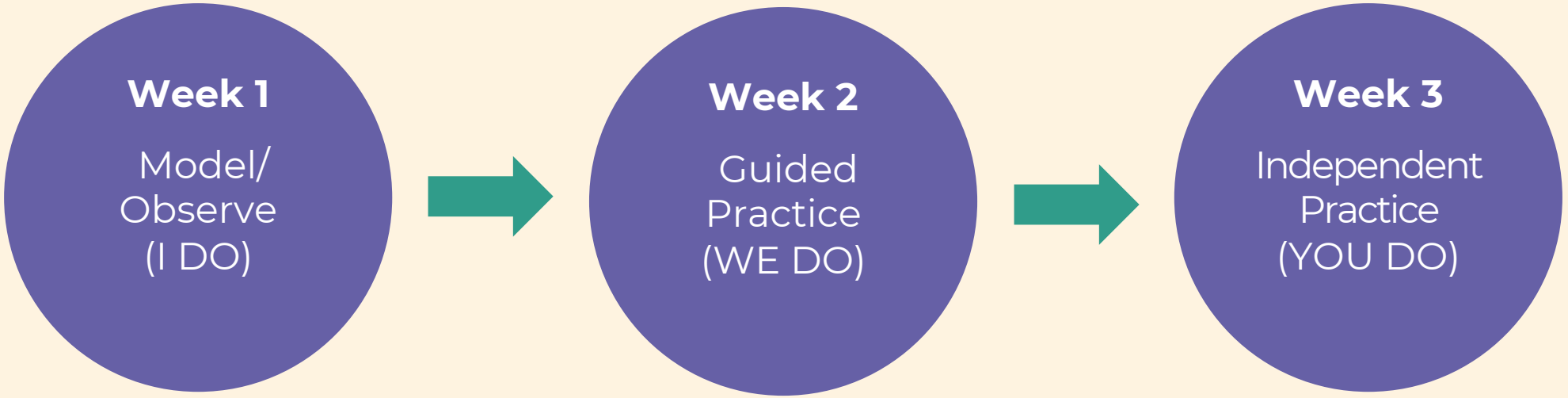
# Mandatory Dress Code

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

# Daily Schedule

| | |
|---|---|
| **9 – 10 a.m.** | Morning Huddle/Rounds |
| **9:30 a.m. to noon** | Instruction |
| **noon – 12:30 p.m.** | Lunch |
| **12:30 – 1:30 p.m.** | Professional Learning |
| **1:30 – 3:45 p.m.** | Instruction |
| **3:45 – 4 p.m.** | Documentation/Cleaning |

# Gradual Release of Responsibility




Supervising Teacher will model while YOU observe/shadow.

You will pair up with a partner. The Supervising Teacher will be available to provide guidance and feedback via informal observation.

You will be expected to teach independently. However, the Supervising Teacher will still be available to guide and assist. Peer support is also encouraged!

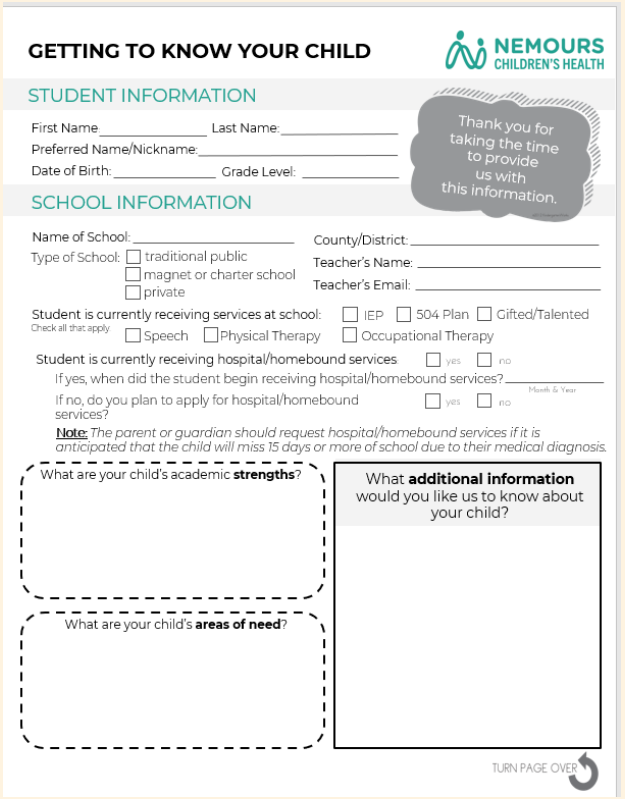
# Individualized Education & Support

**Supervising Teacher conducts an educational needs assessment for all new patients.**

- Introduces school program and services
- Asks about patient's current school status
  (e.g., FLVS, District Virtual School, Hospital/Homebound)
- Determines patient's grade level, academic needs, and interests
- Administers informal and/or formal assessments, as needed.
- Facilitates ongoing communication with pt's teacher/school

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

# Educational Needs Assessment (completed by parent/guardian)



GETTING TO KNOW YOUR CHILD

NEMOURS CHILDREN'S HEALTH

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 services at school: ☐ IEP ☐ 504 Plan ☐ Gifted/Talented ☐ Speech ☐ Physical Therapy ☐ Occupational Therapy

Check all that apply.

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

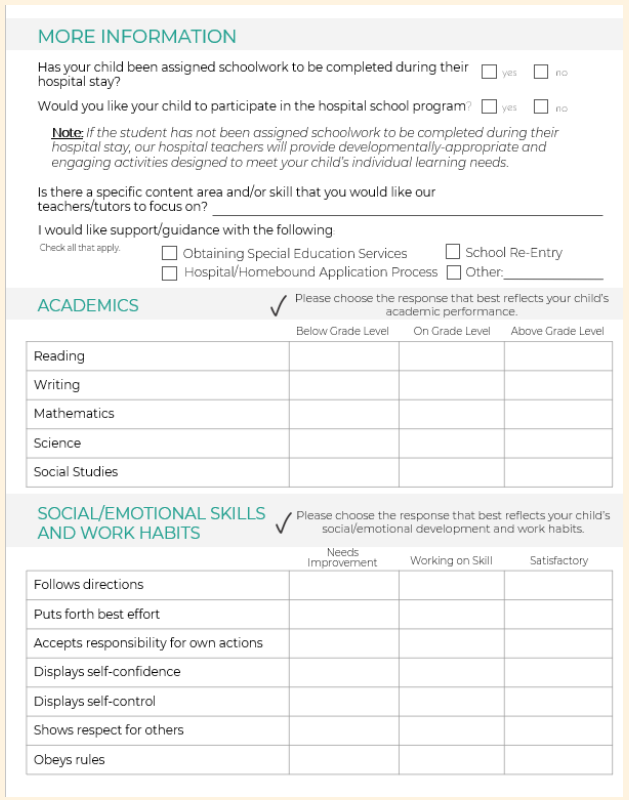
**Note:** *The parent or guardian should request hospital/homebound services if it is anticipated that the child will miss 15 days or more of school due to their medical diagnosis.*

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?

TURN PAGE OVER



MORE INFORMATION

Has your child been assigned schoolwork to be completed during their hospital stay? ☐ yes ☐ no

Would you like your child to participate in the hospital school program? ☐ 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.*

Is there a specific content area and/or skill that you would like our teachers/tutors to focus on?_____

I would like support/guidance with the following

Check all that apply.

☐ Obtaining Special Education Services ☐ School Re-Entry

☐ Hospital/Homebound Application Process ☐ 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.

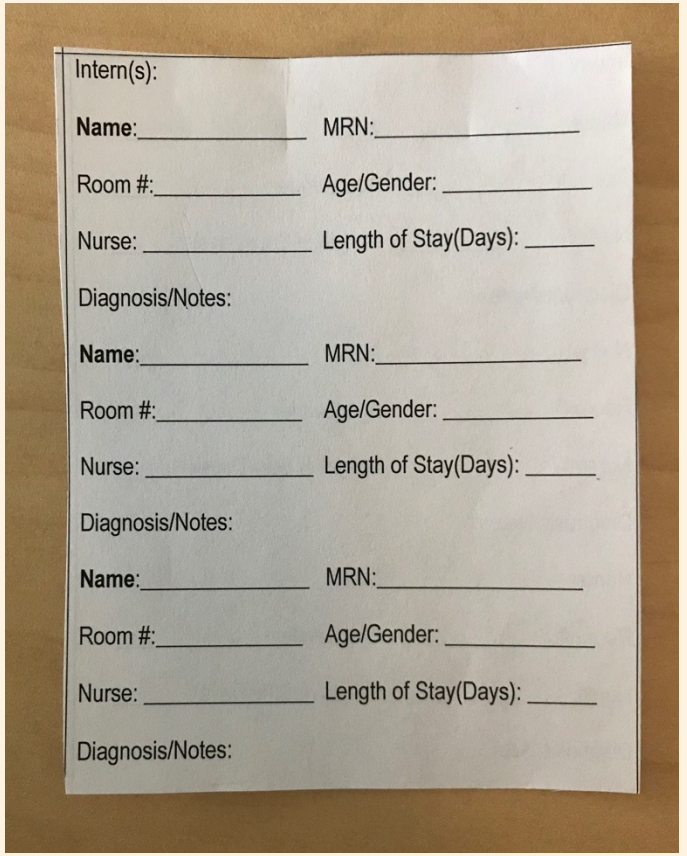
| | Needs Improvement | Working on Skill | Satisfactory |
|---|---|---|---|
| Follows directions | | | |
| Puts forth best effort | | | |
| Accepts responsibility for own actions | | | |
| Displays self-confidence | | | |
| Displays self-control | | | |
| Shows respect for others | | | |
| Obeys rules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

# What will my instruction look like?

- 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)
- Facilitating **literature circles** to provide a way for long-term patients to engage in critical thinking and reflection as they read and discuss texts.
- Providing **educational enrichment in STEM**
  - Learning to code with Dash & Ozobot
  - Building with Legos

# Patient Assignment Slips

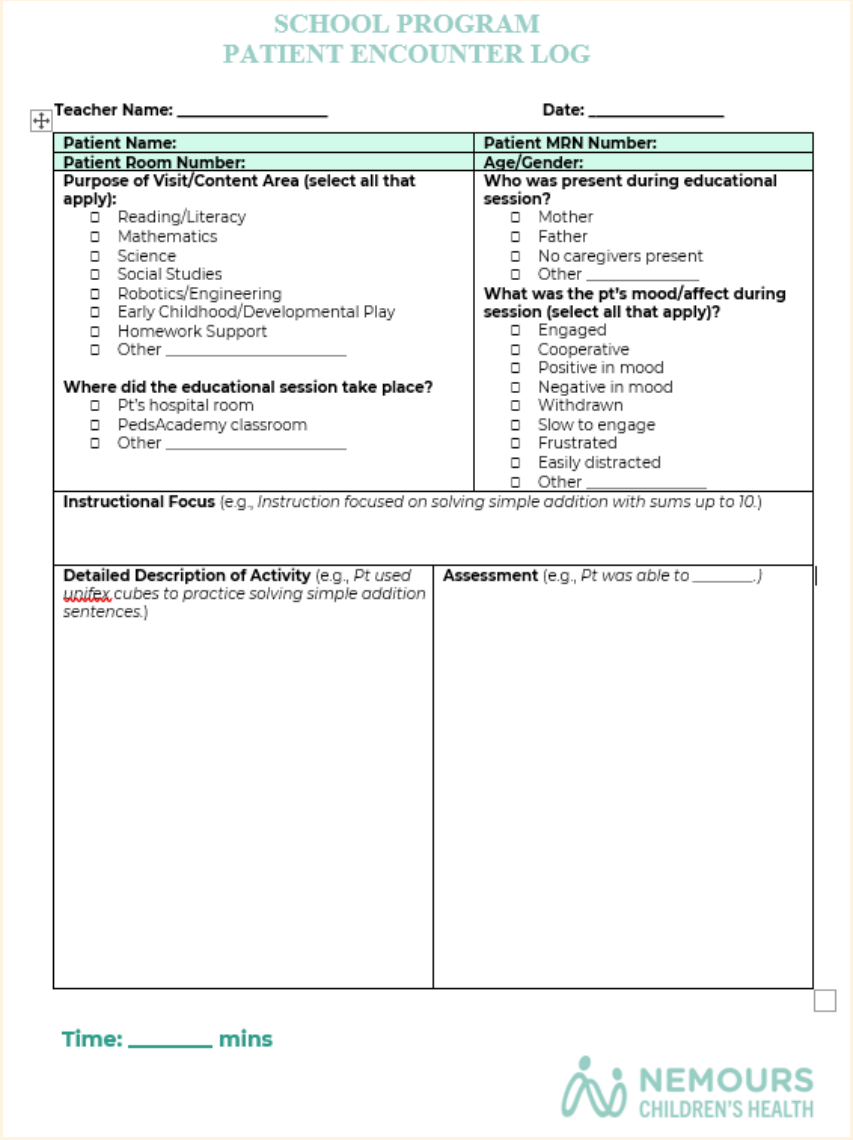
- Each morning, you will receive 3-6 patient assignments.
- Patient assignment slip includes:
  - Patient name
  - Medical record number
  - Patient Room #
  - Age/Gender
  - Nurse
  - Length of Current Stay (Days)
  - Diagnosis/Notes




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

# 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.



SCHOOL PROGRAM
PATIENT ENCOUNTER LOG

**Teacher Name:** _____ **Date:** _____

| **Patient Name:** | **Patient MRN Number:** |
|---|---|
| **Patient Room Number:** | **Age/Gender:** |
| **Purpose of Visit/Content Area (select all that apply):**<br>☐ Reading/Literacy<br>☐ Mathematics<br>☐ Science<br>☐ Social Studies<br>☐ Robotics/Engineering<br>☐ Early Childhood/Developmental Play<br>☐ Homework Support<br>☐ Other _____<br><br>**Where did the educational session take place?**<br>☐ Pt's hospital room<br>☐ PedsAcademy classroom<br>☐ Other _____ | **Who was present during educational session?**<br>☐ Mother<br>☐ Father<br>☐ No caregivers present<br>☐ Other _____<br>**What was the pt's mood/affect during session (select all that apply)?**<br>☐ Engaged<br>☐ Cooperative<br>☐ Positive in mood<br>☐ Negative in mood<br>☐ Withdrawn<br>☐ Slow to engage<br>☐ Frustrated<br>☐ Easily distracted<br>☐ Other _____ |
| **Instructional Focus** (e.g., *Instruction focused on solving simple addition with sums up to 10.*) | |
| **Detailed Description of Activity** (e.g., *Pt used unifex cubes to practice solving simple addition sentences.*) | **Assessment** (e.g., *Pt was able to _____.*) |

**Time: _____ mins**

NEMOURS CHILDREN'S HEALTH

# Example of Completed Patient Encounter Log

## SCHOOL PROGRAM
## PATIENT ENCOUNTER LOG

**Teacher Name:** Ms. Becca **Date:** 1/9/22

| | |
|---|---|
| **Patient Name:** | **Patient MRN Number:** |
| **Patient Room Number:** | **Age/Gender:** |
| **Purpose of Visit/Content Area (select all that apply):**<br>☑ Reading/Literacy<br>☐ Mathematics<br>☐ Science<br>☐ Social Studies<br>☐ Robotics/Engineering<br>☐ Early Childhood/Developmental Play<br>☐ Homework Support<br>☐ Other _____<br><br>**Where did the educational session take place?**<br>☐ Pt's hospital room<br>☑ PedsAcademy classroom<br>☐ Other _____ | **Who was present during educational session?**<br>☐ Mother<br>☐ Father<br>☑ No caregivers present<br>☐ Other _____<br>**What was the pt's mood/affect during session (select all that apply)?**<br>☑ Engaged<br>☑ Cooperative<br>☑ Positive in mood<br>☐ Negative in mood<br>☐ Withdrawn<br>☐ Slow to engage<br>☐ Frustrated<br>☐ Easily distracted<br>☐ Other _____ |

**Think about the targeted standard(s).**

**Instructional Focus** (e.g., *Instruction focused on solving simple addition with sums up to 10.*)

Instruction focused on letter name and sound identification.
ELA.K.F.1.1; ELA.K.F.1.3

| **Detailed Description of Activity** (e.g., *Pt used unifex cubes to practice solving simple addition sentences.*) | **Assessment** (e.g., *Pt was able to _____.*) |
|---|---|
| Teacher intern read-aloud "Chicka Chicka Boom Boom". During read-aloud patient was engaged and eager to help identify letters throughout the book. After reading, patient played four rounds of Alphabet BINGO with teacher intern. | Patient was able to identify 22/26 (85%) letter names and produce 15/26 (58%) letter sounds. Pt is still working on identifying letters g, q, d, and v. |

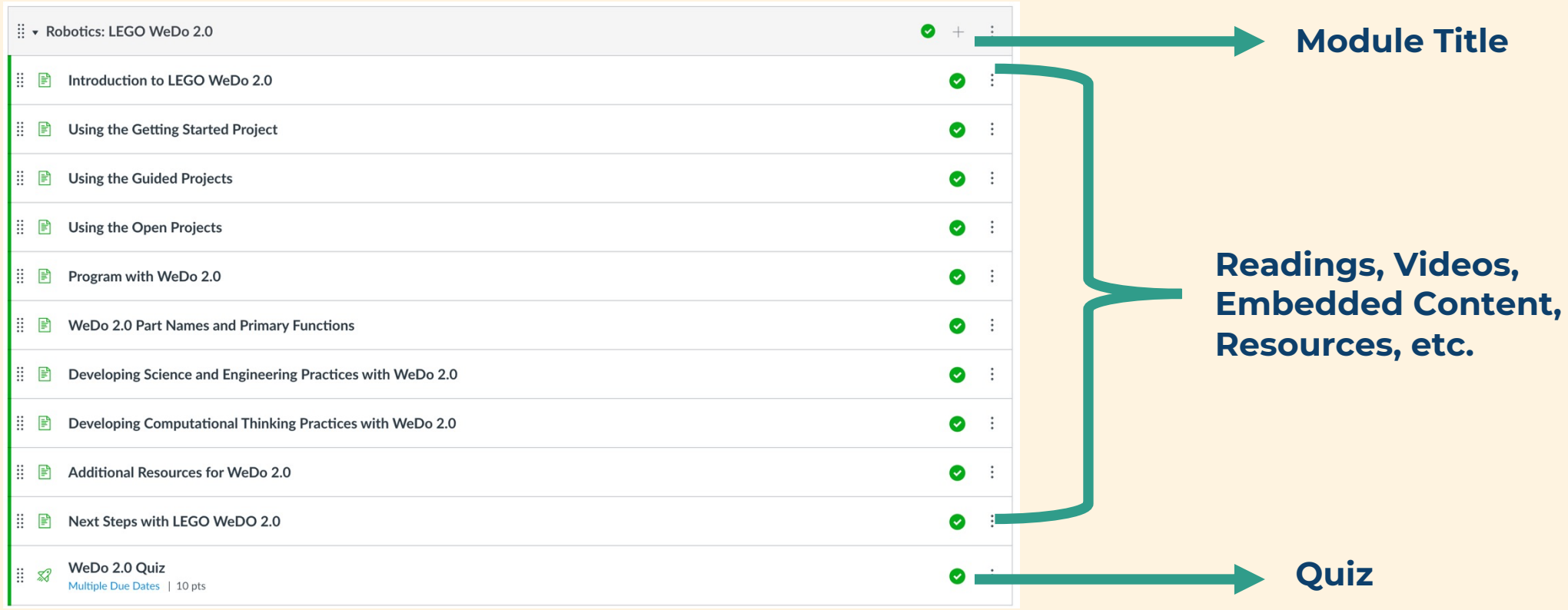
**Be sure to document student's understanding during each lesson/activity. Be specific!**

**Time:** 60 **mins**

# Professional Learning

- You are REQUIRED to participate in professional development during your PedsAcademy internship program.
- Professional development modules/trainings are self-paced and may be completed during your Professional Learning time (12:30-1:30p.m.).
- Each web-course 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 to receive credit for completion.

# How to Access Online Professional Learning



# Professional Learning: Online Modules

| Module | Due Date for Group 1 | Due Date for Group 2 |
|---|---|---|
| **Robotics: LEGO WeDo 2.0** | Sunday, 1/22/23 | Sunday, 3/19/23 |
| **Childhood Cancer and Blood Disorders** | Wednesday, 1/25/23 | Wednesday, 3/22/23 |
| **3D Printing** | Sunday, 1/29/23 | Sunday, 3/26/23 |
| **Brain and Spinal Cord Injuries** | Wednesday, 2/1/23 | Wednesday, 3/29/23 |
| **Robotics: Ozobot & Sphero** | Sunday, 2/5/23 | Sunday, 4/2/23 |
| **Developmental Disabilities** | Wednesday, 2/8/23 | Wednesday, 4/5/23 |
| **Robotics: Wonder Workshop** | Sunday, 2/12/23 | Sunday, 4/9/23 |
| **Augmented Reality: Merge Cube and Quiver** | Sunday, 2/19/23 | Sunday, 4/16/23 |

**Note: If your PedsAcademy internship is 12 weeks, please follow the group 1 due dates.**

# Professional Learning: F2F Workshop Calendar

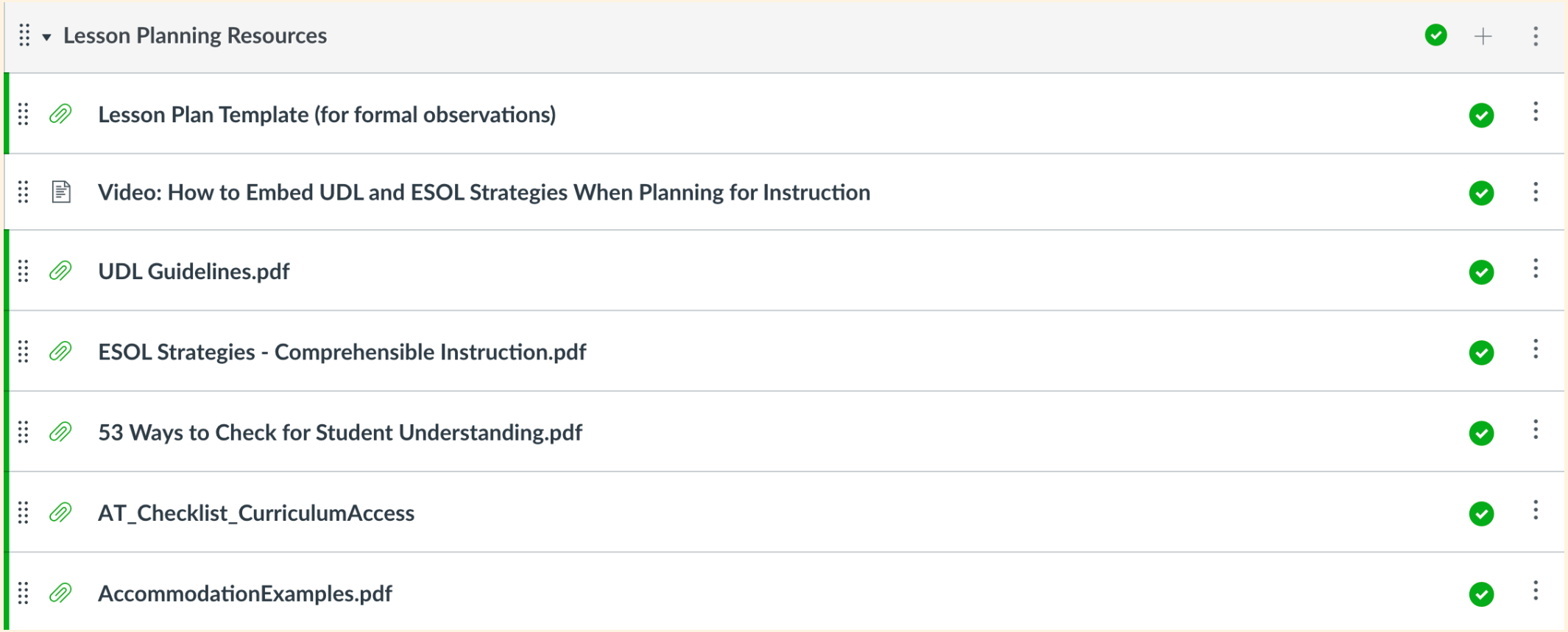
| Workshop/Training | Group 1 Monday/Tuesday | Group 1 Thursday/Friday | Group 2 Monday/Tuesday | Group 2 Thursday/Friday |
|---|---|---|---|---|
| **Robotics: LEGO WeDo 2.0** | Tuesday, 1/24/23 | Thursday, 1/26/23 | Tuesday, 3/21/23 | Thursday, 3/23/23 |
| **3D Printing** | Tuesday, 1/31/23 | Thursday, 2/2/23 | Tuesday, 3/28/23 | Thursday, 3/30/23 |
| **Robotics: Ozobot** | Tuesday, 2/7/23 | Thursday, 2/9/23 | Tuesday, 4/4/23 | Thursday, 4/6/23 |
| **Robotics: Wonder Workshop** | Tuesday, 2/14/23 | Thursday, 2/16/23 | Thursday, 4/13/23 | |
| **Augmented Reality: Merge Cube and Quiver** | Tuesday, 2/21/23 | Thursday, 2/23/23 | Tuesday, 4/18/23 | Thursday, 4/20/23 |
| **UCF Center for Autism and Related Disabilities (CARD) Training** | Tuesday, 2/28/23 | | Tuesday, 4/11/23 | |

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

- **Clinical Team**
  - Supervising Teacher (Dr. Grysko)- two formal observations
  - Clinical Coordinator (Dr. Spalding) - 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.**

# Lesson Planning Resources in Webcourses



# Summative Reflection (all interns)

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?

# Important Dates

| Group 1 | Group 2 |
| --- | --- |
| **Tuesday, 1/17/23** – First Day of Internship | **Monday, 3/6/23** – Second Placement Begins |
| **Monday, 2/6/23** – Internship 1 Diversity Seminar, 1 – 4 p.m. | **Monday, March 13 thru Friday, March 17** – OCPS/UCF Spring Break (No Internship) |
| **Monday, March 27 thru Friday, March 3** – FULL WEEK (Elementary Education students are required to attend their internship placement for a full week, M-F.) | **Monday, 3/27/23** – Internship 1 Ethics Seminar, 1 – 4 p.m. |
| | **Monday, April 10 thru Friday, April 14** – FULL WEEK (Elementary Education students are required to attend their internship placement for a full week, M-F.) |
| | **Note:** Last Day of Internship for Monday/Tuesday Interns will be April 18th. Last Day of Internship for Thursday/Friday Interns will be April 21st. |

# Group Me

- Our Pedcademy team will utilize GroupMe to communicate with one another.
- Faculty will share important information and reminders related to internship observations, evaluations, etc.
- Please share your PedsAcademy highlights/celebrations with your peers! **Let's strive to create a professional learning community this semester!**

**TO DO:**

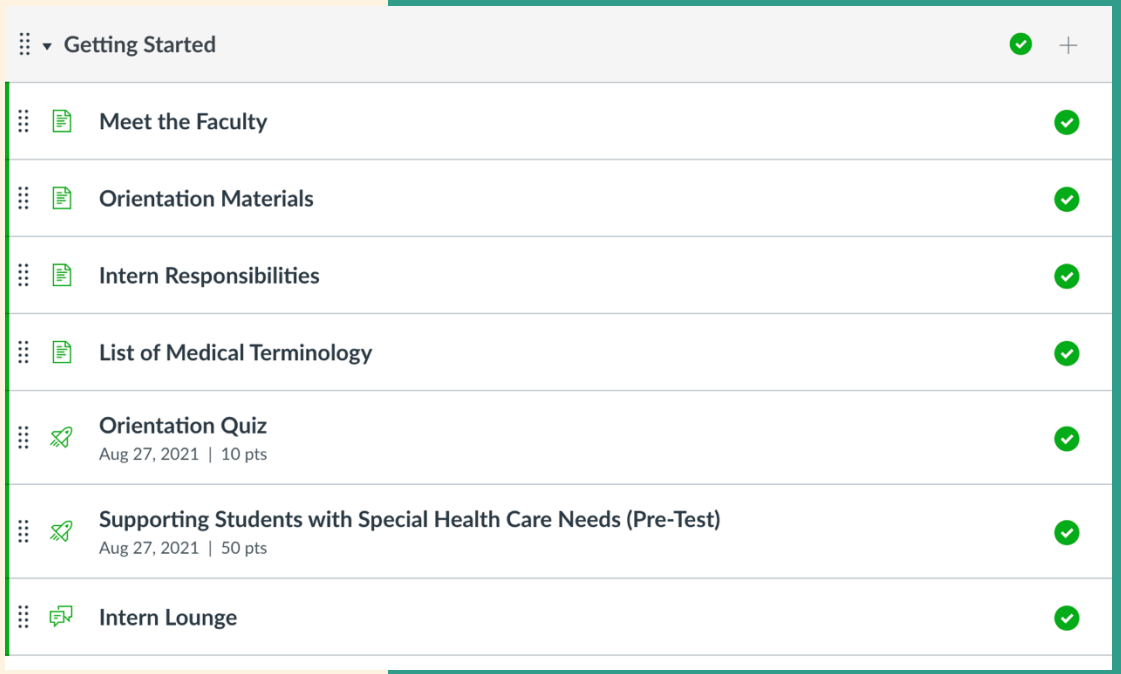
**Please send your phone number to mlawida@knights.ucf.edu**

**to be added to the group.**

# Orientation Quiz in Webcourses (all interns)

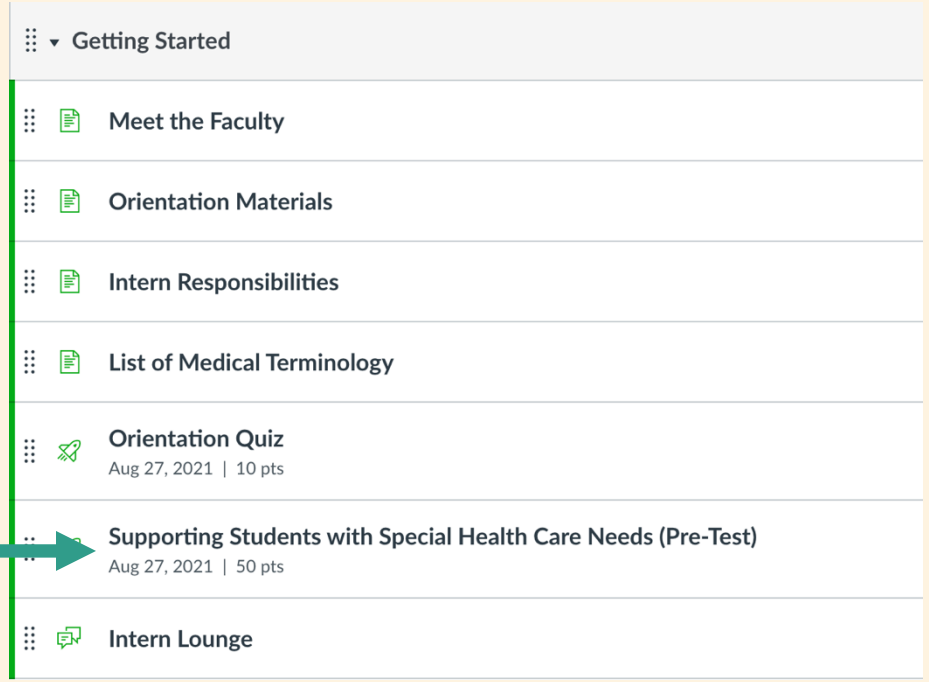
- Complete after reviewing the PedsAcademy Student Handbook & List of Medical Terminology
- Multiple-choice
- Topics included:
  - Safety and Security
  - Infection Prevention & Control
  - Patient Confidentiality
  - Hospital Units
  - Basic Medical Terminology
- **Due: Friday, 1/13 11:59PM**

**Continue to take the orientation quiz until you receive 100%.**

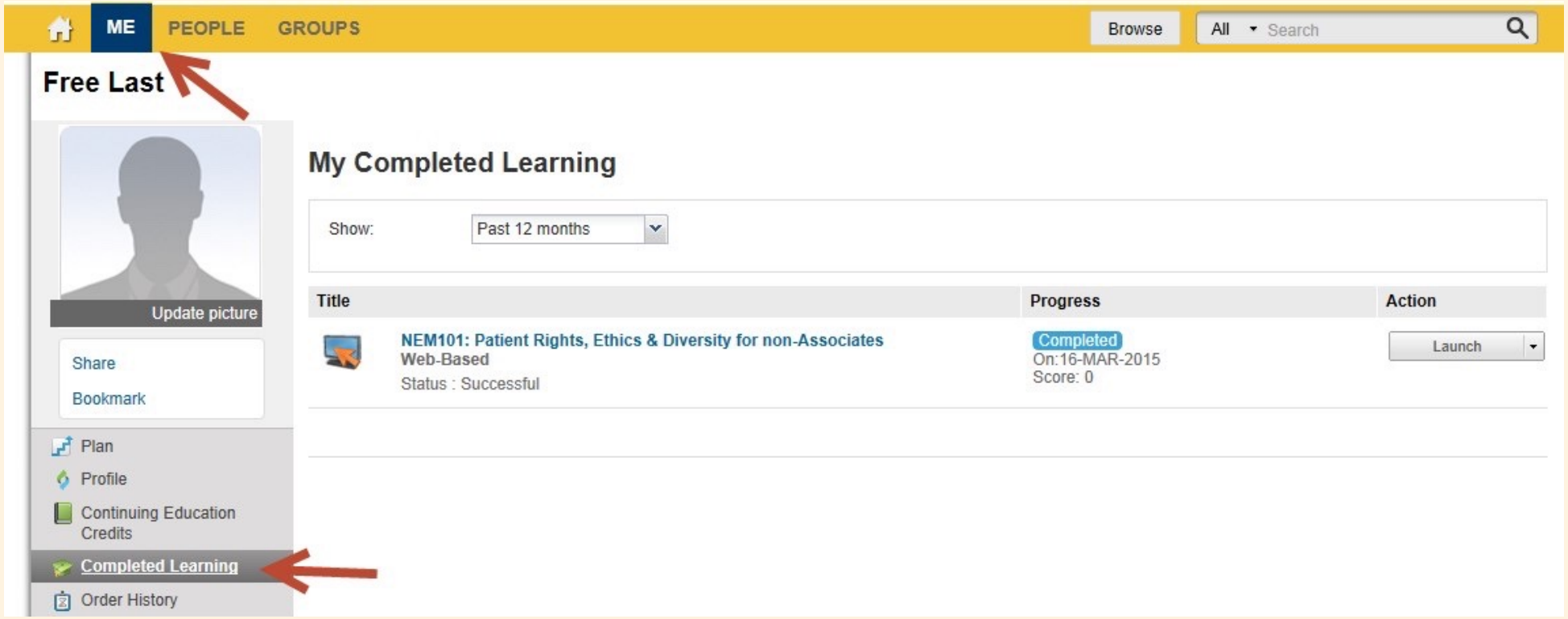


# Supporting Students with Special Health Care Needs (all interns)

- 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, 1/13, 11:59PM**



# Submit WBT 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.**

# Questions?

Follow @PedsAcademy on social media!