



prepare to engage

**SYLLABUS
FALL 2022**



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



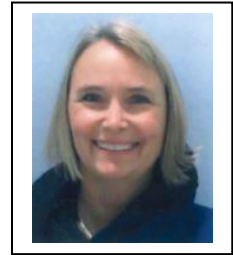
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Course Title and Number: Family Nursing II: Child and Adolescent (NURS 8200) (CRN 82938)

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

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



Lead Faculty: Heide Temples PhD, APRN, PPCNP-BC, IBCLC
Email: heidet@g.clemson.edu The professor(s) will respond to all inquiries, questions, and other electronic correspondence within 48 hours (excluding weekends starting at 5 pm Friday).
Phone: (C) 803-318-4892
Office Hours: (Standing office hours **every** Thursday from noon to 1 pm via dedicated Webex link (<http://clemson.webex.com/meet/Heidet>) or in 212 CU Nursing Building. Private office hours are available by appointment via Webex to accommodate students' various schedules.
Bio: <https://www.clemson.edu/cbshs/faculty-staff/profiles/heidet>



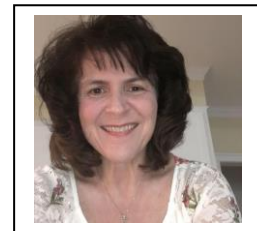
Faculty: Kelli Garber DNP, APRN, PPCNP-BC
Email: kmgarbe@clemson.edu
Phone: (C) 301-606-7883
Office Hours: (Standing office hours every Thursday from noon to 1 pm via dedicated Webex link (<https://clemson.webex.com/meet/kmgarbe>) or in CU Nursing Building room 217. Private office hours are available by appointment via Webex to accommodate students' various schedules.

Bio: Dr. Garber is a pediatric primary care nurse practitioner with over 26 years of experience. She is recognized nationally as an expert in telehealth. She is a Clinical Assistant Professor at Clemson University and provides care to children across South Carolina for the MUSC School-Based Telehealth Program and the MUSC Virtual Urgent Care program. She presents nationally and has published on various telehealth topics including best practices, school-based telehealth, telehealth related policy and integrating telehealth into Advanced Practice Registered Nurse Education. Dr. Garber is an active member of the National Association of Pediatric Nurse Practitioners (NAPNAP) where she is currently serving on the Executive Board as Member at Large. In addition, she has served as the Chair of the NAPNAP Health Policy Committee and represents NAPNAP as the Liaison to the Executive Committee of the American Academy of Pediatrics Section on Telehealth Care. She is also a member of the SC Board of Nursing where she represents Congressional District 1.

Dr. Garber's research has focused on telehealth education and its impact on the provider experience and adoption. Her interests include developing, implementing, and evaluating programs to increase access to care for the rural and underserved. Dr. Garber received her BSN at Johns Hopkins University, her MSN at the University of Maryland, and her DNP at Old Dominion University.

Faculty:

Beth Fisher DNP, APRN, MSN, CPNP-AC/PC, CPON
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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 (DNP Essentials):

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

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
- Weekly discussion board & reflections
- 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.

How to be successful in this course

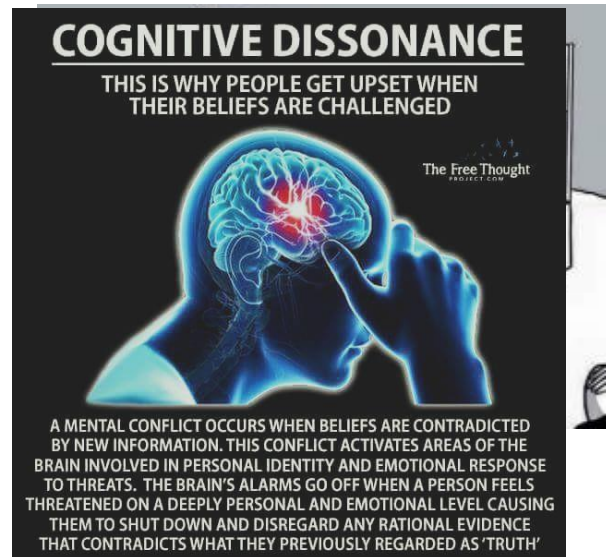
Student Responsibilities: Review all the lecture notes, power points, readings and case studies from canvas and read the areas referenced in the textbooks focusing on tables & charts before synchronous class.

Instructor Responsibilities: Provide online lectures, meet via Zoom in a flipped classroom to discuss and enhance lectures and application of information. Discuss assignments and answer any questions.

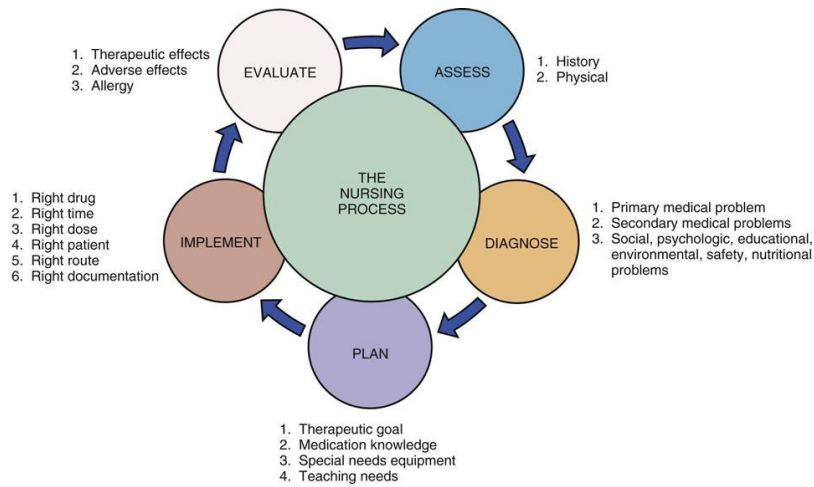
ClemsonThinks²: This is a CT2 course to nurture your skill to think critically. Many definitions for Critical Thinking exist, one of my favorite brief ones is that from Robert Ennis: *“Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do”*. To this end, 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 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 indicates 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.

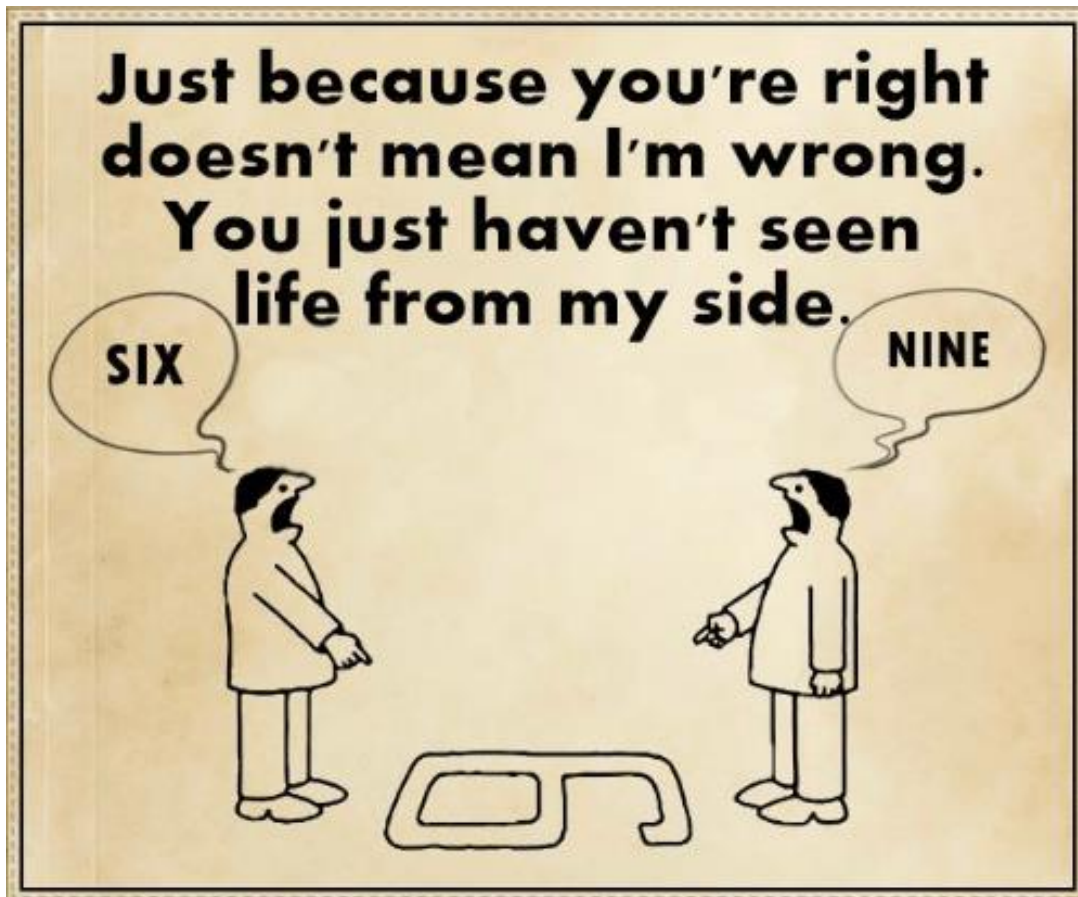
Class time will be partitioned in three major parts: 1) Presentation of the real-world case examples 2) Discussion of the materials 3) Mentoring with hands on activity to practice what you will perform in clinical. These in-class activities will help you develop and hone the ability to ask good questions (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)

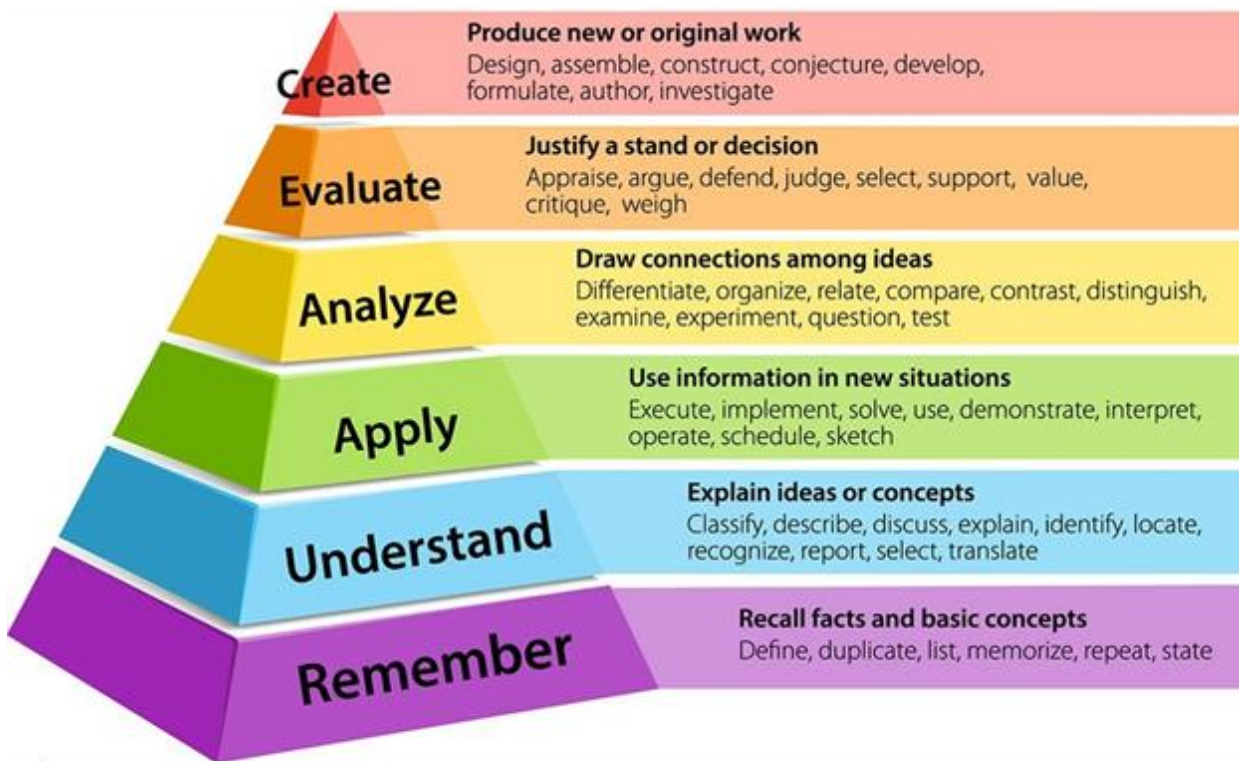


Figure 1. Bloom's Taxonomy as revised in 2001. From <https://www.pinterest.co.uk/pin/551128073140341612/>

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.

Class Time:

-Synchronous **In-person or hybrid** class **every other** Thursday starting **August 25, from 0800-1150**. Lectures will be held in-person in the CU Nursing Building in room 409. Weekly online discussion boards will be **the week before class** and will address information that was murky in the PowerPoint or videos so the content can be clarified in class.

-The in-person class will follow the most up-to-date CDC testing and masking guidelines for COVID-19.

LINK: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

-If the course returns to an online platform, the class will be flipped so the students review recorded power points, readings, and engage in discussion boards every week on their own schedule. In the online class, we will review the main points from lecture, using a polling program on the material.

The Clemson University Nursing Building
Room 409
605 Grove Road
Greenville, SC 20605



TOPICAL OUTLINE AND SCHEDULE

DATE	TOPICS	READINGS & ASSIGNMENTS: Before each class, review all Canvas content, ppts, and the assigned readings then complete 1) reflection by <i>Sunday before class</i> ; then 2) respond to 3 student's reflections by <i>Wednesday before class (Reflections are only before classes #2, 3, 5, 7).</i>
Class 1 8/25 In- Person Class	*Upload Video - Self-Introduction by 8/21 *Upload prescription writing & pediatric medication math quiz by 8/25 Orientation to Pediatrics Primary Care Pediatric Health Assessment	Practice the medication math test on Canvas & review ppt on writing prescriptions on Canvas and prescribing medications in pediatrics in chapter 26 in the Pediatric Primary Care textbook. Read all content information in Class #1 on Canvas. Read Pediatric Physical Examination Ch. 1-6. Pediatric Primary Care 1-15, 19, 21, 23, 24, 26, 27, 29 & 32.
Class 2 9/8	Nutrition Respiratory HEENT *Well & Ill Child Assessments due *Topic, organizational guidelines, type of paper, outline & references due	Read all content information in Class #2 on Canvas. Read Pediatric Physical Examination Ch. 9-14. Read Pediatric Primary Care Ch. 16-18, 20, 25, 33, 35, 36, 37. *Reflection due 9/4 and response due 9/7
Class 3 9/22	Immunizations & Infectious Diseases Dermatology *Pediatric Paper due	Read all content information in Class #3 on Canvas. Read Pediatric Physical Examination Ch. 7. Read Pediatric Primary Care Ch. 22, 31, & 34. *Reflection due 9/18 and response due 9/21
Class 4 10/6 8 am- 11:50	EXAM #1-In-person Hematology & Oncology, Palliative Care, End of Life Care – On Demand Video Musculoskeletal – In-person *Immunization Extra Credit due	Read all content information in Class #4 on Canvas. Read Pediatric Physical Examination Ch. 19. Read Pediatric Primary Care Ch. 28, 39, 43, & 44.
Class 5 10/20 8 am - 11:50	Neurology & Neonatal Abstinence Syndrome - On Demand Video Cardiology – In-person *Midterm clinical & site evaluations due *Ten clinical notes due in Typhon	Read all content information in Class #5 folder on Canvas. Read Pediatric Physical Examination Ch. 8 & 20. Read Pediatric Primary Care Ch. 38 & 46. *Reflection due 10/16 and response due 10/19
Class 6 11/3 8 am- 11:50	EXAM #2 – In-person Endocrinology & Newborn Screening - On Demand Video Cognitive-Perceptual Disorders – In-person	Read all content information in Class #6 on Canvas. Read Pediatric Physical Examination pg. 28-37, & 305. Read Pediatric Primary Care Ch. 30 & 45.
Class 7 11/10 8 am- 11:50	Genitourinary & Renal – In-person Gastrointestinal- In-person *Anticipatory guidance video due 11/17 *Extra credit course evaluations due 11/17 *Extra credit paper submissions due 11/17	Read all content information in Class #7 on Canvas. Read Pediatric Physical Examination Ch. 15-18. Read Pediatric Primary Care Ch. 40, 41, & 42. *Reflection due 11/6 and response due 11/9
Class 8 12/8 TBA	FINAL EXAM: 10 am to noon. *Final clinical & site evaluations due *Anticipatory Guidance discussion board due	Cumulative Final Exam

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 Canvas. This is to be typed and uploaded as an electronic document to Canvas. Do not just fill in the blanks from the scoring rubric. Document as you would in a medical record, using appropriate terminology and spelling. This is a graded assignment due at midnight on the second class. Be sure to describe your physical and developmental findings without using the word "normal". The "Review of Systems" is part of the history (subjective=what is heard) and should not have any physical exam findings.

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 Canvas. 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 Canvas for the students and course instructor to view. Students will view the 5 videos and post a discussion on Canvas after viewing each video.

Participation

Active and engaged participation improves learning. It is expected that students will participate by 1) creating a reflection on what has been learned from the PowerPoints, notes, textbook, Canvas content and/or case studies, what is unclear and how you made it clearer. Students will reply to three of the class's reflection on Canvas before classes #2, 3, 5, 7.

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 Canvas and the content of the body of the paper evaluated using the Critical Thinking Rubric below:

	Excellent A	Good B	Adequate C	Vague D
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. All work submitted for a grade must be**

your own. All written work needs to be original for this course. Previous research and papers from other courses cannot be used in this course. All text included in assignments that was written by someone other than the student must be correctly quoted and cited.

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. Ten brief clinical notes will be written following the rubric for the well and ill child documentation. The 5 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 and are due half way through the clinical hours.

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, all or most clinical hours 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 outpatient care office setting OR pediatric sub-specialty. Outpatient practices such as Minute Clinic or a Pediatric ER are acceptable for approximately 50% (45 hours) of the clinical hours. A pediatric specialty clinic (ex: pediatric GI, pediatric pulmonology or developmental-behavioral pediatrics) is not an acceptable clinical site for the majority of the clinical hours. **All students need to have at least 45 hours of primary care experience in pediatrics for this course.** A calendar of the clinical dates with preceptors needs to be maintained in Typhon. **All hours need to be documented on a clinical log sheet, signed by the preceptor and uploaded into 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.

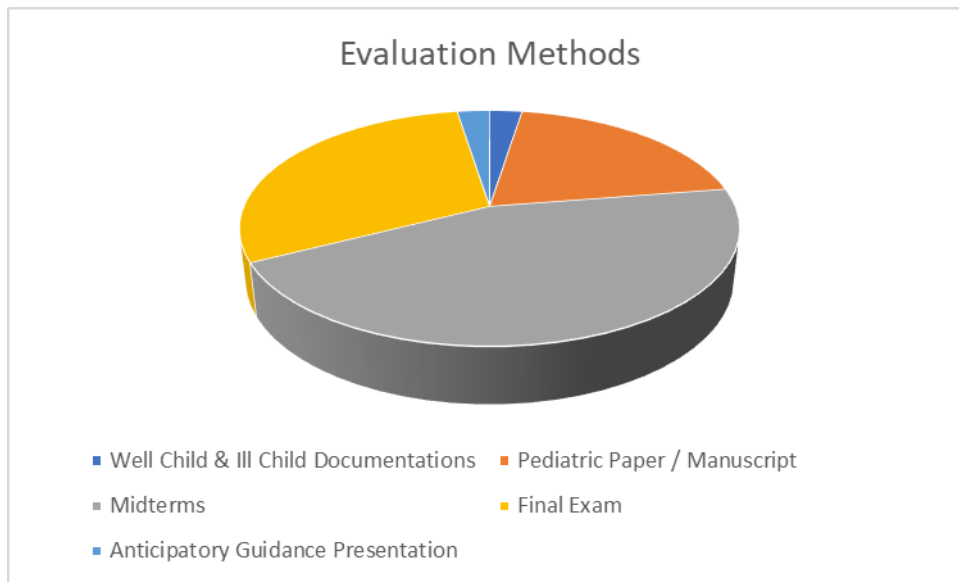
A clinical visit with a satisfactory evaluation is required for successful completion of the course. A mid-term evaluation from the clinical preceptor is due midterm and a final evaluation from the student's preceptor is due by the end of the term. A grade will not be issued for the course until all 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%
Pediatric Paper / Manuscript	20%
Midterms	45%
Final Exam	30%
Anticipatory Guidance Presentation	2.5%
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.

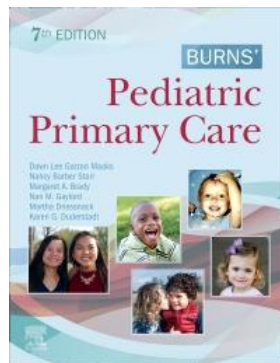
Medical Withdrawal:

A medical withdrawal request may be considered in unexpected cases in which serious illness or injury (medical) or other documentable challenge prevents a student from continuing academic work during the semester, and an arrangement for incompletes is not possible. Medical withdrawals can be considered for both physical and mental health circumstances. Approved medical withdrawals will replace all course grades for the approved term with a W grade. This action applies to all courses a student is enrolled in during the semester in question; it may not be applied selectively to some courses but not others. Requests and supporting documentation must be received before the last day of classes for the respective term. In cases where a matriculated student needs to take time away from the program or needs to withdraw before classes start (e.g., anticipated surgery) a Leave of Absence request should be submitted instead of a medical withdrawal request. More information about medical withdrawal requests may be found in the Graduate School Policy Handbook. All graduate policies are collected in the Graduate School Policy Handbook (<http://www.clemson.edu/graduate/students/policies-procedures/index.html>) for easy reference.

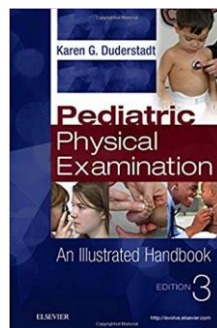
REQUIRED & RECOMMENDED TEXTBOOKS

Required Textbooks

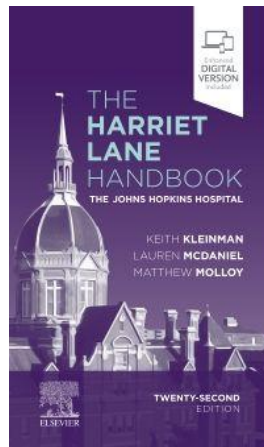
1. Maaks, D.L., Starr, N.B., Brady, M.A., Gaylord, N.M., Driessnack, M., Duderstadt, K., (2021). *Pediatric primary care (7th edition)*. St. Louis, MO: Mosby. ISBN 9780323639026 LINK: <https://evolve.elsevier.com/cs/product/9780323581967?role=student>



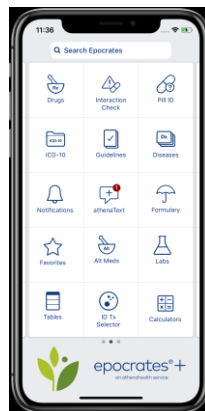
2. Duderstadt, K.G. (2019). *Pediatric physical examination: An illustrated handbook (3rd edition)*. St. Louis, MO: Mosby. ISBN 9780323476508 LINK: <https://evolve.elsevier.com/cs/product/9780323399555?role=student>



3. Johns Hopkins Hospital, Kleinman, K., McDaniel, L., Molloy, M. (2021). *The Harriet Lane Handbook*, (22st edition). St. Louis, MO: Mosby. #eBook ISBN: 9780323674072 (\$54.99 for print + ebook) LINK: <https://www.us.elsevierhealth.com/the-harriet-lane-handbook-9780323674072.html> (Self-selected pediatric dosage drug reference book or electronic reference).

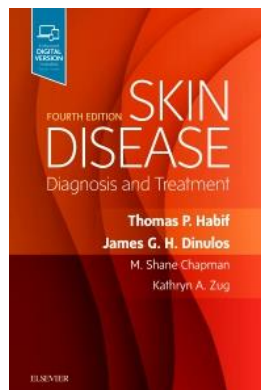


4. Epocrates App downloaded on smart phone: <http://www.epocrates.com/>



Recommended Textbooks

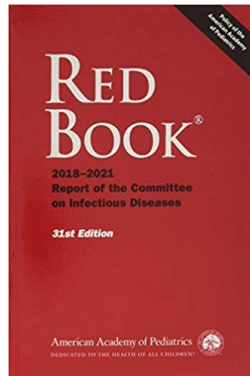
1. Habif, T.P., (2017). *Skin Disease: Diagnosis and Treatment (4th edition)*. Philadelphia, PA: Elsevier. ISBN-13: # 9780323442220 LINK: <https://evolve.elsevier.com/cs/product/9780323442220?role=student>



2. Red Book 2021: *Report of the Committee on Infectious Diseases Thirty-second Edition* by David W. Kimberlin MD FAAP, (Editor), Elizabeth D. Barnett, MD FAAP (Associate Editor), Ruth Lynfield MD FAAP, (Associate Editor), Mark H. Sawyer (Associate Editor), Link to Online Version:

<https://redbook.solutions.aap.org/chapter.aspx?sectionid=247326045&bookid=2591>

OR purchase “Pediatric Care Online” which gives online access to the Red Book, Pediatric Patient Education library with patient handouts in 12 languages, AAP toolkits, Bright Futures, American Academy of Pediatrics Textbook of Pediatric Care and be notified of pediatric updates in real time: <https://shop.aap.org/pediatric-care-online/>



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.

Course Technology Requirement

This course utilizes the Canvas learning management platform and software for asynchronous, online classes. Knowledge of the use of Microsoft Word or like word processing program, Power point with audio, and electronic poster formatting are required for this course.

Minimum Technical Requirements

- Computer requirements: See CCIT information on recommended computer requirements and recommendations at <https://ccit.clemson.edu/support/current-students/laptops/recommended-laptops/>
- Access to email, high speed internet connection, microphone, web camera
- Current version of operating system, a word processing program, spreadsheet package, presentation software, and Adobe Flash Player (www.adobe.com/downloads)

Virtual Learning Environment

Lectures will occur synchronously via Zoom during regularly scheduled class time. Students are expected to be prepared for the synchronous Zoom lecture by completing the “Reading and Assignments” on the Topical Outline and completing the associated modules, reading, discussion board, reflection and case studies on

Canvas **prior** to meeting in class on Zoom. Students are expected to follow these guidelines during **ALL** virtual synchronous meetings:

- Cameras must be turned on and the student in view
- Engage in the content with faculty and peers (sit in a quiet space and let others in the environment know you are in a class)
- Mute the microphone unless called on to speak (there will be times for questions)
- Wear clothing as if coming to a live, in person class (appropriate attire for going out in public). Students should not wear pajamas to virtual classes
- Students are to be seated at a desk or table (no lying in the bed)
- Students are to refrain from having conversations with others
- Students are to refrain from having meals (drinks are okay, there will be breaks for bathroom and snacks)
- Students must use/enter their first and last name as their name in Zoom (no iPhone or nicknames) to receive credit for attendance
- No smoking or vaping during virtual lectures
- **NO DRIVING DURING ZOOM VIRTUAL LECTURES**
- Use an appropriate virtual background and ensure the background is clear of clutter.
- Do not sit with your back against the window as it is difficult to see the participant.

Attendance

All students are required to attend (in person or virtually) the first scheduled day of classes and laboratories. Students who cannot attend the first class are responsible for contacting the instructor to indicate their intent to remain in that class. If a student does not attend the first class meeting or contact the instructor by the second meeting or the last day to add, whichever comes first, the instructor has the option of dropping the student from the roll. However, students intending to drop a class should request the course be dropped and should not assume they will be dropped due to lack of attendance or participation.

Make-up Work Due to Missed Attendance

1. Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work.
2. In the event of an emergency, the student should make direct contact with the course instructor, preferably before a class or an exam takes place. It is the student's responsibility to secure documentation of emergencies, if required.
3. Course instructors must implement fair grading procedures and provide an opportunity to make up missed assignments and examinations that does not unfairly penalize the student. Issuing specific dates by which make up work must be submitted without confirmation from the student could constitute unfair penalization, as students with illness (including COVID-19-related illness) may not always respond in a timely manner. Such make-up work shall be at the same level of difficulty as the missed assignment or examination. Course instructors shall hold all students to the same standard for making up missed assignments or examinations.

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**. 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 exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless the instructor contacts students. Should internet access be limited due to inclement weather or evacuations, contact the instructors for extensions on assignments. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather-related cancellation.

Notification of Absences

The Notification of Absence module in Canvas allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance, death of family member, illness (or COVID-19 related isolation), illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence. The notification form requires a brief explanation, dates and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an "excuse" from class, and students are encouraged to discuss the absence with their instructors. If a student is unable to report the absence electronically, he/she may call the Office of Advocacy and Success at 656-0935 for assistance and guidance.

The Office of Advocacy and Success also assists students in identifying various appropriate methods of documenting absences and assists families in using the electronic Notification of Absence system when students are unable to do so themselves. The instructions on how to access the Notification of Absence system in Canvas: [How To Access The Notification Of Absence Form](#)

Leave of Absence

Students may request a leave of absence from graduate study. The GS-LoA Request for Leave of Absence form must have all required signatures before submitting to the Graduate School and should be completed before or within the term the student intends to be on leave. Students on a leave of absence should not be making progress towards their degree requirements (e.g., taking comprehensive or qualifying exams; completing incomplete grades; submitting, revising, or defending

a thesis or dissertation; conducting independent research; receiving academic advising or mentoring). Leaves of absence do not halt a student's time to degree clock. International students should ensure compliance with federal guidelines before taking leaves of absence. For detailed information on leave of absence, see Part 2 of the Graduate School Policies and Procedures Handbook. Programs may consult with Misty Stewart (misty4@clemson.edu) on this topic.

Incompletes

Issuing an "Incomplete" grade (*I*) to a student is an option if a student is unable to complete make-up work in a timely manner due to COVID-19 related illness or other issues. An Incomplete indicates that a relatively small part of the semester's work remains undone. It is not intended for students who are failing a course otherwise. In the event that an Incomplete is appropriate, students will contact instructors in a timely manner so that instructors can provide a reasonable opportunity to complete remaining work. Instructors and students will work together to resolve the Incomplete grade as soon as possible, not to exceed thirty days from the first day of classes in the next scheduled session (excluding summer sessions and regardless of the student's enrollment status). More information on an Incomplete grade can be found in the Graduate Policies and Procedures Manual.

Medical Withdrawals

Sometimes due to illness (including COVID-19 related illness) or other life circumstances, students may not be able to complete academic work for the term and will need to withdraw from all classes. Students may request a medical withdrawal from graduate study. For detailed information on medical withdrawals, see Part 2 of the Graduate School Policies and Procedures Handbook. Programs may consult with Dr. Natasha Croom (nncroom@clemson.edu) on this topic

Online Courses

In this online course, you will interact with the content, instructor and classmates on at least a weekly basis through course assignments, asynchronous discussions and/or synchronous sessions as indicated in the class syllabus. Computing technology questions may be sent to ITHELP@clemson.edu.

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 for this class. Work from previous classes can't be used for this class. "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 to charges of violations of academic integrity."

<http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#intergritypolicy>

Each graduate student should read this policy annually to be apprised of this critical information.

Please refer students to the current Graduate School Policy Handbook for the graduate academic integrity policy. The procedures for issuing a charge (Levels I, II, III, or IV) are described in the handbook. Please note that the graduate academic integrity process is different from the undergraduate process. The procedures for issuing a Level I, II, III, or IV academic integrity charge are described in Part 2 of the Graduate School Policies and Procedures Handbook. Instructors may consult with Dr. Bill Ferrell (fwillia@clemson.edu) on this topic.

Dismissals

As a reminder, academic programs recommend dismissal of graduate students to the Dean of the Graduate School. The Dean of the Graduate School ultimately determines dismissals. A student may be dismissed from the Graduate School for failure to maintain adequate academic status or progress, receipt of F or NP for thesis or dissertation credits, second failure on a final or comprehensive exam, second failure on a thesis or dissertation defense, failure to meet required program expectations, failure to maintain continuous enrollment, student conduct issues, or academic integrity violations. For detailed information on dismissals, see Part 2 of the Graduate School Policies and Procedures Handbook. Programs may consult with Dr. Natasha Croom (nncroom@clemson.edu) on this topic.

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/copyright>.

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 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

"Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to a class should let the instructor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848 or by emailing studentaccess@lists.clemson.edu. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their instructors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>."

"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."

Accommodations for Students with Disabilities

Student Accessibility Services coordinates the provision of reasonable accommodations for students with disabilities and students experiencing barriers due to inaccessibility. Accommodations are individualized, flexible, and confidential and are based on the nature of the disability and the academic environment, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students are encouraged to consult with the Accessibility Services staff early in the semester, preferably prior to the first day of class. Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Accessibility Services, Suite 239 in the Academic Success Center, 656-6848, studentaccess@lists.clemson.edu. Details on policies and procedures are available at www.clemson.edu/academics/studentaccess/.

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 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. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/non-discrimination-policy.html>. Ms. Alesia Smith is the Clemson University Title IX Coordinator and the Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.656.0899 (TDD).



Emergency Guidelines from Clemson University Police Department (Please Read)

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

- Ensure you are signed up for emergency alerts (<https://www.getrave.com/login/clemson>),
- Download the Rave Guardian app to your phone (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
- Learn what you can do to prepare yourself in the event of an active threat (<http://www.clemson.edu/cusafety/EmergencyManagement/>)

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/>

Emergency Contact

The best means for contacting students in case of an emergency should be considered early in the semester. An exchange of cell phone numbers may be useful, but university email is also considered an official communication. Students are required to monitor their university email (see <http://www.clemson.edu/studentaffairs/studenthandbook/general-policies/email-communications.html>) thus establishing this as a convenient method for official communication to students.

Emergency Procedures

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety.

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.

Navigating the Course - Getting Started

The electronic classrooms for this course are located on Canvas. To gain access to the course, you will need your Clemson University ID (username) and password.

1. Open your internet browser and access Clemson.edu. Click on Student and login with your Clemson username and password.
2. Choose “Canvas” from side menu
3. Find Course NURS 8200 on your Dashboard and click to open

Canvas Course Classrooms

Announcements	Course announcements with information from your instructor. These are updated every 1-2 weeks in the online course. Check announcements regularly to stay up to date.
Modules	Course Modules will have information specific to the course such as syllabus, assigned readings, information on assignments with due dates, etc. There will also be power point slides specific to topics as appropriate.
Discussion Boards (within the modules)	Course discussion boards will be posted with specific instructions for a focused discussion on a specified topic that correlates with readings. Collaborative, graded discussions will be posted in this Canvas location.
Assignments (within the modules)	Course assignments provide links to assignments with tabs to submit assigned work are in this Canvas location.
Course Information /Instructor Contact	Course syllabus will provide specific information on the course as well as contact information for the professor. This will be found under the Module titled “Syllabus”
Grades and Course Evaluation	Grades are listed in Canvas in the gradebook and course evaluations for the instructor are in the course evaluation tab on Canvas. These evaluations are available at the end of this course for students to provide feedback.
Communication with Professor	Preferred communication is via CU email. For this course instructor contact is Dr. Heide Temples at heidet@g.clemson.edu

Communicating Electronically - Netiquette Expectations

Always practice Internet etiquette when communicating electronically. The purpose of communicating electronically in an online course is to share information.

- Be respectful of other participants, their time, their bandwidth, and their opinions
- Be mindful that you are communicating with people that do not have the advantage of seeing your body language or hearing your voice inflections, and who may interpret your message differently than you intended.

- Using all caps may be interpreted as shouting.
- Use humor and sarcasm carefully; add emoticons to provide a visual representation of your intent.
- Keep your critiques constructive, antagonistic criticism is called “flaming” and may cause an unwanted reaction.
- Remember that you are judged by the quality of your writing.
 - Spelling and grammar do count
 - Be coherent and succinct
 - Do not plagiarize; respect copyrights
 - Do not depend on a single source when contributing new information from external sources
 - Be professional. Only professional emails will be accepted and will receive a response.

Sending and Receiving Email

The instructor will respond to all inquiries, questions and other electronic correspondence within a timely manner, but not necessarily immediately. Most electronic communications will be answered within 48 hours. All email messages from the instructor will be sent to the students Clemson University email address. To avoid having your message mistakenly identified as SPAM, please send the message to the instructor’s Clemson University email and in the subject line identify the course (i.e. NURS 8200).

Other Resources - Advising

You are assigned to an adviser upon admission into the program. Regular interactions with the advisor will make your academic journey more efficient and effective. Questions about your advisor should be directed to your academic area office. Ellen Chiles is your contact: achiles@clemson.edu

Professional Development for Graduate Students

GRAD 360° is Clemson University’s comprehensive model of professional development for graduate students and postdoctoral scholars. The model is grounded in a competency-based and learner-centered framework called “The Tiger 9.” It is designed to support the holistic preparation of trainees leading to professional practice in any employment sector and to augment experiential learning and career preparation occurring in programs of study and units across the University. GRAD 360° is aligned with the mission and goals of The Graduate School, the University’s ten-year strategic plan (*ClemsonForward*), and widely supported by relevant stakeholders, including faculty, staff, industry partners, and trainees.

Graduate students and postdocs are encouraged to consult the GRAD 360° website early in the semester to identify and register for training opportunities that will support their academic success, personal growth, and career preparation by exploring www.clemsongrad360.com

Faculty and staff are encouraged to disseminate information and resources about GRAD 360° to their graduate students and postdocs. Additional information is detailed at <https://www.clemson.edu/graduate/faculty-staff/resources.html> Faculty and staff are encouraged to consult the GRAD 360° website early in the semester to disseminate information and resources to graduate students and postdocs. Programs may consult with Jodi Cox (jodi2@clemson.edu) on this topic.

Support for Graduate Teaching Assistants

To ensure high-quality experiences for undergraduates and graduate teaching assistants, the Graduate School requires that each graduate student appointed as grader, lab assistant, teaching assistant, or graduate teacher

of record participate in training that meets competencies specified by the Graduate School prior to beginning their appointment. Additional information is detailed at

<http://www.clemson.edu/graduate/students/policies-procedures/index.html>

In response to this policy, graduate students who are first-time hires in any new graduate teaching assistantship (i.e., grader, lab assistant, teaching assistant, or graduate teacher of record) will be automatically enrolled in a Tiger Training program entitled “GradTeaching: Preparing graduate teaching assistants for teaching roles.” Through this training course, graduate teaching assistants will receive information on key policies, procedures, and resources at Clemson (e.g., FERPA, Title IX, academic integrity, Student Accessibility Services). The training consists of 10 asynchronous modules and is designed to be completed in less than three total hours. Graduate teaching assistants have 90 days from the time of their appointment to complete the course. Additional information is detailed at <https://www.clemson.edu/graduate/students/gradteaching.html> Additional training and professional development for teaching assistants is available at www.clemsongrad360.com

Supervisors of graduate assistants are reminded that an evaluation of GA performance is required before they can be reappointed for the next academic year. Supervisors may use either of the forms below or another 3 measure better suited for their duties. Consistent feedback and communication regarding expectations and performance are encouraged.

https://www.clemson.edu/graduate/faculty-staff/docs/GS-GA1_form_fillable.pdf

https://www.clemson.edu/graduate/faculty-staff/docs/GS-GA2_form_fillable.pdf

Support for International Teaching Assistants

The State of South Carolina requires us to ensure that non-native speakers of English are well prepared to teach and proficient in delivering instruction in English. Having teaching faculty (including ITAs) that are highly proficient in teaching in English not only responds to state expectations and allows us to demonstrate due diligence for accreditation, but also assists us in maintaining the highest possible quality of undergraduate education, in line with Clemson Forward goals.

