



SYLLABUS
Fall 2019



**NURS 8200 – Family Nursing II:
Child & Adolescent**



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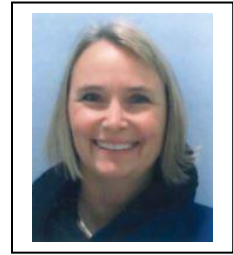
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Course Title and Number: Family Nursing II: Child and Adolescent (NURS 8200) (CRN 83659)

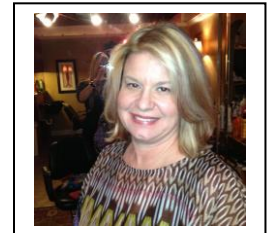
Credits: 4 credits (2, 6) **Placement in Curriculum:** FNP Track

Prerequisites: N801, N804, N805, N806, N807 & N809

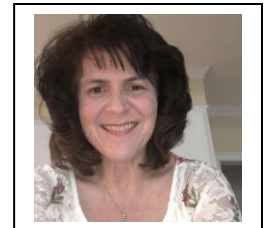
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Catalog Description:

Advanced nursing roles and functions applied to health promotion, health maintenance, health restoration, habilitation, and rehabilitation of infants, children, and adolescents with existing or potential health problems. Uses critical thinking to assess, diagnose, intervene, and promote continuity of care with clients of these ages irrespective of setting.

Course Objectives:

1. Provide comprehensive nursing care to children with health problems, from infancy through adolescence.
2. Provide primary care to children, infancy through adolescence, with common or chronic health problems.
3. Understands how the family history and genetics may influence the care of the chronically ill child.
4. Provide anticipatory health care guidance to families with children, infancy through adolescence, as part of promoting healthy growth and development.
5. Develop practice initiatives which address health care needs of children and adolescents in response to changes in health status, growth and developmental changes.
6. Consult with appropriate professionals regarding health problems of specific children/adolescents or of groups of children/adolescents.
7. Collect data regarding the effectiveness of health care systems in meeting the quantity and quality of care needed by children/adolescents.
8. Apply valid research findings to care of children, infancy through adolescence.

Teaching/Learning Strategies:

Faculty and student lecture and discussion

Application of theory to selected problems and issues in case study discussions

Written documentation of ill and well child visits

Written immunization case studies

Written in class examinations

Presentation of anticipatory guidance

Clinical practicums

Clinical documentations

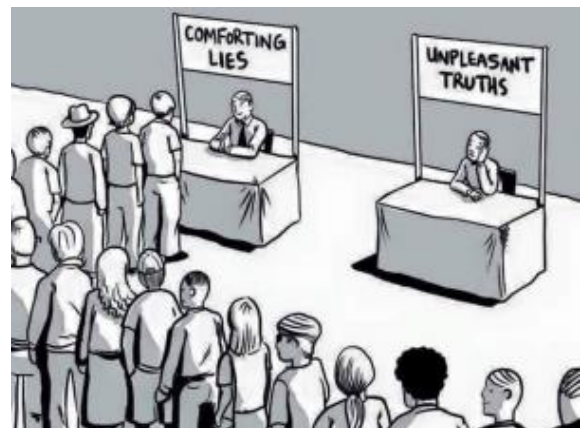
Clinical logs

Evaluation of clinical practice

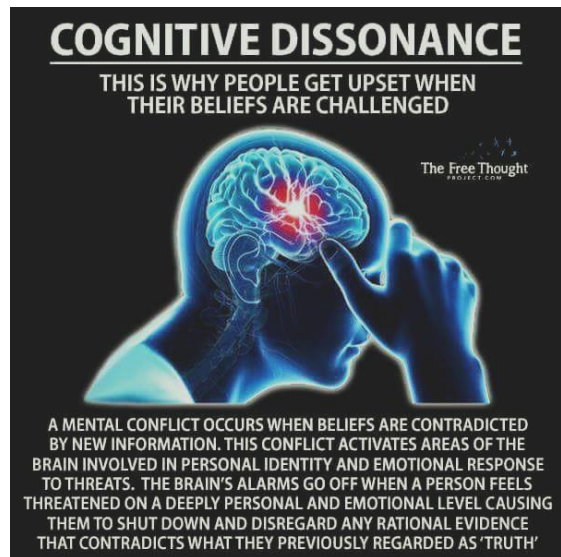
*Laptops are to be placed on airplane mode during lecture to avoid distractions.

ClemsonThinks²: This is a CT2 course to nurture your skill to think critically. Many definitions for Critical Thinking exist, one of my favorite brief ones is that from Robert Ennis: *“Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do”*. To this end, this course will feature activities focusing on metacognition, or thinking/reflecting about your thinking. Society expects Nurse Practitioners to be mature thinkers who are able to think in the abstract and consider a number of solutions to a problem. We were all immature thinkers at some point of our lives but then a fantastic journey started into increasing the quality of

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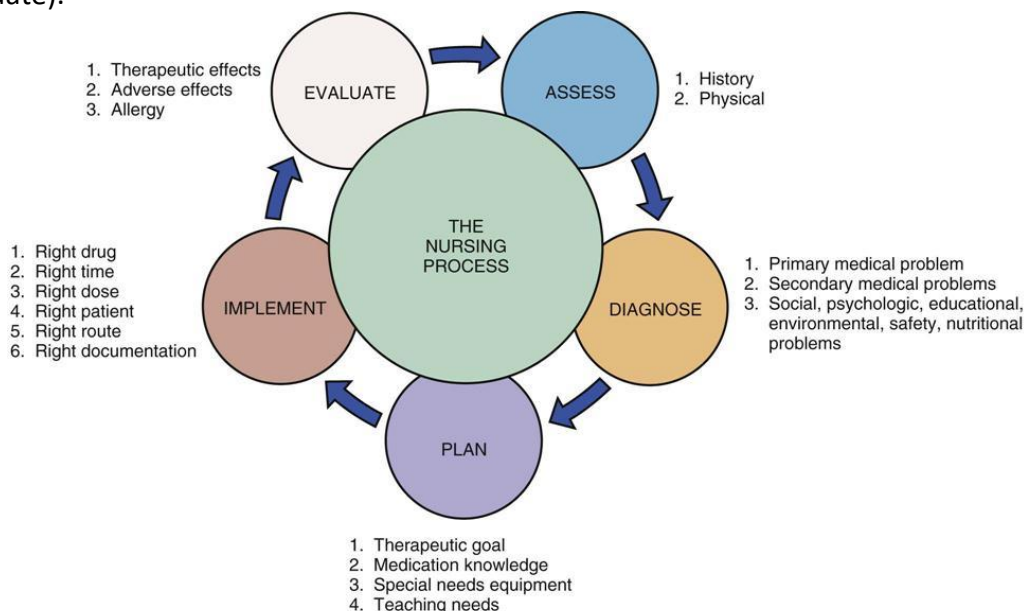


our thoughts. This will be an ongoing process for the rest of your life. Metacognition will help you increase the pace at which you develop your thought. Although simple in nature, it takes practice. You must develop the habit of asking yourself why you believe what you do, why do you act the way you do, and other interesting questions that are most likely to lead to unpleasant truths (see *cognitive dissonance*) but will help you identify the problem and become a better you. A better you can lead to better opportunities, and ultimately a better society. The purpose of making this a CT2 course is to help you strengthen your metacognition skill. Hence, you will be constantly required to think about your thinking through reflection and application, either individually or as a group.

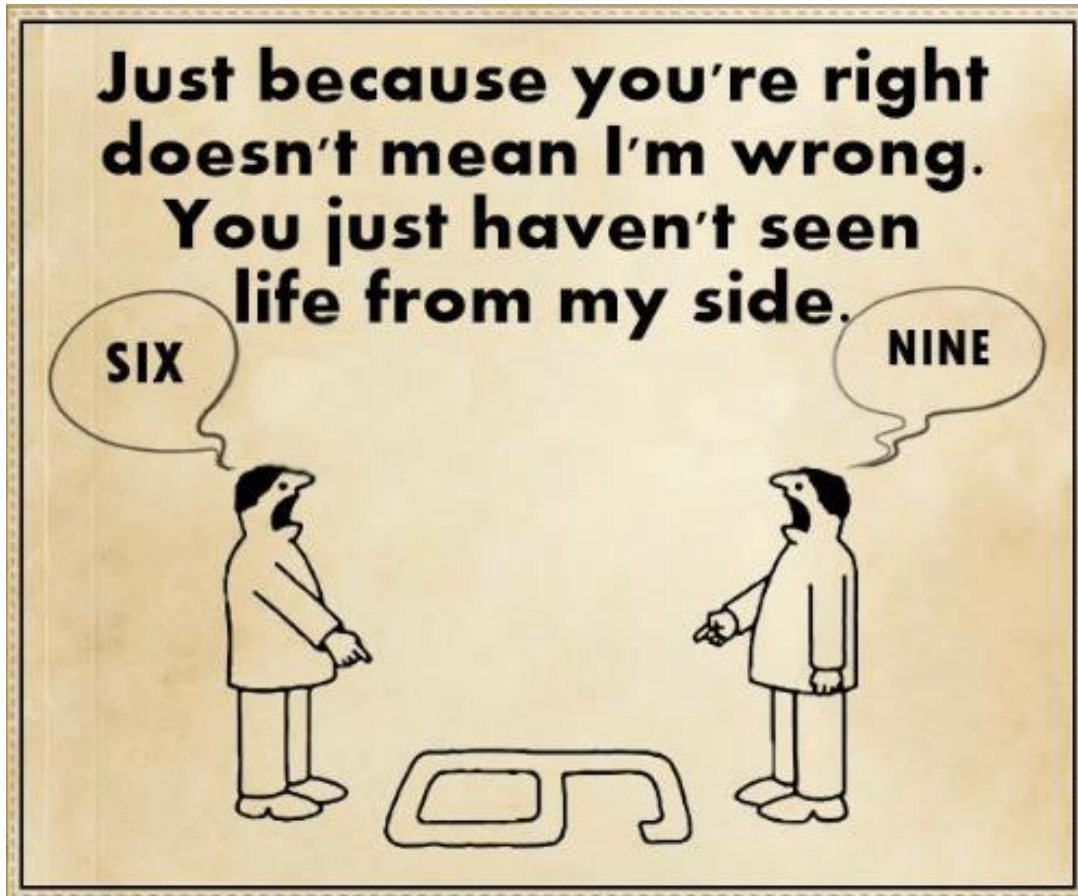


Learning Environment: Research on critical thinking indicate that three activities are particularly effective to nurture critical thinking: discussion, real-world problems and mentoring. This class will feature numerous case studies at the beginning of each topic providing real-world examples. Please do three things BEFORE coming to class: 1) read & study the material assigned for that day (check Canvas); 2) learn and reflect on the material and 3) apply the material to the case studies posted on Canvas. Plan accordingly to allow for enough time for these activities.

Class time will be partitioned in three major parts: 1) Presentation of the real-world case examples 2) Discussion of the materials 3) Mentoring with hands on activity to practice what you will perform in clinical. These in-class activities will help you develop and hone the ability to ask good questions (Assessing) to perform appropriate physical assessments and labs to determine diagnoses (Diagnose). Integrate ideas from multiple research based sources, identify underlying assumptions and effectively communicate your understanding of the concepts (Plan) to patients and other health professionals. Provide the plan to the family (Implement) and evaluate and document patient's outcomes and symptoms to further refine the differential diagnosis (Evaluate).



My role in this course is that of a facilitator and mentor in your learning process. Ultimately, you are responsible for your own learning and you are in control of your own grade. My job is to give you the tools to make the best out of this course and mentor your thinking from multiple perspectives using critical thinking skills. Your job is to use them and stay engaged. Prepare before class so you can have a productive experience in class and at clinical.



Learning Outcomes: (Using Bloom's Taxonomy below)

Develop and hone the ability to ask good assessment questions, identify underlying assumptions, recognize reliable and pertinent data, and to determine diagnoses. (Evaluate)

Integrate ideas from multiple sources and effectively communicate your understanding of these concepts to patients and other health professionals. (Apply)

Evaluate and document patient's symptoms to develop a differential diagnosis and perform appropriate physical assessments. (Evaluate)

Analyze and interpret laboratory values to assist in the diagnosis and treatment of pediatric and adolescent patients. (Analyze)

Interpret scientific articles and the quantitative relationships in graphs and tables. (Analyze)

Synthesize and summarize scientific information in writing a pediatric paper. (Analyze)

These objectives were set following the well accepted Bloom's Taxonomy to develop expertise shown below. This taxonomy postulates that the development of skills and abilities depend on a knowledge base. In this class, you will achieve the Remembering and most of the Understanding stages before class by studying class materials, actively listening in class and applying the content to pediatric patients in clinical. Class time will be dedicated to clear confusions that are hindering your understanding and strengthen the stages on top of the pyramid in different degrees. The CT2 activities in this course will help you strengthen your skills in the nursing process (Assessment, Diagnosis, Planning, Implementation and Evaluation) by examining the details of your thought process and efforts towards becoming an expert in a topic.

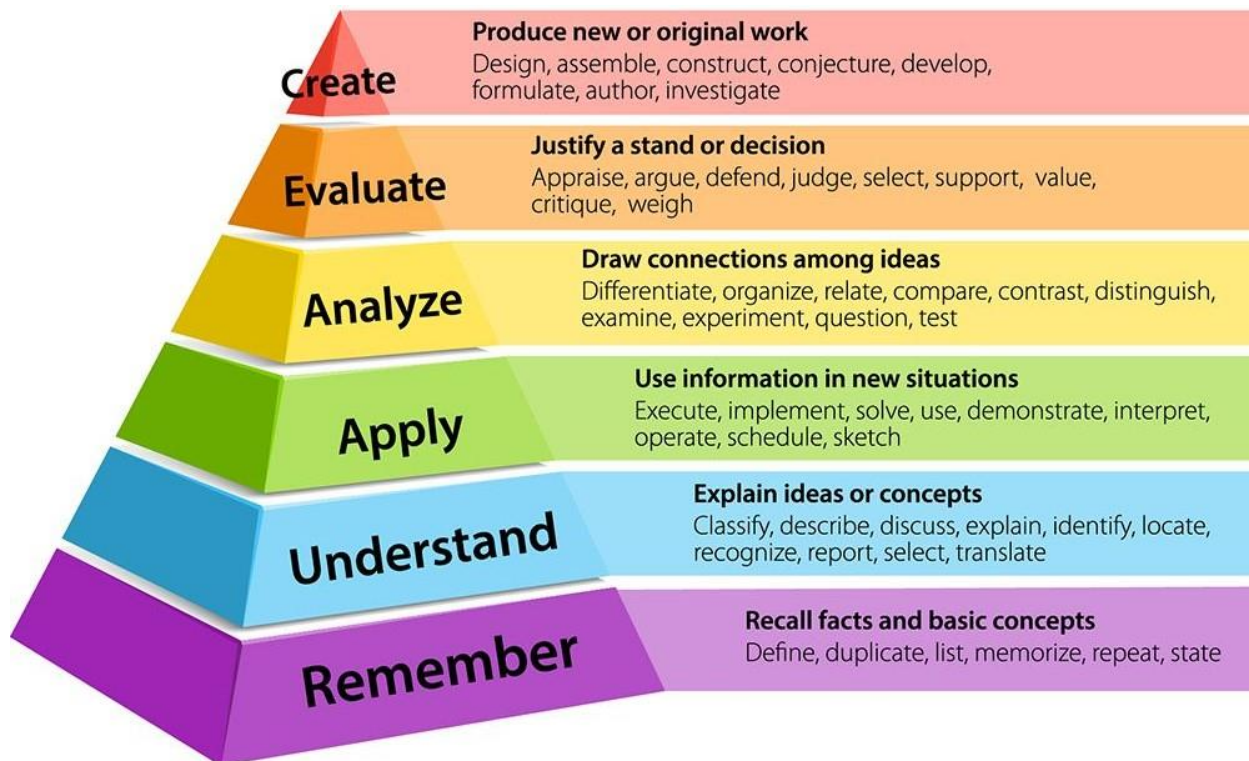


Figure 1. Bloom's Taxonomy as revised in 2001. From <https://www.pinterest.co.uk/pin/551128073140341612/>

Class Time:

Every other Thursday starting August 22, from 0800-1150
The Clemson University Nursing Building, room 409
605 Grove Road,
Greenville, SC 20605



TOPICAL OUTLINE AND SCHEDULE

DATE	TOPICS	ASSIGNED READINGS (Before each class, first read over the case studies, review all BB content & ppts, read assigned readings then complete the case studies)
Class 1 8/22	Prescription writing & pediatric medication math quiz Orientation to Pediatrics Primary Care Pediatric Health Assessment	Practice medication math test on Canvas & review writing prescriptions ppt on Canvaas and chapter 22 prescribing medications in pediatrics in the Pediatric Primary Care textbook. Read all content information in Class #1 on Canvas. Read Pediatric Physical Examination Ch. 1-20. Pediatric Primary Care Ch. 1-19, 22, 44 & Appendix A.
Class 2 9/5	Nutrition Respiratory HEENT Well & Ill Child Assessments due Topic, type of paper, outline & references due	Read all content information in Class #2 on Canvas. Do case studies (#5, 6, 7, 8, 10, 11, 12) on Canvas. Read Pediatric Physical Examination Ch. 9-14. Read Pediatric Primary Care Ch. 10, 11, 18, 29, 30 & 32 pages 1235-5.
Class 3 9/19	Immunizations & Infectious Diseases Dermatology Pediatric Paper due	Read all content information in Class #3 on Canvas. Do case studies (#1, 2, 4, 13) on Canvas. Read Pediatric Physical Examination Ch. 7. Read Pediatric Primary Care Ch. 21, 24, 25, 37 & pg 1215-8.
Class 4 10/3	EXAM #1 Endocrinology & Newborn Screening Musculoskeletal – Online Immunization Extra Credit due	Read all content information in Class #4 on Canvas. Do case studies (#21, 22, 26, & 28) on Canvas. Read Pediatric Physical Examination Ch. 6, 16, 17, 18 & 19. Read Pediatric Primary Care Ch. 13, 26, 35, 36, 38, 39, 40, 41
Class 5 10/17	Hematology & Oncology, Palliative Care, End of Life Cognitive-Perceptual Disorders (Luncheon presentation) Midterm clinical & site evaluations due Fifteen clinical notes due in Typhon	Read all content information in Class #5 on Canvas. Do case studies (#23, 24, 25) on Canvas. Read Pediatric Physical Examination Ch. 11. Read Pediatric Primary Care Ch. 20, 27 & 43.
Class 6 10/31	EXAM #2 Neurology & Neonatal Abstinence Syndrome Cardiology-Online	Read all content information in Class #6 BB folder. Do case studies (#3, 9, 29, 30) on Canvas. Read Pediatric Physical Examination Ch. 8, 9, 29. Read Pediatric Primary Care Ch. 23, 28, 31 & pages 1226-9.
Class 7 11/14	Genitourinary & Renal Gastrointestinal Anticipatory guidance video due Course evaluations due Extra credit paper submissions due	Read all content information in Class #7 on Canva. Do case studies (# 14, 15, 16, 17, 18, 19, 20) on Canvas. Read Pediatric Physical Examination Ch. 15-18. Read Pediatric Primary Care Ch. 33, 35, 36.
Class 8 12/5	FINAL EXAM: 10 am to noon. Final clinical & site evaluations due Anticipatory Guidance discussion board due	Cumulative

ASSIGNMENTS AND EXAMS

Midterms and Final Examination – (75% of grade)

An exam grade of 75.0% is required to pass this course. In class written midterm and final examinations will consist of objective, multiple choice questions constructed to promote application of theory through critical thinking analysis. **No examinations will be given late. Alternate examinations will be given only in documented extenuating circumstances with appropriate advance notification. Exam may be writing intensive and designed at the discretion of the faculty. Students leaving the room during the tests/examinations will be considered finished and their test/examination must be submitted, unless approved by faculty prior to the exam. All testing/examination materials are to stay in the classroom. Students removing testing/examination materials will receive a zero grade for the test/examination. **Absence from a scheduled exam without prior approval of the course faculty will result in a grade of zero for that exam.****

Well Child (100 points) and Ill Child (50 points) Documentations - (2.5% of grade)

Written documentations from an actual clinical patient, per instructions outlined in the Well Child Documentation and Ill Child Documentation rubrics posted on the Course Documents page on Blackboard Learn. This is to be typed and uploaded as an electronic document to blackboard. Do not just fill in the blanks from the scoring rubric. Document as you would in a medical record, using appropriate terminology and spelling.

Medication Math & Pediatric Prescription Writing Quiz – Pass/Fail clinical

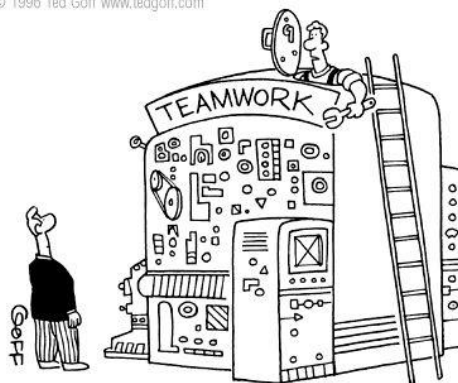
A quiz will be given in class calculating common pediatric dosages and writing prescriptions. A guide to writing pediatric prescriptions and a practice medication math quiz are posted on blackboard. All dosages and concentrations are provided and a calculator (not on a cell phone) may be used. Students must score an 85% or higher on the medication math and prescription writing quiz before attending clinical.

Anticipatory Guidance Group Presentations (50 points) – (2.5% of grade)

The anticipatory guidance is for five age groups (infants, toddlers, preschool, school age, and adolescents) will be presented by the FNP students using the rubric posted on BB. The students will work together in groups to create a video to demonstrate how to provide effective anticipatory guidance to families and upload the videos and written anticipatory guidance to blackboard for the students and course instructor to view. Students will view the 5 videos and post a discussion on blackboard after viewing each video.



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"There are some egos in here gumming it up."

Paper / manuscript on a pediatric topic of student's choice (100 points) – (20% of grade)

A Clinical, Continuing Education, Primary Care Case Study, Acute or Specialty Care Case Study, Health Policy, Pharmacology CE, Practice Guidelines, or a Professional Issues Paper will be written following the author guidelines published in the *Journal of Pediatric Health Care*: <https://www.elsevier.com/journals/journal-of-pediatric-health-care/0891-5245/guide-for-authors> Manuscripts will be submitted to an appropriate journal with the assistance of a faculty member in the Clemson University School of Nursing with similar content background. Grading will follow the rubric posted on blackboard and the content of the body of the paper evaluated using the Critical Thinking Rubric for writing assignments:

	Excellent	Good	Adequate	Vague
Explanation of issues	Issue is stated clearly and described comprehensively, delivering relevant information	Issue is stated, described, and clarified but missing some relevant information.	Issue is stated but description without adequate clarification or description.	Issue is stated without clarification or description or issue is misinterpreted.
Evidence	Information is identified and with enough interpretation & evaluation to develop a comprehensive analysis. Evidence is clearly differentiated from hypotheses/conclusions.	Information is correctly identified and with enough interpretation & evaluation to develop a coherent analysis.	Information is taken from source(s) with some interpretation & evaluation, but not enough to develop a coherent analysis or synthesis.	Information is incorrect or is not clearly distinguished from hypotheses or conclusions
Influence of context and assumptions	Thoroughly identifies assumptions and carefully evaluates the relevance of contexts.	Identifies assumptions.	Questions some assumptions but incorrectly or without clarity.	Lacks an awareness of assumptions.
Student's position (perspective or hypothesis)	Specific position is thorough, taking into account the complexities of an issue.	Specific position takes into account the complexities of an issue.	Specific position acknowledges different sides of an issue.	Position is stated but without explanation or development of ideas.
Conclusions and related outcomes (implications & consequences)	Conclusions & related implications are logical and reflect student's informed evaluation & ability to place evidence & perspectives discussed in priority order.	Conclusion is logically tied to a range of information; related implications are identified clearly.	Conclusion is tied to information (because it is chosen to fit the desired conclusion); some related implications are identified.	Conclusion is inconsistently tied to the information discussed; related implications are oversimplified.

Any revisions of the paper after it has been turned in are considered extra credit. **Written assignments are subject to a 50% reduction in points if submitted after the due date.**

Clinical Logs - (Pass/Fail)

Electronic journals will be kept by students to document their experiences and progress at their precepted clinical sites. A minimum of 50 pediatric patients under the age of 15 years need to be seen and documented in the clinical log to pass this course. Alternate clinical sites may be required to supplement the primary site to achieve the minimum 50 patients. Forty additional hours are required if students do not see 50 patients in the first 90 hours of clinical. *Students must use Typhon to record clinical logs.* Clinical Logs will be reviewed periodically by faculty during the term and need to be completed at the end of the semester. ***Students must keep a copy of all clinical logs as documentation of hours completed, as this is required for your final portfolio. Students will not disclose confidential information unless disclosure complies with HIPAA policies and is required to perform responsibilities of the clinical experience.***

Electronic journals (clinical log) will be kept by students to document their clinical experiences and progress in Typhon. Clinical logs should be entered as soon as possible after **each** experience. For **each** clinical day, students will keep a record of all encounters and hours spent in clinical. Documentation in Typhon should be completed for a minimum of 50 individual patients, **each** patient should include: Date, Site preceptor, Age/Gender, Time spent with patient, Preceptor consult time, Student participation, Reason for Visit, ICD-10 code, CPT with descriptors. The 90 clinical hours and the patients listed for this course in Typhon cannot be used in any another course. Fifteen brief clinical notes will be written following the rubric for the well and ill child documentation. The 10 well child and 5 ill child clinic notes will be equally distributed across the five age groups (infants, toddlers, preschool, school age, and adolescents) and added to the "Clinical Notes" section of Typhon.

Typhon is a requirement for the clinical portion of your clinical management courses. Typhon is the system we use to verify that you have met the requirements for the clinical portion of the course and to clear you to take the national certification examinations. Failure to submit the completed Typhon logs by the due dates will result in an **unsuccessful grade** for the clinical portion of the course **thus requiring you to repeat the entire course and not being able to progress to the next semester.** **All Typhon logs are due by the Friday before grades are due at 5pm to be counted. The faculty must have time to grade them and post grades to Iroar by the due date.** Typhon has a **30 day lockout**. If you do not complete your logs within the 30-day period the hours and patients will not count for clinical and you will have to repeat them. Typhon will not be extended for those missing the 30 day deadline.

Advanced practice nursing of children and families with a preceptor (PASS/FAIL)

90 hours of clinical practicum in a pediatric setting are required. A minimum of one onsite clinical visit will be done by faculty, with input from the student and preceptor. If the student or preceptor identifies any problems in the clinical setting, the course instructor should be notified immediately. **Any student that has been identified by their preceptor as needing additional clinical experience will meet with the CU clinical & course faculty to develop a Clinical Management Plan to ensure knowledge acquisition for safe practice as an Advanced Practice Registered Nurse.**

Clinical Hours

There are 90 clinical hours required in Nursing 8200. The course focuses on primary care of children and adolescents. Therefore, clinical sites should be in a **pediatric primary care office (a pediatric office that provides well child care and immunizations)**, preferably with a Master's prepared nurse practitioner. A pediatrician is also an acceptable preceptor. Half of the clinical hours can be in an Acute Care OR Pediatric Sub-Specialty. Acute care practices such as Minute Clinic or a Pediatric ER are acceptable for approximately

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50% (45 hours) of the clinical hours. A pediatric specialty clinic (ex: pediatric cardiology, pediatric orthopedics, pediatric neurology, pediatric GI) is not an acceptable clinical site for the majority of the clinical hours. A calendar of the clinical dates with preceptors needs to be maintained in Typhon.

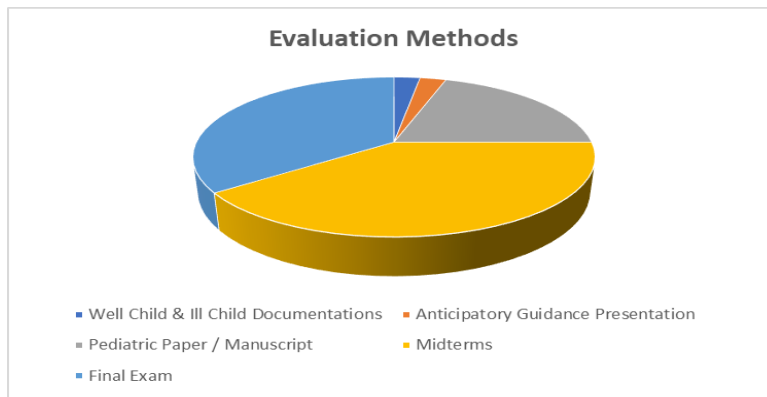
The ratio of clock to credit hours is 3 to 1 (3:1) in all graduate clinical courses. The clinical hours posted for each course are the minimum number of hours required. Students may seek additional experiences/time (based on Faculty approval and space availability) or may be instructed to complete additional time to enhance knowledge and/or skills. All clinical hours must be completed no later than 1 week prior to the date course grades are due. Students may review the Clemson University Academic Calendar for due dates (http://www.registrar.clemson.edu/html/acad_cal.htm). Students may not start clinical prior to the first class. Students must score an 85% or higher on the medication math and prescription writing quiz before attending clinical.

A clinical visit with a satisfactory evaluation is required for successful completion of the course. A mid-term evaluation from the clinical preceptor is due midterm and a final evaluation from the student's preceptor is due by the end of the term. A grade will not be issued for the course until all faculty and preceptor evaluations have been received and all Typhon clinical logs have been documented.

EVALUATION METHODS

90.0-100%	A	Excellent. Indicates work of a very high, outstanding comprehension
80.0-89.99%	B	Good. Indicates work that is definitely above average, though not of the highest level of comprehension
75.0-79.99%	C	Fair. Indicates work of average or medium understanding
<75.0 (no credit)	F	Fail. Indicates that the student knows so little of the subject that it must be repeated in order that credit can be received. Understanding and being able to apply this pediatric material can save a child's life.

Assignments/Exams:	Percentage of Final Grade
Well Child & Ill Child Documentations	2.5%
Anticipatory Guidance Presentation	2.5%
Pediatric Paper / Manuscript	20%
Midterms	45%
Final Exam	30%
Clinical practicum	P/F *
Clinical log	P/F
Math quiz	P/F



Grading Guidelines:

Assignments submitted for grading may not be re-submitted in the same or subsequent courses. All work must be original.

Written assignments are subject to a 50% reduction in points if submitted after the due date.

At midterm (after taking the second midterm exam), any student with a C or below (<80%) will meet with the course faculty to develop a Didactic Management Plan to ensure knowledge acquisition for safe practice as an Advanced Practice Registered Nurse.

***In addition to a minimum of 75% on exam grades, a passing clinical grade is required in order to achieve a passing grade in this course. Students who do not receive a passing clinical grade will receive a final grade of "F" for the course.**

Program Progression:

Nursing course grades are determined by the numerical score earned in the classroom and a Pass/Fail in the clinical laboratory. In order to pass the course, a student must earn a minimum of 75.0 or higher in the didactic class and a Pass (P) in the clinical laboratory. Progression through the program is systematic (based on the student's Plan of Study) and successful completion of courses is required to progress to the subsequent semesters.

Students must achieve a **minimum grade of 75.0** before any grade may be "rounded up." For example, 74.9 does not round up to 75. After the student has achieved a minimum grade of 75, the choice to round up lies with the faculty member in charge of the course. Extra Credit may be given at the discretion of the faculty to all students in a course; however, extra credit may not bring any student's average to a passing level.

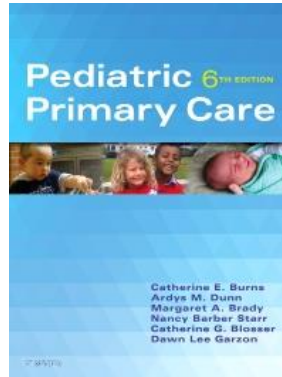
Students must have a minimum test average of 75.0 before other course assignment grades will be calculated into the final course grade.

Students may repeat one graduate nursing course only. Withdrawing from a course constitutes one attempt (excluding medical withdrawal). Students who are unsuccessful in a second nursing course are not eligible to continue in the program.

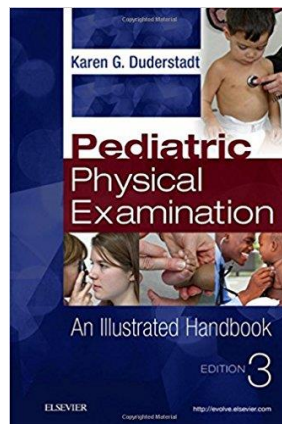
REQUIRED & RECOMMENDED TEXTBOOKS

Required Textbooks

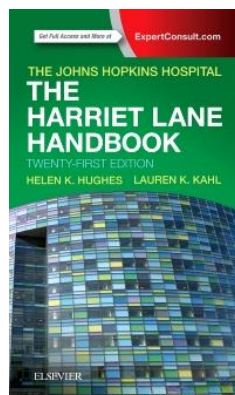
1. Burns, C.E., Dunn, A.M., Brady, M.A., Starr, N.B., Blosser, C.G. & Garson, D.L. (2017). *Pediatric primary care (6th edition)*. St. Louis, MO: Mosby. ISBN #978-0-323-24338-4.



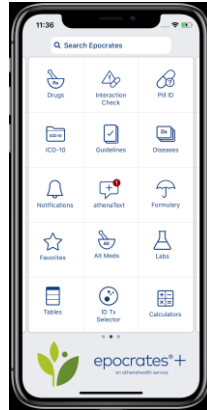
2. Duderstadt, K.G. (2018). *Pediatric physical examination: An illustrated handbook (3rd edition)*. St. Louis, MO: Mosby. ISBN 10 # 0323476503



3. Johns Hopkins Hospital, Kahl, L., Hughes, H. (2017). *The Harriet Lane Handbook, (21st edition)*. St. Louis, MO: Mosby. ISBN: #Paperback ISBN: 9780323399555. #eBook ISBN: 9780323473712 (Self-selected pediatric dosage drug reference book or electronic reference).

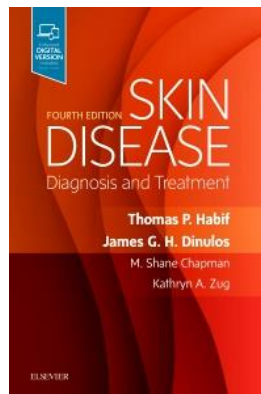


4. Epocrates App downloaded on smart phone: <http://www.epocrates.com/>

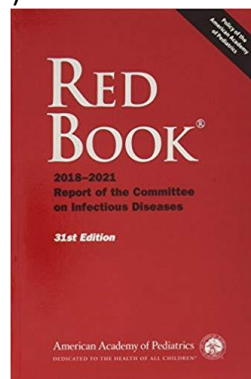


Recommended Textbooks

1. Habif, T.P., (2017). *Skin Disease: Diagnosis and Treatment (4th edition)*. Philadelphia, PA: Elsevier. ISBN-13: # 9780323442220



2. Red Book 2018: Report of the Committee on Infectious Diseases Thirty-first Edition by Kimberlin MD FAAP, David W. (Editor), Long MD FAAP, Sarah S. (Editor), Brady MD FAAP, Michael T. (Editor), Jackson MD FAAP, Mary Anne (Editor)



Canvas

This course will utilize the Canvas management system. Students are expected to check assignments, announcements, correspondence weekly and use the system as directed for assignments. All email communication will be delivered through the Clemson email system, so students need to check email frequently.

Attendance

Due to the nature of graduate courses and the amount of material covered in each class, **students are expected to attend all classes, tests and clinical experiences**. Regular and punctual attendance at all class/clinical sessions is the personal responsibility of each student. Class attendance will be assessed each day. Late arrival or failure to complete attendance requirements will be considered an absence for the day.

Absences will only be 'excused' for genuine medical emergencies or legitimate causes as **determined by the Professor(s)**. Examples include death in the immediate family and personal conditions requiring hospitalization or emergency treatment. In the event of extenuating circumstances, students are responsible for contacting the faculty member and for obtaining material missed. In order for an absence to be excused the student must contact the Professor(s) **prior to the class**, or as soon as possible after class if prior contact is not possible, by email with a request explaining the nature of the absence. After receiving the above information, the Professor(s) will inform the student if the absence will be classified as excused.

Class content is essential to effective patient care. The scheduling of graduate courses often represents **two to three weeks of content**. Students missing more than three weeks of content (one day in summer session) will be dropped from the course. Please plan events around class schedules.

If the Professor(s) is late to class, students are expected to wait at least 15 minutes from the time class was to have started, after which they may be excused from class unless the Professor(s) has given advance warning and instructions to wait.

Any extension or postponement of assignments or exams will be granted by the professor(s) via email or Canvas within 24 hours of the weather related cancellation.

Civility Statement

Students of Clemson University School of Nursing are expected to demonstrate professional conduct in both the clinical and classroom settings. Students will demonstrate professional conduct by: maintaining respectful, constructive verbal, non-verbal interactions, and written communication with faculty, peers, and clinical agency personnel.

Tests / Examinations

No examinations will be given late. Alternate examinations will be given **only** in documented extenuating circumstances with appropriate advance notification. Exam may be writing intensive and designed at the discretion of the faculty. **Students leaving the room during the tests/examinations will be considered finished and their test/examination must be submitted.** All testing/examination materials are to stay in the classroom. Students removing testing/examination materials will receive a zero grade for the test/examination.

Email Correspondence

The Professor(s) will respond to all inquiries, questions and other electronic correspondence within 48 hours (excluding weekends). All e-mail messages from the Professor(s) will be sent to students' Clemson e-mail addresses and students should send all emails through the Clemson email system.

Graduate Academic Integrity Policy

All written work submitted by students must be the original work of the student.

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately and expeditiously to charges of violations of academic integrity."

Please refer to the graduate academic integrity policy, approved March 26, 2007 by the Provost's Advisory Council, at: <http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integritypolicy>

Each graduate student should read this policy annually to be apprised of this critical information. Reviewed 1/13/14

Copyright Statement

Materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or shared with other students, faculty or individuals not enrolled in the course. They are provided in compliance with the provisions of the Teach Act. Refer to the Use of Copyrighted Materials and "Fair Use Guidelines" policy on the Clemson University website for additional information:

<http://libguides.clemson.edu/content.php?pid=84458&sid=627695>

Code of Conduct

Students of Clemson University School of Nursing are expected to demonstrate professional conduct in both the clinical and classroom settings. Students will demonstrate professional conduct by:

- Attending all classes.
- Being prepared for and attentive during class.
- Arriving and leaving on time for class.
- Refraining from holding private conversations during class.
- Maintaining respectful, constructive verbal and non-verbal interactions with faculty and peers.
- Except for use in class-related activities, laptops and other electronic devices will be turned off or turned to vibrate. It is inappropriate to answer your phone or emails during class lectures.

Students who fail to meet the above expectations will receive a written reprimand specifying the problem behavior and expected behavior change. The faculty member will meet with the student to clarify expectations and obtain the student's signature acknowledging the reprimand and expectations. A copy of the reprimand will be maintained in the student's file. A second written reprimand regarding any of the above

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behaviors will result in the student's final grade being dropped by one letter grade. A third breach of the above code of conduct will result in the student being dropped from the course. If the student has inadequate withdrawal hours or if the date is past the drop date, the student will receive a failing grade in the course.

Breach of the following expectations **on even one occasion** may result in failure of the course or expulsion from the program. Students are always expected to:

- Be truthful and honest. Cheating and/or providing false information to faculty members will not be tolerated.

Classroom Etiquette

As a common courtesy to everyone in class, **cellular telephones and any other communication or messaging devices should be turned off or on vibrate during class time. Online chatting, surfing and other non-class related laptop activities are prohibited.** If you have any questions regarding these policies or if you have any special circumstances (e.g. personal disabilities, official university requirements, etc.) that may influence your successful participation in this course, see the Professor(s) after class during the first week of the course.

Disability Services & Accommodations

"It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation."

Student Disability Services coordinates the provision of reasonable accommodations for students with physical, emotional or learning disabilities. Accommodations are individualized, flexible and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act of 1990.

Accommodations are not retroactive and new accommodations letters must be presented each semester to the faculty within the first month of classes and before any examinations.

Current documentation of a specific disability from a licensed professional is required. If you have a documented disability that may require assistance, contact the Office of Disability Services in G-24 Redfern Health Center (656-6848) on the main campus. Details on policies and procedures are available at <http://www.clemson.edu/sds/>.

The Clemson University Title IX (Sexual Harassment) Statement

The Clemson University Title IX (Sexual Harassment) statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. The policy is located at <http://www.clemson.edu/campus-life/campus-services/access/non-discrimination-policy.html>. Alesia Smith serves as Clemson's Title IX Coordinator and may be reached at knightl@clemson.edu or [864-656-3181](tel:864-656-3181).

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WHAT IS TITLE IX?

No sex discrimination. No sexual assault. *Period.*



Emergency Guidelines from Clemson University Police Department (Please Read)

Emergencies call 911: Plan ahead and be prepared before emergencies happen. All students and employees should be familiar with the following guidelines. For additional information about safety see <http://www.clemson.edu/cusafety/preparedness/>

Prevent Crime:

- Be aware of your surroundings.
- Walk with confidence.
- Avoid walking alone at night.
- If confronted, SCREAM and try to run.
- Use objects as weapons (e.g. keys, pens, purse, fingernails, nail file)

Student in Distress:

- Call 911.
- Do not leave student in distress until CUPD ([864-656-2222](tel:864-656-2222)) or Greenville PD (911) arrive.

Evacuation:

- When evacuating buildings, do not use elevators as they may lose power, stranding riders.
- Familiarize yourself with the locations of stairwells and exits.
- Individuals needing assistance evacuating should move to a stairwell away from the hazard, dial 911, and provide the Dispatcher with their exact location and what they need regarding evacuation.
- When evacuating follow the instructions provided by Public Safety personnel to reach a safe place.

Tornado:

- To seek “Tornado Safer Places,” get to the lowest level of the building time allows.
- Stay away from areas with windows and glass, and put as many walls as you can between yourself and the outside.
- Bathrooms typically have an additional wall.

Active Shooter:

- Always call 911 as soon it is safe to do so.
- 3 options
 - **Run** away from the area if the shooter is not close. Leave all belongings. Leave even if others will not. Do not attempt to move anyone wounded. Keep your hands visible.
 - **Hide** if the gunman is too close. Find a location out of view of the shooter and lock and barricade doors, turn lights out and turn cell phones off, even vibration (shooter may hear it). Remain quiet.

- **Fight:** As a last resort and only if your life is in imminent danger. Attempt to incapacitate the shooter by throwing objects as weapons. Act with as much physical aggression as you possibly can. Commit to your actions. Your life depends on it.

Fire and Fire Alarm:

- If alarm sounds, leave area without delay.
- If discover a fire: contain if possible, call 911, evacuate to safety.
- Do not use elevators.
- If unable to evacuate, close doors and windows.

Earthquake:

- Stop, drop and cover with a table, desk, or other furniture.
- Be prepared for aftershocks.
- Call 911

A short video prepared and presented by the Department of Homeland Security can be found at the following link: dhs.gov/video/options-consideration-active-shooter-preparedness-video

Student Support Services

Academic Success Center

The Academic Success Center provides free services, including tutoring, academic coaching, and academic skills workshops, for all Clemson students. Visit the [Academic Success Center website \(Links to an external site.\)](#) for more information on their services and workshops.

Writing Center

Clemson University's Writing Center offers free one-on-one tutoring for all Clemson students. Visit the [Writing Center's website \(Links to an external site.\)](#) for more information about their services or to make an appointment.

Cooper Library

Reference librarians are available in person and via text, phone, email, and chat to answer your research questions. Visit [Ask a Librarian \(Links to an external site.\)](#) for more information or to get in touch with a librarian.

Technical Support

If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them at ITHELP@clemson.edu with a detailed description of your problem.

Academic Advising

[Academic advising \(Links to an external site.\)](#) is an ongoing educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

Registrar

The [Registrar's office \(Links to an external site.\)](#) provides information about important deadlines, degree and program requirements, and other key information, including use of iROAR to add, drop, or withdraw from courses.

