NURSING CARE OF CHILDREN, ADOLESCENTS AND THEIR FAMILIES

NUR 440 sections 001
Thursdays, 8:00 – 9:50 am
C 160/C170 Bott Building for Nursing Education/Research

Clinical days are one day sessions on either: Monday 0700-1400 and 1300-2000 at C.S. Mott Children’s Hospital 11W, Ann Arbor; 1400-2100 at Sparrow Hospital; 1500-2200 at Bronson Hospital, Kalamazoo; Tuesday 0700-1400 at Children’s Hospital of Michigan 5W; Wednesday 0700-1400 at Sparrow Hospital; Friday 0700-1400 at C.S. Mott Children’s Hospital 12W, Ann Arbor, 0700-1400 and 1400-2100 at Children’s Hospital of Michigan 6 SW, Detroit; or Saturday 1300-2000 at Beaumont Hospital, Royal Oak.

Credit Hours: 4
Fall 2014

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.

Additional Course Description: The course also has an LAC component to the clinical orientation August 27 or August 29, 2013 from 07:30 am -12:00 pm and for Friday there is an afternoon session 13:30-17:00 and is scheduled through the Learning Assessment Center located at 601 East Fee Hall. You will be scheduled for one session. Clinical sections are as previously notified. You will receive a letter via ANGEL prior to the course containing more information about the event to help you prepare for the experience. This is your 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.)

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 atraumatic 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)
**Prerequisites:** NUR 360 and NUR 370

**Co-requisites:** NUR 435 concurrently

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


**Course Faculty:**

**Faculty:** Marci Mechtel, MSN, RN Course Chair (Theory and clinical groups at 11WMott)

**Contact Information:**
- **Office:** W-152 Owen Graduate Hall
- **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:** W-114 Owen Graduate Hall
- **Phone:** (269)760-7189 (cell)
- **E-mail:** moyerd@bronsonhg.org
- **Office Hours:** Monday from 1300-1500 (phone conference).
- **Note:** Times can be arranged to accommodate student schedules

**Faculty:** Melinda Botterill, MSN, RN (Clinical group sat CHM 6SW)

**Contact Information:**
- **Office:** W120-A Owen Graduate Center
- **E-mail:** m2bott@aol.com
- **Office Hours:** by appointment
- **Note:** Times can be arranged to accommodate student schedules

**Faculty:** Rhonda Conner-Warren, PhD, RN (Clinical group at CHM 5W)

**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: Patricia Doerr, MSN, RN (Clinical group on 12W Mott)

Contact Information:
Office: W-108 Owen Graduate Center
E-mail: doerrpat@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: W-114 Owen Graduate Hall
E-mail: geller@msu.edu
Office Hours: by appointment
Note: Times can be arranged to accommodate student schedules

Faculty: Mary Dobbs, MSN, RN, PNP-BC (Clinical group at Beaumont-Royal Oak)

Contact Information:
Office: W120-B Owen Graduate Center
E-mail: mary.dobbs@hc.msu.edu
Office Hours: by appointment
Note: Times can be arranged to accommodate student schedules

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 ANGEL. 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. **Required Texts:**


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 KNO platform. If you do not purchase the bundle you will need to buy each book separately. There is an electronic package available from Elsevier, please see the email of the welcome letter.

**American Nurses Association Electronic Books (E-books)**


*American Nurses Association (2010). Nursing Scope and Standards of Practice*<http://catalog.lib.msu.edu/record=b8270966%7ES39a%20> (2nd ed.). Silver Spring, MD


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

Optional Texts: None

a. **Required Resources, References, Supplies**

Smart phone with Skyscape app. [There may be a service-learning opportunity available at the Heartwood School]

ANGEL Help Line
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
www.angel.msu.edu (ANGEL Help link in upper right corner)
Always check with the ANGEL Help Line first!

b. **Frequently Called Telephone Numbers**

Simulation Lab, Life Sciences; 355-5765 (with answering machine)
Media Lab (Andy Greger) Life Sciences, 353-9020
College of Nursing Student Support Services A117 Life Sciences 353-4827.
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.

### LEVEL III

<table>
<thead>
<tr>
<th>Concept</th>
<th>Level III Outcome</th>
<th>LIII Competency</th>
<th>LIII Indicator</th>
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</thead>
</table>
| COMMUNICATION III (COMM)      | Effectively communicate and collaborate with individuals, families, and health professionals in person, in writing and using technology. | 1. Initiates effective written and verbal communication with persons, populations, and colleagues to affect patient care.  
2. Evaluate group communication skills.                                                                                     | Combined with Professional Leadership, Health Promotion Risk Reduction, and Global and Cultural Competence. |
| CRITICAL THINKING III (CT)    | Apply critical thinking processes to nursing practice.                             | 1. Critique and value the impact of her/his critical thinking process used in their nursing practice.  
2. Formulates and defends an argument.                                                                                         | Combined with Nursing Therapeutics, Illness and Disease Management, and Evidenced Based Practice. |
| NURSING THERAPEUTICS III (NT) | Utilize data to competently deliver targeted nursing care to individuals, families and groups. | Uses evidence and outcomes critically evaluates effectiveness of the Nursing Care Plan and revises care to improve outcomes.                                                                                       | 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) |
| 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 |
| 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. Promotes achievement of client outcomes by coordinating delivery of care. | Combined with Nursing Therapeutics, Critical Thinking, and Evidenced Based Practice. |
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<tbody>
<tr>
<td>PROFESSIONAL LEADERSHIP III (PL)</td>
<td>Assumes leadership responsibility for the effective delivery of nursing care for individuals, families, and groups in varied care settings.</td>
<td>Coordinates care in collaboration with faculty and agency staff including supervision of ancillary staff in providing care to a selected group of patients.</td>
<td>Combined with Health Promotion Risk Reduction, Global and Cultural Competence, and Communication.</td>
</tr>
</tbody>
</table>
| ETHICAL PRACTICE III (EP) | Articulate ethical practice and advocate for individuals, families and groups. | 1. Analyzes ethical problems related to the health care for vulnerable population.  
2. Engages in respectful and reasoned dialogue 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). |
| EVIDENCE-BASED PRACTICE III (EBP) | Value and use of theory, research based evidence, and patient preferences in the provision of care to individuals, families, and groups. | Evaluate selected research and theory as relevant to a client and family of choice. | Combined with Nursing Therapeutics, Illness and Disease Management, and Critical Thinking. |
| 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  
Evaluation:

a. Learning Assessments and Grading:

The course grade will include 70% theory grade and 30% clinical grade.
Theory grades will be based on weekly quizzes, class participation and examinations.

**Theory Grade (70%)**

<table>
<thead>
<tr>
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<th>Weight</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Preparation and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Examination 1</td>
<td>25%</td>
</tr>
<tr>
<td>Examination 2</td>
<td>25%</td>
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<tr>
<td>ATI-Pediatrics</td>
<td>10%</td>
</tr>
<tr>
<td>Final examination</td>
<td>20%</td>
</tr>
</tbody>
</table>

1. All quizzes will be given during course period. Students arriving late may not have the opportunity to take the quiz. One quiz grade will be dropped. This option is available for personal or family emergencies, illnesses, issues, and/or religious and cultural observances. There will be no make-up opportunities for quizzes. The highest quiz grades will be utilized for calculating final course grade. **Quizzes will be based on material assigned for the class on the day of the quiz.**

2. Class preparation and 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. Once discussion board is closed for posting it will reopen in approximately 48—72 hrs in a read-only mode. Preparation and 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 ANGEL. **Note: You are only required to participate with a total of 5 scholarly postings and responses** but they must occur in the same week.

3. 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. Students are responsible for all material discussed in class, assigned readings, and any prior course content. Examinations will be given during course periods. All students are expected to take examinations on the date scheduled. For emergency situations, it is the student’s responsibility to contact faculty as soon as possible. Students, who miss a scheduled exam, may receive a 0.0 for that exam unless there are extraordinary circumstances as judged by the Course Coordinator, which warrant the administration of a make-up exam. **There will be one opportunity for an alternative exam.** Alternate exams will be used with additional formats and will not be a multiple-choice exam (essay, fill in the blank, etc.). Make-up exams are routinely scheduled within one week of the original exam date. Health providers’ statements may be required. Alterations will not be made after this time. For the exams, students will be assigned seats. Attendance will be taken prior to the start of the exam. All hats, book bags, coats, cell phones, 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. Students arriving late will not receive a time extension to complete the exam. All exam procedures will be reviewed prior to the exam.
4. In addition, there is the completion of one standardized examination, from ATI testing, is required for the class. The exams is the pediatric exam and will be taken at the end of the course. Please see the ATI policy in the BSN Handbook for details. Further information is available at www.atitesting.com including a reference book for pediatrics that bullet points key concepts for various pediatric diseases.

Clinical grade (30%)

<table>
<thead>
<tr>
<th>Clinical performance</th>
<th>P/F</th>
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<tbody>
<tr>
<td>Clinical assignments</td>
<td></td>
</tr>
<tr>
<td>• 1-Clinical synthesis assignment (5%)</td>
<td>20%</td>
</tr>
<tr>
<td>• Journals/Medication worksheets (5%)</td>
<td></td>
</tr>
<tr>
<td>• 1-Teaching plan (10%)</td>
<td></td>
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<tr>
<td>Grand Rounds Presentation</td>
<td>10%</td>
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</tbody>
</table>

1. Clinical performance will be based on clinical performance evaluation tool. See the blank forms and sample in ANGEL > NUR 440> Lessons> Clinical information> Clinical Evaluation tool folder.

2. 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). See the blank forms, samples and grading rubric in ANGEL > NUR 440> Lessons> Clinical information.> CSA folder and TCP folder.

3. 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 the blank form, sample and grading rubric in ANGEL > NUR 440> Lessons> Clinical information.> Grand Rounds folder.

4. The clinical journal is completed when the student does not submit one of the written assignment. There will be 5 journals with one for each of the developmental stages which include: infant, toddler, preschool, school-age and adolescent. Clinical faculty reserve the write 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 ANGEL > NUR 440> Lessons> Clinical information.> Clinical Reflection Journal.

5. There will be 3 medication worksheets that will be due when not completing paperwork or journal.

6. 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.

***Faculty reserve the right to dismiss a student from clinical areas if the student is too ill, unprepared, or deemed to be a risk to patient safety. Dismissal from clinical for any reason excluding student illness, is deemed unexcused, and may result in a 0 grade for clinical paperwork.

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. Course Grading Scale: The standard College of Nursing grading scale will be utilized.

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

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

c. Proctor Process: Refer to the BSN Student Handbook regarding CON Proctored Exam Policy.

Professionalism:

You must maintain your compliance information, e.g. immunizations, flu shot, ACE, etc. as required by the College of Nursing. Please check that the beginning of the semester to make sure you are compliant throughout the semester. Failure to maintain compliance will result in missing clinical experience(s). You will also need to complete any agency requirements for clinical. Time may be given during the clinical orientation to the hospital, please check with your clinical instructor for confirmation. It is expected that you come prepared for clinical with all needed material and following the dress code as outlined in the BSN handbook. You also need to be familiar with the Social Media policy as outlined in the BSN handbook.

It is expected that a professional, courteous, positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. It is expected that you will be on time to class. If for some reason you have to be late or leave early, the course chair should be notified and plans will be made so you will not disturb the entire class. Talking, surfing on the Internet or texting on your phone and sleeping are unacceptable because they can be distracting to your fellow classmates. Faculty is open to feedback, ideas, and concerns. For in-depth discussions, a scheduled meeting is suggested. Course Chair is present at all class sessions and individual concerns can be brought up at this time, in addition:

- Two student representatives shall be selected at the beginning of the semester.
- The student representatives are a part of a channel of communication between the faculty and the students they represent. They will identify and share common student concerns and related issues with the faculty.
- Student representatives will be invited to attend course meetings which are held monthly during the semester.
Any student may make an appointment with course faculty to discuss performance or clarify course content. Concerns or issues will be taken to involved faculty first then taken to course coordinator.

**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. Refer to the BSN Student Handbook for CON Policy related to Honors Options in Nursing Courses.

**University & College 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](http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm)
- MSU Spartan Life Online: [http://www.vps.msu.edu/SpLife](http://www.vps.msu.edu/SpLife)
- Information for MSU Students: [http://www.msu.edu/current/index.html](http://www.msu.edu/current/index.html)
- Academic Programs: [http://www.reg.msu.edu/AcademicPrograms](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](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](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534)

**University 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/](http://splife.studentlife.msu.edu/) and/or the MSU Web site: [www.msu.edu](http://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](http://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](https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations))

**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](http://MyProfile.rcpd.msu.edu).
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.

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.

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.

Theory Calendar FS14:

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Content</th>
<th>Major concepts</th>
<th>Reading Assignment (please refer to the weekly objectives for specific reading information.)</th>
<th>Faculty</th>
</tr>
</thead>
</table>
| 1     | 08/28/14 | ▪ Introduction to Pediatrics  
▪ Social and cultural influences on health promotion  
▪ Family theory  
▪ Community assessment  
▪ Genetic influences on health | COM, HPRR, EP, PL  
GCC  
EBP | ○ Course Syllabus  
○ Chapter 2  
○ Chapter 3  
○ Chapter 4  
○ Chapter 5 | Mechtel |
| 2     | 09/04/14 | **QUIZ**  
▪ Health Promotion of the Infant and Family  
▪ Health Problems of Infancy  
▪ Health Promotion of the Toddler and Family  
▪ Health Problems of Early Childhood-Abuse | HPRR  
IDM  
COM, NT  
EBP  
EP | ○ Ch. 12  
○ Ch. 13  
○ Ch. 14  
○ Ch. 16 | Mechtel |
| 3     | 09/11/14 | **QUIZ**  
▪ Health Promotion of the Preschooler and Family  
▪ Health Problems of Early Childhood-Poisonings  
▪ Health Promotion of the School-aged Child and Family | COM, HPRR, IDM, NT  
EBP | ○ Ch. 15  
○ Ch. 16  
○ Ch. 17 | Mechtel |
| 4     | 09/18/14 | **QUIZ**  
▪ Adolescents, Chronic Illness, and the Care of Hospitalized Children | COM, HPRR  
IDM  
NT | ○ Ch. 19  
○ Ch. 20  
○ Ch. 22  
○ Ch. 26 | Moyer |
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Quiz Title</th>
<th>Chapters</th>
<th>Author</th>
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<tbody>
<tr>
<td>5</td>
<td>09/25/14</td>
<td>QUIZ - The Child with Respiratory Dysfunction</td>
<td>IDM, EBP, NT</td>
<td>Moyer</td>
</tr>
<tr>
<td>6</td>
<td>10/02/14</td>
<td>Examination 1- Individual and Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/09/14</td>
<td>QUIZ - The Child with Cardiac Dysfunction</td>
<td>NT, IDM, HPRR EBP</td>
<td>Mechtel</td>
</tr>
<tr>
<td>8</td>
<td>10/16/14</td>
<td>QUIZ - The Child with Neurological Disorders</td>
<td>EP, IDM NT, EBP</td>
<td>Moyer</td>
</tr>
<tr>
<td>9</td>
<td>10/23/14</td>
<td>QUIZ - Alterations in Musculoskeletal function</td>
<td>IDM NT EBP</td>
<td>Moyer</td>
</tr>
<tr>
<td>10</td>
<td>10/30/14</td>
<td>QUIZ - The Child with Gastrointestinal Dysfunction</td>
<td>IDM, HPRR, NT EBP</td>
<td>Mechtel</td>
</tr>
<tr>
<td>11</td>
<td>11/06/14</td>
<td>EXAMINATION 2 - Individual and Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/13/14</td>
<td>QUIZ - Care of the Child with Renal Disorders</td>
<td>NT, IDM, HPRR EBP</td>
<td>Moyer</td>
</tr>
<tr>
<td>13</td>
<td>11/20/14</td>
<td>QUIZ - The Child with Hematologic or Immunologic Dysfunction</td>
<td>IDM, NT EBP, EP HPRR</td>
<td>Mechtel</td>
</tr>
<tr>
<td>14</td>
<td>11/27/14</td>
<td>Thanksgiving</td>
<td>ALL Complete ATI Practice Test</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/04/14</td>
<td>QUIZ - Family-Centered End-of-Life Care</td>
<td>NT, EP COM EBP IDM, GCC</td>
<td>Mechtel</td>
</tr>
<tr>
<td>Week</td>
<td>Clinical Calendar + Content</td>
<td>Hr.</td>
<td>Assignment</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>LAC orientation: Clinical introduction, Skill stations: Medication administration, Infant care and assessment, SimBaby and Standardized patient</td>
<td>4.5</td>
<td>Ch. 6 Pediatric Assessment</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Orientation to clinical site forms, documents, site routines.  <strong>NO clinical for Monday Students</strong></td>
<td>4.5-6</td>
<td>Sparrow Competencies and Epic as needed. E-Learning for UM and CHM Ch. 7 Pain Management</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Orientation to clinical site forms, documents, site routines for Monday Clinical assignment (student pairs)</td>
<td>7</td>
<td>CSA with graded option Ch. 27 Pediatric Variations of Interventions</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Clinical-Single assignment Student Pairs (Monday groups only)</td>
<td>7</td>
<td>Faculty presentation of Grand rounds (GR) CSA with graded option</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Clinical-Single assignment</td>
<td>7</td>
<td>GR presentations or discussion on pediatric nursing practice select topics.</td>
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<tr>
<td>6</td>
<td>Clinical-Single assignment</td>
<td>7</td>
<td>GR presentations or discussion on pediatric nursing practice select topics.</td>
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</tr>
<tr>
<td>7</td>
<td>Clinical-Single assignment</td>
<td>7</td>
<td>GR presentations or discussion on pediatric nursing practice select topics.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Clinical-Single/double assignment</td>
<td>7</td>
<td>GR presentations or discussion on pediatric nursing practice select topics. Midterm evaluations for those students with a clinical deficiency.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Clinical - Single/ double assignment</td>
<td>7</td>
<td>GR presentations or discussion on pediatric nursing practice select topics.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Clinical - Single/ double assignment</td>
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<tr>
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<td>GR presentations or discussion on pediatric nursing practice select topics.</td>
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</tr>
<tr>
<td>13</td>
<td>Clinical – Single/double/triple assignment</td>
<td>7</td>
<td>GR presentations or discussion on pediatric nursing practice select topics.</td>
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</tr>
<tr>
<td>14</td>
<td>Clinical - Single/double/triple assignment <strong>No clinical Friday and Saturday groups</strong></td>
<td>7</td>
<td>GR presentations or discussion on pediatric nursing practice select topics.</td>
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</tr>
<tr>
<td>15</td>
<td>Final Evaluations with Clinical Faculty on Campus to be scheduled individually or make up if needed.</td>
<td>7</td>
<td>Clinical Evaluation Tool Self Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

1. One CSA in week 3 or 4 this can be done for a grade or feedback only. If taken for feedback only. The student will need to complete the assignment for a grade later in the semester.

2. One Teaching care plan

3. If not doing graded paperwork that week; you will complete the clinical reflection journal or medication worksheet as needed.

4. RUBRICS are found for all clinical assignments on the course website.

For clinical post conferences: you have the option to do a practice Grand Rounds presentation prior to the scheduled one. If there are no grand rounds presentations; then selected topics for discussion may include: ethics, global cultural competency, health policy concerning children, health disparities, system safety, core measures, EBP, and the role of the professional pediatric nurse.

Theory and Clinical Calendar subject to change; advanced notification will be given as earlier as possible. See course announcement section for any changes.