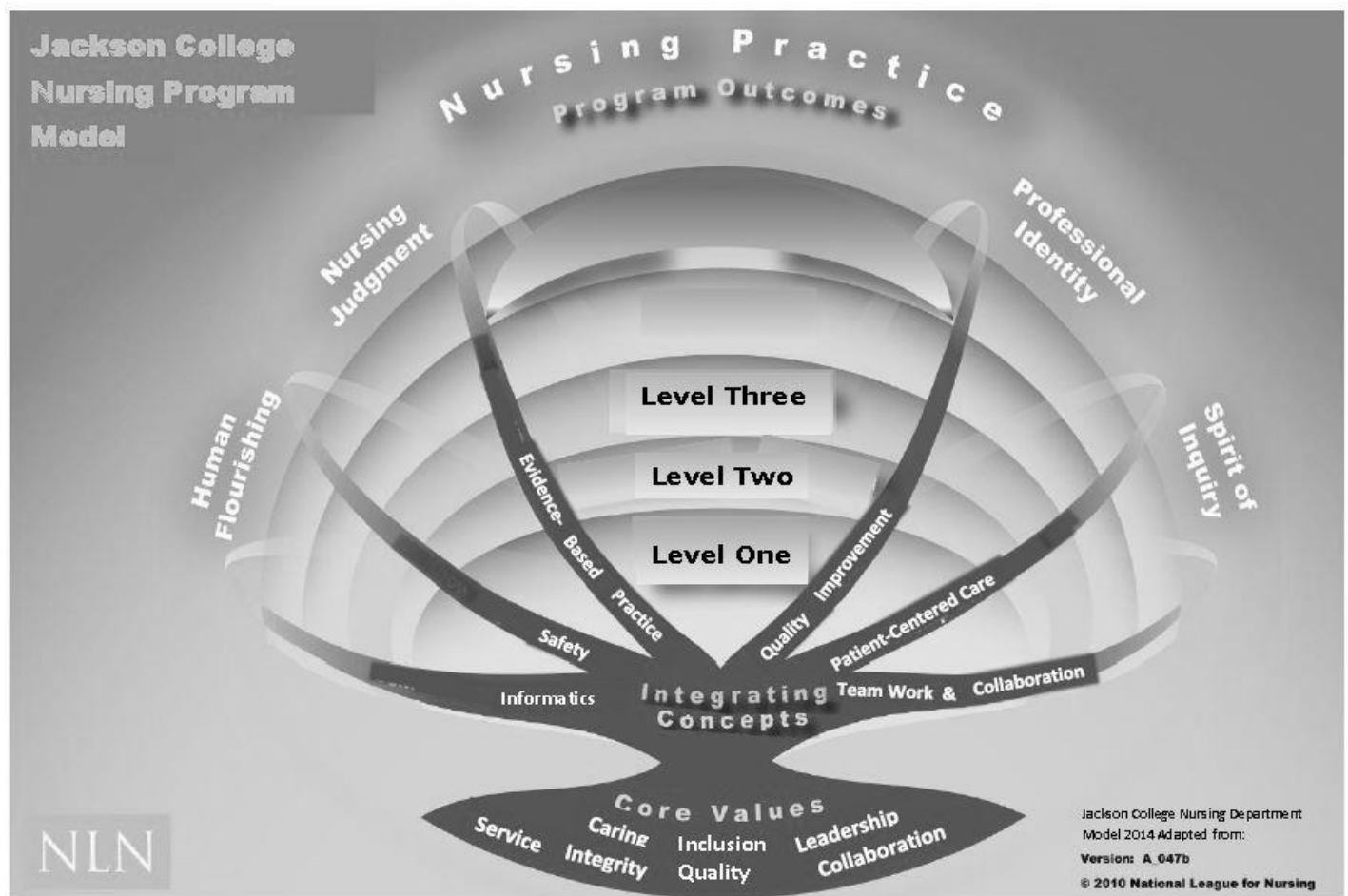


Nursing 213

Pediatrics



Based upon NLN Education Competencies Model / Nursing Program Model Aligned with Core Values of Jackson College

Jackson College
Winter 2019

Syllabus

Academic Semester: Winter 2019

Course Title/Number	Pediatrics / NRS 213 (All Sections)
Credits/Contact Hours	3 Credits: Theory/Clinical: 30 hours (2 BCH) Theory & 45 hours (3 BCH) clinical
Instructor:	Ms. Jennifer Wheeler MSN, Ed, RN
Office Hours:	<p>Online Hours: Weekdays: Mon-Fri 9am-4pm Weekend Hours: Sat-5am-12pm</p> <p>In Office Hours: TBA in class- *See JetNet course home page **Meetings can be scheduled during non-office hours with instructor approval**</p>
Cell Phone:	517.262.4979 (Please use cell first for emergencies* texting is acceptable*)
Office Phone:	517.796.8555
E-Mail:	wheelerjennifea@jccmi.edu
Textbook Name and Author:	<p>REQUIRED:</p> <p>Elsevier Textbook (1): ISBN 978-0-323-40170-8 McKinney, E., James, S., Murray, S., Nelson, K., & Ashwill, J. (2018). <i>Maternal -Child Nursing Fifth Edition</i>. Elsevier.</p> <ul style="list-style-type: none"> • Hardcover Textbook • Text Book Zero: This text (or material) is available in a digital format from https://evolve.elsevier.com/ <p>Top Hat: This material is only available in digital format</p> <ul style="list-style-type: none"> • Subscription Code: (4 month) *must be purchased first to establish an account • Online Lecture Study Guide: www.tophat.com (specific to Pediatric Course Section) • Course Join Code: *Instructor will provide by email* <p>You can contact Top Hat directly by email (support@tophat.com), click the Contact Support button on this page, or call at 1-888-663-5491 9am-9pm EST.</p> <p>SimChart (Elsevier): This material is only available in digital format Refer to Elsevier's home page, access SimChart using ID/Password to electronic health record (EHR) program established in Health Assessment. (Review Orientation Video) https://evolve.elsevier.com/</p>
	<p>USEFUL REFERENCE: Ackley, B; Ladwig, G. (2014) <i>Nursing Diagnosis Handbook 10th Edition</i> ISBN: 978-0323085496</p>

Pre-Requisites & Course Description:

Current health data MUST be submitted and up to date with the nursing office... "Failure to comply with the program health care requirements...at both the time of admission and for each semester throughout the program will result in a 3% deduction in the final course grade" (JC Nursing Handbook, online).

PREREQUISITES:

Nursing Fundamentals (NRS 110)
 Health Assessment (NRS 119)
 Pharmacology (NRS 116)
 Women and Neonate Concepts (NRS 211)
 Medical Surgical Nursing I (NRS 210)

HEALTH DATA/COMPETENCIES:

TB testing completed
 Flu shot by Nov. 1st good throughout 18-19
 Allegiance Health CBL Modules Complete
 CPR certification up to date

COURSE DESCRIPTION:

NRS 213 This course explores Family Centered Care (FCC) concepts according to theories of growth and development to provide culturally responsive, safe, quality care utilizing clinical reasoning in the practice of primary preventative, acute and chronic nursing care of the pediatric patient population. Digital documentation techniques along with clinical experiences designed to reinforce application of theory, practice standards, and current research are included in both the acute care and community settings.

Nature of Course:**TEACHING METHODS:**

3 Credits: Theory/Lecture: 30 hours / Clinical Component: 45 hours

The instructional design of Nursing of Children is a multimodal blend of classroom learning techniques such as: traditional lecture and team learning combined with state of the art informatics associated with electronic health records (EHR) classroom teaching technologies. Orientation skills lab, lecture, audio visual aids and evidence-based research activities will be used to provide the clinical nursing student the necessary tools to conduct developmentally appropriate child assessments, electronic documentation and written clinical reflection of learning in an APA formatted paper.

Second Level/Third Semester Outcomes:

Program Learning Outcome	Level Learning Outcome	Student Learning Outcome
<p>Upon successful completion of the program, the graduate will:</p> <p>Human Flourishing: Advocate for culturally diverse clients, families, significant others, and members of the healthcare team in ways that promote self-determination, integrity, and ongoing growth as human beings to reach their maximum potential in various healthcare environments throughout the lifespan.</p> <p>Nursing Judgment: a. Make judgments in practice, substantiated with evidence, that integrate nursing science into the provision of safe and quality care that promotes the health of clients throughout the lifespan.</p> <p>b. Demonstrate competency in nursing health care technology and informatics to communicate, manage knowledge, mitigate error, and support organizational reimbursement.</p>	<p>Upon successful completion of the level, the student will:</p> <p>Human Flourishing: Advocate for culturally diverse clients and families through the provision of evidence-based care for varied client populations in ways that promote self-determination, integrity and ongoing growth.</p> <p>Nursing Judgment: Using the nursing process and evidence-based practice, prioritizes and provides safe, quality client-centered care for varied client populations.</p>	<p>Upon successful completion of the course, the student will:</p> <p>Human Flourishing: Provide culturally responsive care that is client-centered and reflects the understanding of human growth and development and pathophysiologies associated with pediatric populations in various community settings.</p> <p>Nursing Judgment: a. Utilize the nursing process and evidence-based practice to prioritize and provide safe, quality family centered care for the pediatric population.</p> <p>b. Apply informatics and healthcare technologies in the care of the pediatric client.</p>

<p>Professional Identity: Implement one's role as a nurse in ways that reflect integrity, responsibility, legal and ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe quality care for culturally diverse clients throughout the lifespan.</p> <p>Spirit of Inquiry: Evaluate evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for clients throughout the lifespan.</p>	<p>Professional Identity: Demonstrate legal, ethical and practice standards in the care of varied client populations and advancing one's professional identity.</p> <p>Spirit of Inquiry: Apply evidence-based practice standards to guide care of varied client populations.</p>	<p>Professional Identity: Demonstrate professional behavior in collaboration with the health care team providing legal and ethical care to the pediatric client and family.</p> <p>Spirit of Inquiry: Discuss the components of evidence-based practice and quality improvement initiatives in collaboration with the inter-professional healthcare team to provide care to pediatric clients and families.</p>
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Second Level/Third Semester Outcomes:

Student Learning Outcomes	Behavioral Competencies
<p>Upon successful completion of the course, the student will:</p> <p>Human Flourishing:</p> <ul style="list-style-type: none"> • Provide culturally responsive care that is client-centered and reflects the understanding of human growth and development and pathophysiology associated with pediatric populations in various community settings. <p>Nursing Judgment:</p> <ul style="list-style-type: none"> • Utilize the nursing process and evidence-based practice to prioritize and provide safe, quality family centered care for the pediatric population. • Apply informatics and healthcare technologies in the care of the pediatric client. <p>Professional Identity:</p> <ul style="list-style-type: none"> • Demonstrate professional behavior in collaboration with the health care team providing legal and ethical care to the pediatric client and family. 	<ul style="list-style-type: none"> • Execute knowledge of growth and development while providing culturally responsive family-centered care to children from birth through adolescence to achieve optimal health and socialization milestones. • Use clinical reasoning to implement the nursing process according to human growth and development theories. • Utilize national health and wellness initiatives to implement community projects in a variety of pediatric settings. • Utilize professional communication techniques in verbal, written, and electronic formats. • Demonstrate knowledge of pathophysiological processes as a foundation for nursing practice.

Spirit of Inquiry:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Discuss the components of evidence-based practice and quality improvement initiatives in collaboration with the inter-professional healthcare team to provide care to pediatric clients and families. | <ul style="list-style-type: none"> • Discuss clinical nursing research questions as the basis for identification of reliable/valid research findings when providing evidence-based family centered care of children. |
|---|---|

Student Responsibilities:**CLASSROOM ATTENDANCE** is **HIGHLY** recommended:

Each student is responsible for his/her own learning. In the event that a student must miss or be late to class it is the student's responsibility to obtain lecture notes, messages, instructions, announcements, etc. from the instructor prior to the absence (if scheduled), or afterward in a timely manner. (See Handout Provided for Classroom Schedule)

Students can make personal decisions regarding necessary absences. Therefore, physicians-designated provider excuses are not required (unless notified by the instructor of the course and or director of the nursing program; See JC Nursing Department Handbook). In the case of an absence the instructor will not be responsible to contact the student regarding any missed materials.

- Reliance on fellow students only for any missed information may lead to gaps in learning.
- Always contact the instructor in the event of an absence from the theory portion of this course.

CLASSROOM TESTING:

Any unit exam missed, must be made up prior to the next unit exam. It is the student's responsibility to contact the instructor prior to the missed exam regarding their plan for make-up. The first missed test does not result in a reduction.

- If a student reschedules a second unit test there will be an automatic reduction of 5% and then 10 % for a third unit test and so on.
- There will be an automatic 5% deduction for a "no show" if the student fails to contact the instructor prior to a test absence. ****Notifying peers whom you study with does not count as notification of the instructor prior to an absence****

EXAM GUIDELINES:

- Be ON-TIME every time! Nothing is to be on the desk, and no electronic devices (including smart watches) are to be out/worn during any examination. Students will be given one minute per question. If a student arrives late to class when an exam is being administered, the student will join the exam already in session and only be granted the remaining time available to complete it.
- Students must indicate all answers on the scantron sheet or electronically unless directed otherwise. It is important that students check to make sure that they have recorded all answered questions prior to submitting for grade.
- If the student misses filling in answers on the scantron or writes their answers on the exam but not on the scantron sheet, or incorrectly transposes an answer choice from the exam copy to the scantron sheet (when applicable) or skips answering a question in electronic form the question missed will be counted as incorrect. **No adjustments will be made.** Please check the scantron or testing review screens closely before submitting for grade. There will be no further exam question review after the close of the current week an exam is held. Options for discussion of individual exam scores will be discussed weekly in class.

- All students will have an opportunity to review each exam one time in the presence of the instructor (as previously discussed) for the purposes of remediation. At no time, will any exam copy be handed back to students/reviewed outside the direct presence of faculty. Nothing is to be on the desk, and no electronic devices (including smart watches) are to be out/worn during the review after testing. Only concepts of incorrect answers will be discussed during the review, no direct question and answering of specific test questions will take place in the general classroom environment. This measure is intended to help reduce the possibility of accidental recording.

- **Standardized Testing:**
A Standardized Pediatric Test will be given during the first week of the course. The student must take the exam and remediate each question for a minimum of 2 minutes per question. Remediation must occur before the date of the final in-class Comprehensive Final. **Students are required to print off a final copy of confirmation of completed remediation from the Kaplan website and submit to faculty the day of the final exam.** Failure to remediate each question will result in a maximum grade of 1.5 in NRS 213. **(No exceptions)**

- **Dosage Calculation Competency:**
Students are expected to have prior knowledge of essential mathematic skills needed for accurate calculation of medication dosages (including safe dosage range calculation). Students have access to several resources to facilitate success. Some of these include Kaplan Dosage and Calculation program, Math Magic, tutoring at the Center for Student Success, Top Hat, and Jackson College library resources. Students will be required to take a 10-question math competency test. The student must achieve a $\geq 90\%$ to pass the course. The student will have a maximum of three attempts, three different quizzes will be used, in order to achieve a $\geq 90\%$. Failure to achieve a $\geq 90\%$ will result in a 1.5 in NRS 213. Please see the Dosage Calculation Competency Policy handout located on the JetNet home screen for this course and the JC Nursing Handbook, online. 30-minutes will be granted for exam(s).

- There are 4 Unit exams; 1 Comprehensive Final exam; 1 Standardized Exam; (up to) 3 Dosage Calculation Competency exam(s)

Timed testing is a preparatory measure for the NCLEX-RN examination which allows only one minute per question. Timed exams are an educational preparation tool for students to learn how to pace themselves during a test to give them the best chance for completion of the NCLEX exam in the designated amount of time. **Any tardiness should be an unforeseen event-not a regular occurrence.*

LEARNING SERVICES:

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Learning Support Services as soon as possible to ensure that such accommodations are implemented in a timely fashion.

LAB TIME:

Nursing faculty that can aid student learning are available in the Nursing Laboratory HLC 114. Hours of operation change each semester and are posted on the laboratory room doors. Tutors may also be available through Center for Student Success that can help provide test taking techniques, other learning strategies and help with personal issues. The Center for Student Success is in Bert Walker Hall.

*Please see the instructor as early as possible if you are someone who believes you can benefit these services. Faculty office hours are available and posted on the office door and on your JetNet NRS 213 course home screen. Open communication is key your to continued success throughout the course and program.

PARTICIPATION REPORTING (HQV):

Student participation feedback is provided by instructors up to 3 times per course (see Participation Reporting in the JC catalog). The feedback is accessible via e-Services.

- *V - Your instructor confirms you are participating regularly.
- *H - Your instructor feels you would benefit from additional assistance and has referred you to the Center for Student Success for academic tutoring.
- *Q - Your instructor believes that your lack of attendance/participation may prevent your success and has recommended to the registrar that you be dropped and/or withdrawn from the course.

CLINICAL ATTENDANCE is MANDATORY:

Attendance in **Clinical** is essential to a student successfully meeting the leveled learning objectives. Copies of current health data and CPR certification must be readily available and on file with the Nursing Coordinators office. **Each student MUST provide the course lead faculty proof of completion regarding agency learning modules to enter the clinical setting.** Non-compliance with any of these requirements will result in a student being removed from the clinical environment which will count as a missed clinical day resulting in an incomplete (I) overall grade in the course. **CBL transcripts for Henry Ford Allegiance Health will be collected and filed the first day of class.**

If a student is going to be absent, or late to clinical please be advised that he/she is required to contact the clinical instructor and lead faculty, prior to the beginning of their scheduled clinical day.

- **Jennifer Wheeler (Lead Faculty):** wheelerjennifea@jccmi.edu
 - 517-262-4979 (Call/Text ***INCLUDE*** your name) ***All absences must be reported first to Jen Wheeler each clinical day as well as the clinical faculty***
- **Meg Gutierrez (HFAH Faculty):** GutierrMargareL@jccmi.edu
 - 517-788-4803 (Leave a message and contact information with the unit clerk)
- **Laura Dodson (Community Clinical Event Faculty):** DodsonLauraA@jccmi.edu
 - 517-488-4177 ***This is an emergency call number only.**

*If a student is absent from the clinical setting he/she will be required to makeup that time as outlined in the attendance policy of the JC Nursing Handbook (online) within the time frame negotiated with the instructor and director of the nursing department. If **greater than 20% of clinical hours are missed**, even though make up work has been done, **the student must repeat the course** before continuing in the program. Students who have less than four hours of missed clinical time will be assigned learning experiences as outlined in the JC Nursing Handbook, within the time frame designated by the instructor. Students will receive an (I) incomplete pending the successful completion of all clinical assignments and responsibilities, as well as the make-up clinical time, before a course grade will be submitted.

- Students will report any/all significant information specific to client interactions and/or observations of clients to assigned staff and the clinical instructor on an ongoing basis and prior to leaving the clinical unit.
- Student interactions with clients are to be conducted according to the standards of Family Centered Care practice. ***NO child is to be assessed for ANY genitourinary condition requiring a genitalia assessment without an instructor, primary nurse or assigned mentor and /or parent present.** Failure to strictly abide by this safety condition will result in a clinical write up and or clinical failure resulting in a grade of 1.5 overall in the course depending on the nature of the event.
- Students are to take an active role in seeking out learning experiences and actively participating in

opportunities for learning, i.e., patient admission, assisting with physical assessments and observing diagnostic procedures. Students will be responsible for being knowledgeable of medications dispensed (indication for, usual dosage, usual side effects, contraindications, use of e-MAR). **At no time will a student be allowed to administer medications or carry out specialized procedures outside the presence of an instructor.**

- Students are to dress in clean, neat and professional appearing scrubs while in the acute care clinical setting. Policies regarding approved uniform attire and ear rings, nail polish are specified in the Nursing Program's student handbook. Community clinical sites require the designated uniform of a polo-style top with JC logo (JC Bookstore or Pro-Image) and black or Khaki pants (student choice) appropriate closed toe and or heel shoes.
- Breaks (15 minutes) are provided for students consistent with program guidelines. Each student is to assign his/her client (after a report of the client) to another student. All breaks are to be staggered by the students so adequate coverage and safety of clients is always maintained.
- Students are expected to present nursing practice that is consistent with the policies and procedures set forth by the designated clinical agency and within the educational and professional parameters set forth by Jackson College's Associate Degree Nursing Program. Student's practice is to be reflective of their application of critical thinking with a willingness to attempt nursing approaches based upon sound Maternal-Child Health Nursing principles. Clinical policy of the facility must be reviewed with the instructor prior to **ALL** skilled interventions performed on children. ***SAFETY IS ALWAYS PRIORITY***
- The student will assume responsibility for his/her own learning by reading assigned materials prior to each clinical event. This includes planned clinical research experiences. It is expected that **any problem interfering with student learning will be brought to the instructor's attention as soon as possible.** Individual and group conferences will be arranged as needed.
- Due to patient confidentiality, all cell phones and electronic communication devices must set to silent (and, or) vibration only at all times during clinical (including breaks.) If a student feels they must have communication during clinical times, please discuss the situation with the clinical instructor so arrangements can be made. Students who do not adhere to this will be subject to a performance notice. **ABSOLUTELY NO USE** of a personal cell phone is allowed while on the Pediatric Unit (5 East) of Henry Ford Allegiance Health. *Exceptions during community clinical events will be reviewed in class*
- No make-up for the community clinical team assignment(s) is available. An online Pediatric Case-Study clinical make-up assignment is assigned and must be submitted as instructed by faculty. Failure to demonstrate evidence of active participation during the event may result in a written performance notice or clinical failure. A clinical failure results in an overall grade of 1.5 in the course.

Professional behaviors that are outlined in the Code of Ethics for Nurses is expected in the classroom setting, and clinical setting. Respectful communication towards fellow students and instructors should be the norm, and lack of this demeanor will warrant a professional behavior warning notice.

CLINICAL SITES:

HENRY FORD ALLEGIANCE HEALTH HOSPITAL:

The pediatric unit of a general hospital serves to offer the student clinical experience in the care of the acutely, or chronically ill child and family. Application of developmental frameworks to the assessment of the child and family is expected during implementation of patient care. Clinical nursing skills competencies, understanding and incorporation of nursing process theory is evaluated during this period.

LYLE TORRANT CENTER COMMUNITY CLINICAL:

Students actively observe child health maintenance as provided by nurses, para-professionals, and educators in a community school setting. Each team member serves as a role model for nursing care in well child management of developmentally delayed, and or medically fragile students. This experience is coordinated through the Lyle Tarrant JCISD and Jackson College Nursing Department.

WE CAN! COMMUNITY CLINICAL: Team oriented learning activity to promote increased physical activity and proper nutrition in young children. Implementation of the We Can!™ and CATCH® program(s) as a clinical experience enables Pediatric nursing students to develop new public health skills, conceptualize delivery of essential public health services and promote active participation in the delivery of an innovative, culturally sensitive public health interventional curriculum.

HEAD START COMMUNITY CLINICAL:

In cooperation with Jackson Community Action Agency Region II, Head Start is a service learning activity that provides mutual benefits for the community and the associate degree nursing student during their pediatric rotation. The students provide preventative care (vision, hearing, Hemoglobin, Lead and biometric health assessments) in a school clinic setting. This clinical experience provides students a unique opportunity to assess growth and development in its natural form in the primary preventative care setting.

PEARS AMERICAN HEART ASSOCIATION CERTIFICATION:

Teaches providers how to recognize respiratory distress, shock and cardiac arrest in pediatric populations, and provide appropriate lifesaving interventions within the initial minutes of response until the pediatric client is transferred to an advanced life support provider. The goal of PEARS is to improve the quality of care provided to seriously ill or injured infants and children, resulting in improved outcomes.

CLINICAL SMOKING POLICY:

Smoking is inconsistent with the health promotion role of nurses and second-hand smoke is a clinical risk to children with respiratory conditions. **Please do not come to clinical with smoke on your clothing or scrubs.** No smoking is allowed at any clinical site. IF students choose to smoke in their car prior to entering the clinical site and report for work smelling of smoke, or strong perfume cover up he/she may be asked to leave the clinical unit and written warning will be issued. Use of heavy deodorants and/or perfumes is discouraged in the acute care and specialized clinical environment(s) as it poses a health risk for respiratory compromised children.

CLASS AND CLINICAL ASSIGNMENT REQUIREMENTS:

TOP HAT:

Students can visit the **Top Hat Overview** (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you, but if don't receive this email, you can register by simply visiting our course website: <https://tophat.com/>

Note: The Course Join Code: **Will be provided by your instructor prior to the class start date**

Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. There will be 2 charges total (1 for electronic access/1 for the Pediatrics Study Guide)

Should you require assistance with Top Hat at any time, since they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491.

WE CAN!:

Student teams are responsible to implement the curriculum according to their assigned CEC lesson plan as scheduled. CEC curriculum is designed to nurture a love of physical activity, provide an introduction to classroom-based nutrition, and encourage healthy eating in early elementary aged children. Little ones are motivated to walk, run, jump, dance and move their whole bodies while playing and having fun. These behaviors tell us about the child's normal growth and development patterns. Each clinical group will complete one post-event childhood developmental written assessment. All individual team members must participate in this exercise to receive credit for the clinical event. This exercise is mandatory.

SIMCHART:

Each student will be expected to do electronic Nursing Process Report(s) (e-NPR) on clients assigned in the acute care clinical setting (both Pediatrics and ER), or as assigned by the instructor. All clinical paperwork in these areas are to be completed within the SimChart® EHR program.

Clinical written work is to be submitted per SimChart®. Please refer to program Quick Guides on submitting and reviewing Notes Documentation [Available on your JetNet course home screen].

Students should be familiar with the SimChart® Student Resources/**Getting Started** section including **reviewing or re-watching** the 24-minute video: > **Watch: Student Orientation**

Other required resources provided in the **Getting Started** section include:

- **Quick Tips for Students.pdf**
- **Finding Your Saved Work.pdf**
- **Accessing Grades and Instructor Feedback.pdf**

**These resources may be accessed on the NUR 276 JetNet course homepage & Elsevier SimChart program online and then saved to your desktop or printed for reference according to your learning preference.*

Components of the E-NPR:

Child Assessment Diagnostic Information:

Self-Care Requisites (Universal, Developmental and Health Deviation)

Health History, Home Medications, Allergies, Nutritional Screening

Subjective/Objective Data

Symptom Analysis Using COLDSPA criteria

Vital Signs

Complete Head to Toe Assessment (*As in Health Assessment course documentation)

Pathophysiology of Disease Process

Miscellaneous Nurses Notes

Pathophysiology free text (*spelling counts!)

SBAR report for your shift

Priority Needs (Nursing Diagnosis)

Care Plan related to client priority diagnosis during your shift

Educational Demands

Patient Teaching done during your clinical encounter

*Medications/Lab Values will be done as a written handout the day of clinical and reviewed

LYLE TORRANT CENTER REFLECTIVE ASSESSMENT:

To receive credit for this experience, students must attend clinical at the Lyle Tarrant Center and write up a one to two-page double spaced document reflection about his/her learning while there. An assignment rubric of what to include in the write up is provided as a handout and posted to the JetNet home screen for this course. Students are required to address the assignment rubric as a critical thinking exercise and compose a paper where growth in overall clinical reasoning about caring for disabled children can be identified. Correct spelling, grammar and APA citations will count in the overall presentation of the report.

****Failure to turn in any/all clinical paperwork on time to the expected instructor
WILL result in a written clinical warning notice****

Grading:**CLINICAL PERFORMANCE GUIDE [CPG]:**

The student clinical assessment and evaluation tool [CPG] presents all mandatory clinical objectives which the student must satisfactorily attain in order to pass the course. Students and faculty will evaluate clinical performance weekly according to a Satisfactory (S) or Unsatisfactorily (US) grading criteria.

The student is required to journal each clinical experience on a weekly basis reflecting on what he/she has learned that directly applies to their growth in nursing skills and practice. Clinical instructors will provide weekly comments and suggestion for clinical growth. **Failure to turn in or journal experiences on the clinical evaluation will result in a warning notice and a reduction in course grade of .5%.**

If clinical objectives are not met, the clinical grade will be unsatisfactory (US) and the maximum course grade the student can achieve will be a 1.5. **No grade will be submitted for students who miss a clinical day. An (I) incomplete will remain on the student transcript until all missed clinical time is successfully completed.**

COURSE WEEKLY SCHEDULE and GRADING RUBRIC

NURSING 213 PEDIATRICS			
	Weekly Topics Covered	Scheduled Exams	Points
Week One	UNIT I Nurse Role in Pediatric Healthcare Health Promotion Through Developmental Stages	Kaplan	Pass/Fail with remediation requirement prior to final
Week Two	UNIT II Pediatric Care Settings/Assessment & General Considerations	Online JetNet Unit I	50
Week Three	UNIT III Cardiopulmonary, Hematologic, Gu Systems Assessment & Alterations	In Class Unit II	50
Week Four	UNIT IV Fluid & Electrolyte Infectious Disease, Immunologic, Musculoskeletal, Gastrointestinal and Endocrine Disorders	In Class Unit III	50
Week Five	Comprehensive Final Exam Review	In Class Unit IV	50
	Comprehensive /Final Exam	In Class Unit V	75
Ongoing	Top Hat E-Study Guide Activities	*Online (See Below)	10% overall grade (100)
<ul style="list-style-type: none"> All Assignments in NRS 213 are MANDATORY 		Total Points Possible	375

***Students must achieve a 78% average on all exams (worth 90% of course grade), complete Top Hat participation (worth 10% of course grade) and achieve a Satisfactory clinical evaluation to pass this course.**

- Top Hat Pediatrics Unit/Chapter **participation** must be completed prior to the administration of each week's exam. All information is open for review after the participation due date.

- Each student must score an overall 78% participation score in Top Hat by the course deadline to receive earned credit for this activity.
 - 100% participation = 100 points = full 10%, 78% participation = 78 points = 7.8% and so on...**Failure to complete = 10%-deduction.**
- Failure to achieve at least a 78% participation within the Pediatrics electronic study guide, **will result in zero points earned and loss of 10% of your overall grade in the course.**

GRADING SCALE: *The grading scale for this course follows the AAS-N Handbook, which is as follows:*

4.0	> 94%	
3.5	90-93%	
3.0	86-89%	
2.5	82-85%	
2.0	78-81%	➔ required to progress to other levels in nursing program.
1.5	74-77%	
1.0	70-73%	
0.5	66-69%	
0.0	<69%	

Students must earn a minimum of 78% on the theory examination component AND an overall 78% average in the course including a (S)atisfactory in clinical to pass the course. Rounding of the final grade is applied according to the following process: If the percentage includes a decimal, 0.5 or more the grade will be rounded up to the next whole number (e.g. 83.5=84). If a decimal grade of 0.4 or less is calculated the grade will be rounded down to the nearest whole number (e.g. 83.4 = 83).

ACADEMIC HONESTY:

Nurses are highly regarded as trusted professionals. We are committed to the ideals that honesty and integrity are essential qualities for the profession of nursing. Here at Jackson College each of us has a personal responsibility to strive for veracity, integrity, and trust in our work and relationships.

Academic integrity and honesty is expected of all students. Any student found to be cheating on an exam, quiz, or other assessment will be subjected to corrective action in accordance with the level of infraction outlined in the JC Nursing Handbook and JC Academic Honesty Policy. Corrective action may include receiving a maximum grade of 1.5 for the course in mention or possibly permanent removal from the program.

CHEATING and serious violation of responsible technology use (see the Social Media/Simulation Lab Policy) can take on many forms. These may include but are not limited to:

- Bringing an answer source to the testing site. This could be a cheat sheet, your cell phone, smart watch, etc.
- Copying answers or work from another student's test or project.
- Making copies or taking cell phone pictures of test or course materials including PowerPoint presentations.
- Changing an answer or work after submission.
- Sharing test information, test answers and content with someone who has not yet taken the test.
- Uploading prohibited course materials to any internet site or facilitating others to do so. Periodic audits of the internet are performed. All course materials have been specifically prohibited for distribution by instructors unless specifically indicated otherwise. This includes but is not limited to graded quizzes and exams, group work answers, etc., along with any questions that are or might be intended for future quizzes and exams.
- Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of exams, quizzes, midterm projects, or other academic work; stealing or using another student's work; using information from or possessing exams/quizzes that a faculty member did not authorize for release to students.

- Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of misconduct; providing others with course materials to be uploaded digitally or to be shared manually.
- Taking quizzes with another student. Quizzes are to be done individually - do not share answers with others in person, through e-mail or on the phone. Sharing answers is considered cheating and will be treated as such.
- **Plagiarism is a form of cheating.** Academic dishonesty in the online learning environment may involve but is not limited to:
 - Submitting a paper written by someone else (obtained from the web or a fellow student).
 - Submitting e-documentation that is determined by the faculty to be completed by another person, and/or duplicated from previously completed/graded work and presented as one's own.
 - **Using direct quotes, copying and pasting online information into forum postings or group papers without proper citation.**

Additional areas of concern specific to nursing include but are not limited to:

- Falsifying client data, covering up or not reporting a clinical error.
- Charting something complete that was not done.
- Altering any legal documents.
- Deviation from an accepted Standard of Care or Standard of Practice.
- Any form of lying/misrepresentation to faculty, health team members or others.
 - **Lie (*lying):** 1. A false statement deliberately presented as being true; a falsehood. 2. Something meant to deceive or give a wrong impression. 3. To present false information with the intention of deceiving. 4. To convey a false image or impression. 5. To cause to be in a specific condition or affect in a specific way by telling falsehoods.

The American Heritage Dictionary of the English Language, Fourth Edition. Copyright ©2011 by Houghton Mifflin Harcourt Publishing Company. Definition. Retrieved from <http://ahdictionary.com/word/search.html?q=lying>

*If you are unsure if a practice might be considered cheating or plagiarism, please check with the instructor and/or do not engage in that practice. *Remember that failing a course because of cheating/lying may mean permanent dismissal from the program.

Jackson College General Education Outcomes (GEO) and Essential Competencies (EC)

General education outcomes and essential competencies assess the student's attainment of skills obtained during their completion of a degree. These skills are determined consistent with the college mission and dispersed across a multitude of courses in the student's program. Pediatrics contributes to embedding GEO 2 and GEO 7.