I. Catalog Course Description: Theoretical concepts and clinical application of nursing care of infants, children, and adolescents in varied health care and community settings. Synthesis of pathophysiology, pharmacologic, and therapeutic concepts. Family-centered care of children within developmental, cultural, ethnic, religious, and social structures.

II. Course Objectives: At the end of the course, the students will:

1. Skillfully communicate with children, families, colleagues, faculty, and members of the health care team in care of children and their families. (Communications).
2. Utilize critical thinking to identify and demonstrate appropriate nursing interventions for health promotion, risk reduction and disease and illness management for children across the developmental continuum. (Clinical decision making).
3. Analyze and apply the family-centered a traumatic approach to the acute and ambulatory care of children and their families, with a focus on cultural, religious, social, developmental and ethnic influences. (Nursing therapeutics).
4. Demonstrate skill in the development and implementation of health promotion plans for children and risk reduction issues of various developmental stages (Health promotion/risk reduction).
5. Apply theories and principles in coordinating the care necessary for the assessment and management of illness and disease in the pediatric population. (Illness and disease management).
6. Formulate and utilize professional leadership skills to promote optimal health outcomes for children and their families in varied care settings (professional leadership).
7. Demonstrate accountability for safe nursing care in the acute and ambulatory pediatric setting. (Ethical practice).
8. Articulate ethical nursing practice in advocating for appropriate health options for children and their families.
9. Analyze research evidence and theory, clinical expertise, and patient/family preferences and values in providing care to children, adolescents, and families. (Evidenced based practice).
10. Plan and implement care to address global, cultural and socioeconomic factors that influence health and wellness of children and their families. (Global and cultural competence)
III. **Additional Course Detail:** The course also has an LAC component to the clinical orientation Wednesday, September 2, 2015 from 07:30-12:00 or 12:30-17:00 and Friday September 4, 2015 from 07:30-12:00 and is scheduled through the Learning Assessment Center located at 601 East Fee Hall. Please arrive You will be scheduled for one session. Clinical sections are as previously notified. You will receive a letter via D2L prior to the course containing more information about the event to help you prepare for the experience. This is your pediatric clinical experience for the week. (Please check the junk mail folders of your email account if the message is forwarded, so that you do not miss this important information.)

IV. **Prerequisites:** NUR 360 and NUR 370

V. **Co-requisites:** NUR 435 concurrently

VI. **Standards Documents:** The curriculum is guided by the following documents:


VII. **Course Faculty:**

**Faculty:** Marci Mechtel, MSN, RN  
**Course Chair** (Theory and clinical groups at C.S. Mott 11W)
**Contact Information:**
**Office:** A 271 Life Sciences  
**Phone:** 517-353-4778 (office)  
**E-mail:** mechtelm@msu.edu  
**Office Hours:** Thursdays 1430-1630.  
**Note:** Times can be arranged to accommodate student schedules.

**Faculty:** Donna Moyer, PhD, RN, PCNS-BC (Theory and clinical group at Bronson)
**Contact Information:**
**Office:** A 205 Life Sciences  
**Phone:** (269)760-7189 (cell)  
**E-mail:** donna.moyer@hc.msu.edu  
**Office Hours:** Monday from 1300-1500 (phone conference).  
**Note:** Times can be arranged to accommodate student schedules.

**Faculty:** Kathy Kowalewski MSN, RN  
(Clinical groups at CHM 6SW)
**Contact Information:**
**Office:** A205 Life Sciences  
**E-mail:** kkwalew@msu.edu  
**Office Hours:** by appointment  
**Note:** Times can be arranged to accommodate student schedules.
Faculty: Rhonda Conner-Warren, PhD, RN CPNP-PC (Clinical group at CHM 6 NE)
Contact Information:
Office: A105 Life Sciences
E-mail: Rhonda.conner-warren@hc.msu.edu
Office Hours: by appointment
Note: Times can be arranged to accommodate student schedules

Faculty: Sandy Geller, MSN, RNC-NIC NNP-BC (Clinical groups at Sparrow)
Contact Information:
Office: A205 Life Sciences
E-mail: geller@msu.edu
Office Hours: by appointment
Note: Times can be arranged to accommodate student schedules

Faculty: Izabella deBarbaro MSN, RN (Clinical groups at C.S. Mott 12W)
Contact Information:
Office: A205 Life Sciences
E-mail: izabella.debarbaro@hc.msu.edu
Office Hours: by appointment
Note: Times can be arranged to accommodate student schedules

Faculty: Sherri Fannon MSN, RN (Clinical group at Sparrow)
Contact Information:
Office: A205 Life Sciences
E-mail: Sherri.Fannon@hc.msu.edu
Office Hours: by appointment
Note: Times can be arranged to accommodate student schedules

VIII. Instruction:
   a. Methodology:
This course contains both a theoretical and clinical component. These components foster integration and application of pediatric health and nursing. Theoretical material will be presented in both traditional lecture and combined with a case study format to facilitate synthesis of content for two hours each week. Completion of assigned readings prior to class is necessary to understand and integrate material. A collaborative learning model will be utilized for discussion and assimilation of concepts during course time. The clinical experience will provide immersion in the pediatric setting throughout the level. The clinical will incorporate prior knowledge and skills and pediatric theory. Grand rounds presentation format will be utilized for evaluation of MSU College of Nursing concepts of communication, clinical decision making, health promotion and risk reduction, nursing therapeutics, illness and disease management, professional leadership, ethical practice, evidence based practice, and global cultural competence. See clinical presentation form under the clinical lesson tab. Information presented in the syllabus and the accompanying assignment schedule is subject to change. The instructor will announce any deviations from the syllabus in class or via course announcements in D2L. The student is held responsible for all materials covered in class and for any changes in the syllabus that are announced in class/announcement section. The student is also responsible for obtaining the scheduled time, date, and location of each exam and the due dates for all assignments. It is the student’s responsibility to inform the instructor if there are any special arrangements to be made for testing, etc.
b. **Writing Requirements:** There are 2-3 clinical assignments. They are described in the Evaluation section with APA formatting required. For class, for the scholarly posting to the discussion board APA formatting is also required.

c. **Use of laptops, iPads, and other online devices:** Students will no longer have the option of using laptops, IPADs, tablets, smart phones or other electronic online devices during theory classes unless instructed by the faculty member for a specific assignment. Students are encouraged to refrain from printing out the PPT slides. To facilitate note-taking faculty will number each slide enabling students to readily link slides with written notes. No Taping of lectures or presentations without instructor consent. You will be allowed to use your laptop to take the quizzes and exams only.

d. **Required Texts:**


*Do not purchase a used copy* as you will not be able to gain access to the website.

**Turning Point App**

Go to [http://account.turningtechnologies.com](http://account.turningtechnologies.com) to create their account.

Using their SCHOOL email address (otherwise they won’t get into the org for store pricing)

Go to [https://store.turningtechnologies.com/](https://store.turningtechnologies.com/) and sign up using school code MSU89

Pricing: $19.99 for a 1 year license; $29.99 for a 2 year license, or $34.99 for a 4 year license.

There is a discounted bundled package that includes the textbook for NUR 435 from the MSU Bookstore and SBS that contains the main textbook (both hard and electronic copies), the Virtual Clinical Excursions book (online access version), NOC book and a multitude of nursing references in Pageburst platform. If you do not purchase the bundle you will need to buy each book separately. Additionally, there is an electronic package available from Elsevier, please see the flyer distributed with the welcome letter. Finally, there is a copy of the main text book and the NOC book in the main library MSU Reserve 1st floor Circulation it is available for 2 hour library use only.

d. **Optional Texts:** None
IX. American Nurses Association Electronic Books (E-books)


*Access these e-books through the MSU Libraries Catalog or the Nursing E-book page:  [http://libguides.lib.msu.edu/nursingebooks](http://libguides.lib.msu.edu/nursingebooks). These e-books allow unlimited concurrent users.

X. Other Required Resources, References, Supplies

Smart phone with recommended apps.

Desire2Learn Helpline
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
[www.d2l.msu.edu](http://www.d2l.msu.edu) (D2L Help link in upper right corner)
http://help.d2l.msu.edu/
Always check with the Help Line first!
http://help.d2l.msu.edu/students/quick-start-guide

Frequently Called Telephone Numbers
Simulation Lab, Life Sciences; 355-5765 (with answering machine)
Media Lab (Andy Greger) Life Sciences, 353-9020
College of Nursing Office of Student Support Services C120 Bott Building 353-4827
DMC – College of Osteopathic Medicine, 4707 St Antoine St, Detroit, MI 48201/517-884-9674.
XI. Outcomes, Competencies & Indicators: Level III

For LEVEL OBJECTIVES, COMPETENCIES, AND INDICATORS BY CURRICULAR CONCEPT ACROSS THE CURRICULUM

CON has defined the following competencies that must be achieved by all students in each Level before progressing onto the next Level and graduating. At the end of each Level, all students will achieve the objectives and competencies listed below for that level, as well as the indicators specific to each course. **All indicators, as well as the overall grade for a course, must be at 75% passing to proceed onto the next level.** Each indicator assignment must be passed at 75%. If 75% is not achieved on the first attempt the student must remediate to a minimum grade of 75%, however the original grade on the assignment will stand.

<table>
<thead>
<tr>
<th>LEVEL III</th>
<th>Concept</th>
<th>Level III Outcome</th>
<th>LIII Competency</th>
<th>LIII Indicator</th>
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<tbody>
<tr>
<td>COMMUNICATION III (COMM)</td>
<td>Effectively communicate and collaborate with individuals, families, and health professionals in person, in writing and using technology.</td>
<td>1. Initiates effective written and verbal communication with persons, populations, and colleagues to affect patient care. 2. Evaluate group communication skills.</td>
<td>Combined with Professional Leadership, Health Promotion Risk Reduction, and Global and Cultural Competence.</td>
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<tr>
<td>CRITICAL THINKING III (CT)</td>
<td>Apply critical thinking processes to nursing practice.</td>
<td>1. Critique and value the impact of her/his critical thinking process used in their nursing practice. 2. Formulates and defends an argument.</td>
<td>Combined with Nursing Therapeutics, Illness and Disease Management, and Evidenced Based Practice.</td>
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</tr>
<tr>
<td>NURSING THERAPEUTICS III (NT)</td>
<td>Utilize data to competently deliver targeted nursing care to individuals, families and groups.</td>
<td>Uses evidence and outcomes critically evaluates effectiveness of the Nursing Care Plan and revises care to improve outcomes.</td>
<td>Presents at least one grand round presenting a patient case, include family dynamics, developmental stages, home and school environment. Critiques the barriers and limitation of the health care system and strategies for resolution, include theoretical base of practice (also ILLNESS AND DISEASE MANAGEMENT, COMMUNICATION, EVIDENCE BASED PRACTICE, HEALTH PROMOTION AND RISK REDUCTION, PROFESSIONAL LEADERSHIP, and CRITICAL THINKING; NUR 440)</td>
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</table>
| HEALTH PROMOTION AND RISK REDUCTION III (HPRR) | Implement appropriate health promotion plans for individuals, families, and groups. | 1. Uses National and State datasets to examine the health of a vulnerable population.  
2. Applies strategies to special and vulnerable populations. | 1. As part of a group, select a culturally diverse (OB) vulnerable population group. Using an evidence-based approach, topics from scholarly published research will be reviewed. Using HEALTH PROMOTION AND RISK REDUCTION strategies, develop an educational plan of care to meet selected HC needs. Individual students will construct a group teaching plan to present to this population, their families, and others. Students will analyze relevant evidence to select appropriate information utilizing age, culture, religion, and gender-appropriate communication methods to disseminate information (also COMMUNICATION and GLOBAL AND CULTURAL COMPETENCE, NUR 435). |
| ILLNESS AND DISEASE MANAGEMENT III (IDM) | Apply theories and principles to competently provide high quality, safe and efficient management of illness and disease for individuals, families and groups. | 1. Anticipates and manages complexities of patient care and health care system that impact coordinated and efficient care.  
2. Promote achievement of client outcomes by coordinating delivery of care. | Combined with Nursing Therapeutics, Critical Thinking, and Evidenced Based Practice. |
| PROFESSIONAL LEADERSHIP III (PL) | Assumes leadership responsibility for the effective delivery of nursing care for individuals, families, and groups varied care settings. | Coordinates care in collaboration with faculty and agency staff including supervision of ancillary staff in providing care to a selected group of patients. | Combined with Health Promotion Risk Reduction, Global and Cultural Competence, and Communication. |
| ETHICAL PRACTICE III (EP) | Articulate ethical practice and advocate for individuals, families and groups. | 1. Analyze ethical problems related to the health care for vulnerable population.  
2. Engage in respectful and reasoned dialog with colleagues related to the health care needs for vulnerable populations. | Examine an ethical problem related to a specific health care issue affecting various populations. Use ethical problem-solving skills to identify one ethical question related to the presented case, support a single perspective with appropriate ethical concepts, compare and contrast opposing ethical concepts, and provide supportive arguments for personal perspective (Also COMMUNICATION; NUR 450). |
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<tr>
<td>EVIDENCE-BASED PRACTICE III (EBP)</td>
<td>Value and use of theory, research based evidence, and patient preferences in the provision of care to individuals, families, and groups.</td>
<td>Evaluate selected research and theory as relevant to a client and family of choice.</td>
<td>Combined with Nursing Therapeutics, Illness and Disease Management, and Critical Thinking.</td>
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| GLOBAL AND CULTURAL COMPETENCE III (GCC) | Delivers care with consideration of the impact of global, cultural, societal, and policy factors affecting the health and wellness of individuals, families and groups. | 1. Systematically investigate the interaction between social and cultural determinants  
XII. Evaluation:
   a. Learning Assessments and Grading:
      The course grade will include 70% theory grade and 30% clinical grade.

1. Theory Grade (70%)

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<thead>
<tr>
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<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Examination 1</td>
<td>25%</td>
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<tr>
<td>Examination 2</td>
<td>25%</td>
</tr>
<tr>
<td>Final examination</td>
<td>30%</td>
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</table>

i. Quizzes
   All quizzes will be given during course period. They are designed to assist the student to understand reading and class content and preparation for the section exams. The quizzes will cover the reading and lecture content assigned for the week. Students arriving late may not have the opportunity to take the quiz. There will be no make-up opportunities for the quizzes. The lowest quiz grade is dropped and this option is available for personal or family emergencies, illnesses, issues, and/or religious and cultural observances. The quiz grade average will be utilized for calculating final course grade.

ii. Class participation
    Participation is based on quality discussion and interaction related to weekly topics on the discussion board. Please keep this in mind so that you can achieve maximum participation credit. All discussion boards are open at the beginning of the semester and will close 2 weeks after the content is presented with the exception of the last two weeks of the semester both discussion boards close the Sunday of finals week. Participation evaluation will be done at the end of the semester and will constitute 10% of the theory grade. There is a grading rubric available on D2L. Note: You are only required to participate with a total of 5 scholarly postings and responses which occur in the same week.

2. Clinical grade (30%)

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<tbody>
<tr>
<td>Clinical performance</td>
<td>P/F</td>
</tr>
<tr>
<td>Clinical assignments</td>
<td></td>
</tr>
<tr>
<td>• 1-Clinical synthesis assignment</td>
<td>5%</td>
</tr>
<tr>
<td>• Journals/Medication worksheets</td>
<td>5%</td>
</tr>
<tr>
<td>• 1-Teaching plan</td>
<td>7.5%</td>
</tr>
<tr>
<td>• Med math exam</td>
<td>2.5%</td>
</tr>
<tr>
<td>Grand Rounds Presentation</td>
<td>10%</td>
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</table>

i. Clinical performance will be based on clinical performance evaluation tool. See the blank forms and sample in D2L > NUR 440>Content> Clinical information> Clinical Evaluation tool folder. The tool is a writable PDF document in which the student will fill in and email to clinical faculty using the course email system.
ii. Med Math exam will be given during the first week of the clinical experience with an option on September 10, 2015 for the Monday and Friday groups. The exam is 10 questions and covers pediatric medication calculation and expected intake and output based on weight and age. Student must pass at 100%. Any student scoring below that will need to remediate with another quiz and may not pass meds until demonstrates successful completion. The original exam grade will be used in the calculation of the clinical portion of the course grade.

iii. The written clinical assignments are one clinical synthesis assignment (this may be done for a grade or feedback only—if feedback only then the student will complete the assignment later in the semester) and one teaching care plan. The patient developmental stage discussion will count toward your journal requirements (see below). Additionally, the med/lab section with the CSA will count toward that requirement See the blank forms, samples and grading rubric in D2L > NUR 440 > Content > Clinical information > CSA folder and TCP folder.

iv. Grand rounds involves a case analysis and oral presentation of a child and their family presented in post conference. The multidimensional aspects are discussed and analyzed concluding with the most appropriate plan of care. This is followed by a discussion facilitated by the student to augment group learning. **This is the indicator assignment for NUR 440 and must be passed at 75%. See information presented in the level section.** See the blank form, sample and grading rubric in D2L > NUR 440 > Content > Clinical information > Grand Rounds folder. The only paperwork turned in for this assignment is the med/lab worksheet used in the case. The presentation will also count toward the journal requirements.

v. The clinical journal is completed when the student does not submit one of the written assignments. There will be 5 journals with one for each of the developmental stages which include: infant, toddler, preschool, school-age and adolescent. The CSA, TCP, and grand rounds can be used to fulfill 3 of the 5 journal requirements provided they are done on age groups not covered by other journals. You must use this form to receive credit for your journals. Clinical faculty reserve the right to assign a targeted journal for focusing on 1-2 curricular concepts for those students who demonstrate need. There is a form and rubric in D2L > NUR 440 > Content > Clinical information > Clinical Reflection Journal.

vi. There will be 1 additional medication/laboratory worksheet that will be due when not completing paperwork. It may be submitted with a journal assignment.

vii. Clinical make-up due to student missing a clinical day, instructor illness, or inclement weather will be based on clinical performance or need for additional clinical time. Make-up will be either a physical presence on the clinical unit or a written assignment using the Virtual Clinical Excursion text.

**Reminder: each section of the course must be passed at 75% or greater to pass the course.**

**Late Assignments:** All course requirements must be completed in order to earn a passing grade in the course. All assignments are expected to be turned in on the designated due date. A late assignment form must be completed by the student and submitted to the Course coordinator or appropriate clinical faculty to be considered for acceptance. Failure to do so will result in the assignment not being accepted and the grade of 0.0 given for the assignment. Late assignments if accepted carry a penalty of 1 point per day that it is late.

b. Additionally any student deemed unsafe in Clinical as determined by faculty will receive a failing grade in the course.

c. **ATI Proctored Assessment:**

**All students are required to take the proctored assessment exam in order to pass the course.** Additionally, if a student successfully passes the course with a 75% or greater in theory and passes the clinical practice component AND achieves a Level II or higher score on the ATI exam, an additional 2% will be added to the student’s final grade in the course. Student ATI assessment results lower than a Level II will have no effect on the course grade as long as the exam requirement is completed.
d. **Course Grading Scale:** The standard College of Nursing grading scale will be utilized

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>89-93.99%</td>
<td>3.5</td>
</tr>
<tr>
<td>84-88.99%</td>
<td>3.0</td>
</tr>
<tr>
<td>79-83.99%</td>
<td>2.5</td>
</tr>
<tr>
<td>75%-78.99%</td>
<td>2.0</td>
</tr>
<tr>
<td>70%-74.99%</td>
<td>1.5</td>
</tr>
<tr>
<td>65%-69.99%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
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</tbody>
</table>

CON does not round Course Grades. (eg. 93.9%=93% =3.5)

*For specific information regarding grading related to student progression through the curriculum, please refer to the “Progression through the Major Policies” section of the Baccalaureate Student Handbook

XIII. **Examinations:** Section examinations (1 & 2) will be cumulative for the preceding weeks. There is a group exam with each section exam. The group exam is taken with your clinical group. The final examination will be cumulative for the semester and is an individual exam only. Students are responsible for all material discussed in class, assigned readings, and any prior course content. For the exams, students will be assigned seats. Students will be checked in prior to the exam using appropriate student ID (Driver’s License or MSU ID). All hats, book bags, coats, cell phones (please turn off as not to disturb students during the exam), and other personal items will be placed at the front of the room. Students may leave the room ONLY when their group exam is completed. Additional Exam Policy:

a. Tardiness: If a student is late, he/she will only be allowed the allotted time remaining to complete the exam.

b. Absences: Students must notify course faculty of any absence prior to the start of the exam.

c. Excused Absence: Absence from an exam may be excused for such reasons as a family death, serious family illness, court mandated appearance, and personal illness (requiring HCP documentation). Excused absence must have appropriate documentation in order to be excused. Course faculty will make the determination of whether an absence is excused if it meets the above criteria.

d. Unexcused Absence: No make-up exam will be scheduled. Student will receive a zero grade.

e. Make-up Exam (for excused absence only):
   a. Students must contact the faculty member to schedule the make-up examination. The exam must be made-up within 1 week of the original examination date; any extension beyond 1 week is at the discretion of faculty and would only occur in the event of extraordinary circumstances. Faculty will determine the date and time of the make-up exam.
   b. Make-up exams will differ from the original exam and include, for example, essay, short answer, matching, and true/false type questions.

f. Proctor process: See the BSN Student Handbook for the proctoring process.
XIV. Grief Policy:

The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in his/her classes. It is the responsibility of the student to: a) notify the Associate Dean by completing the grief absence request form [https://reg.msu.edu/StuForms/Stuinfo/GriefAbsenceForm.aspx]; b) complete all missed work as determined by the instructor. It is the responsibility of the Associate Dean or designee to: a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) notify the faculty that the student will be absent, and c) receive verification of the authenticity of a grief absence request upon the student’s return. It is the responsibility of the instructor to work with the student to: a) make reasonable accommodations and b) to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

XV. Honors Option: Honors option is available upon request. Interested students must make arrangements with faculty for honors option learning activities during the first two weeks of the semester. Signed forms are turned in to the course coordinator. Refer to the BSN Student Handbook for CON Policy related to Honors Options in Nursing Courses.

XVI. Professionalism

You must be familiar with the standards set by the MSU CON. The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the BSN Student handbook. It is important for each student to conduct themselves professionally for both clinical and classroom setting.

XVII. Clinical Courses Compliance Requirements

All Michigan State University College of Nursing (CON) Undergraduate Nursing Students are required to be in compliance with all health/immunization requirements, criminal background checks, BLS certification, blood borne pathogen training, HIPAA training, and any other agency specific requirement while in the nursing program (Refer to BSN Handbook for detailed policy and procedures).

Students will be considered out of compliance if a designated immunization or other item required to be submitted to the University Physician’s Office, Office of Student Support Services, ACEMAPP, or other agency is not updated by the designated deadline.

Students enrolled in clinical nursing courses who are out of compliance will receive a 1% reduction to the overall course grade which will be applied at the end of the semester for each item out of compliance during the course. If an item is not brought into compliance within 1 week additional 1% reduction will be taken for each week the student is out of compliance.

Additionally, students enrolled in clinical courses who are identified as out of compliance will not be permitted to attend clinical until documentation has been submitted to the correct compliance monitoring office. Clinical absences that result from out of compliance status may affect the ability of the student to successfully meet clinical course objectives, which may result in course failure.
XVIII. Course Policies:
The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON BSN Student Handbook: http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm
- MSU Spartan Life Online: http://www.vps.msu.edu/SpLife
- Information for MSU Students: http://www.msu.edu/current/index.html
- Academic Programs: http://www.reg.msu.edu/AcademicPrograms
- Code of Teaching Responsibility and Student Assessments and Final Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514
- Integrity of Scholarship and Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534

XIX. University & College Policies:

Academic integrity:

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide http://splife.studentlife.msu.edu/ and/or the MSU Web site: www.msu.edu). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use www.allmsu.com. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations

XX. Accommodations for students with disabilities:

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.

XXI. Disruptive behavior:

Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.
XXII. Attendance:

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean’s drop for students who fail to attend class sessions at the beginning of the semester.

XXIII. College of Nursing Policies:

Professional Development Guidelines found in CON Student Handbooks at CON website http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm. Students are responsible for the information found in the CON BSN Student Handbook.

XXIV. Course Calendar: See next page
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Content</th>
<th>Major concepts</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/14/2016</td>
<td><strong>Med Math QUIZ</strong>&lt;br&gt;• Introduction to Pediatrics</td>
<td>COM, HPRR, EP, PL, GCC, EBP</td>
<td>Mechtel</td>
</tr>
<tr>
<td>2</td>
<td>01/21/2016</td>
<td><strong>QUIZ</strong>&lt;br&gt;• Infants and toddlers</td>
<td>HPRR, IDM, COM, NT EBP</td>
<td>Mechtel</td>
</tr>
<tr>
<td>3</td>
<td>01/28/2016</td>
<td><strong>QUIZ</strong>&lt;br&gt;• Preschool/school age</td>
<td>COM, HPRR, IDM, NT, EBP</td>
<td>Mechtel</td>
</tr>
<tr>
<td>4</td>
<td>02/04/2016</td>
<td><strong>QUIZ</strong>&lt;br&gt;• Adolescents, Chronic Illness, and Hospitalized Children</td>
<td>COM, HPRR IDM NT, EBP</td>
<td>Moyer</td>
</tr>
<tr>
<td>5</td>
<td>02/11/2016</td>
<td><strong>QUIZ</strong>&lt;br&gt;• The Child with Respiratory Dysfunction</td>
<td>IDM, EBP, NT</td>
<td>Moyer</td>
</tr>
<tr>
<td>6</td>
<td>02/18/2016</td>
<td><strong>Examination 1- Individual and Group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>02/25/2016</td>
<td><strong>QUIZ</strong>&lt;br&gt;• The Child with Cardiac Dysfunction</td>
<td>NT, IDM, HPRR, EBP</td>
<td>Mechtel</td>
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<tr>
<td>8</td>
<td>03/03/2016</td>
<td><strong>QUIZ</strong>&lt;br&gt;• The Child with Neurological Disorders</td>
<td>EP, IDM NT, EBP</td>
<td>Moyer</td>
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<td>9</td>
<td>03/10/2016</td>
<td><strong>Spring Break</strong></td>
<td></td>
<td></td>
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<td>10</td>
<td>03/17/2016</td>
<td><strong>QUIZ</strong>&lt;br&gt;• Alterations in Musculoskeletal function&lt;br&gt;• Infectious and Communicable disease</td>
<td>IDM NT, EBP</td>
<td>Moyer</td>
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<tr>
<td>11</td>
<td>03/24/2016</td>
<td><strong>QUIZ</strong>&lt;br&gt;• The Child with Gastrointestinal Dysfunction</td>
<td>IDM, HPRR, NT, EBP</td>
<td>Mechtel</td>
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<tr>
<td>12</td>
<td>03/31/2016</td>
<td><strong>EXAMINATION 2 -Individual and Group</strong></td>
<td></td>
<td></td>
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<td>13</td>
<td>04/07/2016</td>
<td><strong>QUIZ</strong>&lt;br&gt;• The Child with Hematologic or Immunologic Dysfunction</td>
<td>IDM, NT EBP, EP HPRR</td>
<td>Mechtel</td>
</tr>
<tr>
<td>14</td>
<td>04/14/2016</td>
<td><strong>QUIZ</strong>&lt;br&gt;• Cancer/EOL</td>
<td>NT, EP COM EBP IDM, GCC</td>
<td>Mechtel</td>
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<tr>
<td>15</td>
<td>04/21/2016</td>
<td><strong>QUIZ</strong>&lt;br&gt;• Care of the Child with Renal Disorders&lt;br&gt;• Care of the Child with Endocrine and Metabolic Disorder</td>
<td>NT, IDM, HPRR EBP IDM</td>
<td>Moyer</td>
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<tr>
<td>16</td>
<td>04/28/2016</td>
<td><strong>Pediatric ATI proctored exam</strong></td>
<td></td>
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<tr>
<td>17</td>
<td>05/04/2016</td>
<td><strong>Final Examination 07:45-09:45 Cumulative and Individual only Room TBA</strong></td>
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